Chapter 4

PROBLEMS FACED BY KENYAN STUDENTS AND TRAINEES IN INDIAN UNIVERSITIES

4.0 Introduction

The problems faced by students and trainees studying under Educational Cooperation and Technical Training Programme between India and Kenya are being analyzed in Chapter Four. These include problems relating to socio-cultural adjustment and academic and job opportunities. Under socio-cultural adjustment, the problems faced by the students and trainees in hostel, market, making friendship, religious practices and security will be analyzed. It will also cover academic problems related to technical training programme syllabus, languages, methods of teaching, handling the machine, etc. The issue of job opportunities in India and in their country would also be taken up.

Despite offering world-class education at competitive costs, fewer foreign students are enrolling in Indian universities now than in the past decade. The Association of Indian Universities (AIU) has conducted a study, which has covered 277 major universities, analysed and found that “the number of foreign students in India shrunk from 12,765 in 1992-93 to 8,145 in 2001-02.”\(^1\) Educationists of the AIU agreed on this view that Indian education is not being marketed abroad in the way foreign universities are doing in India to fascinate Indian students. But, the numbers of students from abroad in private universities have increased. In 2002, “the Manipal Academy of Higher Education, a private university, recorded the maximum number of foreign students (2,031). The University of Pune with 1,416 foreign students beat Delhi University’s 1,077 to grab the second spot.”\(^2\) Foreign students said that in spite of the world class education provided by the Indian universities, they face some problems from the very beginning. Chatura Bhandara, President of the Association of Sri Lankan Students in India, said that “India is not an easy country

\(^1\) www.bc.edu/bc.org/avp/soe/cihe/newsletter/subject, visited on February 10, 2005.
\(^2\) Ibid.
to live in. The climate, the culture, it is all so different. One has to really adapt oneself to the place. Then there are problems of accommodation. The students have to hunt for hostels on their own. There is usually no help of any sort from the universities.\(^3\) This absolute statement needs to be examined as, in reality, Indian government entertains the foreign students by providing various facilities in terms of special scholarships, special hostels, free training in the technical education, so on and so forth. Indian government is also culturally committed to facilitate them under its ever accepted maxim of *vasudhaiv kutumbakam* (the world is a family). This is a different question whether or not the facilities provided by the government are to the utmost satisfaction for the students coming from abroad.

Some African students in Indian universities have revealed the fact that “Indian society is traditionally very conservative. One Kenyan minister told that his colleagues felt hurt when apparently brushed off by Indian girls. They did not realise, he said, that in a typical traditional Indian household the women would not appear together with their own men folk in public, much less with outsiders of whatever nationality.”\(^4\)

With the experiences of living in Indian universities, they realised that it was not very easy task for the Indians who did not mix always because of racial prejudice towards African students. It might be other factor very often that Indian students could not afford to socialise even among themselves, and mixing with foreigners became even more difficult.

Unlike in the central universities, the foreign students face problems in most of the state universities in getting admission as there is no special provision for them. There are no single windows for them and, in some of the cases, the university bulletins fail to give proper guidelines for the admission and other requisite facilities.

---

3 Ibid.

4.1 Socio-Cultural Adjustment Problems

Adjustment in any university is an essential process of interaction of the person with his environment. It is a dynamic process through which the students seek to achieve and maintain correspondence with his environment. An individual brings a set of abilities, limitations and a set of hierarchically adopted habits through which he himself arranges his internal needs to the situation or as the environment requires, in a certain 'ability pattern' in the individual for satisfactory functioning. Adjustment in any university is an outcome of the correspondence between the individual's fulfilling the requirements of the environment in which one is placed and environment fulfilling the need of the individual. Hence, this can be called a dialectics between the environment and the need of the individual.

The problems of adjustment to a new culture are added to the problems of adjustment to the courses of new university. That is why it is said “Cultural shock is the rubric under which is subsumed the profound disorientation suffered by the Kenyan student who comes into an alien culture without adequate preparation.”

It is described as a subjective feeling of loss, and sense of isolation and loneliness, the man feels disoriented, puzzled and homesick. The foreign students sometimes face a learning problem in the university and living problems in the new culture.

The problems, prima facie, are related to socio-cultural aspects, job placement and academic adjustment. At the social level, it appears that socio-cultural background and life style of Kenyan students and trainees are substantially different from that of the Indian students. At the academic level, it also appears that the medium of teaching, teaching-learning methods and technical training are substantially different from those prevailing in the universities of Kenya. Kenya's educational system, which was established in 1980s to replace the system that existed under British rule, consists of eight years of primary school, four years of secondary school, and four years of higher education. Primary education is nominally free in Kenya, but pupils must meet the cost of uniforms, books, school fees, etc. Examinations are taken at the end of the 8th and 12th grades to determine whether students are eligible to be

---

5 Ibid.
admitted into high school and university. In contrast to this, the Indian pattern comprises of $10 + 2 + 3$ in which one has to go to the school for 12 years and for the graduation one has to go for three years. Primary education is compulsory in the Indian educational system and its education varies from government school to semi-government and public schools. In the government school, like in Kenya, a student has to give a nominal school fee and, for certain category of the students, there is a provision of the supply of free books.

Both India and Kenya have been endeavouring for all round development of their people since their independence. The Government of India has diplomatic and bilateral cultural relations with Kenya. As a result of this relation a large number of students have been studying in Indian universities for quite some time. But it is natural that students coming from different geographical, social and cultural environments, experience several sociological problems related to interaction, social and cultural adjustment, etc. The last but not the least, matching the real need and education is the real problem for Kenyan students. How do they feel about Indian higher education in terms of placement of job in their own countries as well as in the world market?

As is stated that most African students and trainees face great problems of adjustment in the Indian socio-cultural environment, it is not necessary that the problems are remaining almost the same, if they change the location from one university to other. Each university has lots of students from different parts of the India whose socio-cultural background is substantially different from each other.

Adjustment in other socio-cultural set up depends on the student's personal mental make up, attitude, interest and habits. It varies from situation to situation. Mostly foreign students come to India to gain qualitative education. They find opportunities to make many friends and try to adjust with the new socio-cultural environment. However, some problems linger on.

---

6 For details, see Educational Policy (New Delhi: Government of India Publications, 1986).
For this purpose, a study has been conducted covering seven major universities and four technical training institutions. The questionnaire has taken up nature of different types of problems faced by them; it was structured with both closed and open-ended questions. A sample of seventy-five Kenyan students and trainees from different universities and technical training institutions were given questionnaire. It was anticipated that some of them would shirk to respond to some of the queries. To get clearer picture, an interactive session – a group discussion – was organized. On the basis of the responses, the analysis is made in the following paras.

Sample Size of Kenyan Students

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Universities / Technical Training Institutions</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jawaharlal Nehru University, New Delhi</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Delhi University</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Aligarh Muslim University</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Banaras Hindu University</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Maharshi Dayanand University</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Indian Institute of Technology, Bombay</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Bangalore University</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>Dr. Bhimrao Ambedkar University, Marathwada</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>National Institute of Educational Planning and Administration, New Delhi</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Technical Teachers Training Institute, Delhi</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Indian Institute of Mass Communication, New Delhi</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Sample Size of Kenyan Students</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

4.1.1 Problems in Hostel

The diagram given below shows the response to the questions relating to the problems in the hostel. Around 68 percent of students and trainees responded that university/institute life is a stressful experience for the students of Kenya who are residing in the hostels. These problems include sharing of common room, bathroom and mess with other students. This creates certain problems of adjustment, because they come from slightly different socio-cultural environment. However, 18 percent of the respondents found India an easy country to cope with. There were about 14 percent students who did not respond to these queries. All these problems are a sort of bitter experience for the new students.
It has generally been said that the Indian food is liked by majority of the people of the globe. The diagram given below shows the response to the liking of the Indian food; 85 percent respondents revealed the fact that the Indian food is not adjustable, whereas 15 percent respondents were of the view that if the food is not spicy, the contents used therein are edible. This problem was because of the fact that they do not get food of their choice, as their food habit is quite different in their own country. As they find it difficult to adjust to the spicy Indian food, most of them soon take to cooking their own meals. In fact, ‘Ugali’ (sooji), ‘nyama’ (beef) and ‘githera’ (corn and beans) constitute their staple diet.

Over the question of discipline in terms of following the rules and regulations in the hostel, 91 percent of respondents found the Indian hostels most chaotic and 5 percent were treating it a global phenomenon. Four percent respondents kept quite over this inquiry. On this basis, it can be stated that students of Kenya living in hostels face several problems, because some of the students do not follow the rules and regulation of the hostel but others are not cooperative as they expect from them. They feel that the hostel is very noisy and nothing could be kept secret.
4.1.2 Problems in the Community
The community comprises all the people who live in a particular area or place. Socio-cultural environment is substantially different from country to country, and it could be different even within the same country. This factor is behind the constitution of community and community living. Universities and Technical training Institutions are not in a position to accommodate all the students who seek admission to the hostels. "Less than one-fifth of the students seeking such accommodation can be accommodated in hostels, rest are left to make their own arrangements." The diagram below shows the response to the query on the living condition in the community. Seventy-seven percent of students responded that living conditions in the community are very unhygienic and 12 percent students do not have any kind of problems. They adjust frequently in Indian community and 3 percent students have not responded in either way.

4.1.3 The Campus Health problems
The costs of healthcare are rising. Over the past 30 years, expenditure on healthcare has risen much faster than the cost increases reported in other sectors of the economy. It is now one of the largest sectors in most developed countries. The World Health Organisation has described the importance of health and said, "It is a state of complete physical, psychological, and social wellbeing and not simply the

---

absence of disease or infirmity.”

Freud has also defined the health and said that “Health is the ability to work and to love.” From the survey conducted in some of the universities, it is found that no adequate facilities exist in health centres and it is estimated that “twenty-five percent students are suffering from some disease.”

Below given diagram shows the response to the medical facilities in the health centres of the university or technical training institution. Sixty-eight percent of students responded that proper medical facilities are not available according to the needs of patient in the campus health centre. Sometimes patients are referred to the private health centre where they tried to make money and were not given proper guidance. All the medicines are not available in health centre and these are bought from the medical store situated outside the campus. It takes too much time to get the cost reimbursed from the universities and technical training institutes. A student from the Kenya responded that even the Jawaharlal Nehru University, which is a prestigious international university in the world, has not got the facilities of x-ray, variety of blood tests, ultrasound, surgery, etc. Only 19 percent students responded that they are fully satisfied with the medical facilities and quoted, “We don’t have any kind of problems,” and 13 percent students have not given any response whatsoever.

---


9 Harrison, A., Dixon, J., New B., Judge K., “Funding the NHS. Can the NHS cope in future,” BMJ 1997; 314: 139-142, 7, bmj.bmjjournals.com/cgi/content/full/316/7140/1310-16-10-06.


---
4.1.4 Problems in the Marketplace

The students from abroad face variety of the problems in the marketplace. Kenyan students also face such problems. These problems are enumerated below:

Attitude and behaviour of the salesmen in the market is slightly different from how they behave with the Indians. The traders in the market behave differently on the basis of the colour of their skin. Despite the fact that the Indians are also being treated by the Europeans as blacks, it is the colonial legacy which is the main cause of such mal-treatment.

Ordinary shopkeepers look down upon the Kenyans due to the colour of their skin. Below given diagram shows the response to the question relating to this behaviour. When 71 percent people gave the affirmative answer, 23 percent gave the negative answer and 6 percent remained indifferent. The persons, who gave the answer in affirmation, went to the extent of saying that "They even abuse us and call us monkeys and habshis." On the basis of the responses, one is forced to say that despite tall claims of equality and cultural heritage by the Indian government, Indians are still a shadow of the British colonial legacy, the result of which was seen in South Africa as apartheid. Of course, there is no apartheid in India; but at the mental level, Indians are no exception in behaving differently on the basis of skin colour.

![Response to the Question relating to Behaviour](image-url)
Communication is one of the basic problems faced by any foreigner in any country. India is a country which is known for its multiplicity of languages. Though English is used in the length and breadth of the country, it is not used in the common parlance by the common man. Hence, it becomes difficult for any foreigner to communicate with most of the shopkeepers because of which things become difficult. On the issue of communication, 91 percent respondents told that they were facing such problems and 9 percent were of the view that they could manage by the use of gestures. Moreover, the accents of the Kenyan students are different from what are being used by the Indians, which also widens the gap of communication.

It is a common practice that the people coming from abroad are often cheated by the host people. So is the case in India and the experiences of Kenyan students were not different in this regard. In response to some such questions, 85 percent Kenyans were of the opinion that they were cheated whereas 9 percent were of the view that it was not the common practice. Six percent respondents showed their disinterestedness on this issue. Commenting upon such cheating, it was stated that “There is a hike in the prices because we are foreigners. We face discrimination, and those who can help us also fail to come forward.” This shows that they face two types of problems: first, the shopkeepers take hiked rates from the Kenyan people as per their whims and fancies, and secondly no Indians come forward to save them from such cheating. Such behaviour makes their problem graver.

**4.1.5 Friendship with Indians in the Higher Studies**

It is found necessary for the students coming from abroad to socialize with their Indian peers. For this, it is necessary to get maximum chances to interact with each other. The diagram below shows their response to make friendship with the Indians. On this issue, 77 percent respondents are of the view that it is very difficult to make friendship with the Indians. It becomes more difficult to develop friendship with the Indian girls. Twenty-three percent were of the view that it is possible to cultivate friendship with them for which they have to adapt themselves as per their culture. Four percent opined that they did not find any difficulty over this matter. Majority of the respondents commented that “Indian boys and girls are afraid of African students.” For this, they found the following reasons:
1. The Indians have different culture in which relations are generally gender based.
2. Most sections of the Indian society are not open and Indian girls generally cannot take their own decision. There is lot of pressure on them.
3. The Indian girls responded for friendships with fear. They do not have free will.
4. Most of them are fond of ridiculous tendencies.
5. They avoid us by using Hindi.

A student of the International Youth Hostel narrated an interesting story that once a girl came in his room in the night to discuss some issues, but the warden of that hostel called him and asked why he had called a girl at that time. The girl was also rebuked and was told not to come in the boy's hostel in the night.

It is a matter of relationship between two different cultures. Despite the fact that most of the students in hostel, who come from the far off areas, belong to the upper strata of the Indian community, their mental make up is still traditional and conventional. A dialectical synthesis between traditional and modern culture cannot be achieved without the introduction of the modern concepts in a rational manner. As education is a process to modernize the students and it takes ages to fulfil this desire, so is the case with such relationships.

4.1.6 Discrimination on the Basis of Colour and Race

Before dealing with the discrimination on the basis of colour and race, a bird-eye-view is made on what is race and racialism. The concept of race may be the subject
matter of anthropologists or biologists as they differentiate the races on the basis of
the colour of a skin or outward unique looks. Sometimes, it is referred to a group of
people who may have common genesis and are living in a specific area.\textsuperscript{11} But in the
case of the research relating to such problems, it is important to understand the
meaning of the term ‘racialism’.

It is noted that, largely because of its multifaceted and constantly changing
manifestations, racism defies easy definition. However, many of the more
authoritative writings on racism describe it as an ideology, and more specifically,\textsuperscript{12}
“an ideology through which the domination or marginalisation of certain ‘races’ by
another ‘race’ or ‘races’ is enacted and legitimated.”\textsuperscript{12} As an ideology, racism can be
considered as a set of ideas and discursive and material practices aimed at
reproducing and justifying systematic inequalities between ‘races’ or realised
groups.\textsuperscript{13} Thompson is of the view that “the conceptualisation of racism as ideology
has one important advantage, namely, that it highlights issues of power related to the
maintenance, functioning and perpetuation of the problem.”\textsuperscript{14}

Despite enormous disagreements about the nature of racism, most social scientists
agree that racism is inextricably linked to processes of social, political and economic
domination and marginalisation, and so involves systematically skewed relations of
power in all major spheres of social organisation.

Diagram below shows the responses relating to the questions on discrimination. On
the basis of the responses relating to the questions on discrimination due to the
colour and race, 75 percent Kenyan students are agreed that in India there is
discrimination on this basis. Mostly, the Indian students show the interest in people
of the western countries. Only 8 percent students disagreed on this point and said

\textsuperscript{11} For details, see Majumdar, D.N., \textit{Races and Cultures of India} (New Delhi: Kalyani Publishers,
\textsuperscript{12} Foster, D., \textit{On Racism} (Inaugural lecture for a Seminar on Virulent mythologies and fragile
\textsuperscript{13} Ibid.
Duncan, Norman, et al. (eds.), \textit{op. cit.} p. 2.
that it depended on the individual personality how they adjusted in Indian environment. Seventeen percent Kenyan students did not give any response.

One of the most serious complaints made by African students against Indians is their alleged racism. The issue was already reported quite bluntly, "They feel that Indians have a prejudice against Africans because of the colour of their skin and this accounts for most of the problems that they face." 15

The students interviewed were quite bitter. One of them said, "We are facing public humiliation, harassment and racial discrimination. Many of us would like to go home after completing our studies."

The experiences of an African Student, during his stay in India, had been published in a Pune based paper. He had some problems, one of which is related to racial prejudices. He described, "African students are either avoided or subject to obscene abuse. It appears that Africans suffer the most in this regard (colour prejudice) and are consequently the most disillusioned foreign students. Occasionally, extreme cases of racial discrimination occur such as landlords' refusal to let accommodation out to African students, or actual case of assault, as occurred in Delhi last August with a Kenyan student, Maary Munene, on a DTC bus." 16

A report published in daily news revealed this fact that conditions were no better in the capital of India and described that “African students complaining about similar instances of racial discrimination such as being socially ostracised, stared and sneered at in public places, and charged exorbitantly by cab drivers and landlords.”

It had been published in another report that in the city, which incidentally has the largest number of foreign students in the country, almost all African students are asserting bluntly that they would not like to remain here once their education is over. One African felt sorry that India had not lived up to his expectations of being “a mature, well-behaved, open-minded and respective society.”

Students of Kenya felt that they were either insulted or ignored. In any case, there had little attempt by Indians to become friendly with them or to make them feel at home. It had been described that, “African students have little opportunity to discuss their problems with authorities in the university or the government. Advisers of Foreign students are generally part time officials who have no time to sit down with students and try to sort out their difficulties.” One of the students interviewed in the study by D'Souza was quite bitter, and said, “We are facing public humiliation, harassment and racial discrimination, many of us would like to go home after completing our studies.”

On this basis, there can be a misleading conclusion drawn by African students that “all their problems in India are a manifestation of racial discrimination. For example, the AIDS test and the higher fees for the international students apply uniformly to all foreigners. If Africans feel the impact more than others it is perhaps because they are larger in numbers and have constraints of financial and foreign exchange resource.”

20 Ibid., p. 630.
21 Ibid., p. 632.
4.1.7 Priorities to Develop Friendly Relations with Europeans and Americans

It could be observed from the given responses by the respondents that 50 percent Indian families are willing to have friendly relations with Europeans and Americans but not with Africans in general and Kenyan in particular. On this issue, following observations were made:

The Indians were indifferent towards foreign students but there were exceptions to it. In case of a white man, they were friendlier to him and, in fact, they wished to keep such relations in tact. But in case of a black man, he is treated to be a source of laughter or entertainment or a creature to which one can cut jokes. He seems to be a creature that should be looked down upon and be seen as a suspicious person. However, in some cases, one found friendliness and hospitality from Indian friends who had travelled abroad.

Indians were very much withdrawing in nature on the issue of developing relations with the Kenyans because sometimes, perhaps, they were wrongly mistaken for hostile black people. This might be the result of the physical build up. When asking about the question of friendship, one of the Kenyans stated: “You say, Africans have Indian friends. We are black ghosts and unworthy of friendship according to Indians.” On the question of friendship, 17 percent students were disagreed over any lack of friendship and 33 percent students did not give any response to this query.

4.1.8 Matters related to Security

Security is the condition of being protected against danger or loss. In the general sense, security is a concept similar to safety. The nuance between the two is an added emphasis on being protected from dangers that originate from outside. Individuals or actions that encroach upon the condition of protection are responsible for the breach of security.\(^{22}\)

Most of the Kenyan students did not find any problem of insecurity in the campus of the universities. Diagram given below shows the responses related to security.

\(^{22}\)Wikipedia, the web encyclopedia.
Seventy-eight percent students said that they never felt any kind of a fearful situation in the campus of the universities. Generally, they used to go for walk after lunch or mid of the night but, not a single untoward incident occurred with them till today. They could freely walk at any time in the campus of the universities. However, 22 percent Kenyan students felt some fearful situation regarding the security, but they did not express the reasons as to why they felt so. A report was published about security in which it was stated that “how six security staff from the Bombay University entered a room at the International Students’ Hostel and accused three African students of drinking beer, when they were apparently only sipping black tea. They were then said to have thrashed the students with lathis, and one of them suffered a deep gash on his head.”

Another similar report published over the issue narrated that “Ghanian national being shot dead by the Bombay police. The latter alleged that he was a drug trafficker and had been the first to open fire. However, the black student community in Bombay felt it was a cold-blooded murder.”

4.1.9 Religious Practices
It could be observed from the responses given by the Kenyan students that they are not worried about their religious practices anywhere in India. Generally, they go for prayers at religious places. Indians never objected them for prayers or pressure them

---

23 The Asian Age, 7 July 1994.
24 The Indian Express, Bombay, 16 December 1993.
to follow any god because India is secular state and it is enshrined in the Constitution of India that "No religious instruction shall be provided in any educational institutions wholly maintained out of state funds."\textsuperscript{25} It implies that the Indian government does not intervene on religious matters. Apart from this, the provision of the Constitution allows religious freedom, which is stated in its Article 27 that provides for freedom to maintain any belief or propagate any religion.\textsuperscript{26} Diagram below shows the responses related to religious practices. While 78 percent Kenyan students did not find any kind of problem related to religious practices, and nobody could compel them to pray to any god, 22 percent students had remained indifferent over this issue.

![Diagram showing response to religious practices](image)

### 4.2 Academic Problems

The term \textit{academic} is "used to describe things that relate to the work done in schools, college, and universities especially work, which involves studying and reasoning rather than practical or technical skills."\textsuperscript{27} Academic satisfaction is defined as the student's overall satisfaction with his association and work in relation to particular colleges, universities and technical training institutions. It would be an interesting point to know about the percentage of Kenyan students and trainees who could be regarded as satisfied with their academic relationship. On this issue,

\begin{itemize}
  \item Article 28 (1), \textit{Constitution of India} (Delhi: Ministry of Law and Justice, 2002).
  \item For details, see, Article 27, \textit{Constitution of India}, op. cit.
\end{itemize}

165
varieties of questions were asked to the Kenyan students and their responses are analysed in the following paras.

4.2.1 Registration
Below given diagram show the responses related to admission procedure in the universities and technical training institutions. It was shown that 57 percent students and trainees of Kenya did not face any problems with regard to registration / admission in the universities and technical training institutions. The analysis of the study seems to indicate that 43 percent Kenyan students and trainees face different kinds of problems in many universities and technical training institutions. A student of the university said that the officers do not come in time and many times the office staff does not cooperate with them. They also find difficulties when they communicate in English with staff members, many of whom do not have sufficient knowledge of English.

There is no specific window where registration can be completed. They have to run from one office to other for the registration and it is found that there is too much plutocracy, red-tapism so on and so forth. Sometimes officers try to discourage them due to low performance.

4.2.2 Methods related to Teaching
Education is one of our nation's biggest industries. Those who teach in colleges and universities are part of the landscape. Like the familiar features of a landscape, they
can be overlooked. "Teaching does not give rise to stars unlike sports, politics, entertainment, the arts or the law. Nobody ever got a Nobel Prize for teaching achievements." 28 Many academics have come in for high honours, but always for something other than their work in the classroom – a book, an economic treatise or a ground breaking scientific experiment.

Teaching requires a special talent and sense of vocation. It is a creative act, never more so than in primary and secondary schools. Good teachers, like good artists, have their own individual styles of performing. They also respect the individuality of their students in the realization that everybody learns through his or her own perceptions. It is by stimulating a zest for learning in general that teachers can perform their greatest service to those in their care.

Teaching is challenging often with expectations from administrators, supervisors, parents, politicians, and not to mention children; teacher burnout and stress related problems are realities for part of the workforce. Giovanni Ruffini explained the job proficiency of teacher and said, "A teacher is sometimes like a candle which lights others in consuming itself;" 29 Jacques Barzun has described about the teaching and said that "Teaching is not a lost art, but the regard for it is a lost tradition." 30 Parents and other concerned citizens will do all they can to make a teacher’s life less troublesome and give due credit to the profession.

English is exclusively used in most of the colleges for professional courses, science and technical subjects. As regarding Humanities, Social Science and Commerce, the mode of instruction are both English and regional languages. Post-graduate courses are conducted in English in most of the centres. The diagram below shows the percentage of responses related to methods of teaching in the universities; 68 percent students in the university found some problems regarding teaching methods of the teachers. One, sometimes teachers speak in Hindi, and two, they did not understand

29 Ibid.
30 Ibid.
the pronunciation of some teachers. A commerce student said, "Even though the official language of Kenya is English, we still have a communication problem, as people here do not follow our accent." Thirty-two percent of the Kenyan students did not find any kind of problems when teachers teach in the classroom, because they come from elite class whose medium of education was English. They could understand the accent of teacher in the classroom easily. However, they showed their agreement in facing the difficulty while the Hindi words were used. But most of them were of the view that if they asked the English version of the term, the teacher generally tells it saves them from the difficulty.

Diagram below shows the percentage of responses related to methods of teaching in technical training institutions. In response to the question relating to the pattern of teaching in technical training institutes, 63 percent trainees told that trainers used to explain their subject by going very deep. They made in-depth analysis of each and every subject very easily and made it very interesting to correlate with applications in society. A trainee of technical training institute said, "There is a lot of things to learn here and I can handle machine very easily when back in my country." Eighteen percent trainers were not satisfied with the performance of teachers in the class because of ineffective explaining of their subject and 19 percent students did not give any response.
4.2.3 Inflexible Academic Structure

The academic structure of most of the Indian universities is inflexible with little choice of subjects. In most cases, the undergraduate students are evaluated on the basis of an annual end-term examination. Students are bound to choose the subject whatsoever the college or university provides. The diagram given below shows the percentage of responses related to Inflexible Academic Structure in the universities. While 81 percent Kenyan students responded that they cannot choose their subjects as per their desire, 19 percent students did not respond. However, this should be borne in mind that every college has its own rules and regulations for the choice of the subjects.
4.2.4 Evaluation/Examination

On the questions about the evaluation, 59 percent of the Kenyan students told that they did not have any problem in evaluation/examination system of the Universities. See the diagram given below for the percentage of responses related to evaluation/examination in the universities and technical training institutions. Forty-one percent students had different kinds of problems which are as under:

1. They do not like annual pattern of the university exams that are held in the end of the academic year between March and May, which is the hottest month of the year.
2. The students complained that the examination hall looks like group discussion class.
3. The result used to be declared two months later.
4. There is no provision for external assessment of the answer sheets in some of the universities and teachers do not check the answer sheet seriously and they give marks at their will.

As this is the response of the 41 percent students, these remarks cannot be treated as the remarks of the majority. However, it can be stated that university authorities should pay some attention over these issues as to find out some solution.

4.2.5 Facilities of Books

Books play a conspicuous role in the academic career of any student. These are the source of knowledge and this is one of the serious aspect on which there is a need to
make queries to the Kenyan students. As the diagram given below shows, 58 percent of them did not find any problem regarding facilities of books in the universities and technical training institutions. They said that almost all the books were available in the library, which covered the whole syllabus. Nine percent students did not express any view on this issue, while 33 percent students informed that the books were insufficient in the library and there were no books related to the African countries, which could be studied in leisure time. Some books were also very old and few new books were available in the library. It was found that mostly the new books were issued to the university faculty teachers and kept with them for a very long period. There was a shortage of reference books, magazines and journals.

![Responses Related to Facilities of Books](image)

4.2.6 Computer Facilities

In a modern age, computer networks have a tremendous impact on the ways in which individuals, groups and organizations communicate with each other. Computer networks have made it easier to share information and knowledge in a global way. These provide "a teaching medium that can result in more effective learning based on the concept of student centered learning." These provide educational opportunity in the workplace, community and for those unable to attend school. One of the most effective applications of computer education is learning together. It inculcates feeling of responsibility in students. It gives them confidence as they are part of a team. Internet is an ocean of knowledge; therefore, it is better to open this ocean to all the students.

---

Diagram given below shows the percentage of responses related to computer facilities in the universities and technical training institutions. On the issue of the computer facilities provided to the students, 43 percent students had reported no problems. While 33 percent students did not respond the query on the computer facilities, 24 percent students had reported different types of problems. Some students did not have computer facilities at all and even, in some of the universities, mark-sheets were also provided handwritten. Computer facilities were not adequate to provide for all students. Due to shortage of internet facilities, they found themselves totally detached from the world affairs.

4.2.7 Syllabus

The syllabus is the student's first impression of expectations and it "constitutes a legal agreement between faculty and students. The purpose of a syllabus is to let students and faculty know what it takes to be successful in a course. It achieves its purpose only when it provides sufficient information to students about course outcomes, classroom activities, projects and assignments, as well as how they will be assessed." It reflects educational philosophy, beliefs about teaching and learning, and the activities to achieve the course outcome. Many faculties equate a course syllabus with an outline of course topics, a calendar of dates when topics are to be covered, and a list of readings for each topic. The diagram below shows the responses related to syllabus, which is provided in the universities and technical
training institutions. When 33 percent Kenyan students did not have any problem regarding the syllabus, 33 percent students had reported different kinds of problems related to syllabus. The contents of syllabus did not give any information about African countries. The syllabus was old and burdensome, which contained the general knowledge of unnecessary subjects. The syllabus was not prepared according to the needs of the global market. When 29 percent students had not responded, 5 percent students did not have any idea about the syllabus.

---

4.2.8 Favouritism

Diagram given below shows the percentage of responses related to favouritism by teachers in the universities and technical training institutions. In response to the questions over the favouritism, the views of the Kenyan students were substantially different from each other. Only 15 percent students agreed on the point that there were some elements of favouritism and partiality revealed in the behaviour of the teachers towards the Kenyan students.

The attitude and behaviour of the teachers were not very good towards the students of Kenya. However, 85 percent students told that the behaviour and attitude of the teachers were very good. They were never being differentiated from the majority of the students by most of the teachers. This reveals that the majority of the Kenyan students were of the view that there was no partiality or favouritism shown by the teachers which made the academic atmosphere favourable to them.
4.2.9 Fee Structure
The diagram given in this section shows the percentage of responses related to fee structure in the universities and technical training institutions. On the fee structure, 66 percent Kenyan students agreed that it was normal. Nine percent students had no idea about the fee structure, whether it was costly or normal. Nine percent of the students said that educational fee was costly. Sixteen percent students told that it is very costly in comparison to the fee of the Indian students who were studying in the same university and same class.

Sometimes university increased the fee without giving the prior information. Generally, students were not ready to give higher fees and they opposed fees, which was increased by the universities in the mid of the academic session. For example, some Kenyan students narrated an incidence, which took place with them. They told, “We have been waiting for a long time for the degree from Mumbai University. It was withheld because we refused to pay the increased fee. But now, the University has decided to waive 50 per cent of their outstanding fees... Majority of the students come to India on a tight budget. When a fee structure is drastically increased midway through the course, it is bound to affect the student. The fee hikes began in 1997, since when it has tripled from Rs 6,900 to Rs 20,500 per annum. The African students refused to comply with the new fee structure resulting in the University withholding their results. We approached the court in April 2003 to give us a stay so that we are not being forced to get evicted from the hostel. In the meantime, four African students have vacated the hostel and returned home without getting their
degrees, while two others have sought alternate accommodation. According to Mumbai University Vice-chancellor Dr Vijay Khole, the decision was taken in view of a recent high court order, which directed the University to consider the case sympathetically and at the earliest. The decision was made after meeting the aggrieved student body. We would have finished doctorate and have gone home by now. Instead, we have been forced to do ad films, playing music at private parties and asking our parents for pocket money to survive in Mumbai. We can’t go home without a degree. Our friends went home and they are still struggling to find a decent job. The fee hike was beyond our family’s financial means. We decided to study in India only because it was within our budget.”

Responses Related to Fee Structure

4.2.10 Little to Learn
On the basis of given response, it could be explained that 45 percent students are agreed that they had nothing to learn in Indian universities and technical training institutions because of the following reasons:

1. Some teachers could not guide them properly about the technical training.
2. They could not easily handle the machine after getting their training in the Indian universities.
3. They had to face competition with the local students who were much conversant about their country.

33 The Times of India, times of India.Indiatimes.com.cites, 2-3-06.
However, 55 percent students were disagreed with this view that they had little opportunity to learn anything special in India. They opined that due to the following reasons, they were interested to come to India for study:

1. India has an advanced training institute and higher learning of Information Technology centre.
2. They use to choose Indian Universities to obtain advanced technical and qualitative training, because Indian Education system helped them to upgrade their knowledge and experience.
3. These students use to choose the Indian Technical training Institutes because they want to acquire higher education, which helped them to increase production in their country.
4. They come in India for exposure of their personality to the outside world.
5. These students used to come in India to gain better knowledge in the universities and upgrade their capacities to work.
6. They would get the job easily after completing their technical training from Indian universities.
7. Indian educational system improved their career opportunities to get the job in the global market.

It is a fact that India is providing world class education and technical training facilities for the students and trainees of Kenya. In spite of providing these unique facilities, most of the Kenyan students and trainees are facing some problems regarding the education and training in different universities and technical training institutions. The most important thing needed to do is to look into their problems and to do something concrete with immediate effect to minimise the inconvenience to the Kenyan students and trainees.

4.3 Problems Related to Job/Career
Educated unemployment is a worldwide problem. Before analyzing the unemployment problems, an attempt is made here to have a look at what employment and unemployment are. The commercialization and industrialization of a large part of the world during the past several centuries have involved a radical change in the way in which human labour is directed toward productive ends. Two
centuries ago or more, most of the world’s workforce tilled the soil, and this is still largely true except in North America and Europe. This work was performed in good part under conditions of status, in which a man was tied to a particular place and particular job by institutional arrangements, which offered an individual and his family a sense of stability and security.

Economic reforms may have given a boost to industrial productivity and brought in foreign investment in capital intensive areas. But this so-called drastic change has not created any more job venues. According to a report by the Washington-based Institute of Policy Studies, the combined sales of the world’s top 200 MNCs are now greater than the combined GDP of all but the world’s nine largest national economies. The total direct employment generated by these multinationals is “a mere 18.8 millions – one-hundredth of one per cent of the global workforce.”

Ninth Five-Year Plan of India projects generation of 54 million new jobs during the Plan period (1997-2002). But performance has always fallen short of target in the past, and few believe that the current Plan will be able to meet its target.

Labour force of India is growing at a “rate of 2.5 per cent annually, but employment is growing at only 2.3 per cent.” Thus, the country is facing the challenge of not only absorbing new entrants to the job market (estimated at seven million people every year), but also clearing the backlog. “Sixty per cent of India’s workforce is self-employed, many of whom remain very poor. Nearly 30 per cent are casual workers (i.e., they work only when they are able to get jobs and remain unpaid for the rest of the days). Only about 10 per cent are regular employees, of which two-fifths are employed by the public sector.” More than 90 per cent of the labour force is employed in the “unorganised sector,” i.e., sectors which do not provide the social security and other benefits of employment in the “organised sector.”

35 Ibid.
36 Ibid.
37 Ibid.
Agricultural workers form the bulk of the unorganised sector in the rural areas. In urban India, contract and sub-contract as well as migratory agricultural labourers constitute most of the unorganised labour force. Unorganised sector is made of jobs in which the Minimum Wage Act is either absent, or only marginally implemented. The absence of unions in the unorganised sector does not provide any opportunity for collective bargaining.

The addition to the labour force during the Plan period is “estimated to be 53 millions on the “usual status” concept. The acceleration in the economy’s growth rate to 7 per cent per annum, with special emphasis on the agriculture sector, is expected to help in creating 54 million work opportunities over the period. This would lead to a reduction in the open unemployment rate from 1.9 per cent in 1996-97 to 1.47 per cent in the Plan’s terminal year, that is, by about a million persons - from 7.5 million to 6.63 million.”

Educational unemployment is continuously increasing and rate of unemployment in India is very high. According to Ministry of Labour and Employment, the number of educated unemployed was around 0.244 million in 1966 and it increased to 3.28 million in 1972. The Planning Commission described that at the beginning of 1980; approximately 3.472 million educated persons were unemployed. Using the same approach as in the Sixth plan, unemployment among the educated peoples works out to 4.7 million in 1985 and 6.8 million in 1992. In the same year, it was as large as 27 times the educated unemployment in 1951.

In such a situation, to expect job from Indian job market is unthinkable for a Kenyan student. In other developing countries, particularly in the Middle East and Africa, there is a shortcoming of skilled labourers, while in India even the engineering degree and diploma holders sometimes remain unemployed. For most of the African countries, there were external and internal reasons for this decline. Large numbers of African people have found themselves out of work and sometimes running out of hope. Jobs are not being created fast enough to meet the needs of an increasing

38 Ibid.
young population with "an estimated 8 million new persons now entering the labour market each year. It is not surprising that employment for the 15-24 age group is generally twice as high as that for the active population as a whole. In some countries of Africa up to 80 percent of the unemployed are between the age of 15 and 24."\(^{39}\)

There is a lack of correspondence between the education and employment systems, that is, between what is taught and the skills required. Employers were found to unnecessarily raise entry qualifications; the educational system to encourage students to gear all their efforts to passing examinations and collecting certificates, diplomas and degrees; and some governments to allocate disproportionate resources for the provision of higher qualifications to a comparatively small minority of the students population.

Generally speaking, national youth programmes continue to fall short of expectations. The difficulties, or limiting factors, among those identified by UNESCO through studies in Kenya, the Ivory Coast, the Republic of Cameroon, Mali, Burkina Faso and Guinea-Bissau include "problems of financing, in part reflecting the much higher cost per capita for training in national youth programmes than for primary and secondary education."\(^{40}\)

The cause of unemployment and especially students unemployment are not easy to identify, and even less easy to remedy. During the 1960s much was written about the unrealistic expectations of school-leavers in Africa and low-income countries elsewhere in the world. In some of the literatures, it is felt that the student was being charged with the African irrationality so beloved of anthropologists, and that if only students could be trained to be realistic and rational, they would see only too clearly that there were insufficient jobs around, and would settle back happily into farming.


\(^{40}\) Ibid. p. 87.
On the basis of respondents' replies, it can be said that Kenyan students have no opportunities for the jobs in India. A student of the International Youth Hostel told that, India is the second largest populated country where it needed plenty of employment. Fifty-two percent of the Kenyan students have accepted that first of all Indian Government should provide the jobs opportunities for the Indian students because of high unemployment rate in India. They would get jobs easily in their countries, because Indian educational system is very useful and fruitful which helps them getting job in their countries.

The Indian education system is up to the standard and it is sufficient for getting the jobs. Only 1 percent students have no idea about the job opportunities in their own countries and other places. Nine percent students are already doing their jobs in their own countries. They come to India only for improvement of the quality of their lives. Nineteen percent students have not given any response about the job opportunities and other careers. The general perception among the Kenyan students is that the Indian educational system is recognized worldwide, which would also help them get jobs in their own countries and abroad.

The remaining 19 percent students of the sample agree that they would not get jobs in their own countries due to following reasons:

1. Indian universities have less recognition in comparison to the other western countries.
2. They have to face the competition in their country, and it that is not easy to compete with the local students.
3. Local students knew the real situation of their country and could explain better than those who were living outside of their country.
4. However, they took admission in the University of India only for exposure.

**Conclusion**

The foreign students sometimes face a learning problem in the university and living problems in the new culture. At the social level, it appears that socio-cultural background and life style of Kenyan students and trainees are substantially different.
from that of the Indian students. Kenyan students face problems in academic pursuit besides the problems of socio-cultural adjustment.

In response to the questions relating to the problems in the hostel, it was told by respondents that university life is a stressful experience for the students of Kenya who are residing in the hostels. Universities and Technical training Institution are not in a position to accommodate all the students who seek admission to the hostels. It is universally recognised as a serious problem in universities.

Communication is one of the basic problems faced by any foreigner in any country. India is a country which is known for its multiplicity of languages. On the basis of the responses relating to the questions on discrimination due to the colour and race, Kenyan students are agreed that in India there seems to be discrimination on this basis. One of the most serious complaints made by Kenyan students against Indians is their alleged racism.

Most of the Kenyan students also face some problems in the universities and technical training institutions because of language and other problems related to syllabus, registration, teaching methods, books, computer and library facilities. Majority of students who had completed their study and training in Indian universities did not face any problem about the job prospects in their country.

In the following chapter, impact of education policy objectives of Indian Government on Kenyan students and trainees will be discussed.