CHAPTER VIII

PROBLEMS OF INSTITUTIONS FROM FOREIGN BASED INDIAN STUDENT OF PUBLIC SCHOOLS
8.1 **Interview**

In all three Headmasters and three house-masters were interviewed by the investigator personally in order to know the problem being faced by the institutions because of the admission of FBIPSS students. At first, out of 13 institutions, three were selected at random and Headmasters of these institutions were interviewed by the investigator after fixing up with them. Then, out of the remaining 9 public schools, three lots were drawn and their house-masters were interviewed. The interview schedule, appended at Appendix V, was used by the research worker for the conduct and recording of the interviews. The interview was done in a structured way and after the interview was over, the notes on the schedule were recorded. The interview was done in an informal way. In the end the interviewee was asked if he faced any other type of problem not asked by the investigator and a note was taken of that too.

8.2 **Difficulties Due to Passport on Vise**

All the six officers of public schools told that in accordance with passport rules, within 48 hours of the coming of a FBIPSS in the institution the police was to be informed. If there was a delay in doing so,
the police bothers a lot. During the period of vacations these students went to live with their parents in foreign countries for which they were to send their paid up tickets for back journeys from those countries. In some cases they do not send the tickets in time and get late. The students were bothered a lot and the school was also inconvenienced as it was to make all the arrangements for their stay in hostels which in addition to the expenditure to be made by the institution involved a lot of problem as some teachers were also to be put on duty with them and arrangements for their messing also to be continued.

In some cases the children came from broken homes and their parents did not bother much about them and got late for all arrangements. In such cases sometimes some funny conditions were also imposed by the parents such as their grand-parents would not be allowed to see them, they would not be allowed to go to their grand-parent during holidays etc. In such cases the academic achievement of the children was also affected.

In the administrative set-up the mail system too was quite inadequately manned and the letters usually got late. The result was that children and parents, at times, got worried about the welfare of each other. The institution was placed under queer
circumstances and faced typical problems. The telephone system too was not as perfect as is in the Western World. The result was that even when the students were ready to pay in order to talk to their parents the lines were not available. Because of it, sometimes the children got tensions and ill and the school faced problems to a greater extent.

8.3 Problems of Late Payments

In quite a few cases the payments to be transmitted from foreign countries and it involved some, difficulties such as strict foreign exchange, late arrival of the mail, disturbed political conditions in foreign countries, strained relations between the parents, and inability of the parents to send the money in time. In such cases the institution too faced problems as it was to remind them and then to follow it up with them. However, there were only a few such cases.

From the point of view of India, it was a good sign of financial health as in most of their cases the payment was made by PBIPs in foreign currency which earned foreign exchange. In some cases parents ignored the instructions of the school that payments should be made through bank drafts and send foreign cheques which
involved a long process of encashment and botheration to the institution and payment was also delayed.

A case of a girl was reported by an institution. The academic achievement of the girl was much below the mark and she was reported to be trailing behind two years. Her father was financing her education. He travelled a lot and sent money from different countries. He was almost always late in sending her dues. He would not take her to U.S.A. where her mother lived. The mother had married another person and would not bother about her. The father had different notions and would not like his in-laws who lived in India to meet her and to take her to their place even as a local guardian. He would come to collect her about a week or so late in order to take her along with him for vacations. The girl used to be under tension and had become ill, she would get severe headache and cry. She did not get the love from the parents and the institution was put to a good deal of botheration.

8.4 Problems of Political Interference

Almost all the schools did not get any financial help from the government and did not bother for their recommendations also. However, in some cases some students got some scholarships for which they are
to keep a lien with the government. Otherwise too, for public services i.e. water supply, electricity, roads etc. they were to bank upon the government for which they were to keep good relations with it, which in turn at times, came up with recommendations. However, these schools as a matter of principle did not bother much about them and stuck to their guns. But on the whole there was a tendency for the local politicians and bureaucracy to interfere with the working of these schools too, which was to be continued and resisted by them.

The politics also played a role and interfered with the working of the institutions indirectly. The violent changes in countries like Iran, Iraq and Afghanistan created a lot of problems to the institutions as many students came from these countries. In such a change the movement as well as the payments were delayed, and children got worried about their parents and caused adjustment problems to the institutions, so often they got ill and were to be hospitalised.

Another problem being faced by the public schools due to politicians was their double standards in this area like all walks of life. In order to win
the votes they would criticise public schools in public
and instigate people against these institutions. They
would, however, like their own wards to be admitted
in such schools. One of the senior Headmasters who
was interviewed in order to know the difficulties of
the institution showed the research worker some letters
from an Ex-Education Minister of Government of India,
who was a great critic of public schools and wanted
these to be closed as these were creating further gaps
between the rich and the poor, recommending admission
of his grand-son, not once, but repeatedly. They sent
their wards to public schools and wanted to keep a
secret of it, and at times put different types of
bureaucratic and political pressures so as to get
admission of their wards to such schools. Their double
standards added to the difficulties of the school also
when they recommended some cases of foreign students
and foreign based Indian students for admission and
made it their prestige point.

8.5 Problems of Curriculum

The curriculum in India and abroad differ
quite a lot. FBIAs when went to foreign countries,
got exposure to the school climate and school curriculum
in such countries, the aids used for teaching in foreign
lands and the methods of teaching adopted there.
Needless to say that Indian public schools continued to be poorly equipped as compared to many foreign lands and the students who attended these schools and got exposure of the educational techniques and innovations in foreign lands faced problems in their academics as well as emotional adjustments. At times they also felt problems like social adjustment too.

The other problem faced by the institutions were lack of knowledge of Panjabi, Hindi and sanskrit by the PUPs and the keenness of their parents for them to learn these languages. Mostly the students who came from developing countries faced problems of English language also because of poor standards in these countries. All this added to the difficulties of public schools which were to invest a lot for these services.

8.6 Problems of Dresses

Those students who came from advanced countries of the world so often went to these countries and got the dresses of these countries and were these in Indian public schools. These were non-uniform dresses of sophisticated westernized nature which made them to think superior. This created some problems like craze for such dresses amongst PUPs. Some times the dresses were so showy that institutions objected.
to these, such institutions were always for typical
cultural dresses and wanted to encourage them for
example sikh public schools would always be for a
separate type of under wear and covering of head by
the girls with dupata while western fashion would be
for uncovered head of girls. same is true about keeping
untrimmed and long hair by the boys and girls. This
sometimes created problems for the public schools.
Not so frequently, thefts of such clothes was also
reported and involved discipline problem for the
institutions.

6.7. Problems of Sickness of Students

When PRIPs got ill, they were to be provided
with medical facilities and care. Many of the PRs did
not keep full time doctors and their sick-rooms were
also not properly equipped because of which the students
got an impression that proper care was not being given
to them. A natural consequence was that children
wanted parental care and needed that too and any other
compensating arrangement continued to be a poor
substitute to it. Those PRIPs who fell ill created
lots of problems for the institutions. At time they
insisted that their parents be informed about their
illness when the type of communication was bound to create lots of problems for the parents living in foreign countries. Those who come from advanced countries were more prone to easy illness because of the standard of hygienes maintained in those countries. These schools were at times to keep lien with the government hospital and conveyed serious cases to them and were thus bothered to give them a look up while they were in hospitals.

8.8. Problems of Adjustment with Indian Culture

FSIPas came from different countries having different customs and traditions. Some came from the societies where one can keep four wives and some from countries where one wife can keep many husbands. Some belong to societies wherein sex had no taboos and was considered to be a biological need while other looked upon it as a sin. Some girls liked to wear veil as was the case from Muslim countries while in case of others like Denmark girls liked to exhibit as much part of their body as was possible and liked to live even without clothes. In the same way in some culture youngers looked after the elders while in other cultures they were looked after by social securities. In some cultures drinking was not considered
to be of any sin while in others it was considered to be quite a bad. However, in public schools in India drinking and smoking were not allowed. When all these groups mixed up some cultural problems were bound to come up. In Indian P.S. culture too cultural adjustment problems did bother the institutions. A case of a boy was reported by a house-master. He wanted to be served with cigarettes to smoke and wine to drink. On the refusal of the school to oblige him, he got ill and misbehaved. His local guardians were called from Delhi and he was delivered back to his parents in Sweden. In many cases parents wanted them to imbibe Indian culture and traditions, but due to their background of easy life in the west and adolescent problems, they would not like to do so. This created problems for the P.S. The schools did make such arrangements and wanted these to be seriously followed but the students did not cultivate interests in it. At times it turned out to be a discipline problem.

8.9 Language Problems

In public schools the institution faced a good deal of language problem as most of P.S.Pas spoke different languages and knew English of different standards. Most of the parents who sent their wards
to Indian PEs. did so with a view to give them knowledge about Punjabi, Hindi and Sanskrit so that they could learn about Indian history, customs, traditions and culture. It was a problem to teach them these languages as in many cases they themselves were not interested in them. The school was to make such elaborate arrangements of teaching these languages and faced the problem of getting such efficient teachers.

8.10 Problems About Sex

PBPs came from different backgrounds of sex culture. Some came from the Western Culture wherein the custom of kissing, petting, dating and sexual mixing up and so much so sexual intercourse were not considered to be a problem. In some cases institution faced such problems when student from such cultures wanted to see blue films, they wanted sex knowledge to be imparted by the teachers and they brought pornographic literature with them and secretly shared it with their friends. At the same time some came from Arab countries wherein different norms exist for sexual code and they needed different type of treatment. Adolescence in itself is a problem for sexual behaviour. Youngsters wanted to share their knowledge about sex and enjoy the fun. In India, sex is looked
upon from quite a different angle of sin and is not encouraged. As in Indian culture sex cannot be taught and some students had such exposures so they created problems like homosexual habits which too were permitted in some cultures. Schools were bothered with such students. Masturbation was another problem of its own type and institution had to impart them knowledge against such bad habits. On the other hand, in many cultures it is considered to be a natural phenomenon, but Indians did not think so. Because of sex problems of the students the school was put in difficult dilemma, if it imparted sex education, it eroded cultural values and if it did not do it, the students were bothered. Because of such queer circumstances at times, the institution faced many types of problems.

8.11 Adjustment with school

The atmosphere in Indian public schools was quite different and the institutions were to keep control upon the students. Different types of problems i.e. poor out-door game facilities, fewer-indoor facilities, shortages of water, and electricity, the chronic disease of saving at the cost of the health of the students, distance from cities, school atmosphere wherein teachers were not so well paid, different types
of cross-cultural situations created problems. In one of the schools a boy whose parents lived in U.S.A wanted liquor to be served to him. In another case one girl wanted to sleep with a boy and go out with him. still in another case one boy had illness which was not communicated to the school. All such incidences, along with poor medical facilities and teacher demanding presents and gifts create problems not only to the students but to the schools also.

8.12 CONCLUSIONS

Because of the presence of FNIPs the school faced different types of administrative, social, political, adjustment, sexual, curricular, language, cultural, clothes, mixing up and social adjustment problems.