

## CHAPTER - VI

### SUMMARY, CONCLUSION & SUGGESTED STUDIES

#### 6.0 INTRODUCTION

This chapter presents summary of the research work undertaken by the investigator in nutshell. It presents all the aspects of the present study in brief and it also presents educational implications of the study as well as the suggestions for some studies which can be undertaken in future.

#### 6.1 BACKGROUND AND RATIONALE OF THE STUDY

The educational scenario and especially higher education, has witnessed lot of changes since achievement of political independence in 1947. Today, the number of universities and colleges providing Diploma & Degree courses have increased in number, since past few years. Number of different kind of courses have also increased with the introduction of specialisations in different branches. With these, enrollment in colleges and universities has also increased. Those sections of the society which were not enjoying fruits of the higher education have started enjoying it. Higher education is no more privilege of upper castes alone but constitution has ensured Equality of Educational Opportunities for all irrespective of caste, colour, race, religion and region. But the problem is that the progress has not yet percolated to the lowest rung in the social set-up to

the desired level. Still, the progress is not satisfactory in matter of higher education among Scheduled Caste, Scheduled Tribe and Other Backward Castes and more so in case of professional education where still elite class enjoys benefits to a greater extent. Investigator, was interested to know why this phenomenon takes place ? The investigator was not merely interested in surveying the existing realities with regard to statistics available on enrollment and wastage and stagnation but was interested in probing the various aspects of the reasons responsible for the existing situation. The investigator also had kept in mind the Management Perspective i.e. he was interested to know how the system works at college level with regard to the utilisation of various facilities available and how human beings in the college system work together and ultimately the nature of the output too. When the investigator reviewed the related research work, he found that the quantum of related research work was not much. The number of related studies in the field were not many in number and those especially in Gujarat were very few and no study was conducted on professional students. Hence, investigator decided to undertake a study with regard to family background, academic problems, academic performance and utilisation of facilities by Scheduled Caste, Scheduled Tribe and other Backward caste students as well as general category students too. This was done with a view to get a comparative picture. It was decided to restrict this study to only one college i.e. Baroda Medical College and to those

students who were studying in the academic year 1992-93 in first, second and third year M.B.B.S.

## 6.2 STATEMENT OF THE PROBLEM

'A study of Scheduled Caste, Scheduled Tribe and other Backward Caste students in Medical Colleges of Gujarat State'.

## 6.3 OBJECTIVES OF THE STUDY

- 6.3.1 To study the family background of Scheduled Caste, Scheduled Tribe & Other Backward Caste vis-a-vis general category students of Baroda Medical College, Baroda studying in first, second and third year M.B.B.S. in the academic year 1992-93.
- 6.3.2 To study the academic problems, with regard to (a) Library (b) Home (c) Hostel (d) Classroom Learning and (e) Practicals, faced by Scheduled Caste, Scheduled Tribe and Other Backward Caste vis-a-vis general category students studying in first, second and third M.B.B.S. in Baroda Medical College, Baroda in academic year 1992-93.
- 6.3.3 To study the extent of utilisation of various facilities available by Scheduled Caste, Scheduled Tribe and Other Backward Caste students of Baroda Medical College, Baroda studying in first, second and third year M.B.B.S. in academic year 1992-93.

6.3.4 To measure the stagnation among five consecutive batches (1990-93) of final M.B.B.S. Scheduled Caste, Scheduled Tribe & Other Backward Caste vis a vis General Category students.

#### 6.4 POPULATION AND SAMPLE OF THE STUDY

The present study aimed at studying the family background and academic problems faced by SC, ST & OBC vis a vis general category students of Baroda Medical College, Baroda of the academic year 1992-93, studying in first, second & third M.B.B.S.. It was also aimed at studying the extent of utilisation of facilities by SC, ST & OBC students. The study also had an objective to study the stagnation among SC, ST & OBC vis a vis general category students. Thus, all the students of first, second & third year M.B.B.S of Gujarat state were taken as population of the study and the sample was restricted to all the students of M.B.B.S course at Baroda Medical College, Baroda of the academic year 1992-93. The sample was taken purposively. Following types of data were collected from different sources.

#### 6.5 TYPES OF DATA

Following types of data were collected in this study.

##### Family Background of Students :

In this study, the investigator collected data regarding the family background of all the first, second and third M.B.B.S students of Baroda Medical College, Baroda. The

data included information such as, age, sex and number of siblings of the students, occupation, educational level, place of residence and type of residence of their parents.

#### Academic Problems of the Students :

The data regarding the academic problems of first, second and third M.B.B.S students of Baroda Medical College, Baroda, included information regarding the aspects such as Library, Home, Hostel, Classroom Learning, Practicals. Each of these aspects contained following points.

##### Library :

- (a) Adequacy of the timing
- (b) Availability of books
- (c) Types of the libraries used
- (d) Services offered by the library staff
- (e) Suggestions given by the students for improvement of library facilities.

##### Home :

- (a) Types of the vehicles used by students to cover the distance between college and home.
- (b) Whether, time spared for domestic work, affected their study adversely.
- (c) Availability of separate room at home.
- (d) Whether, the distance between college and home affected their study adversely.

**Hostel :**

- (a) Difficulties faced at the time of admission.
- (b) Difficulties with regard to food and sharing of common facilities in the hostel.
- (c) Whether, distance between college and hostel affected their study adversely.
- (d) Persons approached by the students to solve their problems.

**Classroom-Learning :**

- (a) Medium of instruction at school level and its impact.
- (b) Types of the instructional methods used in the classrooms.
- (c) Suitability of instructional methods to the learners and reasons for the same.
- (d) Co-operation of teachers.
- (e) Learners' participation in the classroom discussion.

**Practicals :**

- (a) Difficulties faced during practicals.
- (b) Persons approached by the students to solve their problems.
- (c) Co-operation given by teachers and peer-group during practicals.
- (d) Adequacy of instructions received prior to practicals.
- (e) Satisfaction with regard to evaluation.

## 2. Office Records :

In order to collect the data regarding the stagnation among final M.B.B.S students, office records containing results of Baroda Medical College, Baroda were the source of data.

### 6.7 TOOL

A questionnaire was prepared by the investigator to collect the above mentioned data. The following steps were followed.

#### 1. Survey of related literature :

In order to get an insight in this area, investigator surveyed the available literature in the area of sociology of education as well as higher education. While reviewing the literature, investigator got some ideas about the progress in the field of higher education and further how the development has reached to the different sections of society. The statistics showed that still the fruits of higher education are largely reaped by better-off section of the society. Therefore, the investigator further made review of related studies i.e. studies conducted on those sections which are lagging behind in this regard and reasons responsible for the existing situation in different parts of the country. In this regard, the investigator could hardly find any study in the area of professional education with regard to Scheduled Caste, Scheduled Tribe and other Backward

**Extent of utilisation of available facilities :**

The data in this regard was collected only from the SC, ST & OBC first, second and third M.B.B.S students of Baroda Medical College, Baroda. It included information on aspects such as :

- (a) Availability of scholarship.
- (b) Reasons for non-availability.
- (c) Sufficiency of the amount of scholarship.
- (d) Regularity of the payment of scholarship.

The data regarding the stagnation among SC, ST, OBC and general category final M.B.B.S students of five consecutive batches (1990-93) from Baroda Medical College, Baroda, were also collected.

**6.6 SOURCES OF DATA**

The data were collected from the following sources :

**1. Students :**

In order to collect the data regarding family background and academic problems, the first, second and third M.B.B.S students of Baroda Medical College, Baroda of the academic year 1992-93 were the source, while with respect to the data regarding utilisation of facilities, only SC, ST & OBC students of first, second and third M.B.B.S from Baroda Medical College, Baroda of academic year 1992-93 were the source of data.



Caste students and especially in Gujarat where most of the studies were conducted at school level. Therefore, the investigator decided to undertake a study with regard to one of the branches of professional education viz. Medicine and further it was confined to only one Medical college viz. Baroda Medical college, Baroda with adopting comparative perspective where by students of weaker sections - SC, ST and OBC as well as general category formed the sample of the study. The investigator collected different areas of problems faced by the students of weaker sections of the society, which helped the investigator to prepare the questionnaire.

2. Further, in order to get flair of the problems faced by the Medical students, the investigator made frequent visits to the Baroda Medical college, Baroda and had discussions with some teachers and students of that college regarding various aspects of the academic programmes of the college and thus the investigator could further consolidate his ideas in this regard before preparation of first version of tool.

3. The investigator prepared a questionnaire to collect data for the objectives no. 1, 2 and 3.

Investigator prepared first draft of the questionnaire based on theoretical knowledge, survey of related literature and discussions with students & teachers. This questionnaire had three sections. Section-I contained items regarding family background such as sex, place of residence, number of siblings etc.. Section-II contained items regarding academic

problems faced by students with reference to following aspects.

- a) Library
- b) Home
- c) Hostel
- d) Classroom-Learning
- e) Practicals

Section-III contained items regarding utilisation of facilities by SC, ST & OBC students and in this regard here the items were framed with regard to the scholarship facility where the items were framed with reference to availability, adequacy and regularity in disbursement of it.

The questionnaire, contained open-ended as well as closed items. Closed items were of Yes/No type as well as multiple choice type. In case of open-ended items, space was provided in the questionnaire for the students to provide their answers. Moreover, in each aspect those items were included which had some bearing on their academic life & academic performance.

After preparation of first draft, it was given to five experts in the field to assess it's content validity and language clarity. After receiving their comments, the tool was modified and then it was tried out on 10 students of M.B.B.S. course at Baroda Medical College. (They were not included in the final sample) After collecting their responses, once again the necessary changes were made in the

tool. Thus, the final version of the tool was ready for administration.

#### 6.8 PROCESS OF DATA COLLECTION

The final version of the questionnaire was administered on the first, second and third year M.B.B.S. students in different batches on different days. It was administered in the presence of the investigator to clarify any doubts/confusion on part of the respondents. The data regarding stagnation was collected by the investigator from office records.

#### 6.9 ANALYSIS OF THE DATA

The data collected through closed items in the questionnaire regarding family background, academic problems, and utilisation of facilities were quantified and analysed with the help of percentage, while data collected through open ended items was analysed qualitatively. The data collected to study the stagnation were analysed quantitatively.

#### 6.10 MAJOR FINDINGS

##### 6.10.1 Family Background :

1. In case of both the categories, it was found that in case of SC, ST and OBC students as well as general category students, the enrollment pattern of respondents was highly positively skewed in favour of

male in comparison to female. But it was more acute in case of SC, ST and OBC students.

2. The educational and occupational pattern of parents of general category students was found more elite in nature in comparison to those of SC, ST and OBC students which is reflected in the tables presenting occupational and educational background of the parents of students in chapter IV.
3. As far as ownership of the houses was concerned, it was found that the majority of parents from both the categories had their own houses.
4. With regard to the number of siblings, majority of students from both the categories had one or two siblings. This showed that majority families were concerned about maintaining small families.

Thus, it was found that on the whole, the position of general category students was better than that of SC, ST and OBC students in terms of their occupational and educational background.

#### 6.10.2 Academic Problems :

##### (A) Library

1. It was found that on the whole, students from both the categories were satisfied with availability of books in the library - although there were some variations in

terms of percentages. Students from both the categories have come out with common reasons like shortage of books for non availability of books in library. In order to meet shortage of books, they mentioned that they either purchased the books or borrowed them from others.

2. It was found that students from both the categories utilised other libraries over and above their college library, although the percentage was found higher among SC, ST and OBC students. The reasons which they mentioned by them were (1) Availability of those books, which were not in the college library (2) Books could be issued for home and those could be kept with them for longer duration and (3) Availability of latest books.
3. Majority of SC, ST and OBC students mentioned that the books of their discipline should be available in Gujarati so that they would be benefited by them. This was not there in case of majority of general category students.
4. The students from the both the categories offered wide range of suggestions regarding various aspects of library system which can help to improve library facilities.

On the whole, it was found that there were not much differences in the reactions of SC, ST and OBC students and general category students. This reflects that students from

both the categories are utilising library facilities to a great extent and from their reactions it also appears that they also want improvement in library facilities.

(B) Home

1. Majority of SC, ST and OBC as well as general category students use vehicles like Moped/Scooter to cover the distance between their home and college. Although the percentage of day-scholars using Moped/Scooter was greater among general category students, the difference was not very significant if one looks at the economic background of them.
2. Most of the day-scholars from both the categories were having Moped/Scooters and this could be one of the reasons that they were not feeling that their study was adversely affected by the distance between college and home. Majority of them did not feel that their study was adversely affected by time they spent for domestic work at their homes. Majority of the students from both the categories had separate rooms for their study at their homes.

On the whole, it was found that with regard to the home environment, there was not much difference between the facilities enjoyed by students from both the categories although there were some differences in the family background in terms of occupational and educational status of the parents.

(C) Classroom Learning :

1. Majority of SC, ST and OBC students had Gujarati as medium of instruction at school level while in case of majority of general category students, it was English. Medium of instruction seems to be one of the vital factors affecting understanding of classroom lecturers in case of majority of SC, ST and OBC students unlike that in case of general categories. Those students who faced difficulties in understanding lecturers, took help of their teachers and friends.
2. Students from both categories mentioned that they were getting encouragement from their teachers. This shows that teachers were ready to help them and they were not showing discriminatory behaviour towards their students.
3. Students from both the categories have mentioned almost similar reasons for not participating in classroom discussions. The reasons were English, not being a medium of instruction at school level, inferiority complex, shyness and lack of confidence to interact in the classroom.
4. Majority of SC, ST and OBC students mentioned that they did not prefer lecture method due to various reasons while, projecting with slides and pictures was favoured by many of them.

(D) Practicals :

1. In case of majority of SC, ST and OBC as well as general category students, they got enough co-operation from their classmates and teachers to carry out their practicals.
2. In case of general category students, large number of them were not facing language problem in matter of understanding pre-practical instructions given in English. Those who faced this problem took help of friends and teachers. On the whole number of students facing this problem was very less. As far as problems during practicals other than language problem was concerned, majority of them took help of their teachers.
3. In case of evaluation of theory papers as well as practical work, majority of students from both the categories did mention that they were given proper justice in evaluation of both-theory papers and practicals.

(E) Hostel :

1. Majority of the students from SC, ST and OBC as well as general category had not faced any serious problem with regard to admission in the hostels. The problems which they faced were similar in nature like late admission and seniors not vacating rooms.



2. With regard to various aspects of the hostel life namely food and sharing of common facilities in the hostel, the findings were mostly similar in both the caterogies. In case of food, general reaction of students from both the categories was that of dissatisfaction regarding quality and nature of food served. Although, in terms of percentage, it was little more in case of general category students. With regard to sharing of common facilities, the number of students expressing dissatisfaction from both the categories was not very large. The problems mentioned by the students of both categories were m ostly related to uncleanliness and problem of water.
3. Majority of the students from both the categories were taking help of wardens and their room partners in order to solve their problems in the hostels.
4. Large number of SC, ST, and OBC students mentioned that the distance between their hostel and college affected their study adversely unlike that in case of general categories students.

(F) Extent of utilistation of facilities :

1. It was found that less then half of the SC, ST and OBC students were getting scholarship. When the students were asked to mention the reasons, the reasons mentioned were (a) income ceiling (b) lack of awareness about scholarship facilities (c) lack of

knowledge about the time when they will start receiving it.

2. Majority of SC, ST, and OBC students opined that income limit should be raised while more than thirty percent students did not react to this issue. Only half of the total SC, ST and OBC students did show awareness regarding reasons/causes for not getting scholarship.
3. Out of those students who were receiving scholarship, only little more than one third of them were receiving it every month. Majority of them opined that it should be given every month so that it will be helpful to them to meet their regular monthly expenses.

(G) Stagnation :

1. It is very clear from the table shown in the chapter IV that stagnation is higher among SC, ST and OBC students than that in case of general category students.
2. Less rate of stagnation is consistent among general category students in successive batches for which data was collected, analysed and presented in chapter IV.
3. Among weaker section also one can find variations in case of stagnation over a period of time as it is reflected in the table shown in the chapter IV.
4. On the whole, stagnation is more in case of scheduled tribe students.

## EDUCATIONAL IMPLICATIONS OF THE FINDINGS

### Family background of the respondents :

As the findings indicate, in case SC, ST and OBC students, disparity between male and female enrollment is wider than general category students. These implies that although literacy rate is increasing among weaker sections of the society, the gap (disparity) between male and female enrollment which existing at school level is also carried forward to college/University level. Hence, there is need to provide some special equity measures in terms of academic guidance like remedial coaching tutorial classes, academic motivation to see the gap between male and female enrollment in future would not be as wide as it exists today.

Further, as findings shows that despite of several constraints, the parents of SC, ST and OBC students with lesser elite occupation and with lower educational qualifications have shown willingness to send their children to professional course like Medicine which involves higher cost than general education courses. Despite of various constraints, it can be observed that the SC, ST and OBC students are joining the M.B.B.S. course which shows awareness for, higher education and especially professional course like Medicine, is increasing among weaker sections but still it is necessary to see that it percolates to weaker among weak. Hence, the various equity measures in terms of reservation of seats, lower admission criteria and some other

measures which seems to promote higher education among weaker sections, should further help to bring equality of educational opportunity between SC, ST and OBC students and general category students. In this regard, the measures needs to be taken to organize career and vocational guidance right from the school level.

As findings shows that they are aware about the use of different libraries and it shows the sincerity on their part for their study. Both the categories have shown awareness for improvement of library facilities. Majority of SC, ST and OBC students prefer books in Gujarati medium to facilitate their study.

As findings shows that despite of various constraints, majority of SC, ST and OBC students are getting lot of encouragement from their parents. This also shows the interest of their family members towards their study. Thus, they need to make best use of them for their study and therefore home environment should not be hurdle in their study.

In case of hostellers, the same types of problems were faced by students from both the categories. e.g. with regard to admission, lack of enough number of seats and delay in getting admissions. For these, concerned authorities need to take due actions.

In case of Classroom Learning, it seems that majority of SC, ST and OBC students do face initial problems to

understand the lectures given in the classrooms mainly due to English as medium of instruction. For this, it is necessary to arrange some remedial classes for them so that the academic performance on part of these students would improve. Majority of the SC, ST and OBC students are getting sufficient co-operation from peer group and teachers during practicals and they have not expressed any complaints like segregation, discrimination or ill-treatment. This shows healthy climate in the institution and also progressive and democratic attitude on the part of teachers.

Utilisation of Scholarship Facility :

Majority of those students who were not getting scholarship, it was due to high income of their families and most of them suggested to raise it. Further, most of the students felt that the amount of scholarship was not adequate and therefore it should also be raised. The disbursement of scholarship was not regular and therefore necessary actions need to be taken with regard to these issues for benefit of these students.

Stagnation among students :

As statistics shows that not only the literacy is least among Scheduled Tribe but when it comes to the academic performance, it is poorest among them. Therefore, it is necessary to pay maximum attention to this particular category among weaker sections of the society. It also raises a question mark against the rationale of providing more than

10% of reservation of seats to Scheduled Tribe students if it is going to result into high rate of stagnation.

#### 6.11 CONCLUSION :

On the whole, it seem that though the nature of this course i.e. M.B.B.S. course is such that it is more likely to attract elite section of society but it seems that awareness is slowly but steadily increasing among SC, ST and OBC students and various equity measures provided to them by government could be one of the important reasons for this. Still, the parents of SC, ST and OBC students do not have elite educational and occupational background like general category students but still they have shown readiness to send their children for this course. Hence, some further equity measures can also be provided in this regard. Majority of SC, ST and OBC students do not have background of English medium school level education which creates problems for them in understanding classroom-lecturers and also pre-practicals instruction. This could be one of the factors for high rate of stagnation among these students as it can be seen in table presented in chapter IV. Therefore some remedial educational measures needs to be planned and implemented for them. So that it would benefit them and improvement in quality and quantity of output can be brought out so that system can be more efficient. In short, if various equity measures and remedial educational measures are carefully and thoughtfully planned and implemented, it will help in realising the goal of equality in long run.

#### 6.12 SUGGESTIONS FOR FUTURE STUDIES :

1. A study of career plan and job placement of M.B.B.S. students of Baroda Medical College, Baroda.

This study can explore the effect of various variables such as family background and academic achievement on career plan & job placement of the M.B.B.S. students.

2. A study of classroom instructional process in M.B.B.S. course in Medical Colleges.

This study would make an indepth study of classroom instructional process which includes study of instructional methods & media used their suitability for the discipline of Medicine.

3. A study of Scheduled Caste, Scheduled Tribe & Other Backward Caste students in Engineering & Technology Colleges of Gujarat State.

This study can throw light on family background, academic problems, academic performance & utilisation of facilities by SC, ST & OBC students of another professional course viz. Engineering & Technology.

4. A study of academic performance of SC, ST & OBC students in different undergraduate courses in higher education of Baroda.

This study would present comparative picture of academic performance of SC, ST & OBC students in different branches of study in one university.

5. A study of SC, ST & OBC students' academic performance in Medical Colleges of Gujarat, Kerala & Bihar.  
This study would throw light on differences in academic performance of SC, ST & OBC students of three states having different rate of educational, social and economic development.
6. A study of SC, ST & OBC teachers in higher education.  
This study can throw light on family background, academic qualifications and problems encountered by these teachers in colleges.