CHAPTER X

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10.1 Introduction

10.2 Trends of Development
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From the general study of all the universities of Gujarat certain trends of development were evident. In the following paragraphs are discussed the important trends of development for the period 1947-48 to 1974-75.

10.2 TRENDS OF DEVELOPMENT

1) At the time of independence the university education in Gujarat was meagre. All district towns did not have colleges. Colleges of different types were situated only in big cities of a population above or nearing one lakh with the exception of an Arts and Science college, College of Agriculture and a College of Engineering that were situated near Anand on a campus which was destined to be a sort of rural university.

2) Political independence gave a philip to education. Along with the expansion of primary and secondary education, university education also flourished. The
establishment of two universities in Gujarat within a short time after independence encouraged people from smaller districts, towns, industrial towns and even rural areas to start Arts, Science and Commerce colleges. Thus liberal higher education was the first trend after independence in Gujarat.

3) The proliferation of higher education took place in the next two decades resulting in the Sardar Patel University and the Saurashtra and South Gujarat Universities. During these two decades not only the liberal Arts, Science and Commerce colleges increased in number but colleges of Education and Law also increased beyond proportion. This sudden outgrowth increased professional education more than necessary without any regard to the employment possibilities. The result of this unplanned proliferation doing harm to the national talents took place because the universities and the Government were helpless against the popular demand of this type of professional education. Only towards the end of the period of the present study the universities and the Government mercilessly stopped the establishment of new colleges to consolidate those which had come into existence rightly or wrongly.

4) Although higher education given in Polytechnics and such other institutions not governed by universities
does not form part of present study, one would definitely feel that it should have expanded to keep pace with the industrial development of India. Engineering colleges and Medical colleges have also increased but the para-professional education below the level of degrees which is very essential for the industrial and economic development of the country should have attracted the attention of those philanthropists who gave large donations for the construction of buildings of liberal degree colleges. Had this been done, the present state of unemployment would not have been there. Towards the end of the period of the study it had been seen that the diploma and certificate courses in technology did attract large number of students who otherwise would have unnecessarily flooded the liberal education colleges. This is a good and welcome change observed not only among boys but also among girls now. Girls' Polytechnics which starved for want of enrolment in the beginning are now rejecting applications for admissions because they are fully saturated.

5) Secondary Teachers' Colleges increased from 1 to 37 during this period. This unusual rise made extraordinary demands of staffing, practice teaching and maintenance of standards on what was available at the time. Ordinary
lecturers got the privilege of being appointed principals of such colleges and other members of the staff also used to be of ordinary calibre. Ahmedabad city and Kheda district which have been areas of concentration of teachers' colleges did not have enough number of model secondary schools where practice teaching, the most vital part of teacher education, could be held. Many short cuts were therefore resorted to, lowering the standards of training. Secondary schools in Gujarat got flooded with so called trained teachers but their standard of education also deteriorated. Moreover a large number of trained teachers remained unemployed or employed in primary schools or even in kindergarten schools.

The primary teachers' colleges also had proliferated beyond the needs of the state resulting in the closure of a big number. Their trainees were also unemployed in big bulk. With the availability of B.Ed.s in primary schools the unemployment of trained primary teachers increased. On the other hand the B.Ed.s could not reconcile themselves with the lower grades of the primary schools and were always keeping eye on jobs in secondary schools. Primary education has thus suffered in the state.
6) Teacher's Associations became powerful during the period under study, largely due to abrupt firing of teachers employed in private colleges when large number of private colleges came into existence the managements both in urban and rural areas got hold over the administration of the universities. They could manipulate a thumping majority in the Syndicate and the Executive Council and could thus control the fates of a large number of teachers employed by them when the Teachers' Associations became powerful they also exerted a strong force in the administration of the universities and could persuade the Government to increase the salary scales. Of late they have been successful to force the Government to pay the salaries of the teachers through cheques, who otherwise were exploited by the private managements. This security of salary and service however has also resulted in relaxation of work to some extent.

7) Another factor deteriorating the standard of higher education is morning colleges. They exist mostly in cities and pretend to start teaching from 6.30 a.m. however in reality students hardly attend two to three periods a day and then loaf here and there. These are mostly Arts and Commerce colleges. Some Law colleges
work only in the afternoon and there also students hardly attend a period or two everyday. Thus Arts and Legal Education has remained only in name even in colleges working regularly. The most prevalent method of teaching is the dictation of notes by lecturers. A large number of guides, summaries and last minute suggestions have been published in big bulk deteriorating the education of students. Some of the publishers of such trash materials exert their influence on the examiners and try to entice poor students. Tuition and coaching classes in addition to private tuitions at home go on increasing in number not only in towns but also in many rural areas. All these elements undermine good education. Higher education has thus remained in name.

8) The medium of instruction which used to be English before independence has now changed to Gujarati mainly in all universities of Gujarat except the M.S. University of Baroda. There also the students are allowed to write their answers in examinations in Gujarati. In a way this is a welcome change. With a poor vocabulary of English under-graduate students could not follow lectures in English. The new lecturers who are crop of the same deteriorated education system are themselves hardly able to read english books, not to speak of
lecturing in English. A number of books in almost all under-graduate courses have been produced in Gujarati and some of them are really good. College students thus have no grievance against availability of text-books in Gujarati.

This trend has however deprived the students of their access to English books. New knowledge usually comes through English books and hardly through Gujarati or Hindi books. This vicious circle has deteriorated not only under-graduate education but also post-graduate education since the same students go in for post-graduate courses. It is good that the Engineering and Medical Colleges have not yet adopted Gujarati as the medium of instruction inspite of great pressures from the champions of mother tongue.

The weak English of students is a great deterrent to their studies of English books in post-graduate courses. Very few books have been written for master's degree courses inspite of existence of the University Book Production Board of about a decade. The students therefore, have to refer to English books willingly or unwillingly. This indirectly opens up a channel to new knowledge.
9) It has been seen in the earlier pages that all universities have now good libraries and they are increasing their stock of books every year. They also subscribe to various journals in almost all subjects. However, the use of books and journals in these libraries would dishearten anybody who is a well-wisher of higher education. In some universities the demand system of borrowing books is not satisfactory and the reference section is usually very poor compared to those of good universities. The librarian and his staff has more or less remained administrators of libraries. They hardly help the students and the research workers in locating proper books for their references.

Another factor for less use of books is that most of the books are in English and very few Gujarati or Hindi. Most of the journals are also in English. Thus the under-graduate students never go to these libraries to borrow books. In the affiliated colleges most of the under-graduate students even do not know that there exists a university library from which they can borrow books from these libraries. The university libraries are, therefore, mainly used by post-graduate students and teachers.
10) For enlightening the teachers hardly any regular programme of inservice education exists in different universities. Only teachers' colleges usually conduct some sort of inservice education programme for their staff or they sent them to seminars and courses organised by NCERT of Delhi or CASE of Baroda. Teachers of Gujarati Language in Arts Colleges have a good literary association and they take part in their activities from time to time. Teachers of Engineering Faculty regularly undergo inservice education programme with the help of Technical Teachers' Colleges.

11) When smaller universities established in different regions of Gujarat it was contemplated that instead of falling into the rut they would provide courses like Marine Biology, Fisheries, Folk laws and Economics of indigenous industry. Their hopes are mostly belied. They mostly conducted the ordinary courses of other universities. In the post-graduate specialization also they duplicated the efforts done elsewhere. It is time they fulfil the aspirations for which they were started.

12) On the whole the discipline of the students remained satisfactory during the period under study except in 1974 when the Navnirman Movement swept over the entire State. The only bad feature of discipline is the
tendency of mass copying in examinations in some of the universities. Here also the fault has to be shared by teachers, private management and the publishers of guides and notes. Unlike students in Northern universities in India the Gujarati student has remained docile and well-behaved. The universities function properly in the examinations and are conducted every year. Much is still to be expected of him for alleviating his level of knowledge.