CHAPTER 8.

On the basis of available data important findings have emerged which are as under as regards the marital status of female student only 2% of them were found to be married with regard to ages majority was within the age group 21 to 25 years as regards the number of family members most of the families of the respondents were 5 and above. Attempt was also made to understand the literary status of the parent of the respondents. It was heartening to note that 49% of the parents were graduates and above, thus the inferences can be drawn that those parents who were graduate and above brought their daughter to university level, it means that education have positive co-relationship with higher education. Most of the fathers of the respondents were in government services. Religion wise Hindus constituted 90% followed by Christians 49%. Caste wise data was also collected and it was found that majority 67.4% were belonging to high caste. The family income of the respondents was
between Rs 5000-Rs 10,000 among 40%. Majority of the respondents were subscribing newspapers and magazines, they liked sports activities and majority did not participate regularly. As regard the participation of the respondent in cultural activity they were participating rarely and it was not a regular feature.

Female students were asked the reason for higher studies majority 67% opted higher studies for career growth and development. Views of the respondents were asked regarding co-education of the university, majority 63% were in favour of pooling and sharing of experiences which strengthen the educational career.

As regard comradeship among boys and girls 82% were in favour of healthy relationship. Few questions were asked regarding teacher taught relationship majority 64.3% did not find any communication gap between teacher and student.

Majority of the student i.e. 61.7% thought that marriage in life is an important aspect and qualities among the partner should be that he is well educated not anything else. A large percentage of the respondents were in favour of taking their own decisions regarding marriage. Majority of the
students were in favour of co-education. Besides, all
the issues certain social issues prevailing in the
modern society were asked. As regards dowry it was
not considered as a status symbol and majority was
not in favour of dowry and they were in favour of
raising their voice against dowry.

Most of the respondents i.e. 53% lived in the
joint family followed by 18% who were living in
nuclear family and majority preferred joint family
because that provides social security. Out of 84%
respondents who did not like joint family because
split of accommodation was required in joint family
which is lacking in present day family. Majority of
the respondents gave weightage to the religion
because it inculcates brotherhood love and affection
among all and religion was for the welfare of the
people and it gives right direction to lead life. They
were also asked regarding the superiority of religion
but majority did not agree that any religion is
superior, all religions are equal.

The opinion of the respondents regarding the
empowerment of women were asked and they were
of the opinion that women should be self reliant if
they want to command the respect in the society.
Other reasons given for the self reliance were that,
financially they should stand on their own feet and they must prove their worth and dignity. In the views of the respondents working women were respected but they thought that working women were overburdened because they have to perform dual role. Majority 31% co-operated with working women and all of the respondents were not having any other engagements other than studies. Majority among them wanted employment after education. They were further questioned regarding their interest about a particular profession, among them 44% preferred teaching.

As per views of the respondents widow hood is not a curse and 93% were in favour of re-marriage, but they thought that widow does not enjoy the same status in the family. Respondents preferred that the widow should be self reliant and further education should be given incase they are illiterate.

As regard the career choice, majority 83% of the respondents were in favour of choosing their own career and subject of studies they preferred were selected by them. As regard regularity during classes majority preferred that students should be regular in class and most of the students were coming on their own by local conveyance to attend the classes.
Respondents were asked whether they would like to go outside for higher studies, majority 53% were not in favour of going outside for higher studies but majority was in favour of going out for taking any job. Majority of the respondents preferred vocational education but they thought that present day education was costly and was difficult to afford. Present day education was also not providing employment opportunity. They thought that special education should be provided for employment purposes.

Majority of the girls 49% were not satisfied with the education pattern of the university, they thought that more practical orientation should be provided to the students. Students were enquired regarding the presence of students union in the campus, majority gave positive response, however they did not agree that union breed indiscipline. There are other reasons for the indiscipline of students like irregular classes and teachers are not able to set high standard. Majority of the female students found that student leadership is beneficial but it should be constructive and they have reservation regarding support to student organization.
Majority of the female student were not in favour of student participation in politics because it was harmful.

Data revealed that the majority of the girls were not satisfied with the administration of the university.

**SUGGESTION AND RECOMMENDATIONS**

In the light of findings observed in the study and conclusion drawn subsequently, the following suggestions recommendations are brought forth for the area studied.

□□ Firstly, it means what circumstances should be created to appoint women in reasonable proportion.

□□ Secondly, it implies that women should be able to work as equals and should not have to conform to stereotyped expectations. They should, moreover, have appropriate working conditions and facilities for safety and essential comfort.

□□ Thirdly, women’s role in the family and responsibilities of motherhood should be recognized.
They should be enabled to work at a time and pace suitable to them. The fact that, generally speaking, they have to bear a double burden should be acknowledged and scope provided to them get over fatigue.

Fourthly, circumstances that result in women’s isolation should be altered - at the individual as well as group level. An organization should attempt to create women’s collectives and networks for empowerment.

Fifthly, necessary steps should be taken to prevent sexual abuse and mental and other harassment. Exemplary penal measures should be taken if such happenings were to occur.

Sixthly, women must have a say in decision making. This should not be confined to decisions that affect women staff members and women and girls in educational and related situations, but all decisions, including decisions concerning policy and finance.

Seventhly, a gender sensitive system of educational management has to have the capability to extend gender sensitivity to the entire system of education and to monitor it.

It would not be correct to say that we have been able to create such an organization. However,
what can, perhaps, be said is that efforts are made in this direction and each year educational administration concrete steps to improve the situation."

For improving the quality of teachers and raising their status in society, the following measures are suggested at the university level:

(a) The main reasons why able people are not today attracted to the teaching profession are two. On the one hand, the atmosphere in universities has deteriorated and on the other, the salaries paid are extremely poor.

In order to restore the academic atmosphere of universities steps must be taken to weed out political parties and intrigues. Vice-Chancellors and other officers of the university must be appointed on academic and not on party considerations. The implementation of University Education Commission's recommendations regarding the selection of the Vice-Chancellor and the reconstitution of University Syndicates and Senates would go a long way in removing these evils. This may require the amendment of various University Acts, but there
would be hardly any financial implications to the implementation of the recommendations.

Simultaneously, salary scales must be raised, particularly at the initial stages, we can, attract the ablest amongst our students to the teaching profession if the initial salary is somewhat higher or at least comparable to some of the higher administrative services.

c) We should institute at least two scholarships in each university by which teachers in the age group of 27-35 are enabled to go abroad for specialised study in order to improve the quality of teaching in the universities. On return. and provided they have acquitted themselves well. such teachers should be placed in suitably higher grades.

(d) We may secure for each university the services of at least one distinguished professor from abroad for a period of three to five years, both to raise the standard of teaching and help in the creation of a proper academic atmosphere.

(e) Improvement of academic atmosphere and increase of emoluments are essential, but equally important is the need to improve the social status of teachers.
(f) Another important measure is to recognise the importance of teaching and the capacity of the teacher to build up the corporate life of the "campus". There is often a tendency to emphasise research at the cost of education. While research is important, a teacher should also get recognition for his teaching qualities.

Similar measures must be taken to improve the quality of teachers in the Secondary and Primary schools. Of the various measures, the following are most important:

(a) Special attention must be paid to the selection of head-masters. A good headmaster can make all the difference to a school. One of the secrets of the great success of the British Public School is the status and quality of the headmasters.

(b) The greatest enemy of quality of teaching at the secondary and the elementary level is boredom and monotony. Teachers tend to lose interest by repeating the same lessons year in and year out. Measures must, therefore, be taken to break this monotony. There should be refresher courses and holiday camps for teachers.

(c) Another factor which would immediately improve the quality of teaching would be to provide
teacher houses in the vicinity of the school. A teacher who is available even after the normal school hours is a great asset, but this cannot be assured if the teacher lives too far away. Teacher colonies near schools would create localities where values other than mere monetary worth may be given due recognition. Such provision of houses near the school is more necessary and less difficult in rural areas. In a village school, the addition of one or two rooms for the school teacher may at times make all the difference between success and failure of our educational plans.

(d) The social status of teachers must also be improved. It will take long before the salary scales can be adequately raised because of financial reasons. There is nothing, however, to prevent special measures for increasing their social status. The President's Reception to Primary schools teachers of Delhi has had a great psychological impact on them. It is suggested that every State may organise similar receptions for Secondary and Primary school teachers by the Head of the State and the Chief Minister. If the Chief Minister makes it a point to meet a number of Secondary school and Elementary school teachers at every centre he visits.
this would help to raise the status of the teaching profession in the eyes of the public.

(e) The Managing Committees of schools must be reconstituted so as to eliminate party squabbles and cliques. If elections and intrigues have damaged discipline in universities, their effects on schools have been even more harmful. In many cases, the Secretary of the Managing Committee becomes a petty tyrant who terrorises over headmasters and teachers.

If elections cannot be altogether avoided in the constitution of Managing Committees, some method like the election of the Board of Regents in New York State may be adopted. The Board of Regents is the supreme educational authority in the State and it is elected by the Legislature. Party intrigue is, however, largely avoided by the device that of the 13 members of the Board, only one is elected each year and for a term of 13 years. Since the Governor of the State has a tenure of four years and the members of the Legislature of only two years, their influence on a member of the Board of Regents, once elected is very small. As such though elected by a political body, the Board in fact becomes free from political control.
(f) The introduction of the proctorial system by which each teacher may be made responsible for a number of pupils living in his locality. He should be their moral tutor and also keep in touch with their guardians.

B. The economic difficulties cannot be removed overnight and conditions in academic institutions will remain unsatisfactory till there is general improvement in the economic situation. Nevertheless, an attempt must be made to effect such improvements as are possible. Some of these improvements can be carried out by the students themselves under proper guidance. Others will require some assistance from public revenues, but the amounts need not be very large. The following specific measures are suggested:

(a) Amenities in schools and colleges should be improved by enlisting student labour under the leadership of teachers. This will have two advantages. On the one hand teachers will come into closer contact with their pupils and on the other, the pupils will find creative channels for their energy. Schemes should be mainly of a type which will add to the amenities of the students themselves. For
example, building of play-grounds, stadiums, theatres, improvement of gardens and in the case of older students, the building of hostels etc. That this is not impracticable, is proved by the experience of Bhau Rao Patel of Rayat Sikshan Sanstha of Satara who has constructed buildings for one college, four training schools, many High and Primary schools and some hostels almost entirely by the labour of the students who live in them. There should be payment for such work to needy students helping them to maintain themselves.

(b) The State should also make some provision for supplying tiffin to school children either at reduced prices or free. School lunches at nominal cost have done more for the improvement of morale among pupils than almost any other single factor in both U.K. and U.S.A. A nominal charge may be imposed but the principal or headmaster should have discretion to allow free lunches to about 20 per cent of the pupils. Wherever possible, students may work for the free supply of such lunches. The Basic system offers the hope of contribution by the children to school funds. There can be no better use of such contribution than to utilise it for providing meals to
the children themselves, and if the income justifies, also of school uniforms to all children.

(c) For students in colleges and universities, facilities for National Cadet Corps should be greatly enlarged. The ultimate aim should be to make such training available to all students, but this may not be easy of realisation just now because of the finances involved. The number of N.C.C. should at least be doubled and attempts should be made to see that each student gets at least one year's membership of the National Cadet Corps.

(d) In view of the cost of National Cadet Corps, a simplified form of service and drill for all students may be instituted. The cadets trained in the N.C.C. should serve as the leaders and instructors for such courses, thus reducing the cost of the scheme and offering the trained cadets, the opportunities of exercising leadership. Such courses may be made available to all students and they may be required to satisfy a minimum standard of efficiency in various types of physical tests. Insistence on better physique of students as a part of their academic routine would help not only in restoring discipline, but also giving them more buoyancy of spirit.
(e) For school children, scouting and guiding should be made compulsory, or at least near compulsory. Such activities not only provide healthy and useful outlet for the energies of the children but make them more self-reliant and help to form their character. It also develops in them a spirit of service to the community.

C. The general loss of idealism can be fought only by creating an atmosphere where social values are held in high respect and students may feel an urge towards realising these values. What has been said above for improving the status of the teacher and restoring his leadership will help in achieving this end. Along with that, pupils should have before them duties and ideals which will evoke from them the necessary response. The following measures are suggested as immediately practical and can be applied to school as well as colleges and universities:

(a) There should be a house system in each school by which 20 or 25 boys are placed in charge of a teacher who may be assisted by one or more monitors. These monitors should be chosen not only for their academic distinction, but for their character. They should be given considerable responsibility in maintaining discipline in the school
b) The monitors of different classes should together constitute a council for the maintenance of discipline in the school as a whole. The principal or headmaster should recognise these monitors as leaders in their respective classes and the Council as a collective leadership of the college and school.

(c) The Council of Monitors may also constitute a Juvenile Court of Honour. It is common experience that if children are put on their honour, they refrain from indiscipline and other undesirable acts. The System of Honour should be developed from the earliest classes right up to the university stage.

(d) Students should also be associated with various types of projects for the upliftment of the community. They should be made to realise from early childhood that education is a great privilege which society offers to them and they must in return pay back their debt to the community. Various types of community services may be developed with the active participation of the students. In some countries, colleges or schools have adopted a neighbouring village and worked for its improvement in various ways. Such programmes undertaken by students under the leadership of their teachers will
help to develop a spirit of idealism and indirectly improve alround discipline.

The various measures suggested above will, it is felt, go a long way towards solving the problem of indiscipline and unrest among students. It is no exaggeration to say that incompetent and dissatisfied teachers undermine the very foundations of society. Their incompetence and dissatisfaction infect the children and sow the seeds of revolution, disruption and decay.