CHAPTER XIV

CONCLUSIONS AND SUGGESTIONS

The figures of wastage and stagnation given in previous chapters speak for themselves. In brief it was said that over 50 per cent of the effort put in by both students and professors of the Gujarat University goes to waste. This is a most serious state of affairs for the educational system in Gujarat. If it is assumed that in other Indian Universities things are not much better, it can be concluded that the whole country is wasting every year a large amount of both effort and money. However, it has been repeatedly said that this wastage is only relative for students do derive a certain benefit from their attendance in college even though they may not reach graduation. But so far as tangible results are concerned, it cannot be denied that there is a great disproportion between the effort put in and the final outcome.

From the financial point of view alone, wastage in higher education amounts to crores of rupees. Nearly one half of the 73 crores allotted for higher education during the first and second five-year plans have not been fully utilised. This wastage does not take into
consideration the expenditure incurred by the individual students and other effects of wastage on the individual such as sense of frustration, unemployment and others.

Students have admitted that, to a great extent, wastage - at least as far as failure in the examinations is concerned - is the result of their own lack of diligence in making the best of the opportunities offered them. But also they have pointed out that there were other contributing factors some of which reflected on the deficiencies of the system of education and others on those of their teachers. And if educationalists would be ready listeners when students made their humble confession of guilt, they should also be prepared to lend an attentive ear to their criticisms of institutions and teachers. All the more when the intention with which these criticisms were made by the students in their interviews, letters and other communications could not be questioned. They revealed a sincere, though not always objective, desire to suggest means and ways to improve the educational system.

In closing this study, and before drawing the conclusion from the data gathered, it has seemed useful to present a summary of the suggestions made by the students. For clarity's sake they have been tabulated
under five headings according to the subject matter.

I SUGGESTIONS REGARDING THE EDUCATIONAL SYSTEM

1. Financial.
   - Higher education is too expensive 20
   - More help to be given to poor students 17
   - More facilities to be given to working students 8
   - College to provide more facilities to study 14
   - Scholarships to be distributed better 5
   - Cheaper textbooks for poor students 3
   - Cheaper canteens and messes for poor students 1

2. Educational methods.
   - Guidance to be given to students 35
   - More personal attention to students 32
   - Tutorials to be introduced or improved 18
   - More selection of students 14
   - Moral instruction to be imparted to students 15
   - Attendance more strictly taken 7
   - Shorten the degree course (Arts & Commerce) 11
   - Gujarati medium responsible for low standards in the University 10
   - Introduction of three-year course 8
   - Frequent tests during the year 5
   - Introduction of "practicals" in Commerce 5
   - Indiscipline caused by co-education 4
   - University standards are too high 4
   - Guides should be suppressed 3
   - Progress of students throughout the year should be noted 3
More discipline should be enforced 2
There is too much freedom of choice in B. A. 1
Schools standards are too low 1
Too frequent change of textbooks 1
Too frequent changes of medium of instruction 1
Textbooks in Gujarati are few and poor 1

II SUGGESTIONS REGARDING THE EXAMINATION SYSTEM

1. Examinations in general.

System needs improvement 15
Final results should be an average of tests held during the year 19
Junior examination to be held by the university 27
Examinations are mere memory tests 9
They should be intelligence tests 4
They lead to do guess work 4
They foster laziness 2
They are very subjective 1
They are speed tests 1
Rampant corruption in the system 5
One paper per day 3
Re-examination in October for all 3
Exemptions given in all subjects passed 1

2. Examination Question Papers.

Style should be changed 10
Papers are difficult 3
Steriotyped 1
Puzzling 1
Do not follow syllabus. Ask accidentals 1
III SUGGESTIONS REGARDING PROFESSORS

1. The teaching profession.
   - Too few professors in each college 3
   - Not well qualified 8
   - Scales low. Source of all evils 2
   - Not permanent enough 1

2. Teaching methods.
   - Professors repeat the same things parrot-like 8
   - Do not prepare lectures 5
   - Dictate notes 3
   - They are impractical 2
   - Unpedagogical 2
   - Abstract 2

3. Relations with students.
   - Professors not mix with students 2
   - Do not help poor students 7
   - Not interested in lectures 7
   - Interested in remunerative tuitions 5
   - Interested in making money 3
   - Easily corrupted 3

IV SUGGESTIONS REGARDING SUBJECTS

1. Faculty of Arts.
   - English: The greatest obstacle for graduation 11
   - Is necessary 8
   - College standards too high 4
   - To continue as medium of instruction 2
To be introduced as medium in schools 1
To be taught again from Std. I 3
To be taught for comprehension not for expression 2

**Logic:** A useless subject. To be suppressed 7

**Sanskrit:** Useless 1
Subjects not offered in school should not be compulsory 2

2. **Faculty of Commerce.**

**English:** To become again the medium of instruction in college 11
At least till textbooks in Gujarati are available 5
To be taught from Std. I in schools 2

**Languages:** Textbooks to be revised 1
Textbooks in Gujarati poor and few 7
Students very poor in Gujarati 2

**Accountancy:** Should be free 1
Taught in a very unpractical way 2

**Geography:** Is useless, should be cancelled 10

V **SUGGESTIONS REGARDING STUDENTS**

Number to be reduced by stricter selection 21
Students work only at the end of the year 7
Study only for the sake of the degree not for the acquisition of knowledge 2
Do not read but their textbooks 4
B. C. students specially negligent 3
Rich students selfish and negligent 4
Student indiscipline cause of negligence 2
Should not take part in politics 1
Students not to marry while still in college 19
Parents to be more interested in their progress 3
Women students not be given household work 1

Not all these suggestions have the same importance and some are even of doubtful value. But no educationist will fail to see that in general vital points, and such as need urgent attention and reform, have been touched.

In general students have shown a great dissatisfaction with the present system. Many may not be able to point out where the solution lies but they are all aware of the presence of a number of deficiencies that render the whole system less effective. In this they share the opinion of educationalists themselves who have at all times, but much more in recent years, realised the need for investigation and reform. This has been made evident by the numerous reports and enquiries conducted in these last years from the so called "Radhakrishna Report" to the proposed All-India investigation into wastage in higher education.

More in particular the suggestions of the students regarding the examination system reflect the recommendations made by the team of American experts that studied
the educational system in the Indian Universities.\textsuperscript{1} Their report suggested among other things a shift of emphasis from quantity to quality, a stricter selective system, a more objective type of examination question papers, a more objective assessment of the examinations and the holding of more frequent tests during the year, all of which had already been suggested by the students, not always so scientifically but at times more forcefully.

It would be entirely outside the scope of this study to draw a complete plan for the reform of the educational system of India or even of Gujarat. This has already been done. And even at present there are teams of experts at work in the field, studying the various problems of the educational system. The findings of this study, however, seem to point out some facts that need urgent attention and reform.

The first is the large number of students who leave studies during the first two years in college or delay their progress towards graduation because of failure in the examinations. The figures given in previous chapters can be referred to in this connection. The

\textsuperscript{1} Examinations in Indian Higher Education. pp 15-18
solution of the problem of wastage during the first years is not easy for it is the effect of various factors, some of them beyond the control of educationalists. However, institutions of higher learning could contribute to the diminution of wastage by various means. One would be the introduction of a stricter selective method of admission. In most colleges students are admitted on the basis of the marks obtained in the S. S. C. Examination along. This examination is supposed to provide a measure of the student's ability for a particular career in an almost mechanical way, so that if he has obtained high marks he is considered fit for Science and if his marks are lower he may be admitted to the Faculty of Commerce. Finally the student who is rejected by the Science and Commerce colleges will be admitted to the Arts colleges. This system is fraught with errors, for on the one hand not every student who passes the S. S. C. can be considered fit for higher education, and on the other hand their may be reasons why an otherwise good student may fail to obtain the marks that would be indicative of his ability for admission to college.

However, a more objective system of screening students will take many years to develop and there is every likelihood that the present one will continue for
some time. It could be, therefore, suggested that colleges may also examine the school records of the students during the last years before the S. S. C. It is true, that the schools would be inclined to be more lenient if this system were introduced, but still this method would provide with a more objective measure than the present admission system.

On par with the selection of candidates is guiding them in the choice of career. Students take their ability for higher education for granted once they have passed the S. S. C. Examination. their only criterion in choosing one career in preference to others being the market-value of the degree to which the career leads. Natural ability or other factors rarely if ever are considered. The results of such a rash choice are well known to all. However, guidance will not solve the problem entirely, for even in countries where these facilities are offered the rate of students failing or discontinuing, specially during the first year, is still high. But it cannot be denied that a considerable number of casualties could be avoided.

Once the students are in the faculty for which they are fit, college should help them further in their choice of optional subjects, in their readings and
methods of study, in a word the introduction of what has been termed as tutorial system in one degree or the other could be suggested. This system has already been introduced in some of the colleges of this university, and although not always and everywhere perfect, it has already been instrumental in raising the standards of those institutions.

The data gathered suggest also the reform of the examination system. Little, if anything, can be added to the thorough analysis of the Indian Examination System done by the team of American experts mentioned above. But many of the recommendations made by them will take years to implement for they entail a complete revision of deeply-rooted methods spread over the whole country. If quicker results are desired, while waiting for a better method of conducting examinations as suggested in the report, the introduction of more frequent tests and examinations during the year could be advocated. Promotion from one class to another, when no university examination is prescribed at the end of the year, add the sending up of a student for the university examination could depend more on the marks obtained in those examinations than on the traditional Preliminary Examination of doubtful value. The implementation of
this suggestion would not require much planning or expenditure, though professors would find their burden slightly increased. Again some institutions have already introduced this system, at least in part, and, where properly run with some kind of sanction for students who fail in those examinations, the results have been noticeable.

The third serious problem in higher education in Gujarat is the question of English. This is not the place to discuss whether English should or should not be the medium of instruction in higher education. However, English is very likely to be an important second language in Indian Universities, for a number of years, at least till sufficient number of books in the vernaculars are available.

The data show that a very large number of students both in Arts and Commerce fail in English. Whether the school standard of English is too low for admission to college or the college standards too high for the ordinary school student, is a question open to dispute, but the fact remains that college students are very poorly grounded in English when they seek admission. They find it difficult to follow the courses in English and, what is worse, they are unable to refer to any
other book except the textbook, sometimes, the only one available in the subject.

The reason underlying the whole problem of English not only in college but also in school has been pointed out by Desai and Desai in the investigation so often quoted:

The methods of teaching followed in the class-room are based on comprehension in the language, while the achievement is evaluated on expression. This appears to be a fundamental reason for failure in the subject. It seems necessary to co-ordinate the method of evaluation with that of teaching and stress requires to be laid on the right training of the teacher of English. At present the teaching of English has become chaotic, mainly due to changes in the period of teaching and the content of teaching. Teachers do not have a clear picture of what is ultimately expected of children at the S. S. C. Examination and hence there is no consistency between the expected achievement and the method followed in the class-room.²

From these lines it can be deduced that the problem of English in college goes back to school and that colleges will continue to suffer from the same ailment until the teaching in English in schools is more systematically organised. This again depends on the role English is called to play in the country's educational system. But it seems that both school and college authorities should combine their efforts in drawing up a plan to prepare

² L. R. Desai and K. G. Desai. op. cit. pp 24-25.
the students for the standard required of them at the time of their admission to college.