

# FINDINGS, DISCUSSION AND SUGGESTIONS

## 5.0 Introduction

In this chapter, findings of the study is presented objective wise. In the previous chapter, the investigator has analyzed the responses of women students of The MSU, collected through questionnaire. The investigator has also analyzed the responses of Faculty Deans and Students' Deans, obtained through semi structured interviews. Here the investigator has presented major findings related to the study, discussion on the findings and given some suggestions for improvements. Suggestions for further research are also provided, to encourage more in depth research in the related field.

The findings of the study are presented in following headings:

1. Major findings based on objective no.1
  - Academic problems of women students of MSU
  - Non-academic problems of women students of MSU
2. Major findings based on objective no. 2.

Note: The findings of the study presented in this chapter bear the following meaning:

- None: Zero percent
- Few : One to twenty nine percent 1-29
- Some :Thirty to forty nine percent 30-49
- Most : Fifty to sixty nine percent 50-69
- Majority : Seventy to ninety nine percent 70-99
- All: Hundred percent 100

## **5.1 Findings for the objective no.1**

Objective No.1, for the present study was: ‘To study the academic and non academic problems of the Women Students of The Maharaja Sayajirao University of Baroda, Vadodara’. The major findings for Objective No.1 are presented as follows:

### **5.1.1 Academic problems of women students of The MSU**

The major findings related to academic problems of women students of The MSU are categorized as follows:

#### **Medium of Instruction**

- The MSU is an English medium university but majority of the women students (72 percent) had vernacular medium of instruction at their school level. These women students faced problems in understanding the lectures delivered in English at The MSU.
- When women students faced problems in understanding the lectures, they adopted different ways: forty percent of them took help of others i.e. friends, tuition teachers, parents, brothers or some elderly person. Thirty percent took help from dictionary, internet, books, and newspapers while thirty percent did self study by memorizing what is being made to write during the lectures.

#### **Teaching Learning process**

- ‘Lecture Method’ is considered to be the most common method for teaching in a university. Few (10 percent) women students faced problems in understanding the content when taught by ‘Lecture Method’.
- Majority (88 percent) of the women students went to tuition classes, to get better understanding of the subject and to score high.
- Few (23 percent) of the women students did not approach the subject teacher even if they did not understand the topics taught. It indicated that either the women students felt shy or the teachers were not easily approachable.

- When the women students approached the subject teachers to solve their doubts, majority (87 percent) of the teachers were cooperative and explained the topics properly.
- When attitude of teachers were scaled, it was found that most (68 percent) of them were well behaved, some (39 percent) of the university teachers were found to be loving and caring and very few (2 percent) were known to be rude or avoided the students.
- Majority (83 percent) of the university teachers took the classes regularly. But problem arose to the women students when the classes were not taken regularly. In that situation, women students performed self study, or took help of tuition teachers or referred to senior students' materials.
- Most of the women students also felt that at times, some of the teachers taught very fast, rushed to complete the syllabus, made no attempts to bother whether the students understood what they were teaching, some were egoistic, some concentrated only on 'first benchers', some teachers were not bothered about weak students, some teachers spoke so soft that it was not audible clearly and sometimes teachers and staff members did not behave properly with the students.
- Few (16 percent) of the university teachers did not complete their syllabus on time. It thus created problem to most of the women students. In that situation, women students performed self study, or took help of tuition teachers. Very few (1 percent) said that they just memorized without understanding.
- Few of the women students also said that in order to complete the syllabus, sometimes the teachers skipped few topics and sometimes called for extra classes. When extra classes were arranged, it again created problems like delay in starting the class; teacher coming late, unavailability of a vacant class, unavailability of peon to open the class room and also disturbance of outsiders.
- Few (22 percent) of the women students did not participate in class room discussions because they felt shy, lacked confidence and feared that boys would make fun of them.
- Most (54 percent) of the women students faced problems in the first year of the university, in adjusting. Reasons for discomfort in the university were: Teachers

and Pattern of teaching (39 percent), Mixing with new and unknown people around (29 percent) and Missed the school like friendly atmosphere (27 percent).

### **Admission Procedure**

- Since 2013, The MSU had online admission procedures. Some (42 percent) of the women students faced problems at the time of admission. Some (35 percent) women students faced problems since they had to stand for long queue to submit the forms and missed bus/train back home. Few (29 percent) women students faced problem since the entire admission procedure was slow and name of the selected candidate did not appear on time. Few (20 percent) of the women students suffered the problem due to lack of guidance as to how to fill the forms and unavailability of a staff member who could guide them regarding filling up the forms.

### **Influence of Friends**

- Some (34 percent) of the women students faced problems when they ‘broke up’ with their friends. They got emotionally disturbed, which in turn affected their studies.
- Some (41 percent) of the women students faced problems when their friends behaved indifferently towards them. They got emotionally disturbed, which in turn affected their studies.
- Few (18 percent) of the women students faced problems when their friends made rubbish talks about them. They got emotionally disturbed, which in turn affected their studies.
- Most (54 percent) of the women students felt insecure when they noticed that their friends were either financially better or academically better or had a liberal family. They got emotionally disturbed, which in turn affected their studies.

## **Women in Higher Education**

- Not one but multiple reasons were mentioned when asked to the respondents about the reasons of low participation of women in higher education. They identified few reasons for it, i.e.: Gender discrimination, financial condition of the family, religious ideology , belief that marriage would be uncertain for an educated woman, and belief that educated women would deny house hold responsibilities. Thus problems as perceived by the respondents, for other women students in higher education was ‘societal believes’.
- Majority (89 percent) of them said they were motivated by parents, teachers and friends for studies. Few of married women students got motivation from in-laws and husband, few were self motivated to pursue studies.
- Majority (80 percent) of the women students of The MSU faced no problems financially. Few (9 percent) of the women students performed part time jobs like providing tuitions to school children or worked in some institutes.
- Few (9 percent) of the women students faced problems related to the subject or course they were enrolled in. They believed that the subject or course they were enrolled in did not provide practical knowledge, was lengthy, boring and would not fetch them a job.
- Majority (74 percent) of the respondents agreed that some special subject should be added for women students. They proposed to add one or more of the following:
  - Self defense
  - Financial management
  - Home management
  - Indian culture and traditions
  - Theology (Study of Religion)
- Ignorance about facilities provided to women students, was one of the reason to face problems in obtaining financial benefits available at the university.
- Few (27 percent) of the women students were not aware of ‘free education to women’.

- Some (38 percent) of the women students were not aware of ‘special scholarships’ available to women students.
- Most (61 percent) of the women students were not aware of the ‘Single Girl Child Scholarships’ available to women students.
- Some (47 percent) of the women students were not aware of the incentives like ‘Separate Quota for Women candidates for jobs’, provided by the government to encourage women to participate in labour markets.
- Safety was a problem to few (27 percent) of the women students. They preferred to move with a friend or some known person for a company, during late evenings.

### **Practical, Projects or Assignments**

- Some (32 percent) of the women students faced problems related to practicals or projects or assignments.
- Problems related to practical, projects or assignments were:
  - Related course material was not available for the allotted project or assignments.
  - They also did not prefer to stay back late in the university for projects or practical.
  - Deadline for submission was usually given within a very short time.

### **MSU Library**

- Some (37 percent) of the women students faced problems since they could not attend seminar of ‘orientation to the library’. They said either they did not know about such seminars or it was not conducted in their departments.
- Most (62 percent) of the respondents felt that references books should be available in Hindi or Gujarati language.
- Some (33 percent) of the women students faced problems when the required books were not available in the library and then they would have to get some photocopied material or buy new books or take help from tuition teachers.
- Most (64 percent) of the women student elaborated book related problems stating that few books had torn pages, many essential books were not available on time

and computers of the library were not working properly and a separate section on magazines and novels was lacking.

- All the women students were pleased with the co operation extended by most of the library staff, but the women students also shared that few of the library staff was not very co operative. These staff members did not make attempts to maintain silence in the reading rooms. Few of the staff members were very rude during issuing or returning the books.

### **Job Prospects**

- Majority (96 percent) of the women students wanted to do a job after completing their studies but also feared about marriage, lack of confidence and competition in the job market.
- The women students also commented that their curriculum did not match with the job requirements and thus they might face difficulties in securing a job. They also said that job market is highly competitive and thus it will not be easy to secure a respectable job in future.
- Majority (71 percent) of the graduate women students did not participate in the campus interviews held in the university campus.
- Whether it was job opportunities or participating in campus interview, few (20 percent) of the women students expressed their lack of confidence and ‘shy’ nature.
- Though majority (96 percent) of the women students expressed their desire to do job after completing their studies, but they had not registered in the employment exchange centre. They were not aware of such a provision in the university.

#### **5.1.2 Non academic problems of women students of the MSU**

The major findings related to non-academic problems of women students of The MSU are categorized as follows:

## **Presence of Male Members**

- Majority (84 percent) of the women students faced problems due to presence of male staff and male students in the university campus.
- Majority (92 percent) of the women students were uncomfortable to talk and were hesitant to inquire something in the presence of male staff and male students in the university campus.
- Few (9 percent) women students did not receive same treatment in their house, as that of their brother. Few (11 percent) women students faced discrimination at home. Rules for few (20 percent) women students were different than their brothers; they felt that rules for brothers were more flexible. Thus it can be inferred that few families differentiated between girl and boy child.
- Few of the women students (15 percent) faced problems due to boys. Some of the boys misbehaved with the women students. Boys in the campus created inconvenience for some of the women students due to their act of staring/glaring, miss call on mobiles and eve teasing.

## **Co-Curricular Activities and sports**

- Almost half (48 percent) of the women students did not participate in extra co-curricular activities conducted by the faculty because either they felt shy or were not aware or in few cases (17 percent), permission from family was not granted.
- Very few (7 percent) contested university elections and had to face problems like non co operation from teachers, personal expenditure and harassment from boys.
- Majority (97 percent) of the women students were free from any physical disease or mental disorder and did not suffer from any type of illness.
- Most (69 percent) of the women students did not participate in sports activities.

They cited two or more reasons for their non participation which included:

- Lack of time
- Lack of confidence (felt shy)
- Lack of proper facilities for women students

- Almost half (46 percent) of the women students were unaware that university offered free sports facilities for playing basket ball, foot ball, badminton, table tennis and charged nominal fees for swimming, gym etc. (Problem due to their ignorance)

### **Laboratories and Ladies room**

- Departments which had computer lab facilities permitted post graduate students to use it, but students faced problems due to internet connectivity or slow computers or when more than three students had to share one computer.
- None of the departments have ‘recreation rooms’ or ‘rest rooms’ for women students.
- Almost half of women students under study said that they did not have a ladies room in their department.
- Fifty percent of the respondents said they faced the following problems related to ladies room:
  - Absence of mirror (30 percent)
  - Did not have a washroom/toilet (26 percent)
  - Did not have facilities for first aid and sanitary pad (18 percent)
  - Did not have comfortable sitting (10 percent)
  - Not kept clean (10 percent)
  - Absence of curtains on the doors and windows (6 percent)

### **Ladies Toilet**

- In one of the departments which had a two storied building, there was no ‘Ladies Toilet’, so women students faced problems.
- In departments where toilets were existing, problems were related to :
  - Cleanliness
  - Standing in long queue
  - Inadequate number of toilets

- Bad smell
- Lack of dustbins
- Shortage of water
- Leaking pipes
- Inefficient locking systems of the toilet doors

### **Faculty Canteen**

- Women students did not face problems related to canteen.
- Majority (72 percent) of the women students did not find any problem, nuisance or disturbances in the university campus. Rest faced problems due to:
  - Movements of politically motivated outsiders (29 percent)
  - Noise pollution due to loud horns/noise of vehicles (29 percent)
  - Uneven parking (13 percent)
  - Security personal disturbing them (10 percent)
- Women students appreciated the physical amenities of The MSU and did not have problems related to safety in the campus, cleanliness of the campus and facilities of Wi-Fi, computers, laboratories & sports pavilion.

### **Physical Amenities at home or hostel**

- Majority (86 percent) of the women students were home scholars, i.e. stayed along with their parents. They also performed domestic help to their mothers but this did not affect their studies.
- Some (41 percent) of the women students did not have a separate room for study, but it did not create any problem for them, since they managed to study in other rooms, veranda, terrace or in university library.
- Factors which affected studies to some of the women students were:
  - Loud noise in the surrounding area
  - Arrival of unexpected guests
  - Financial crisis

- Women students staying in university hostel faced problems due to untidy toilets, congested accommodation, safety issues and canteen food.

## **5.2 Findings for objective no.2**

Objective No.2 for the present study was: ‘To study the kinds of problems of Women students brought to the notice of the authorities and the types of measures taken to overcome them.

The authorities for the present study were the ‘Deans of Faculties’ and ‘Deans of Students’.

The major findings for the objective No.2 are presented as follows:

1. Majority (90 percent) of the authorities said that few women students approached them with the problems that they are facing, though most of the time the students preferred to narrate verbally, did not prefer to give in writing. Women students, who came up with a problem, demanded an amicable solution.
2. Issues brought to the notice of the authorities by few women students were mainly related to
  - Attitude and response by the teaching and non teaching staff
  - Entrance procedure, Annual schedule, Examination, Declaration of results
  - Computer, library, parking, university elections
  - Drinking water and wash room facilities
  - Parking and safety of vehicles
3. The authorities assumed that students of first year courses of undergraduate classes faced problems in understanding the lecture due to ‘English’ as a medium of instruction in The MSU. But the women students did not approach them regarding problems related to medium of instruction.
4. The authorities said the women students did not come forward to register complaint against teachers or non teaching staff. Male students approached them to register complaint against teachers or non teaching staff.

5. Few (25 percent) authorities said the women students informed them if the university teachers did not take classes regularly or did not complete the syllabus on time. Few of the authorities received complaints regarding non teaching staff. One of the authorities received complaints regarding a particular teacher.
6. Hundred percent of the authorities said that the women students did not approach them regarding problems related to entrance test, admissions, practical, projects and assignments. Few of the authorities added that students' elected representatives sometimes approached with matters related to admission, exams, results etc. Thus it can be concluded that the women students of The MSU, did not approach the authorities regarding problems related to entrance test, exams, admissions, practical, projects and assignments.
7. Few of the authorities said that the women students approached them regarding problems either related to declaration of results or when some computerized mistakes were noticed in their mark sheets.
8. Most of the authorities said that women students inquired about available scholarships and financial assistance. They did not complain but regular inquiries were made. Many Ph.D. women students complained about non timely receipt of UGC or university scholarships.
9. The authorities said that at times, women students inquired about future career options or available jobs or placement interview. Sometimes parents also came to ask about future career and vocational guidance and scope of their wards getting good job offers. The authorities said that women students did not approach with problems regarding their future career options but made regular inquiries about placement interviews or available jobs.
10. Ninety percent of the authorities said that the women students did not approach them regarding problems related to library.
11. Ninety five percent of the authorities said that the women students did not approach them regarding problems related to participation in university, state, national or international participation.

12. Ninety five percent of the authorities said that the women students did not approach them regarding problems related to harassment.
13. All (hundred percent) the authorities said that the women students did not approach them regarding problems related to computers, laboratory equipments or sports complex.
14. Ninety percent of the authorities said that the women students approached them regarding problems related to cleanliness of toilets and wash rooms.
15. Majority (seventy five percent) of the authorities said that the women students did not complain about quality of food, variety of edible items, sitting arrangements and hygienic conditions of the faculty canteen.
16. Majority (seventy five percent) of the authorities said that the women students approached them regarding problems related to university hostel, its admission, toilets, cleanliness, accommodation, food, late pass, security and availability of rooms.
17. Ninety percent of the authorities said that the women students did not approach them with problems related to parking and security.
18. To encourage or motivate the women students upon their participation or winning in extra co curricular activities, all the authorities said that, the women students' were honored by:
  - Award of certificates
  - Announcement of their names in "annual day events"
  - Display their winning certificates on the departmental notice boards
  - Sent a press note
  - Sent the information to university annual report.
19. On inquiring about the measures taken to solve the problems put forward by the women students, eighty percent of the authorities said that they first counsel the students. Sometimes staff meetings were called, sometimes the cases were referred to the redressal committee and sometimes immediate actions were taken

democratically. Sometimes family members or friends of the complainant were also called.

20. Some of the authorities informed the investigator about special cases, where women students faced unusual problems like:

- Non acceptance of family members to continue studies after marriage
- Domestic problems of married women students
- Non approval of family members to participate in international program
- Financial crisis to bear educational expenses
- Non availability of scholarships
- Harassment

21. Fifty percent of the respondent narrated the successful attempts made in the past to overcome student's problem. They are listed below:

- Problem related to drinking water was resolved by installing more numbers of water purifier and water coolers.
- A committee had been framed to look after the cleanliness of classroom, corridors and toilets.
- Cases regarding 'non availability of scholarships on time' were reported to the authority. It was resolved when authority took personal interest and requested the concern office for timely action.
- Problem related to old and slow computer was resolved by buying some new computers.
- Few cases were reported where the students missed lectures due to medical reasons: then for these students, the authorities requested the concerned teacher to teach them in their free time.
- Few cases were reported where the women student might have to miss the practical exam due to clashing of exam and marriage dates. For these

students, the authorities requested the concerned teacher to rearrange or reschedule the exam date for them.

- In a particular faculty, cases of parking issues and theft were reported. To overcome this problem; CCTVs were installed, number of security personals were increased and student parking IDs were issued. Logos and stickers were pasted on students' vehicles for easy identification.
- Problems related to awareness on career and future job opportunities were resolved by; regular counseling, setting up vocational guidance classes and inviting experts from industries.
- Due to some events in the faculty, when hostelite had problem of 'late pass', authorities requested the warden to grant permission.
- In summers, students could not read and concentrate in the departmental library due to heat and high temperature. When this problem was brought to the notice of authority of the respective faculty, more number of fans and few coolers were installed.
- In a particular faculty, practical work demanded presence of students for six to seven hours continuously. Students requested the authorities about feeling hungry during the practical sessions. A unique measure was taken. Donations of 'chana and kharising' (Baked gram seeds and salted groundnut) was arranged and containers full of them was placed in the laboratory. Students could eat chana and kharising during the practical work, as and when they wanted.
- One of the authorities received complaint from a female student regarding misconduct by a female staff. The authority guided the case to faculty level women redressal committee.

### **5.3 Discussion of the findings**

In this section, the investigator has considered findings of the present study and tried to interlace it with the reviewed research work. The discussion presented here is a flow of thoughts and opinions coalesce with references. In order to avoid interruption of views, the thought provoking matters are discussed at length and compartmentalization had

been avoided.

The present study investigated the problems faced by women students of The Maharaja Sayajirao University of Baroda, Vadodara and also tried to find out if these problems are brought to the notice of the faculty level authorities. The problems areas identified were: academic and non academic.

The findings obtained from the present study regarding the factors that hinder higher education for women, indicated that major factors that caused hindrance to women education were: societal believes and customs, religious ideology, attitude of discrimination between boys and girls, financial crisis and view that educated women would deny house hold responsibilities. Similar findings regarding ‘causes for hindrance in women education’ were found by Desai (1969), Desai (1976), Thakkar (1976), Joshi (1979), Patel (1979), Gupta (1980), Mazumdar (1981), Talesara (1983), Sharma (2006), Prasad (2006) and Weinberg (1971).

A view emerges from the present study that education is the key to unlock the doors of hindrance. If the women are educated, they can rationally handle the need of customs and ideologies, would not discriminate between male and female child and encourage girls to take up education. They can provide economic support to the family members and also efficiently handle domestic responsibilities. Thus, education is the only tool to bring positive change in the society.

The findings obtained from the present study regarding the problems of infrastructure of educational institutes, indicated that few departments needed improvements in infrastructure facilities. Canteen, ladies room, toilets, computer labs and reading rooms needed to be improved. The study also revealed that though women students faced problems related to canteen, ladies room, toilets, computer labs and reading rooms, most of them did not bring it to the notice of the authorities. The women students appeared to be either adjusting in nature or did not feel the need to inform the authorities or lacked in confidence. Similar findings regarding problems of infrastructural facilities of educational institutes that created problems to women students were reported by Singh (1981). It was found that every year enrollment of students increased but accordingly

facilities did not increase. It was also found that there were few numbers of girls' hostels and the requirement was more. Library and laboratory facilities needed improvement.

Similar findings regarding lack of enough numbers of hostel was obtained in the study by Sahasrabuddhe (1995). Saheen (1973) studied problems faced by women school teachers of Uttar Pradesh. One of the findings reported that women teachers and students faced many difficulties related to infrastructure and the society. Sahasrabuddhe (1995) conducted a study on problems of SC/ST students and one of the major findings indicated that library and other infrastructure needed improvements. Contrary to the above, Gupta (2008) studied status of women in higher education and found that due to increase in educational institutions and better infrastructural facilities, enrollment of women students in higher education also increased. Upadhyaya (2010) studied MSU financing and reported that students enrollment has increased eleven times during 1980 to 2006, the education is available at subsidized rates to the women students and MSU is making efforts to generate funds by introducing self financed and higher payment courses. The study conducted by Shah (1993) on MSU financial conditions reported that not only girls but boys too get higher education at a subsidized rate in MSU. The study highlighted that when the prices of all other goods have risen, the price of higher education has fallen. One of the findings of the present study indicated that women students faced problems due to lack of proper reading rooms, computer rooms, ladies room and total absence of recreation rooms. The studies of Upadhyaya (2010) and Shah (1993) indicate that it was not easy for MSU to provide five star amenities due to lack of funds available. The studies conducted abroad, particularly in first world countries did not indicate 'lack of infrastructural facilities of educational institutes' as a problem area.

From the findings of the present study it emerged out that the women students and the authorities agree to the point that a university like The MSU should provide basic required facilities to women students like clean toilets, ladies room and hostel accommodation. When the university buildings were built, the infrastructure might be sufficient for number of students those days, but as the enrollment increased, there appeared a dearth of these facilities. Education at The MSU is provided at subsidized rates and thus university might be running short of funds, but fees may be regularly

raised and accordingly standard amenities can be provided.

The present study highlighted the problem faced by women students due to medium of instruction. The MSU has English as a medium of instruction. The women students had difficulties in understanding class room teachings and lectures, they could not participate in class room discussions, they faced discomforts, they could not mix with new people in the first year of college, they were not confident in asking doubts to the university teachers and felt shy to participate in extra co curricular activities. All these hesitant nature can be attributed to women students having vernacular medium of instruction and university has an ‘English Culture’. The study also revealed that though women students faced problems related to medium of instruction, they did not bring it to the notice of the authorities. The faculty level authorities were alert enough and most of them agreed that ‘English’ was a problem to many a women students. Few of the teachers were co operative and taught using bilingual method particularly in first year of studies in university. Sahasrabuddhe (1995) conducted a study on problems of SC/ST students and one of the major findings indicated students expected books in ‘Gujarati’ and wanted medium of instruction as Gujarati too.

The findings obtained from the present study regarding university teachers’ attitude indicated that most of The MSU teachers completed their syllabus on time, were loving, caring and well behaved. When the students approached them with doubts and difficulties, they explained properly. The women students had faith in them and thus many of the women students shared personal and family related issues with the university teachers and students deans. The faculty level authorities stated cases where the teachers took personal interest and helped the students to complete their studies either by paying their fees, or by requesting the ‘in-laws’ to cooperate or by counseling the parents. The authorities also made arrangements of special dates for exams either in terms of medical grounds or when marriage date of a women candidate clashed with exam date. Pradhan (1986) performed a study on The MSU and one of his findings stated that university had a good research and teaching atmosphere. But findings of Desai (1989) in five different universities of Gujarat had suggested that students faced problems due to favoritism and improper teachings.

The findings of the present study indicate about the teachers of The MSU that they were kind, loving and co operative. The teachers were helpful and encouraged students to be regular and sincere in studies.

The present study also focused on contribution of friends of women students in their academic involvement. Some of the women students agreed that due to friends, they got emotionally disturbed, which in turn affected their studies. Following acts of their friends disturbed them: when they ‘broke up’ with their friends, or when their friends talked rubbish about them, or when their friends were economically stable or had a supportive family. The findings of the present study indicated that friends influenced each other psychologically and thus can either motivate or demotivate each other for education and better healthy life. Similar finding was obtained by Kaur (1979) and Bhuddev (1988).

The findings point out towards the view that friends play an important role in students' life. Friends can encourage or de motivate one another. Friends deeply influence each other. Some of the women students 'opt for' or 'leave' a particular course due to friends, some of the women students join tuition classes under the influence of friends, their behavior with parents, family members and teachers are affected due to friends, and they too are psychologically affected by the attitude of their friends.

The findings obtained from the present study regarding ignorance of women students about facilities provided by The MSU, indicated that most of the women students were not aware about:

- Orientation seminars conducted regularly for use of library
- Vocational guidance cell
- Women redressal cell
- Anti harassment cell
- Anti Ragging cell
- Free coaching provided to SC/ST and women students for NET and other competitive exams
- Special scholarships for women students

- Medical health / first aid facilities for students
- Employment exchange centre
- Sports facilities
- Separate reading room for women students in SHML (Library)
- Campus interview

With respect to the above, the women students inquired to the faculty authorities but did not complain. Regular inquiries were made regarding scholarships and vocational guidance.

The above findings indicate the ignorance among women students. It also suggests their care free nature. It may be possible that the women students hail from economically sound families and thus are not concerned about scholarships, subsidized sports/ health facilities, library facilities (they would buy required books), employment centers and vocational centers. It is also possible that women students lack in confidence and feel shy to enquire.

The findings obtained from the present study stated that women students faced problems due to curriculum and subjects taught. Most of them felt a need to add some special subjects for the women students of The MSU. They believed that though the curriculum was heavily loaded, it neither matched with the needs of Indian women nor with the needs of job market. The subjects lacked practical knowledge too. The graduate women students who appeared for campus interviews said that they lacked in confidence and their course could not fetch them a job. Their course neither enabled them to manage home, finance nor created any awareness regarding their religion. These matters were not brought to notice of the authorities. The women students wanted one or more special subjects, like the following to be added in their curriculum:

- Self defense
- Financial management
- Home management
- Indian culture and traditions
- Theology

The above finding indicates that women students were worried about safety and health, finance and home, Indian traditions and religion. They also wanted practical knowledge to be added in their regular syllabus. Similar finding was reported by Vakil (1965), when he said that girls' education needs separate curriculum. Desai (1989) stated that one of the reasons for students' unrest was heavy and un-related syllabus. Bhuddev (1988) found that few girls are not interested in studies. The reason could be boring subjects and un-related syllabus. Thus the present and earlier studies indicate that to attract women students for higher education, curriculum should be re-designed and need based, same was propagated by University Education Commission (1948), National Committee on Women's Education (1958), NPE (1986), POA (1992), Swami Vivekananda and Mahatma Gandhi also.

The findings of the present study can be connected to the fact that The M S University has started some courses like Fashion Technology, Hotel Management, Art and Design courses which would cater to needs of the students, which would have a practical approach and would fetch a job too.

The findings obtained from the present study regarding women students' future plans indicate that majority of the women students wanted to do a job after completing studies. Similar findings were obtained by Pattison & Patel (1966), Baker (1973), Gondhalekar (1975), Weis (1985), Arboin (2009), and O'Callaghan (2010).

The present study also reported that women students had anticipated problems that could arise, if they had to secure a job or search for a job. Most of them appeared confused about their future, felt compulsion of marriage as an obstruction, and had lack of confidence, felt inability to maintain work life balance while few wanted to settle abroad. The women students did not perceive these future issues as 'problems' and did not complain to authorities about it. Similar findings were obtained by Pattison & Patel (1966). They investigated the problems of adolescent girls in Gujarat state and found that the areas of most troublesome problems were morals and religion, money and future, and personality problems in that order. Gondhalekar (1975) found that one of the objectives of women's education was to secure a job but they anticipated that marriage may act as an obstacle in future career planning. Chuodhary (2011) found that women administrators

agreed that family and society related issues were the major barriers during their initial period of struggle in the job.

The findings of the present study revealed that most of the women students were not discriminated in their houses, they were treated equally like their brothers and same rules were to be followed by brothers and sisters. Similar findings were obtained by Ramchandra et al (1963) which indicated that women students were provided more freedom by their family members, than earlier times. Findings by Gondhalekar (1975) indicated that parents provided equal facilities to their daughters and sons. Some of the studies presented a contrast view, as reported by Baker (1975) indicated that girls have restrictions imposed by their parents on mixing with boys and also on types of clothes, pocket money and fashion. Paranjape (1970) reported that attitude of family members of women students was not co operative. Weinberg (1971) said that problems in family life affected the studies of women students.

The findings of the present study indicate that most of the students did not have a separate study room in their homes, but it was not perceived as a problem by them. Similar finding was obtained by Buddhev (1988) which indicated that monetary conditions of many families were not good enough to spare a separate study room for women students.

The findings of the present study revealed that the women students were pleased with the physical features of their faculty campus; like greenery, gardens, well built roads, cleanliness, central location and good security. They appreciated the highly qualified and experienced teaching staff, which were loving and caring too. The women students appreciated the facilities provided by the university like NSS, NCC, free first-aid and health services, computer labs, free Wi-Fi, international exchange programs, and safety. They said that they could move freely and safely in the campus.

According to the present study, some of the major problems faced by the women students and brought to the notice of authorities include: lack of enough fast working computers, lack of enough new edition books in the library, exam and result related, attitude of staff, drinking water facilities, parking problems, women hostel problems, security problems,

interference of outsiders, noise pollution, canteen facilities, ladies toilet facilities and total absence of recreation room. Some of the women students also shared their personal and family related problems while some shared their success stories with the authorities.

The present study reported that ladies toilets needs to be more in number and more cleanliness should to be maintained. Also a recreation room should be set up where the women students can do extra reading, enjoy indoor games, watch T.V or relax. The authorities informed the investigator that a university level women's committee has been set up which regularly looks after women's needs particularly toilets and ladies room.

Findings of the present study indicate that authorities were sympathetic towards specific problems faced by women students and tried to guide and help such women students. Similar finding was found by Desai (1969).

#### **5.4 Suggestions for improvements**

On the basis of major findings, the investigator attempted to suggest certain measures that can be undertaken by university authorities, for improvement. Following suggestions were arrived at:

- Though The MSU is an English medium university, most of the women students came from vernacular medium, particularly from Gujarati medium. It is thus suggested that university teachers should take care that the content is understood by the students, since they teach in English. For the first year students, teachers may use bilingual teaching. Some special coaching should be arranged for such students for learning English language. Students having difficulties due to language should be guided to attend free sessions at English department of MSU.
- Women students joined tuition classes to get a better understanding of the subject. It is thus suggested that university should start extra classes, with some nominal fees. It could be conducted by senior students of the same faculty. This way the university would encourage the senior students to earn and the needy students would get the benefit in the campus itself.

- Women students found the syllabus to be boring, heavy and non practical. The teachers should convey the importance of the course, purpose of teaching specified topics, future scope of the course. The teacher should develop ‘learner centric’ means of pedagogy to make the topic interesting.
- It is suggested to keep a record of students’ attendance in the respective departments. Certain facilities may be withdrawn from the truants. Regular students may be acknowledged. This would minimize the students’ dependence on tuitions classes and would encourage the truants to be regular. It is also suggested to counsel the truant individually and encourage them to attend lectures arranged by the university.
- Most of the university teachers were loving, caring, encouraging and motivated the women students, but few teachers do not have a good rapport with the students. Women students hesitated to approach such teachers. These teachers should be identified and counseling should be done with such teachers. They should be motivated to develop cordial relations with the students. Regular feedbacks from students should then be taken about these teachers.
- Most of the university teachers were regular in taking classes and completed the syllabus on time, but few teachers neither took classes regularly nor completed the syllabus on time. Such teachers should be identified and it should be ensured that they do the needful. If these teachers need to take extra classes, all necessary provisions should be made well in advance.
- There are several useful facilities and amenities provided by The MSU, but the women students appeared to be ignorant about many of these. It is thus suggested that awareness and orientation programs should be organized at regular intervals amongst the students. It should be meant to inform the students about useful facilities and amenities provided by The MSU. The program should be followed by distribution of attractive pamphlets with relevant information. It should be regularly highlighted on university website. The orientation program should be designed to cover information on following aspects:

- Correct and independent use of library
  - Vocational guidance cell
  - Women redressal cell
  - Anti harassment cell
  - Anti Ragging cell
  - Free coaching provided to SC/ST and women students for NET and other competitive exams
  - Special scholarships for women students
  - Medical health / first aid facilities for students
  - Employment exchange centre
  - Sports facilities
  - Separate reading room for women students in SHML (Library)
  - Campus interviews
- Pamphlets containing above relevant information should be distributed to students, on the first day of college. Such pamphlets should be later easily available at faculty office or in the office of Dean of Students.
- Problems, awareness and requirements for UG and PG women students may be different. Thus orientation should be arranged at two levels: One for UG and other for PG.
- A Public Relation Office (PRO) should be set up at university and at faculty level, so that the students get necessary information from it.
- The computer centre should regularly upload on the official website of university, about the necessary declarations and information relevant to students.
- An orientation or informative seminar about the infrastructure and facilities ‘on and off’ the campus of the university should be arranged. Orientation about the entire university and its various campuses should be provided.
- The students should be informed; ‘whom’, ‘when’ and ‘how’ to contact department and faculty staff members. Information regarding faculty wise ‘Dean of students’ should be given to students.

- Since 2013 The MSU admission procedure has gone ‘online’. Several women students faced problems in filling online forms. There were long queues while submitting it, along with the documents, at the faculty office. It is suggested that more number of office staff should be assigned to check student’s documents. Online up loading of documents should be started. Online payment of fees should be permitted. This would reduce the time and energy utilized on behalf of students and staff.
- Research findings indicated that some of the women students felt shy and had lack of confidence to participate either at class room activities or at faculty level activities. Such women students should be identified and following attempts should be made towards their confidence enhancement:
  - A ‘counseling cell’ should be established either at department level or at faculty level.
  - Life skill and soft skill training programs should be regularly organized.
  - Language training should be provided.
  - Motivational lectures should be arranged.
  - Efficient ways to tackle undesirable situations should be demonstrated and women students should be trained accordingly.
  - Small scale participatory programs for ‘women students’ should be organized. Women students should be motivated to participate and then encouraged to perform at faculty level. This would help to overcome stage fear.
  - Senior students (irrespective of gender) should be encouraged to interact with the junior women students. The seniors can narrate their experiences related to university. The junior students can join, interact and raise concerns. This would help the women students to develop a habit of sharing and working in groups and also help them to get rid of hesitation of working with boys.
- Male students, who either misbehaved or ill-treated women students, should be identified and counseled. Through special programs they should be made to realize the importance of respecting and treating women at equal footing.

- Special ‘in service’ training should be arranged for non teaching staff. They should be orientated towards methodological and respectful way of dealing with students.
- Experienced and trained teachers should be conducting classes, particularly first year classes. It is in the first year of the university education that women students missed the home like school atmosphere, found it difficult to tune to new atmosphere and also found it difficult to adjust to different way of pedagogy. A trained teacher would be able to understand psyche of women students and would be efficient in handling unexpected class room situations, keeping the morale of student high.
- University is the place where youth study. Young girls had several psychological problems. They got disturbed by their friend circle and the behavior of friends. The women students also got influenced by attitude of the society, financial crisis, social customs, religious ideology and certain belief system of the people. This in turn affects their studies, motivation and performance. Thus either department or faculty level ‘counseling cell’ should be set up. Women students should be encouraged to visit these centers. A regular feedback should be taken from these women students regarding the outcome of the counseling.
- Women students might hesitate to share their plight easily at the counseling centers, thus the university teachers should be trained to deal with social and psychological issues. These teachers can incorporate such issues during the informal talks, practical, assignments, field trips, study tours and projects. An innovative teacher can also try to motivate the young students by storytelling or narrating examples or through some news article during the lectures.
- Dean of students is a very important position since it is meant to deal with students and their problems. The individual appointed for this position should be trained to deal with social, academical, personal, and psychological issues. They should be made aware of problems that apart from academic issues, women students tend to face other problems like: peer pressure, family aspects, societal and religious bindings and gender aspect.

- A regular feature of ‘physical fitness’, Yoga and ‘self defense’ training should be incorporated. It can be organized with the support of Physical Education Department of the university Pavilion. Experienced and trained staff of this department can be invited to provide the necessary training. Alternatively a schedule can be designed where the women students can be guided to visit pavilion on regular basis. Apart from Physical Education department, each faculty might be having some talented women student or staff in this field. Such women students and women staff members should be identified who is trained in martial arts or Yoga or some similar regime. These women candidates can be employed on part time basis to provide physical fitness training. This would solve two purposes: to provide financial assistance to university women candidates and to motivate women students to participate.
- Faculty level libraries should be well equipped with requisite number and good quality of books. The library staff should be oriented towards helping students with patience and care. Regular orientation programs should be conducted for students by staff members of university library.
- A placement cell is working efficiently in one of the faculties of The MSU. Such placement cells should be established in all the faculties. It should try to coordinate between the market demand and university supply for jobs. It should help the industries to arrange campus interviews and inform the students accordingly. It should also provide mock interviews and train the students with ‘interview facing techniques’. Apart from helping students to secure a job, the placement cell should conduct surveys and research on the need of the industries, bank, corporate, hospitals, educational institutes and other organizations. Based on the research findings, university can redesign the course and curriculum that would enhance the job opportunities for the students.
- The present study revealed that majority of the women students were healthy and free from physical deformities and chronic illness. Their participation in sports activities should be enhanced by organizing regular sports programs, Yoga week, competitions and fitness exhibits. The participating women students should be motivated and rewarded, which in turn would motivate other women

students to participate. Lectures and demonstrations should be organized that conveys the importance of sports and fitness to an individual, which in turn benefits the society and the nation.

- Enough number of toilets should be constructed in each department. The existing toilets should be well maintained and kept clean. Regular check on bolting of doors, windows, water supply, light and ventilation should be made. Daily cleaning should be ensured. Separate staff should be hired for the same. If required “pay and use” toilets with modern facilities should be set up within the campus.
- Toilets at the women hostels should be well maintained and kept clean. Regular check on bolting of doors, windows, water supply, light and ventilation should be made. Daily cleaning should be ensured. Separate staff should be hired for the same. Regular feedback from the hostel students should be taken regarding cleanliness.
- Ladies room should be constructed in every department. It should have facilities for rest and recreation. It should also some arrangement where the women students can buy sanitary napkins, tissue papers, soap and first aid medicines. It should be equipped with a toilet, wash basin, mirror and dustbins.
- Each faculty should go ‘Wi-Fi’ and its password should be available at the faculty office after completing required formalities. Computers should have good internet speed and old computers should be replaced by new and better ones.
- Facilities in the campus like greenery, dustbins, security, parking, gardens and canteens, are appreciated and should be maintained.
- Some of the authorities were compassionate towards problems of women students. The students faced problems which were unique and personal. The authorities helped these students. Such examples should be narrated keeping required confidentiality to motivate other teaching staff members. Ways to conduct ‘psychological counseling’ should be made a regular feature of in-service training programs that are held for university teachers.
- The MSU has fifty percent girl students but there are only four hostels for girls

and nine hostels for boys. More number of women hostels should be constructed. Large ventilated rooms should be constructed and overcrowding in one room should be avoided. Admission to hostel should be online.

### **5.5 Suggestions for further research**

According to the investigator more research studies can be conducted in the field of higher education for women. Some of the suggestions regarding areas which can be taken up for further research are:

- A study on impact of free higher education for girls at all levels.
- A study of problems of women students staying in university hostels.
- A comprehensive study of problems of women students of different faculties of The MSU.
- Reasons for low achievements of women students in higher education.
- Analysis of popularity of tuitions classes.
- Cause and effect of flourishing of private universities and its impact on education.
- A study on status, position and contribution of educated women to the society.
- Problems of SC/ST women students, Muslim women students, international women students and married women students of the university.
- Influence of demand and supply of the job market on the present education system and status of women students in it.
- A psychological study of influence of friends on the performance of women students of the university.
- A study of implementations of various educational committees and commissions and its influence on women education.
- A Comparative study on academic and non-academic problems of men and women students of higher education.

- A study on requirement of special curriculum for women students.
- A study on gender discrimination at university level.
- Problems faced by physically challenged women students of higher education.
- Comparative study of problems of women students of private and public universities.
- Perception of beneficiaries of free higher education for women students at all levels.
- Role of society in promoting higher education for women.
- Enhancement of life skills and entrepreneur skills among women students.
- A study of online procedures of The MS University.
- Case studies of successful women alumni of The MS University.
- Importance of innovative class room teaching to motivate participation of students and to enhance their achievement.
- A comparative study of women students coming from different socio economic backgrounds.
- Analysis of student's unrest in higher education and role of women students in it.