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Findings and Conclusion

of participating in higher education, the difficulties of women in higher education, university expansion, cuts and the general recession of higher education, etc. Most of these themes do represent the academic life quite adequately in the contemporary Indian English campus novels under study generally because they are written by the authors who have experienced the pathos and joys of studying in the higher educational intuitions of repute in India. Analysis of these novels has helped the researcher to find the different factors and perspectives that make them interesting and entertaining for readers. These novels are among the bestsellers in India as they are read and appreciated by many. Several factors contribute in order to make these novels appealing and thought-provoking. The experiences and opinions that are observed in these novels are student-centric as these novels are written by the ex-students.

5.1. **Youth-Centric Novels**

The contemporary Indian English campus novels under study encompass the blossoming phase of one’s life. Life revolving around the youth ranging from eighteen to twenty-four years of age is the major focus of these campus novels. The protagonists and the other characters are young, agile and energetic. They are determined and ambitious. Grueling hard work and sheer vigour enable them to be a part of some of the elite educational institutions in India. Their experiences whether filled with virtues or follies enhance their understanding and prudence. The fast pace course of action unravels vivid cognitive and affective processes that the characters experience along with alacrity, dexterity and sometimes facing ambiguity. Their paramount ambitions, arduous efforts and promising future become successful in capturing the attention of readers. Most of the protagonists come across challenging
situations in the due course of action in the novels under study. The way in which they tackle hard and conflicting situations and their efforts of emerging out of these situations help in engrossing the attention of readers. Their sense of freedom and strong individuality come forth in their approach while coping with difficulties and their capability of transforming problems into opportunity is noteworthy.

Hari, Alok and Ryan in *Five Point Someone*, are spared from expulsion from college. They realize their mistake, work hard in the research laboratory by assisting Prof Veera in his experiment and finally get through all the courses in the stipulated period of time. Abbey in *Mediocre But Arrogant* does get frustrated while facing the final placement interviews without any success but consequently becomes successful in securing a good job for himself. Kaya in *Sumthing of a Mocktale* becomes a postgraduate and plans and prepares for pursuing advanced studies. Adi and his friends in *Bombay Rains, Bombay Girls* discover new threads of friendship and relationship through their travel to Nagaland. Deb in *Of Course I Love You..!* is able to stand tall by gaining a good job for himself and thus evolves successfully from his father’s recommendations and influence. In *Anything for You, Ma’am*, Tejas’ roller coaster journey from Delhi to Chennai reaches its destination quite well with the meeting of Tejas and his lady love Shreya. Shekhar Verma, in *Joker in the Pack*, always dreamt of living a life king size. Ultimately, he lands in New York, USA with a flourishing career and prosperous life awaiting him. Harsh in *Everything You Desire*, wanted a career in consulting but ends up getting a marvelous job opportunity in the field of finance in New York. Samar in *Love, A Rather Bad Idea* gets over his over-ambitiousness, realizes his mistakes and emerges as a positive, helpful, friendly and sensitive human being. Prashant John in *Second Degree* portrays an unconventional character. He never dreams of achieving big in the corporate sector.
Towards the end of the novel, he realizes his real desire, aptitude and potential that leads him towards working for the development of society. Prashant John has penned down his experiences at IIM-A. When his friends urge him and even coax him to select a good career in the corporate world, he denies and wishes to pursue a career that would do good to the people. This he actually does by making people read good books and develop skills necessary to lead a satisfied life. Thus, there is also a hope for philanthropy amidst the materialistic ambitions.

In all these novels, most of the characters are able to fulfill their dreams. Their passions, positivity, never say die attitude, patience and perseverance sustain them through the rough phase of their lives in college. Their experiences in college develop a sense of satisfaction and happiness among readers. These characters are not the superheroes but the commoners who face the conventional challenges in life and attempt to get over it. This characteristic of the campus novels bonds readers with the characters.

5.2. The Simplicity of Language

English is a global language and is learned in India as a second language. Its acquisition in its correct and original form is a skill that is desired by many in order to express thoughts and feelings fluently or to flaunt one’s potential in an influencing way. The English language used by the contemporary Indian English campus novels is easy to understand. However, some of the writers do take the liberty of expression by using some words, phrases and sentences as per their convenience that do not strictly abide by the grammatical norms associated with the English language. In *Love, A Rather Bad Idea*, Yadav uses the English language as per his understanding. “You are being too early now. I will be taking you later when you are ready.” (26)
This attempt of the contemporary Indian English campus novels authors can be justified if we consider the nativizing of English language theory as proposed by Braj Khachru.

Authors of the contemporary Indian English campus novels refrain from using ‘10-Dollar-words’ in their narration. It means the vocabulary and the sentence formations of these novels have fluidity and simplicity. The language is easy and used in day-to-day communication. This ensures better comprehensibility and fast pace reading on the part of the readers.

Authors also make use of Hindi and other vernacular languages in their narratives. These words are not even glossed or explained by the majority of the authors considering that the target audience, viz. Indians will accept and understand these words easily. These words are simple, comprehensive and pragmatic thus they do not obstruct the flow of narration and synchronizes well with the ongoing narrative. This attempt by the authors establishes the importance of vernacular languages. The characters use it naturally in their expressions as they speak the English language. In Joker in the Pack, Ritesh Sharma and Neeraj Pahlajani use words like ‘Lukkhas’, ‘Junta’, ‘Sambhar Mafia’ (62) and ‘Jugaad’ (93). Soma Das in Sumthing of a Mocktale, even writes verse in Hindi, “tumko dekha toh yeh khayal aaya…” (56) without explaining its meaning to the readers. Some of the teachers hailing from West Bengal speak English by mixing the regional flavour of Bengali language in it. Even Prof Chatto in Mediocre But Arrogant speaks English tinged with a vernacular accent. “You maast have dunn those for yeaaars now. So let aaas staart the queez.” (27) This kind of language brings out the humour and makes the reading entertaining. Mixing of English and Hindi language is called Hinglish. Authors also
use Hinglish words in their narration. Chetan Bhagat uses words like racing-vacing (5) and troika (7) in his novel *Five Point Someone*. These words are easily interpreted by Indian readers. Apart from this liberty taken with the expressions of language, for the new readers, these novels could be helpful in learning the simple but correct English language.

5.3. **Creativity Unleashed**

The writers of the contemporary Indian English campus novels unleash their creative instincts in the novels to make it more interesting for the readers. They use lucid language, create their own words and even go to an extent of writing verses. Tushar Raheja in *Anything for you, Ma’am* brings forth his poetic instinct.

You haven’t paid your rent./Landlord isn’t much of a friend./He wants his 50 dollars 3 cents,/Or you’ll be booked for offense./You will be kicked out, but/
Find new a house, new town….(8-9)

…All I have got is unconditional love./ All I can promise you is/ I’ll be there when things are tough./ No, I can’t promise you dinner on golden plates./ No, I can’t promise you disco nights so late./ We can get a candle or two and light up my place. / Maybe wash some crockery, order pizzas at low rates….(111)

5.4. **Students’ Perspective on the Perks and Loopholes of the Education System in India**

Many students in the elite educational institutions get to observe and compare the differences in education system prevalent in India and abroad as they get a chance to partake in the student exchange programmes or summer internships in some foreign land. Those who do not go abroad get to interact with the students from abroad who
come to India for their internship or on a student exchange programme. Certain observations are quite significant.

Grades enjoy supremacy over creativity and innovativeness in India. Due to this approach, students focus on securing good grades throughout their course. Often they opt for the course which is easy to score. Harsh writes in *Everything You Desire*,

So, learning the usefulness of the course and interest in the subject take a backseat for quite a few. New factors become crucial determinants in selecting the course—factors like how good the grading was in the course the previous year, what the number of Ds the Prof gave was, how tough the workload and also how bad the competition was likely to be in the course! (180)

This fascination for grades needs to be balanced with the development of certain personality aspects like confidence, leadership and pro-active skills which are mandatory to display at the time of final placement. In spite of securing good grades Sethu and Abbey, in *Mediocre But Arrogant*, are the last ones to secure good jobs. Students acknowledge this fact towards the end of their course.

Guided learning takes place in the majority of the colleges in India. This gives a setback to the concept of self-learning. Self-learning is desirable and should be fostered by undertaking researches in different fields that would benefit the overall compatibility and comprehensibility of students.

A plethora of literature is available that aid any teacher in improving and developing an effective style of teaching but its proper usage depends upon an individual’s attitude and approach towards self-improvement. Most of the teachers as depicted in the contemporary Indian English campus novels under study remain fossilized in their convictions, self-supremacy and not so effective teaching methods. Dynamism in the teaching-learning process is missing.
Majority of the Indians believe in acquiring the academic qualification in one and continuous stretch in order to revel in success at a very early age. This tendency is not observed in the people studying abroad. Students enroll themselves in higher educational institutions after getting some experience in the corporate sector. Such students are witnessed in IIM institutions that join the course for getting additional perks in their professional lives. Prashant John in Second Degree and Rusty in Mediocre But Arrogant are such candidates who join post graduation after gaining some real life-job experiences.

5.5. The Emergence of Middle Class

One of the significant aspects regarding the admission process carried out by the higher educational institutions lies in its selection procedure that is purely based on the merits. Bright and aspiring students hailing from any strata of society can think of studying at these institutions. They have to strive hard to prove their caliber by studying well and performing par excellence in the group discussions and personal/panel interview sessions. This selection process provides equal opportunity to every aspiring youth to pursue a dream career in the higher educational institutions of great repute. Personality, intelligence, talent and skills in the particular field reign supreme and thus vices like donation, recommendation and nepotism take a backseat. In Five Point Someone, Prof Cherian in spite of being the head of the Mechanical Engineering department cannot recommend his son’s admission. This transparency in the admission process is truly commendable. This enables the people belonging to not only the elite but also the middle and lower strata of the society to aim high and get an equal opportunity for their personal and economic development.

Shekhar Verma in Joker in the Pack describes a rather stereotypical middle-class mentality that in a way has helped in the development of the middle-class.
This eternal urge to label kids as heroes and zeroes depending upon their scores, institutes and ultimately pay packages that typified the middle class was driving me crazy. The extras kept harping about being good in studies, shaping a good career, living a respectful life, whereas all that they actually wanted to say was ‘make money’. And the best way to do that, for them, was the ‘safe way’ of an MNC job, as a ‘government job’ had been before liberalization. (98)

After securing admission in IIM-B, Shekhar all of a sudden becomes an exemplary figure. Parents wished their children to follow Shekhar’s example in their lives and study hard and persevere to secure admission in IIM. Apparently, two years of experience in IIM makes Shekhar realize the very essence of life.

I knew that life would never be the same again, the two years at IIMB had been a lot more than about getting a job, and it was only now that I was realizing it. It wasn’t just the basic things like fending for yourself in a hostel or staying awake for nights on end to accomplish goals or have fun, it was also the exposure that the experience gave me. I had met and lived with some of the most brilliant people, observed their success mantra, heard their stories and drawn my own lessons from them. There were people who had always fought against all odds and would continue to do so after IIMB as well. There were the fighters who kept on fighting hard even without achieving commensurate results. There were the achievers who seemed to get everything they wanted without any obvious effort. There were the privileged few who had received everything in their lives—from a good education to proper guidance—but had
broken down in the harsh system. Many had picked themselves right back up to fight again, but a few had given up. (193)

5.6. **Convictions versus Facts**

An aspiring individual and the desiring parents wish for gaining a brilliant career opportunity by joining the eminent educational institutions in India. Alok’s parents in *Five Point Someone* had lived their life struggling incessantly to meet ends. They invested their hope of a better tomorrow in their son Alok. Alok, in spite of being aware of it, isn’t able to live up to the expectations of his parents.

And one fine day he made it. He was in the IIT. How happy his mother and half-a-father were. Yes, four more years of discipline and he could emancipate everyone. That is when he met Ryan and Hari. And then, to remain with them, he screwed up his grades to the lowest in the institute. (73)

Consequently, Alok succeeds in getting a job for himself and thus is able to promise a good life to his family.

Despite of all the hype associated with the famous educational institutions, in the present age however IITs and IIMs are facing the major problem of dropouts at an increasing rate. In accordance with the article *Are IITs and IIMs losing their charm? Over 700 dropouts in 2016 from India’s Premier Institutes* which appeared on the web Education, Engineering, India, News, Think again, WHO’S HOT, “Indian Institutes of Technology, the premier institutions for engineering and research were established with the sole objective to impart world class education in engineering and
technology, conduct research in the diverse fields, contribute to innovation, formulate sustainable solutions by engaging in frontier areas of technology and advancement of learning and dissemination of knowledge to make India self reliant on a global level. IITs are famous not only for their sprawling campus and world-class faculty but also for the plethora of opportunities for its brilliant students. Be it interesting and top-secret research under an eminent professor or a challenging job in a social networking giant and MNCs, IITians have no shortage of those looking in to pool their talent and determination. Even as lakhs of students toil to get into the country's most prestigious educational institutions - the Indian Institute of Technology (IITs) and Indian Institute of Management (IIMs) - the dropout rates at these institutes are not low either. As per the statistics stated by Dr Mahendra Nath Pandey, Minister of State, the Ministry of Human Resource Development, in the period between 2014 and 2016, the number of students who left the sixteen IIT's in the country was 1,782. As for the 13 IIMs, the number of students who left their courses mid-way was 104. Four students dropped out of IIM-B in 2015-16; this number stood at two in the year before. According to experts, the reasons for the dropout rate are manifold. Professor S Sadagopan, director (president) IIIT-Bangalore, and mentor director, IIIT-Dharwad, points out that “what we often overlook when discussing dropouts is the fact that the students might be leaving one institute for another. People want to somehow move to the better option, better institute. As the fee levied at these institutes is not huge, it makes it easier for students to change their minds and opt for another college,” he said adding that most youngsters preferred Mumbai and New Delhi over other locations. Hence, many moved from IITs in other locations to these cities. "Students tend to drop out when if they don't get a good branch. If they get architecture in IIT and computer science in NIT, they will leave IIT for NIT. Such things do happen a lot," he
said adding that in western countries like the United States, it is mandated that leaving students to pay a fee for blocking seats. "Here, the Supreme Court insists that you cannot levy more than a sum of Rs 1,000 when a student leaves," he said. The main objective of joining IIT and IIM is to secure a lucrative job."

However, in a survey, it has been also revealed that students even quit their dream jobs that they were offered during their campus placement. According to an article *Rs 2cr is what some IIT coaches make* published in the theviewspaper.net, by Anahita Mukherjee on web posted on 21 October, 2009, “the past two decades are indicative of the fact that IITians indeed have shunned their corporate and research-oriented jobs to join coaching centres to train students for Joint Entrance Examination conducted annually to select students for admission into IITs and other regional engineering colleges. A whopping 580 IITians can be safely traced as the faculty members of numerous coaching centres where they earn an annual package of up to Rs 2 crore, an amount 100 times more than what the senior faculty at IITs or any regional engineering college can earn.” This survey makes us aware of the duality of convictions pertaining to the hype of studying in the eminent higher educational institutions in India.

Striking contrast surfaces in the education system prevalent in India and abroad. Most of the students who study in the elite educational institutions in India want to settle abroad. They live in India, study in India but they desire for a better life in foreign lands. This is quite disturbing for India cannot often let its crème go to serve other nations and not gain any major contribution of her talented and skilled youth in her development. Detailed analysis of the contemporary Indian English Campus Novels under study calls out for the better and improvised efforts on the part
of the government to satiate the need of its youth in order to preserve them for serving their country in the most progressive way.

5.7. Campus Novel-An Interesting Guide

Since ancient ages, great philosophers have recognized and emphasized the significance of higher education for the development of self, society, and nation and of the world at large. A surfeit of literature on education is available in different forms such as chronicles, prospectus, statistical data, educational journals and magazines, electronic media and so forth. These tools promise and proclaim advance educational embellishments for students in order to attract the attention of the aspirants and hopeful parents. Human Resource Management and Development (HRM&D) leads the efforts of the university to recruit, develop and maintain a workforce that efficiently provides the needs of a dynamic academic institution. Meeting the need for RTI, HRM&D provide information which seems significant in answering the queries of people in regard to the higher education system. Although the information that is presented is systematically organized and generally based on the relevant facts, its reading experience is somewhat bland and insipid. On the contrary, reading about the higher educational institutions in the contemporary Indian English campus novels promptly immerse the readers in its content. Though its content matter is purely and strictly about the individualistic perspective, its presentation is stimulating which in turn shape and guide our thinking regarding the observation and presumptions about the academic life, educational processes and the ongoing activities in the influential higher educational institutions. The subtitles of some of the contemporary Indian English campus novels under study such as ‘what not to do at IIT !’ from Five Point Someone and ‘An irreverent view of life at IIMs’ from Joker in the Pack attract the attention of people and they read them to know more about these institutions. Thus
reading about the educational processes in India in some of the preeminent educational institutions in the contemporary Indian English campus novels under study promptly engross the readers in its content. The way in which the authors’ experiences are narrated makes them more interesting than reading the chronicles, prospectus and journals published by the significant government bodies.

5.8. Avenues for Future Research in the Area of Contemporary Indian English Campus Novels

The present research deals deliberately and elaborately with the contemporary Indian English campus novels written by the ex-students of the preeminent educational institutions in India. The course of action that the characters undertake in most of the contemporary Indian English campus novels under study begins with the admission procedures and culminates with the convocation process. This research delineates the history of the campus novels, its characteristics, camaraderie and conflicts among the characters of the campus novels under study, the educational processes prevalent in some of the premier educational institutions in India and career anxieties experienced by the students. The researcher presents the conclusion and findings by analyzing these novels carefully.

Further researches can be carried out based on the contemporary campus novels from various perspectives.

- An analytical study of the contemporary Indian English campus novels written by teachers or the vice chancellor.
- An analytical study of the contemporary Indian English post campus novels.
• A comparative study of contemporary campus novels written in India, United States of American and Britain.

• An analytical study of the contemporary campus novels written by the women writers.

• A comparative study of the contemporary campus novels written by students and teachers.

• An analytical study of the contemporary campus novels in the context of syllabus framing and teaching-learning methodology.

• An analytical study of a fixed socio-cultural perspective (the academic staff) to new social attitudes (the new student intake).

• An analytical study of various themes in the contemporary campus novels.

• A comparative study of the educational processes in the contemporary campus novels written in India and abroad.

• Case Study of any of the prominent educational institutions in India.

Thorough analysis, comprehension and evaluation of the contemporary Indian English campus novels under study have enabled the researcher to realize the objectives of the study. In spite of hailing from varied educational backgrounds, the need for communicating the daily relevant experiences in an engrossing manner has accommodated the relevance and significance of the contemporary Indian English campus novels. Readers can relate with the characters as they reflect the same emotions which the people in general experience or desire to experience. However, the ten contemporary Indian English campus novels under study are written by the authors who do not belong to the literary background. They have tried to focus on the realist approach. The narrative reflects ordinary point of view, life-like
chronologically ordered events and deals with social and moral issues. The novels are usually non-mythical, non-dynamic, non-symbolic and non-allusive. The narrative is straightforward, repetitive and predictable. There is no concern with style and form. In the contemporary literary theory, the emphasis has shifted from literary realism to postmodernism. The aspects of postmodernism like being multifarious, relative, semantically pluralist, often painfully skeptical if not downright pessimist and intertextuality are missing in the ten contemporary Indian English campus novels under study. Familiarity with the contemporary literary theory and criticism is desirable in order to fulfill the factors that are pursued in the contemporary literature in order to enhance the quality of the work and be in sync with the time. Székely, Péter in his thesis *The Academic Novel in the Age of Postmodernity: The Anglo-American Metafictional Academic Novel* states, “It must be pointed out that the newfound formal concern of the metafictional novel has been, to a large extent, produced and maintained by a new race of campus novelists, who often taught literary studies at universities. This circumstance is important because it makes it clear that the majority of those novelists who have written metafictional academic novels, firstly, are trained and skilled in matters of fiction writing; secondly, they must have obviously been influenced by those theoretical innovations in the domain of literary criticism that are commonly regarded as the foundations of postmodernist fiction. For the novelists of experimental academic fiction, therefore, it has been a natural – and, I dare say, possibly highly pleasurable – occupation to adapt their novels to the requirements of the postmodern age by conducting literary self-analyses.”

Considering the loopholes as mentioned in the campus novels under study, the present research is relevant. In a reply to an RTI, MHR&D accepted that in the list of top educational institutions in global ranking none of the higher educational
institutions in India features. Agarwak Pawan, (2009) in his book *Indian Higher Education: Envisioning the Future*, mentions the fact is that India’s higher education system is below the standard of the countries with which it is competing globally. India has no universities anywhere near the top in any of the international rankings. Only the IITs which of course are not universities but are only the small technologically focused institutions show up in the rankings. Only one or two of the universities are anywhere near the quality of competitors in China, Korea, Singapore and other rapidly developing countries. Some argue that India graduates a large number of engineers and other technologically oriented people, but among them many do not have the skills needed for the global economy. Many bright Indians choose to study abroad because they cannot get the quality that they want at home—and a large majority does not return home. Although fictional, experiences of direct stakeholders of the contemporary Indian English campus novels can serve as a case study.

The ten contemporary Indian English campus novels under study have enabled the researcher to reiterate some of the discrepancies prevalent in the education system in India. Authors have given substantial record in surfacing the follies and foibles that hinder the holistic development of students. A firsthand account of the experiences of the authors of the contemporary Indian English campus novels under study, help the readers to imbibe as well as investigate the myths and facts about the higher educational institutions in India. Though the ride through the pages of these campus novels under study is a happy one and also these novels end with a happy note, we cannot overlook or remain indifferent to the grave queries raised against the very foundation of the nation that is the education system and the way we guide the future of our nation and the world at large. In the present study, the researcher seeks to instigate remedial measures mandatory to reform and refurbish the
educational system prevalent in higher educational institutions in India in order to meet the greater educational objectives that is not merely manufacturing perfect technicians for customized employment opportunities but in manifesting the perfection in the individuals that would enable them to abide by the buoyancy of living life with confidence and competence in India. Great philosophers have shared their thoughts on imparting good and healthy education to students. We need to rekindle these philosophies by its practical and sincere implementations in the present education system in India that would enable the nation to gain recognition and reverence at the global level in accordance with its educational perspectives. The experiences shared by the authors of the contemporary Indian English campus novels under study do charm and tempt the readers to enjoy and believe in the content matter presented before them. Educational competence, career opportunities, anxieties, compassion as well triviality in relationships, the joys and pressures of the advance academic life aid in making the reading experience of the contemporary Indian English campus novels under study filled with nicety, nostalgia and novelty. The researcher recommends its study as impressive, significant and effective manifestation of the authors’ experiences and perspectives. The education system and the futuristic aspirations are the fundamental aspects of scrutiny. By facilitating educational significance in order to realize one’s dreams and self and portraying real life situations and experiences of the common people, these contemporary Indian English campus novels under study remarkably embrace and purvey its potential significance in the world English literature.