Conclusion

Main Findings of the Study
Some of the important findings as explained in the previous chapters and arrived at by the research are summarized below:

1. In response to the questions relating to the problems in the hostel, it was found that those who are residing in the hostels have faced problems including sharing of common room, bathroom and mess with other students. They also feel that students are not cooperative. Nothing could be kept secret as they have to share the room with others. This creates certain problems of adjustment because they come from slightly different socio-cultural environment.

2. Most of the students and trainees commented about friendship and said that “Indian boys and girls are afraid of African students.” Indian society is not open and Indian girls often cannot take their own decision because of lots of pressure on them. Most of them are fond of ridiculous tendencies and they avoid them by using Hindi.

3. Some other countries like Australia, Canada, New Zealand, France and England adopted the policy to attract international students to their educational institutes. It has been described that our institutes of higher learning could not meet the expectations to design, develop and offer programmes suited to the present need of employers existing as well as growing profession.

4. Generally Kenyan students and trainees are of the view that in India, there seems to be discrimination on the basis of colour and race. One of the most serious complaints made by African students against Indians is that they are racist. They are facing public humiliation, harassment and racial discrimination and they have little opportunity to discuss their problems with authorities in the university and technical training institutions because of
this. Advisers of foreign students have no much time to sit down with students and try to sort out their difficulties.

5. Some 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. A few new books were available in the library and it was found that mostly the new books were issued to the university faculty teachers and kept with them for a very long period.

6. Computer facilities were not adequate to provide for all students. Due to shortage of internet facilities, they found themselves totally alienated from the world developments.

7. There is no single window where the students and trainees can complete their registration. They have to run from one office to other for the registration and it is found that there is too much plutocracy and red-tapism. Sometimes officers do not cooperate with them and try to even discourage them.

8. In mess, they do not get food of their choice because their food habit is quite different in their country. They feel that Indian hostels are mostly chaotic and most of the students do not follow the rules and regulation of the hostel.

9. The number of universities has increased in Kenya because of which the students preferred to study in the indigenous atmosphere despite the fact that the study in Kenya is costlier than India.

10. The Kenyan students preferred, if chances given, to join universities in the West, as these yield better job opportunities in the same atmosphere that is not possible in India, as it has got its own band of duly trained unemployed people.

11. Due to better financial resources, West is capable enough to maintain an atmosphere conducive, which is beyond the reach of a developing country
because of which the West is preferred by the Kenyan students. Remuneration wise, they can give better remuneration for the educational and technical jobs when compared with India.

12. Sometimes, teachers speak in Hindi and they did not understand the pronunciation of the teachers. Even though the official language of Kenya is English, they still have a problem in communicating, as people do not follow their accent.

13. The contents of syllabus do 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.

14. With the emergence of United States of America on the education map of the world, students' mobility shifted to that country. United States continue to remain the main destination for international students for the last couple of decades. Apparently, the United States and its educational institutes made a policy to have more and more foreign students to achieve their multiple objectives such as the promotion of western culture worldwide, and influence over decision/opinion making elite society of the countries.

15. Many African countries have stated that they cannot afford to depute their personnel to India for long-term training as their services are needed back at home. They would prefer training in the country itself while the personnel are on their job and families are not separated for long. Deputation of training terms abroad with adequate training material is an alternative which must be examined seriously by us.

16. Over and above, living in India has become a problem for the students and trainees from abroad. They, especially the African and for that matter the Kenyan, face variety of problems such as colour discrimination, communication gap and cheating. They face differential behaviour on the
basis of the colour of their skin, from the Indian public and from peers to a certain extent. The students and trainees went to the extent of saying that “They even abuse us and call us monkeys and habshis.”

17. Communication is one of the basic problems faced by students and trainees in any country. English is not used in the common place by the common man. Hence, it becomes problem for any Kenyan students and trainees to communicate with most of the shopkeepers. The accents of the Kenyan students are different from what are being used by the Indians which also widens the gap of communication.

18. Commenting upon cheating, they stated, “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.”

Suggestions
In view of the above findings, the following suggestions could be considered by the authorities concerned with the welfare and education of the students from Kenya who are studying in India.

Guidelines:
1. The colleges should provide appropriate information and guidelines in the form of booklets or leaflets.

Accommodation, Mess and Health Facilities:
2. Hostels could consider serving international menu at least once or twice a week.
3. Students who hire rooms in private homes need help and protection from the college. The college needs to set up standard of houses where students should stay and these standards need to be supervised through the student services administration.
4. Considering the suitability of a hostel facilities from the point of view of study, the hostel need to provide conditions which help students study with least disturbance.
5. Indian families should be encouraged to have more foreign students, irrespective of race, to their houses in holidays.
6. Conveyance facilities should be provided to the students if the hostel is far away from the campus.
7. The university Medical Officer should be specially selected on the basis of his capacity to involve in welfare services in general. He should be full-time doctor unless the number of students is so small that a part time doctor will able to manage the work.

Support:
8. International students' advisor should pay attention to their existing organizational structures where students and trainees can consult to solve their problems. The officers dealing with the African students should be helpful and see that they are not put in awkward situation.
9. To open a bank account, students and trainees have to present a bona fide certificate to the bank. Sometimes, a letter of introduction from the principal or registrar is also required.

Syllabus, Medium and Books:
10. Appropriate books could be provided in the library. Sufficient books, journals, and papers should be available in the library.
11. Teachers should be careful in using Hindi or any Indian language while teaching the African students.
12. In the changing scenario every universities and technical training institutions should give first priority to modernize the curriculum. Job oriented curriculum should be incorporated in the subject of science, technical education, medicine, Masters in Computer Applications, etc.
13. Syllabus should be internationalized at the postgraduate, MPhil and PhD level.
14. Indian universities could work out some special programmes and syllabi to include some contents of studies, which are required for the career of the foreign students in their own countries.

Infrastructure, IT and Internet:
15. In the era of globalization, Government of India should provide better infrastructure in the universities and technical training institutions for the
students and trainees. Better infrastructure means competent teaching staff, well-maintained laboratory, peaceful environment, non-polluted area, comfortable lecture hall, books, papers, magazine, library, adequate computer with internet, telecommunication, food according to their choice in the mess, special hostel for girls and boys, playground, amenities for social and cultural life, social security, etc.

16. As we know the Internet is an ocean of knowledge, it is better therefore to open this ocean to all the students as early as possible. This can be done by introducing Information Technology and related tools in school education.

17. In context of globalization, it is now necessary for the Indian campuses to have a multicultural atmosphere.

*Simplification of Procedures:*

18. The procedure of making admission of Kenyan Students and trainees has to be simplified, so as to avoid them move from one place to another and stand in long queues for long time. There should be single window system for medical and AIDS test, and for securing admission to the various courses like undergraduate, postgraduate, MPhil, PhD and technical courses.

19. Government should develop some more advanced mechanism to simplify the visa procedure, because many Kenyan students and trainees have complained about the difficulties of getting visa. Ministry of External Affairs and related Departments should also remove the constraints and review the entire system of quotas and NOCs presently being faced by Kenyan students and trainees.

*Efforts and Programmes:*

20. International centres should be set up in all major universities where students enrol in majority every year.

21. There should be an exchange programme for having foreign students in India and Indian students in their countries. Till now, the system is one-sided and therefore Indian students should also be given African exposure so that they do not consider Africans inferior. A programme of exchange of scholars, researchers and teachers should be undertaken on the reciprocal basis. Indian students should be encouraged to study in universities of the Kenya. Living with other students in Kenya itself would be vital source of learning and understanding. Those Indian students who are studying in the Centres of
African Studies in different universities should be sent for sometime in the particular African country in which they are conducting research to develop the better understanding between both countries.

22. Government should create extra seats for Kenyan students and trainees in Indian universities and technical training institutions. Indian Government should make concerned efforts to attract Kenyan students and trainees. It is necessary to decide a national policy and adopt consistent strategies in the matter of admitting students and trainees of Kenya.

23. Indian government should project universities and training institutions in Kenya and function on their behalf.

24. Government of India should modify the policies relating to higher education so that public technical institutions could enrol self financing students in graduate, postgraduate and PhD programmes.

25. Both countries should first re-design their educational system to undertake the task of African studies in a modest way. India should set on this cultural journey under her own foot in this direction. In addition to ‘comparative studies’ of African countries, Government of India should establish centres for ‘area studies’ as well. More Autonomous departments should be separately established within a few universities for African studies and research.

26. Software production is a potential entry point for Kenya. Compared to hardware, it is less capital intensive, more labour intensive, and has a longer shelf life. While there is a limited pool of expertise in this area in Kenya, there are opportunities for Kenyan IT companies to work with Indian counterparts in gaining skills, resources and new software development culture and quality.

27. Distance mode of education should be started for the students and trainees of Kenya because in the absence of teachers, technology and text are the two key factors, which will contribute to the success of a distance learning programme. Both should be of exceptionally high quality. Distance learning will be helped tremendously for a resource trapped country like Kenya for part-time or working students.
28. African countries should also provide some scholarship for the Indian students who are conducting their comparative research with African countries in Indian universities. Indian Government should pursue for this.

29. It is very necessary to develop some mechanism to observe the real situation about the work efficiency. Feedback regarding this should be also taken from the Kenyan students and trainees who have completed their education and training in the universities or technical training institutions in India.

30. Indian Government must think in the direction of 'on-demand examination', and it will be very helpful for the students of Kenya.

31. Seeing the increased demand of education, Government of Kenya should introduce Open University in order to meet educational needs in the face of such obstacles as scattered population, poor communication, and lack of sufficient qualified manpower.

32. Information flow between universities of Kenya and Indian universities should be developed. It would be equally useful to undertake studies of Kenyan settlements dispersed in India.

33. For the UGC’s Area Studies Programme pertaining to African studies as well as cultural agreements, it is felt that programme of scholars and teachers needs to be enlarged.

34. The universities in Kenya should consider the question of setting up Departments of Indian Studies or institute 'chairs' in Indian studies on the lines of some of the Indian universities. Departments / Centres of African Studies should play a promotional role in reinforcing India-Kenya cultural exchange programme.

35. Nodal agency should be established in the country, which can undertake vigorous marketing of higher education and technical training institutions in Kenya and also to function on their behalf. UGC should appoint a committee for establishment of the Consortium for International Education (CTE). The function of such a consortium should include identification of universities and technical training institution in respect of their infrastructure facilities, environment, standard and performance with a view to preparing a directory of centres of excellence where international students should be admitted, and should update the directory from year to year. The CTE should function as a
clearing house for information on courses offered, availability of seats, fees charged, financial aid available, on-campus and off-campus housing accommodation for individuals and families; publish and distribute guides and handbooks for the promotion of international education programmes in the country; coordinate education and training of international students of the universities and technical training institutions in the country; network, liaise, collaborate and interact with relevant institutions, individuals and other agencies within and outside the country.

36. To meet the staff development requirements of some African universities, which have hitherto looked to the west for such facilities, the African Studies Departments / Centres of Indian universities should help more by coordinating their efforts with organisations such as ICSSR, NCERT, ICHR and ICCR and may consider this aspect a little more realistically.

37. The ICCR and UGC should consider inviting Kenyan specialists on a regular basis for an interface with the scholars dealing with the area. Academic specialists could accompany the various official high level delegations visiting Kenya.