CHAPTER I

INTRODUCTION:

University Education in our country has expanded with remarkable rapidity since independence. This is made evident by the number of students pursuing University Courses and the increase in the number of Colleges and Universities in our country. In terms of size, India today can claim to have one of the largest educational systems in the world. In 1947 there were 17 Universities, 496 Colleges of General Education and 130 Colleges Professional Education in our country. By 1973-74 these figures had moved up to 94, 3030 and 2362 respectively. Student enrolment during the same period increased from 2.37 lakhs to 41.02 lakhs. This spectacular expansion of University Education is exhilarating but it is fraught with many dangers necessitating an urgency into the discussion of all University problems. These problems have been discussed at length on many occasions. Attention is often directed to questions of organisation and methods of University Education, but a more fundamental question is that of purpose. What is the aim of University Education? What kind of men and women are we trying to shape?

AIMS AND FUNCTIONS
OF UNIVERSITY EDUCATION

- Research
- Advancement of Knowledge
- Dissemination of Knowledge & Skill
- Teaching
- Community Services
- Community Development and Human Relation
- Development of Individual Student Services
- Students Development Services
During the last hundred years the main purpose of University education seemed to be the production of graduates suitable for government jobs. But its avowed aim has always been to educate rather than to instruct; to produce men and women not only with extensive knowledge, but with integrity of mind, mature judgement and capacity for independent thinking. It was perhaps easier to pursue this objective in those days when the number of students was very small.

In general, it appears that four objectives may be assigned to higher education. These objectives may be phrased differently in various documents, may be modified to confirm to local conditions from country to country and order of priority may be different to meet different social needs. The following objectives however appear to be fairly consistent.

1. Dissemination of knowledge and skill.
2. Advancement of knowledge.
3. The development of each individual student—physical, mental, social and psychological.
4. Community (society) development and better human relations.

These four objectives described in terms of process may be restated in terms of goals and products in the following way:

1. A group of graduates—masters of knowledge, skill and values.
2. An increase in the accumulated knowledge by the provision of a research—impregnated atmosphere.
3. A group of mature, self-directed, responsible and creative minded people.
4. An amicable society in which life yields increasing satisfaction to every member, rich and poor.
To achieve these objectives each educational institution has to carry out certain functions. The first objective involves the teaching function, the second the research function, the third student development services, and the fourth the community development services. Thus the objectives of higher education may be achieved by means of various activities or functions such as imparting of instruction, doing research, offering student development services and community services. It is not easy to categorise educational activities and functions as they overlap, interact and support each other. Productive management demands that these functions be carried out effectively within appropriate organisational structures.

Although the system of our University education appears to subscribe to the objectives mentioned above, the way in which these functions are performed and the general atmosphere exert an adverse influence on the general effectiveness of the system. In the prevailing situation, whatever may be the purpose 'dejure' the purpose 'defacto' is to 'instruct' rather than to 'educate'. As a result of immense increase in numbers, teaching tends to become more regimented and

1. This title is introduced assuming that it is more appropriate than the existing titles 'Student Services' and 'Student personnel Services'. This involves a coordinated programme of co-curricular activities.
The freedom of the teacher to present his subject to activate the mind of the student for creative thinking and enquiry has almost gone. Teaching is restricted to the imparting of those elements of information which the syllabus prescribes. It appears that the purpose of our University education is to make the student absorb the content of the syllabus and pass the examinations. The methods used merely serve this purpose. But even this limited purpose is not being achieved always. It has often been pointed out that the rate of failure in Indian University examinations is one of the highest in the world. This means that there is a tremendous wastage of human resources which our country cannot afford. On the other hand, people involved in our system of education, administrators, examiners, teachers and even students seem to regard the high rate of failures as natural and inevitable. But it is not.

The all round development of the individual student, physical, mental, social and psychological has been very much neglected in our country. In most of the educational institutions, the student development activities are organised as a means of advertisement, to publish a good report in the College magazines. A good majority of students often believe that these programmes are meant for some talented ones and as a result only very few students participate in these activities.
The reason may be that the activities are not properly co-
ordinated or that in general the activities are not organised
effectively or that they are not challenging and meaningful
to students. Student Development activities are to be consi-
dered as the 'pulse' of all educational institutions. Hence
when they are ineffective and haphazard programmes they deprive
the students of the 'feeling of belongingness' which is very
important to maintain the right atmosphere in a college or
University. Whether we accept it or not, students today are
considered 'agents of change'. If they are to communicate
effectively to meet the new demands on them in a changing
world, they must be trained for the task. Today competition
in all fields is so high and individual performance is very
mediocre it is absurd to neglect student development activ-
ities which are an asset to the student's future career.
The total personality development is as important as his
academic progress to make him competent for job requirements.
Student development activities do accrue to this benefit.
Hence our efforts should be to co-ordinate the activities
with a sense of commitment and creative expertise. It is
high time we evaluated the existing activities and organised
them more effectively to meet the needs of more students.
In our country extensive research is done in various fields,
but very little has been done to promote the development of
our University students. A majority of parents, teachers and
elders are aware of the various needs of students. But it appears that they have neither the time, nor the patience to examine the root causes of student problems and to give a hearing to their views and perceptions. Parents, teachers and elders do offer counseling to students usually in the form of advice and sermon which are often ineffective. Professional and organized counseling is not given a proper place in our educational system.

No one denies the great importance of the problems involved in University education and the urgency to tackle them. Education Commission (Kothari Commission) report presents a clear picture of the state of affairs in our University education in the following lines:

"In many of the weaker colleges and Universities, a majority of teachers teach mechanically and listlessly. The Subjects in which they lecture do not often involve their intellectual passion. They do not usually have a part in the formulation of the syllabus which they are required to teach, nor do they make - with a few bright exceptions - experiments in methods of teaching. There is little enthusiasm for learning or discovery of new truths because research is not considered an integral part of their duties and whatever research is done is usually of unconvincing quality. In the absence of a 'research impregnated' atmosphere, even the intellectually ambitious younger members of the staff are soon caught up in the general atmosphere of indifference or cynicism. A large proportion of teachers suffer from financial worries -------------. In some of the institutions, there are additional factors which are incongenial for the development of intellectual vitality. The hierarchical concentration of authority within the departments and colleges, the atmosphere of distrust between Senior and Junior teachers, the
cynicism about administrative authorities, the unseemly conflicts about offices and positions and the attitude of envy towards persons of superior attainments - all have contributed to the deadening of the spirit of intellectual curiosity and adventure. Some of the members are diverted from intellectual concerns into intrigue and conflict over the small administrative or financial prizes afforded by Indian academic life. The situation with regard to the students is no better. Many now come from comparatively or entirely uneducated homes, and are illprepared at the Secondary level to undertake genuine university work; they have little experience of independent study; their curiosity is unquickened and learning for them is mainly a matter of mechanical memorization. There is, as a rule, little discussion of intellectual matters with their teachers or fellow students; their main duty is considered to be to attend uninteresting lectures usually given in a language which they understand inadequately. When the medium is an Indian language, there is a dearth of suitable text books and supplementary literature necessary to achieve competence in their subjects. Many of them cannot be expected to read text books in English because it has not become for them the language of the library. The capacities of better students are not fully stretched by curricular offerings or the stimulus which inspiring teachers could provide. In addition, a large majority of students are beset with financial worries which make concentration on academic work difficult.

This situation has been in existence for a long time. What is new is the magnitude of the problems and their accentuation as a result of the extraordinarily rapid expansion of higher education and the development of new expectations in the post independence era."

Even today, 11 years after its publication, the situation remains the same or perhaps the problems have increased.

So there is a strong need to focus or attention on the basic objectives and functions of University education, namely instruction, research, Student Development Services and Community Development and Human relations. The approach should be to prevent problems rather than to introduce problems and then try to solve them.

In this context, it may be appropriate to clarify ways and means to carry out these basic functions of University education more effectively. This investigation is an attempt to examine the two functions of higher education, viz. teaching and Student development services and to find out how these two functions can be improved and co-ordinated effectively in the present conditions. This study consists in a critical survey of the attitudes, views and perceptions of teachers and students, the main participants of the educational process.

The general assumptions inherent in the study are that our University students are dissatisfied for various reasons which are probably related to the existing pattern of education and that it is absolutely essential to analyse the root causes and possible remedies for unrest before introducing programmes to improve the two basic functions of University education. These assumptions are made mainly on the basis of the present investigator's experience in teaching and organising student development activities in a number of
Colleges in different parts of our country. The main problem for a teacher is "how to teach effectively" and for a student "how to learn better". There is a universal agreement regarding the importance of developing the total personality of the individual student in the process of education. Various programmes are being introduced in our Colleges and Universities to improve teaching methods and to co-ordinate student development activities more effectively. But in practice, most of the programmes are not meaningful and challenging to a majority of students. We often hear comments: "To hell with lectures; The tutorial system is a formality, a luxury fit only for Oxford and Cambridge"; "Seminars are a fad, waste of time and energy". We can't just ignore these comments. It has become imperative to find out suitable answers to certain questions. What are the root causes and possible remedies for student unrest? What is the attitude of students and teachers towards the existing methods of instruction in higher education? How can we improve the existing methods of instruction in higher education? Why is it that only very few students are actively participating in student development activities? How to organise student development activities more effectively? How can we channelise the energy of our students in the proper direction? What sort of student development activities should we organise in our Colleges and Universities? How can our Student Representative Councils (Union or Government) be organised to serve
useful purposes? What measures should be followed to improve discipline among students? What sort of guidance and counselling do our students need? In order to get answers to these important questions, it is essential to study the views and perceptions of students and teachers as they alone being the main participants in the process of education will be able to give effective answers. It is an accepted fact that students' and teachers' active participation is absolutely essential to make the educational process dynamic and productive and it is necessary to make education 'student oriented'. It is disheartening to note that this fact has been neglected for a long time.

All over the world, youth seem to have been experiencing a kind of vestlessness. In our country, though the intensity of student unrest has been reduced to a certain extent after the declaration of emergency, their problems remain unsolved. So it may be appropriate to analyse the root causes and possible remedies for student unrest. There are several terms in vogue to describe unrest - agitations, indiscipline, defiance, disturbance intrassigence etc. The term 'unrest' is adopted in this Study as a descriptive category. The unrest in this sense may take any form like boycott of classes, gheroes, violent strikes, disturbances, demonstrations, meetings, petitions, representations etc. However it is necessary to identify unrest on the basis of root causes and the culmination. Some agitations are aimed at changing
the structure of the existing educational system. Some others not with any tangible goal, are mere in the nature of achieving certain demands of students. As a large percentage of our youth is engaged in University education, Colleges in and Universities have a tremendous responsibility in irradiating the root causes of unrest and in moulding their personality.

In order to analyse student behaviour and problems, and to find out solutions, it is necessary to have an understanding of their development and needs. The age of students in our Colleges and Universities range from 16 to 25. This population belongs to the period of adolescence. The period between the onset of puberty and complete attainment of physical and psychological maturity is generally termed as "adolescence". There are individual variations in attaining maturity, some attaining it quickly and some slowly. Rapid physical and psychological changes take place during this period. The main problem is the lack of knowledge on the part of adolescents regarding those changes. Most of them are frustrated when they experience these changes without preparation and it affects the emotional conditions of adolescents. At the time of puberty, the sex drive is intensified with no outlet. They engage in perverted activities which produces a sense of guilt and anxiety among them. The period of adolescence is considered traditionally as a "period of storm and stress". They will be highly altruistic and suddenly becomes selfish.
The fluctuation in moods is very common due to glandular changes in their physiological system. As a result, they show sudden conspicuous changes in behaviour such as decreased ability to concentrate, alienation, sleeplessness, fatigue, brooding, drug addiction, poor performance in studies, display of undue anxiety and hostility. Adolescents are physically and psychologically mature to lead an independent life. They are physically and psychologically adults, but economically and socially children. They have no status in society. This condition is intolerable to them. They have to assert themselves to make their presence felt and they adopt various unacceptable methods. Adolescence involves a major reorganisation of personality which requires abandoning old relationships, attitudes and concepts of self. These changes cannot be accomplished without inner conflict and the symptom is inconsistency of behaviour. Psychological growth requires appropriate environmental stimulation during adolescence. (The basis of adolescent behaviour and nature of development are presented in charts Nos. 2-3.) When we examine the causes of student unrest and nature of student behaviour, it is essential to consider that they are passing through the period of adolescence and they are living in a polluted society. It appears that the main problems of our adolescents include insecurity, unemployment, sex curiosity, addiction to drugs, poverty, lack of proper recognition and feeling about the futility of life. Our University students are forced to take
certain major decisions that have a direct hearing and influence on their life without adequate preparation and guidance. Major decisions include choosing a career, defining their place in society, controlling their impulses (sexuality and aggression), achieving independence from their parents and elders etc. They do not have the confidence and necessary training and they are forced to take those decisions alone. As a result of all these difficulties, they are disturbed. And it is necessary to find out the root causes and possible remedies for the unrest. In this context it appears that the best way to find out the root causes and possible remedies for unrest is to ascertain the views and perceptions of students and teachers in this matter. The present investigation is an attempt to contribute towards this end.

Statement of Objectives:

1. To survey the attitudes of University teachers and Post-graduate students towards the existing teaching methods viz. lecture, tutorial and seminar.

2. To study the 'faculty thinking' and students' perceptions of student unrest - causes and remedies.

3. To study the existing student development activities and to ascertain the views of teachers and students as to how best the present student development activities could be improved.

4. To evolve a suitable pattern of student development services for the University and Colleges based on the views of teachers and students.
Specific assumptions interent in the study:

1. The existing system of education is not suitable to satisfy the basic needs (biological, social and Psychological) of students and to meet the demands of the day.

2. The teaching methods used in our University and Colleges are out dated.

3. The existing teaching methods are not used effectively and most of the teachers are not taking any effort to improve the quality of teaching.

4. Examinations of the conventional type which our University uses almost exclusively, are erratic and unreliable.

5. In our University and most of the affiliated colleges, co-curricular activities are not organised to satisfy the needs of students and only very few students participate in co-curricular activities.

6. There is an urgent need to coordinate the co-curricular activities and to organise the activities with clearly defined objectives and critical evaluation at the end of every year and to encourage maximum number of students to participate in them.

7. An effecting organised programme of Student Development Services will provide Students a healthy environment necessary to their physical, mental and social Development.

8. Most of our University Students are 'disturbed' owing to one reason or another.

9. It is absolutely essential to find out causes for 'Student unrest' and to work out suitable remedies as early as possible.

10. Most of our University students are not getting the necessary educational, vocational and personal guidances.