

**PROBLEMS OF AFRICAN STUDENTS IN INDIA
A CASE STUDY OF UNIVERSITIES IN DELHI**

**Dissertation submitted to the Jawaharlal Nehru University
in partial fulfillment of the requirements
for the award of the degree of**

MASTER OF PHILOSOPHY

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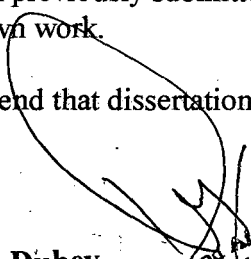
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July 2001


CERTIFICATE

Certified that the dissertation entitled **Problems of African Students in India: A Case Study of Universities in Delhi** submitted by **Nand Kishor Mandal** in partial fulfillment of the requirements for the award of the degree of **Master of Philosophy**, has not been previously submitted for any other degree of this or any other university, and is his own work.

We recommend that dissertation may be placed before the examiner for evaluation.


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July 2001

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Preface

A large number of African students are studying in the universities at Delhi. They are also studying in academic and technical institutions. Over the years the number of African students in Indian Universities has grown remarkably. Most of the students have come from four countries namely Kenya, Tanzania, Uganda and South Africa. In 1963, 640 students came from Kenya in Indian universities and the number of students increased to 1440 in 1968. 338 students came from Tanzania in 1963 and their number increased to 654 in 1968. Similarly 205 students came from South Africa in 1964 and their number increased to 290 in 1968. In the nineties there has been decrease in number of students from Sudan and Nigeria. During the same period there has been an increase in students from Tanzania, Uganda, and Mauritius. The largest number of students have been coming from Kenya. The peak of 4268 was obtained in 1993-94. Their number has been continuously on the rise from 1986 to 1994. Most of the students prefer to join the universities which are located around the metropolitan cities .

It has been felt for quite some time that the African students have been experiencing social and

cultural problems in Indian universities. The problems, prima facie, related to socio-cultural aspects, job placement and academic adjustment. At the social level, it appears that socio-cultural background and life style of African students are substantially different from that of the Indian students. At the academic level, it also appears that the medium of teaching, teaching-learning methods and technical training are substantially different from those prevailing in the African universities. This study has examined the problems that are facing African students in the Indian universities.

The present dissertation has been designed to study the problems of African students in the Universities of Delhi. The main objectives of the study are: (1) to analyse the problems of socio - cultural adjustment of those who are studying for higher education, (2) to analyse the academic problems faced by African students in the Universities of Delhi and (3) to focus on the viability of Indian Higher Education and prospects for African students in their own countries.

As regards research methodology, both primary as well as secondary sources of information were tapped .In

this research endeavour, an analytical approach has been adopted. An attempt has been made to put various problems in proper perspective in order to understand the complexity of these problems and finally to reach logical conclusions. A questionnaire was developed to elicit data/information with regard to the problems of African students and with regard to socio-cultural adjustment, academic problems and job prospects. Relevant statistical data and other valuable information were obtained from universities in respect of the African students, by administering the questionnaires through self observation, group discussion and personal interviews conducted in the universities of Delhi. High commission of the African countries did not give any the response. No African student was found in the Jamia Milia University .The data, photographs and information collected was analysed and incorporated in the dissertation.

Chapter first includes importance of historical background (Ancient, Medieval, Colonial and Non colonial period) of the Indian educational system and attempts to provide a general overview of the problems of African students in the universities at Delhi .An attempt has been made here to analyse cultural relations country wise

and details of students coming from the countries of Africa and problems they face in the universities at Delhi.

Chapter second chapter presents the details of Socio-cultural adjustment Problems of the African students, which they face in hostels/markets/their friendly relations with Indian boys and girls, religious practices and insecurity problems in the universities.

Chapter third has been made to analyse the academic problems regarding registration/admission, methods of teaching and course material, evaluation system (of the examinations), availability of the books and facilities of computer, syllabus according the modern needs, favouritism, fee structure and quality of education.

Chapter four deals with the job placement problems of African students in India and in their own countries.

Chapter fifth are the major findings summed up in the last chapter, followed by the conclusion which deals with various problems and suggestions for the improvement of socio-cultural adjustment, academic facilities and job prospects.

Annexures represents the questionnaire, distribution of answers to significant items, analysis of comments by African students and photographs.

CONTENTS

ACOKNOLEDGEMENT

PREFACE

Page .No

CHAPTER-I

Introduction 1-21

Historical background of the Indian
Educational system

CHAPTER-II

Socio-cultural Adjustment problems 22-28

CHAPTER-III

Academic Problems 29-40

CHAPTER-IV

Problems Related to Job/Career 41-50

CHAPTER-V

Conclusion 51-61

BIBLIOGRAPHY

62-73

ANNEXURES

Questionnaire 74-78

Distribution of Answers to Significant Items 79-88

Analysis of Comments by African Students 89-93

Photographs 94-99

CHAPTER-I

Introduction

**Historical background of the Indian
Educational system**

Introduction

Historical background of the Indian educational system

India has been the mine of knowledge since ancient times. In the primary stage of the Vedic period, teachers used to teach only orally. At the secondary stage, people were involved in meditation over the texts. Those students, who were not much interested in the study, were sent back to plough or to loom. At the domestic level, the native teachers ran schools. They admitted resident pupils for their instructions. There were the academies for the higher education where seminars and conferences were held. The Upanishads, which came in the later Vedic days, provide testimony to the high intellectual attainments of the age. The Upanishads included the following courses of studies: Veda, history, puranas, mathematics, chronology, dialectics, ethics, astronomy, military science, phonetic and knowledge of portents. Three types of educational systems existed in the later Vedic period. Specialists of the subjects and literary celebrities were deeply involved in discussion and debates and Great thinkers were invited from various schools to meet and exchange their views.

In the third century BC, Megasthenes, a Greek traveler, was amazed to find several renowned universities,

especially Taxila, flourishing in India. From different parts of the world, students and scholars flocked for seeking expertise in various disciplines. In the seventh century, there were only two leading universities. First was the Nalanda University in Bihar and other was the Valabhi University in Gujarat. Nalanda had about 10,000 resident scholars, 8 halls and 300 apartments. There were two institutions where advanced students prepared to complete their education.¹ The teaching was imparted by resident teachers. The teachers used to move from university to university. The Chinese scholar Yuan Chwang found that many Indian and foreign researchers were working in the Nalanda and in many other Indian Universities. They were deeply involved in vigorous mental exercise and sincere dedication to knowledge in their distinct spheres of study. According to Hiuen Tsang, grammar formed the major part of the course, besides sciences of logic. Medicine centre was too much advance in the Nalanda. I-tsing says that the people had to live compulsorily with that teacher for five terms when he was expected to master the Vinaya Texts².

¹ Powar K.B., Pandey Sudhakar, Panda Santosh & Bhalla Veena *Foreign students in India*, (Association of Indian Universities, AIU House 2000)p-3

² Ibid, p-4

Middle Age: During the medieval period, there was excellent interaction between Indian and Islamic traditions in all fields of knowledge, like Theology, Religion, Philosophy, Fine Arts, Painting, Architecture, Mathematics, Medicine and Astronomy. During period between 1000 A.D and the establishment of the Mughal Empire, there was no regular examination system. The teacher was the sole judge of the candidate's mastery of the subjects for promotion purposes. Salaka - Pariksha was very interesting type of the final graduation examination at Mithila in Bihar. The candidate was required to explain the page of the book, which was randomly selected by the teachers. Certificates or diplomas were awarded on completion of graduation by the university or the teacher concerned. The reputation of the teacher was very often the most important factor in judging the scholarship of a candidate, particularly for his postgraduate work.³ The curriculum usually included grammar, rhetoric, logic, theology, metaphysics, literature and Jurisprudence. Astronomy, mathematics and medicine were also included. The subjects were almost the same as offered in the present day universities. Ayurveda

³ Ibid, p-6

and Unani system of medicine were encouraged during the Mughal period. History, in particular, was a favourite subject in this period. But politics, geography and map drawing were totally neglected. "According to Bartholomeo, they (Indians) had little desire to be acquainted with foreign countries as they considered their country to be the most beautiful and the happiest in the world".⁴

With the arrival of the British, English education came into being with the help of the European missionaries. In 1817, the Hindu College was established in Calcutta. The Elphinstone Institution was set up in 1834 in Bombay. In 1857 three universities were set up at Calcutta, Madras and Mumbai. Since then, Western education has made steady advances in the country. With 229 universities and thousands of colleges affiliated to them, 438 Engineering colleges and Technological institutes, more than a 100 Medical colleges, scores of Agricultural institutes and many other specialized centers of learning and research in every subject and discipline, India can claim its position as a leading country providing quality higher education to its people

⁴ Ibid, p-7

as well as to students and scholars coming from countries all over the world.⁵

Unfortunately there is no exact information regarding the exchange of scholars between the countries for the past centuries but there are an ample evidence of long history of commerce, politics and culture transactions between India and the western neighbours. Exchange of the scholars between India and China started from the beginning of the Christian era up to the end of the first millennium. Studies of the Buddhism, Indian astronomy, mathematics, music, and medicine were very popular in China.

Indian universities today have made significant contribution to transmission of knowledge into the frontiers of science and technology. The universities have been playing a leading role to transform the country into a modern advanced state in the field of traditional subjects of Arts, Humanities, Pure Sciences, Applied Physics, Chemistry, Mathematics and in areas of Information technology,

⁵ Ibid, p-7

Advancement of science and information technology, production and launching of indigenous satellites, and development of peaceful nuclear energy have brought India into the forefront of technologically advanced nations. The number of students from the developing countries continued to rise steadily in recent times—from about 12 ½ thousand in 1989-90 to almost 13000 in 1990-91 and to 14000 in 1993-1994. Therefore, a large number of developing countries look for training and guidance towards India.

The Indian universities have been playing their role to promote the needs of higher education and research to Indian students and outside scholars. These centres have been extending their cooperation and friendship towards students of other developing countries also, where facilities for higher studies and research are not adequate.

The predominance of African students in India dates back to 40s when Africa largely was still under British rule and India had just emerged into an independent nation.

Indian government -even before it became independent - sent Apa Pant as Commissioner to East and Central Africa.

Based in Nairobi, he covered a vast territory that included the territories of Tanganyika, Uganda, Kenya, Nyasaland, Northern and Southern Rhodesia and the Congo.

Apa Pant was personally selected by Jawaharlal Nehru as he felt that he was best suited, not just to fulfill his mandate to look after the interests of Indians in another colonial country, but also to convey India's sympathy and solidarity for the African's cause in the context of India's struggle against colonialism. Apa Pant set about his task with exemplary vigour.

The Mau Mau movement was then at its height in Kenya. Sending its strong nationalist fervour, Apa Pant supported the movement and became friends with Jomo Kenyatta. His sympathy or what was considered by the British as an illegal and terrorist organization, earned for Apa Pant the opprobrium of the colonial authorities and he was finally recalled at their instance.

While in Kenya, however, he helped the Mau Mau movement in a variety of ways. One of his more useful initiatives was to send young Kenyans to India for higher studies, partly to prepare them for taking responsibilities in the free Kenya, but in many cases, simply to avoid their

being arrested by the British for alleged collusion or involvement with the Mau Mau.

Many of those who came to India for studies later went back and assumed positions of high responsibility in the Kenyan government. The same could be said for students from other African countries.

It was from those early beginning that students from Africa - especially from Kenya - began to look to India for educational opportunities, which laid the foundation for their present predominance on Indian campuses .It was therefore appropriate that the Government of India instituted a special scholarship for African students in the name of Apa Pant after his passing away a few years ago

Other compulsions have since operated to make African students come to India for higher studies. Above all, there was consideration that such educational opportunities in their own countries were limited and often quite expensive. Higher educational facilities in the west were also out of question as educational and maintenance costs there had become prohibitively expensive. At the same time, India had developed a large

educational network, with centres of excellence in several disciplines.

Not only was academic fee affordable, but the living costs were found to be within the reach of students from other developing countries. Above all, the environment and other conditions were similar to that encountered in the developing countries, and the education imparted and the curricula was found to be more relevant.

As students in Africa realized these opportunities in India, they began to make a bee -line for Indian universities, fanning out all over India, though essentially concentrated in just a few universities. Those back home, hearing of their compatriots in India, took the cue and also sought to do likewise.

Today African students are to be found in practically every major city of India. Their numbers, though rising steadily, could be much larger in the years to come. Shortly after India became independent in 1947, Jomo Kenyata wrote a letter to the Prime Minister Jawaharlal Nehru of this country to make available higher education facilities in Indian universities for the student. Realising the need, the Prime Minister Jawaharlal Nehru

took the initiatives in this direction. To further broaden the scope for African students, the Indian Council for Cultural Relation (ICCR) was given specific responsibilities to ensure inflow of African students under various Scholarship Schemes.

Since then Indian Government has been fully supporting the education of African students in a selective way through the award of scholarship administered by ICCR. The details of total number of country-wise African students under commonwealth scholarship and general cultural scheme for the last four years are given in the table given below:

**INDIAN COUNCIL FOR CULTURAL RELATIONS
COUNTRYWISE DETAIL OF AFRICAN STUDENTS UNDER CULTURAL
EXCHANGE PROGRAMME FOR THE LAST FOUR YEARS**

S.N o.	Country	1997-98 Offer	Utilisation	1998-99 Offer	Utilisa- -tion	1999-00 Offer	Utilisa- -tion	2000-01 Offer	Utilisati on
1	Algeria	10	6	10	6	10	10	10	10
2	Egypt	11	2	11	1	11	4	5	10
3	Ethiopia	10	9	10	6	10	5	10	5
4	Ghana	2	2	2	1	2	-	2	1
5	Kenya	6	5	6	3	6	4	6	1
6	Laos	-	-	-	-	2	-	2	2
7	Mauritius	4	3	4	2	4	3	4	-
8	Nigeria	4	-	4	-	4	1	4	-
9	Sudan	6	3	5	2	11	2	11	2
10	Uganda	2	-	2	2	2	-	2	-
11	Zimbabwe	2	-	2	2	2	-	2	-

Source: Dr. Himachal Som, Director General of ICCR, Delhi, 2001.

The above table presents the country -wise details of the African students under Cultural exchange programme for the last four years (1997to2001). Most of the African students are from Egypt, Algeria, Ethiopia, Kenya and Sudan .The highest number of the students are from Egypt who have been offered scholarship by the I.C.C.R India under the Cultural Agreements and Cultural Exchange programmes with African countries. The Cultural Agreement is basically a statement of intent to co-operate in the fields and disciplines specified in the document, and the cultural Exchange Programme incorporates specific provisions for exchange of activities concerning culture, education, sports, mass media etc. Under such programmes, India has taken many initiatives for the African students. The prominent African countries with which Government of India has signed Cultural agreements and Cultural Exchange Programmes are Algeria, Botswana, Ethiopia, Ghana, Kenya, Mozambique, Nigeria, Rawanda, South Africa, Sudan, Uganda, Tunisia and Zimbabwe. The table given below presents the total number of country wise details of African Students under commonwealth scholarship offered by I.C.C.R

**INDIAN COUNCIL FOR CULTURAL RELATIONS
COUNTRYWISE DETAIL OF AFRICAN STUDENTS UNDER COMMON
WEALTH SCHOLARSHIP PLAN FOR THE LAST FOUR YEARS**

S.No.	Country	1997-98 Offer	Utilisation	1998-99 offer	Utilisation	1999- 2000 offer	Utilisation	2000-01 offer	Utilisati on
1	Ghana	3	2	3	3	3	1	3	3
2	Kenya	4	2	4	3	4	3	4	-
3	Mauritius	8	4	8	5	8	4	8	-
4	Namibia	2	1	2	1	2	-	2	-
5	South Africa	1	-	1	-	1	-	1	1
6	Tanzania	2	1	2	1	3	3	2	2
7	Uganda	3	2	3	3	3	-	3	-
8	Zambia	3	-	3	1	3	1	3	3
9	Zimbabwe	3	2	3	-	3	-	3	3

Source: Dr. Himachal Som, Director General of ICCR, New 2001.

The above table indicates the country-wise detail of African students under Common wealth scholarship plan for the last four years (1997-2001). Ghana, Kenya, Mauritius Namibia, South Africa, Tanzania, Uganda, Zambia and Zimbabwe are these countries, which were selected for commonwealth scholarship by the Indian Council for Cultural Relations. The highest number of Scholarship was offered to Mauritius.

The following table represents the cultural relation of slots under general cultural scholarship scheme for the last four years:

**INDIAN COUNCIL FOR CULTURAL RELATIONS
COUNTRYWISE DETAIL OF UTILIZATION OF SLOTS UNDER GENERAL
CULTURAL SCHOLARSHIP SCHEME FOR THE LAST FOUR YEARS**

S.No.	Country	1997-98 Offer	Utilisation	1998-99 Offer	Utilisation	1999- 2000 Offer	Utilisation	2000-01 Offer	Utilisation
1	Ethiopia	10	5	10	7	10	9	10	8
2	Fiji	14	8	14	12	14	10	14	4
3	Kenya	12	10	12	12	12	9	12	12
4	Laos	2	-	2	-	4	5	4	4
5	Namibia	2	-	2	1	2	-	2	-
6	S.Africa	19	4	19	8	19	5	19	5
7	Sudan	2	2	2	-	2	3	2	-
8	Uganda	8	8	8	8	8	8	8	8
9	Zambia	2	-	2	1	2	-	2	1

Source: Dr. Himachal Som, Director General of ICCR, New 2001.

The above table shows country-wise details of utilization of general cultural scholarship scheme for the last four years (1997-2001). The general cultural scholarship by ICCR is offered to African students from Ethiopia, Fiji, Kenya, Laos, Namibia, South Africa, Sudan, Uganda and Zambia. South Africa is the leading country utilising the general scholarship by I.C.C.R. Self-financing students

can seek admission to the liberal arts course programmes and, to a limited extent, to some professional courses. The African countries which were benefited under the ICCR schemes in the last four years from 1993-94 to 1996-97 are shown in the table given below.

The African countries- which benefited under these schemes in the last four years are indicated below:

Country	1993-94	1994-95	1995-96	1996-97
Algeria	1	1		
Egypt	6	4	6	
Ethiopia	13	20	5	5
Ghana	3	1	1	5
Mauritius	28	32	31	34
Malawi	1			2
Nigeria		1		
South Africa	3	1	2	4
Senegal		1		1
Seychelles				1
Sudan		2	2	2
Somalia	5	5	7	7
Tanzania	6	3	6	
Uganda	9	12	10	6
Zewre	3	2	3	2
Zambia	1	2	1	1
Zimbabwe		2	3	4
Kenya	9	12	12	14
Gambia	7	7	4	

Source: *Educational and Technical trainings*, K. K. Bhardwaj

The above table shows that these countries which have mostly been benefited by I.C.C.R. from 1993 to 1997. The Ministry of External Affairs operates the Indian Technical and Economic Co-operation (ITEC) and the

special Commonwealth African Assistance Plan (SCAAP) programmes to help the developing and underdeveloped African countries by sharing her experience and expertise with them. The ITEC programme comprises of: (a) Training (b) Feasibility Studies and Consultancy Services, (c) Projects, (d) Deputation of Experts, (e) Study Tours. The beneficiary countries of SCAAP are: Botswana, Seychelles, Gambia, Sierra Leone, Ghana, Swaziland, Kenya, Tanzania, Lesotho, Uganda, Mauritius, Zambia, Nigeria, Zimbabwe. The principal African partner countries under the ITEC programme are: Algeria, Rwanda, Angola, Senegal, Botswana, South Africa, Egypt, Sudan, Ethiopia, Tanzania, Ghana, Tunisia, Kenya, Uganda, Mozambique, Zambia, Namibia, Zimbabwe, and Nigeria.

A large number of African students are studying in Universities at Delhi. They are also in academic and technical institutions. Over the years the number of African students in Indian Universities has grown remarkably. The total number of African students in India during the period (1963-68) and (1986-95) as indicated below shows the increasing trend.

**Admission to Indian Universities of Students from
countries of Africa "South of Sahara" for all courses**

Country	Year							Mean	Range
	1963	1964	1965	1966	1967	1968			
British Guiana	10	7	7	6	5	6	6.9	5-10	
Ethiopia	24	14	16	22	21	29	21.0	14-29	
Ghana	7	5	4	2	10	8	6.0	2-10	
Kenya	640	836	1020	1142	1203	1440	1046.9	640-1440	
Malawi	-	13	24	19	24	20	16.7	0-24	
Nigeria	27	22	16	20	19	17	20.2	16-27	
Nayasaland	16	-	-	-	-	-	2.7	0-16	
Rhodesia	40	22	19	12	12	13	19.7	12-40	
Sudan	4	10	23	17	15	17	14.3	4-23	
Tanganyika	338	440	526	242	601	654	446.4	242-654	
Uganda	330	393	471	488	615	647	490.7	330-647	
Zanzibar	42	-	-	-	-	-	7.0	0-42	
Zambia	-	-	26	-	30	42	16.3	0-42	
South Africa	-	205	233	291	359	290	229.7	0-359	
Others African countries	377	176	89	382	80	107	195.2	80-382	
Africa South of Sahara	1855	2103	2474	2643	2994	3290	2559.8	1855-3290	

Source: Veena Bhalla, Secretary New Delhi 2001.

The above table shows the increasing number of African students in different years. Most of the students have come from four countries namely Kenya, Tanzania, Uganda and South Africa. In 1963, 640 students came from Kenya in Indian universities and their number increased to 1440 in 1968. 338 students came from Tanzania in 1963 and these number increased to 654 in 1968. 205 students came from South Africa in 1964 and these numbers increased to 290 in 1968.

The table given below shows the number of African students over the past few years in the Universities of India.

Country-wise List of African Students in India (1986-87 to 1994-95)

	1986-87	1987-88	1988-89	1989-90	1990-91	1992-93	1993-94	1994-95
South and Central Africa								
Angola	0	0	17	38	34	31	7	1
Botswana	0	15	12	13	2	10	1	0
Burundi	3	0	0	0	0	0	0	0
Cameroon	3	1	2	2	0	0	0	0
Chad	0	0	0	0	0	0	0	1
Djibouti	0	0	0	0	0	0	0	3
Gabon	0	0	0	0	0	0	0	1
Kenya	1972	1902	2332	2856	3495	3980	4268	2951
Lesotho	2	1	1	0	0	0	0	0
Malawi	10	11	6	6	0	0	0	4
Mauritius	195	197	224	164	209	219	296	331
Mozambique	1	0	0					
Namibia	0	0	0	0	0	0	1	8
Rwanda	0	1	3	3	1	1	0	2
South Africa	70	75	114	0	62	24	86	59
Seychelles	10	3	6	8	6	5	3	0
Tanzania	92	142	62	95	67	50	82	328
Uganda	54	46	31	48	60	57	98	297
Zimbabwe	22	16	10	5	3	7	6	7
Zambia	32	33	13	14	11	7	4	9
Zaire	7	5	2	0	3	0	3	11
North and West Africa								
Algeria	0	0	0	0	0	0	0	1
Egypt	26	15	37	47	36	34	36	23
Eritrea	0	0	0	0	0	0	0	8
Ethiopia	193	296	455	476	488	674	685	632
Ghana	9	19	11	7	6	9	4	4
Gambia	0	0	0	2	2	2	8	14
Guinea	0	1	2	0	0	0	0	2
Liberia	1	2	0	1	1	1	0	0
Libya	2	1	4	4	5	7	9	3
Nigeria	796	453	339	241	147	105	84	46
Senegal	3	0	0	0	1	0	2	1
Sierra Leone	4	0	3	0	1	0	0	4
Somalia	446	263	429	158	163	148	132	94
Sudan	1096	1400	1692	1633	1521	1657	1294	1004
Tunisia	1	0	0	0	0	0	2	0

Source: Dr. Himachal Som, Director General of ICCR, New 2001.

The above table shows that the majority of African students come from eight countries, namely: Kenya, Sudan, Ethiopia, Mauritius, Nigeria, Somalia, Tanzania and Uganda. Just two countries in Africa, Kenya and Sudan, contribute the largest contingent of African students in India. During the Nineties there has been decrease in number of students from Sudan and Nigeria. During the same period the number of students have been increasing from Tanzania, Uganda, and Mauritius. Most of the students prefer to join the universities which are located around the metropolitan cities. The largest number of students have been from Kenya. The highest No (4268) of students came in India in 1993-94 from Kenya. Their number has been continuously on the rise from 1986 to 1994. It has been felt for quite some time that the African students have been experiencing social and cultural problems in the Indian universities.

The problems, prima facie, related to socio-cultural aspects, job placement and academic adjustment.

At the social level, it appears that socio-cultural background and life style of African students are substantially different from that of the Indian students.

At the academic level it also appears that the medium of

teaching, teaching- learning methods and technical training are substantially different from those prevailing in the African universities. This study examines the problems that African students face in the Indian universities.

Both India and the African countries have been endeavouring for all round development of their people since their independence during the mid 20th century. The Government of India has diplomatic and bilateral cultural relations with many African countries. As a result of this relation a large number of students have been studying in Indian universities for quite some time. But it is natural that students coming from different geographical, social and cultural environments, experience several sociological problems related to interaction and social - cultural adjustment etc.

Therefore the socio -cultural aspect of African students needs to be understood properly. Conducive atmosphere is needed for their adjustment by understanding their socio-cultural formations. The habits and life style of African students are different because they have different traditions, belief and value systems. Therefore these should be seriously considered in the study.

The last but not the least matching the real need and education is the real problems for African students, how do they feel about Indian higher education in-terms of their placement of job in their own countries as well as in the other world market.

So far, no detailed study of social adjustment of African students receiving Education in Indian universities and educational institutions has been conducted. The present dissertation has been designed to study the problems of African students in the universities of Delhi focusing on the socio-cultural, academic aspects and there career opportunities job careers in India and in their own countries.

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CHAPTER-II

Socio-cultural Adjustment problems

Socio-Cultural Adjustment Problems

Most African students experience very great problems of adjustment in the Indian socio-culture environment but it is not necessary that the problems will remain almost the same, if they change the location from one university to other. Each university has lots of students from different parts of the India whose socio-cultural background is substantially different from each other. Adjustment in other socio-cultural set-up depends on the student's personal mental make up attitude, interest and habits. It changes from situation to situation. Mostly foreign students come to India to gain qualitative education. They find opportunities to make many friends and try to adjust the new socio-cultural environment still some problems linger on. African students face problems in academic pursuit besides the problems of socio-cultural adjustment. The nature and types of some problems faced by them.

Number of African students who filled the Questionnaires

Name of the university	Number/Residential /Non - residential
Jawaharlal Nehru University	(I) 10 (R)
Delhi University	(I) 15 (R) (II) 30 (Non)
Jamia Millia University	0 (Not available)

Hostel:

University life is a stressful experience for the African students who are residing for native countries. Sharing of common room, bathroom and mess with other students create certain problems of adjustment because they come from different socio-culture environment. All these are a sort of bitter experiences for new students. They do not get food of their choice because their food habit is quite different in their own country. African students living in hostels, face several problem because some students don't follow the rules and regulation of the hostel and some of the students are not cooperative as they expect from the other. They feel that the hostel is very noisy and nothing could be kept secret but those students who are living outside the hostel do not face such problems.

Problems faced in the Market:

African students don't have sufficient knowledge about the Indian markets where shopkeepers quote different prices of the same commodities. When they go to market to buy something they can't communicate with shopkeepers in Indian language. Seeing the foreign customer, some Indian shopkeepers try to charge more price of commodities. Indian

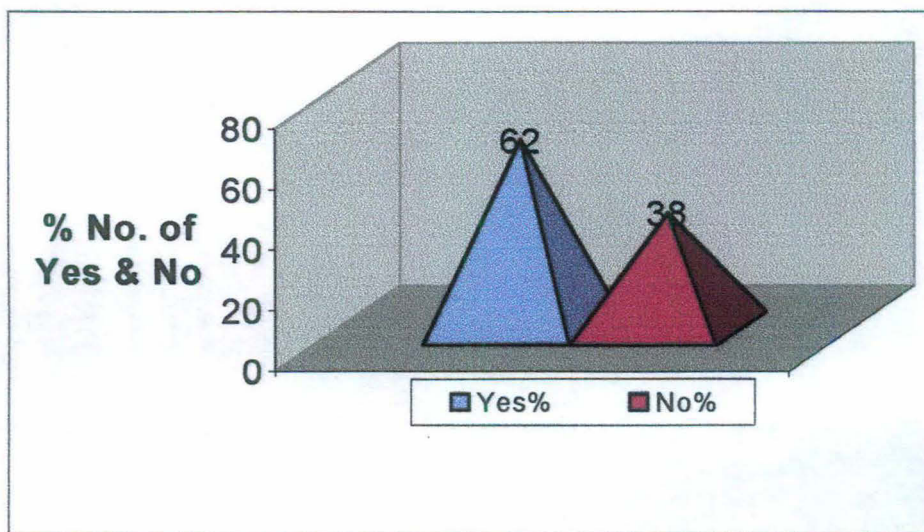
shopkeepers feel that these students can pay more money, as they do not have sufficient knowledge of the market. Sometimes it has been seen that when African students work around in markets and in other places, beggars chase them. Sometimes they are mistreated by Indians due to their colour.

Do you like to make friendship with Indian girls/boys?

Yes/No

Yes	No
62%	38%

Respondents: African Students



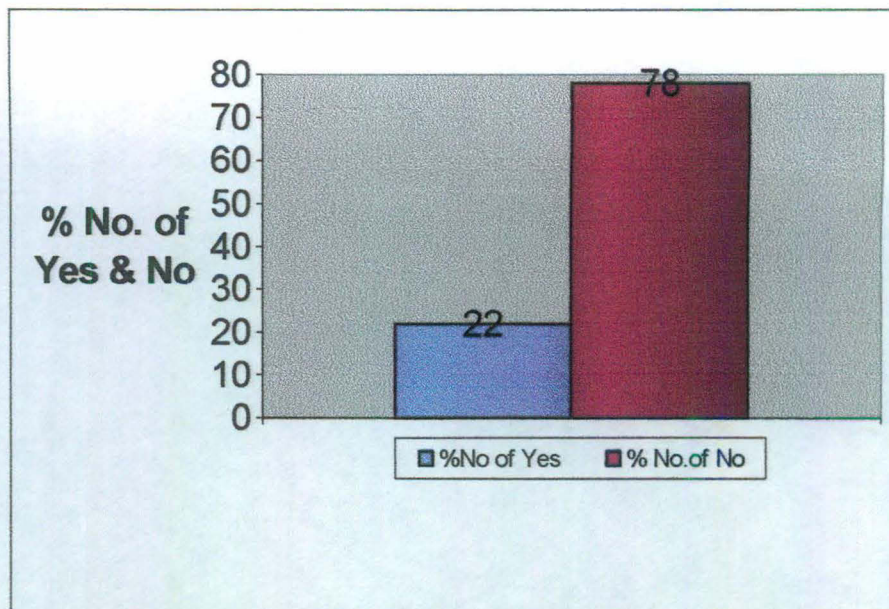
The above data and figures show the views of African students facing some problems related to friendly relations with Indian boys and girls. They told that Indian boys and girls were very afraid of Africans. 62% of the African students are very keen to make friendship with Indian boys

and girls but unfortunately Indians do not show any interest in them. 38% students were not interested to make the friendship with Indians because of their socio-culture environment. A student of the International Youth Hostel explained an interesting story that once a girl came in his room in the night to discuss some issues, but the warden of that hostel called him and asked why he had called a girl at that time. The girl was also rebuked and was asked not to come in the boys hostel in the night

Do you find any problem regarding religious practices in the university? Yes/No

Yes	No
22%	78%

Respondents: African Students



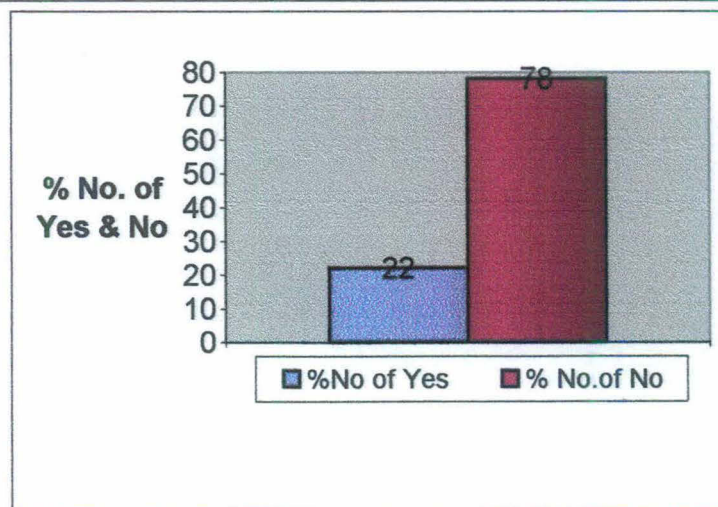
It seems from the above table and diagram that African students are not worried about their religious practices. In general, they go for prayers at religious places. Indians never object them for prayers. 78% African students don't feel any kind of problems related to religious practices. Nobody could compel them to pray to any god. 22% students have some problems related to religious practices but they don't express their views, which they might have felt.

Matters related to Insecurity

Do you feel insecured in the university? Yes/No

Respondents: African Students

Yes	No
22%	78%



Most of the African students didn't feel any kind of problem of insecurity in the university. 78% students told that they never felt any kind of a fearful situation

in the campus of the university. However ,22% students told that they feel some fearful situation regarding the security but they did not express the reasons as to why they felt so.

CHAPTER-III

Academic Problems

Academic Problems

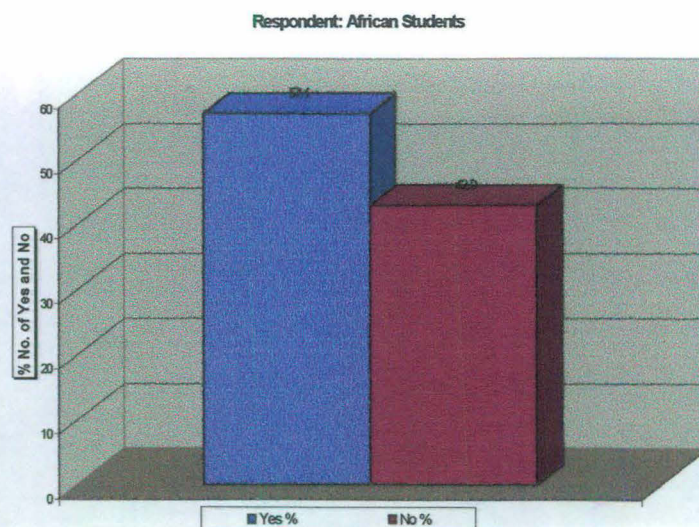
The problems of African students studying in the Universities at Delhi like Delhi University and Jawaharlal Nehru University are almost similar. Quite a chunk of African students are not happy with the management of academic activities. They face problems related to registration/admission, book facilities, evaluation/examination system, computer facilities, library facilities, scholarship, language, quality of education, fee structure etc.

A study of overall academic problems in the Jawaharlal University and Delhi University has been made is given below

Registration

Do you feel some problems in the University regarding registration?

Yes	No
57.1%	42.9%



The above table and graph show that 57.1% African students do not face the problem with regard to registration/admission in the university.

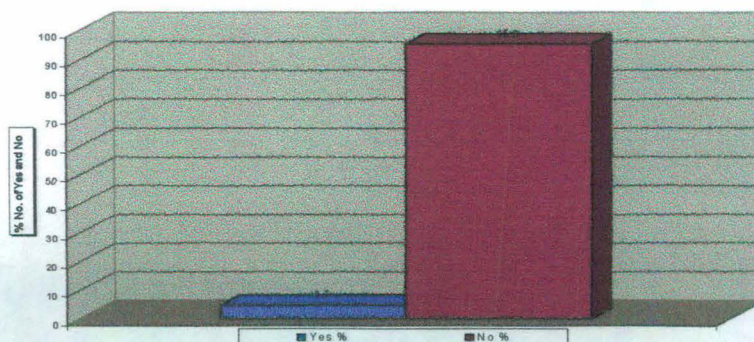
The analysis of the study seems to indicate that 42.9% African students are facing different kinds of problems in the Delhi University and Jawaharlal Nehru University. A student of the Delhi University said that the officers do not come in time and many times the office staff do not cooperate with them. They find difficulties in communicating in English, as many staff members do not know English. There is not a particular place where registration can be completed. They have to pass through different offices for the registration. There is too much plutocracy, red-tapism etc, they say. Some times officers try to discourage them due to low performance.

Matters related to Teaching

Do you feel some problems in the University regarding teaching?

Yes	No
4.7%	95.3%

Respondent: African Students



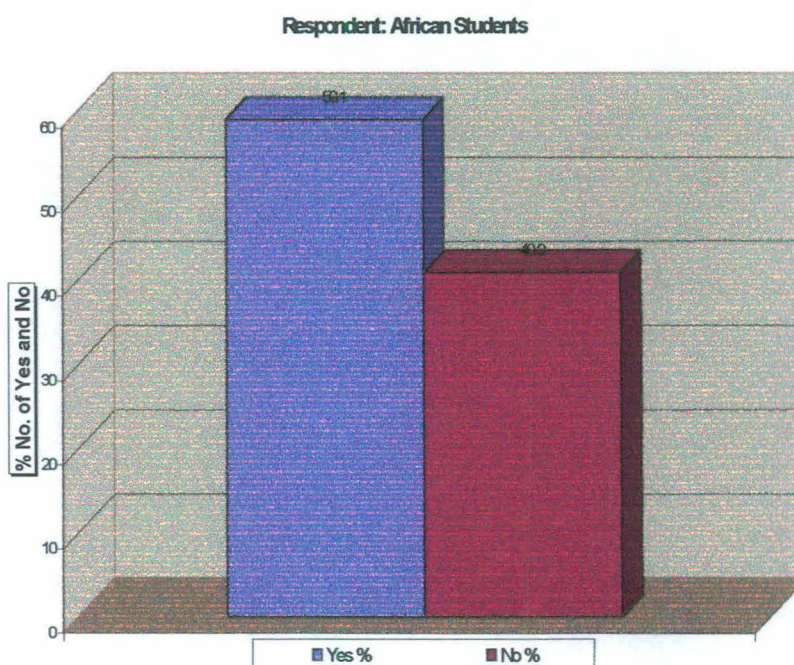
In most of the college the medium of instruction is for professional course as regards and for teaching science and technical subjects, English is exclusively used. As regards Humanities, Social science and Commerce, the mode of instruction is both English and regional languages. Postgraduate course are conducted in English in most of the centres. Only 4.7% students in the university do not feel any kind of problem regarding teaching methods of the teachers. 95.3% of the African students feel different kinds of problems when teachers teach in the classroom because sometime teachers speak in Hindi. Sometimes students do not understand the accent and pronunciations of the teachers.

Evaluation/Examination

In the case of universities following the semester pattern, last semester examination is held between March and May and the results are declared two months later. Supplementary examinations are held in October or November. The Universities following the semester system conduct examinations in November -December and March -April.

Do you feel *problems* regarding evaluation/examination system of the university?

Yes	No
59.1%	40.9%



The above table and figure expresses the views of 59.1% of the African students They have no any problem regarding the evaluation/examination system of the Universities in Delhi. 40.1% of the African students have different kinds of problems. They do not like annual pattern of the Universities exams which are held in the end-of the academic year between March and May and the result are declared two months later. Answer sheets are evaluated by the teachers hence students can expect to get result early. There is no provision for external assessment of the answer

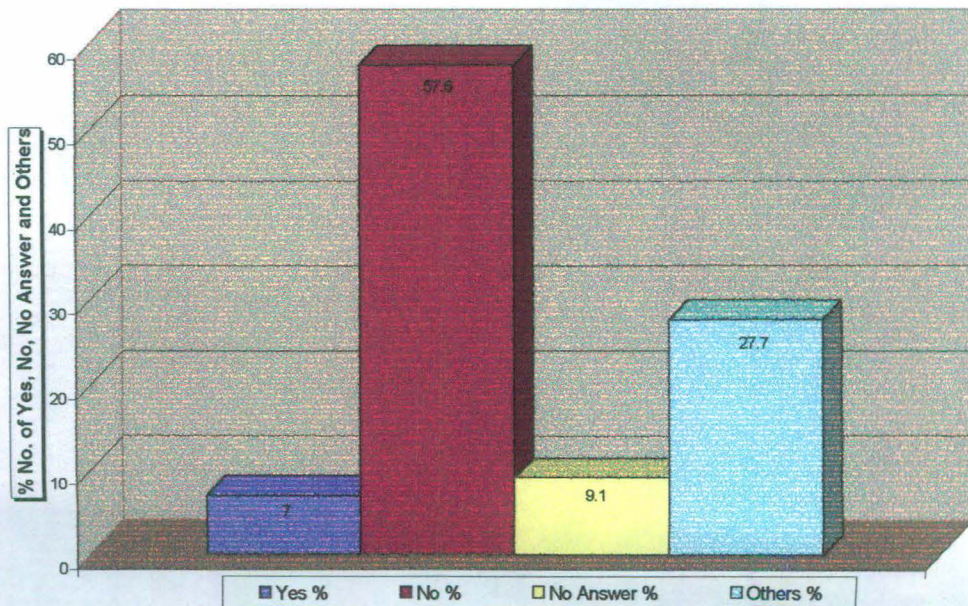
sheets. Some students complain that the evaluation hall looks like group discussion class and as such teachers do not check the answer sheet seriously, and they give marks at his will casually.

Facilities of Books

Do you face problems regarding books facilities?

<u>Yes</u>	<u>No</u>	<u>No Answer</u>	<u>Others</u>
7%	57.6%	9.1%	27.7%

Respondent: African Students



The above table and figures show the views of African students regarding facilities of books in the universities. 57.6% African students did not feel any problem regarding books. 9.1% students did not express their views. 7%

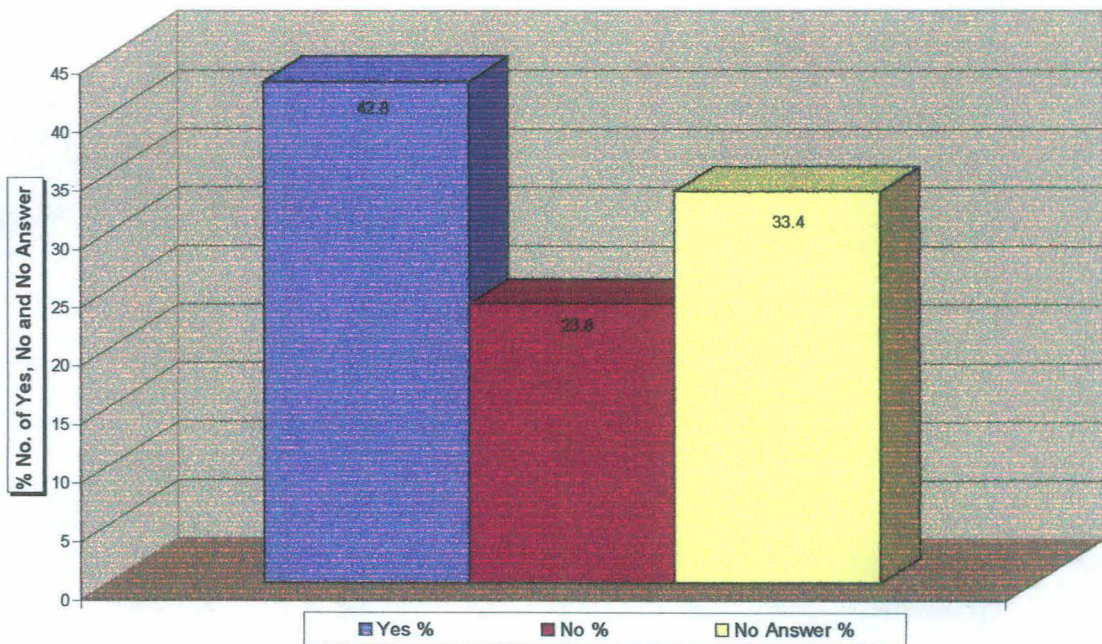
students informed that the books were not sufficient in the library. Other problems are that there are no books concerned with African countries, which can be studied in leisure time. Some books are also very old, and very few new books are available in the library. There is shortage of reference books, magazines and journals.

Computer Facilities:

Do you face some problems related to computer facilities?

Yes	No	No Answer
42.8%	23.8%	33.4%

Respondent: African Students



From the above table and figure it is seen that 42.8% students have no problems related to computer facilities.

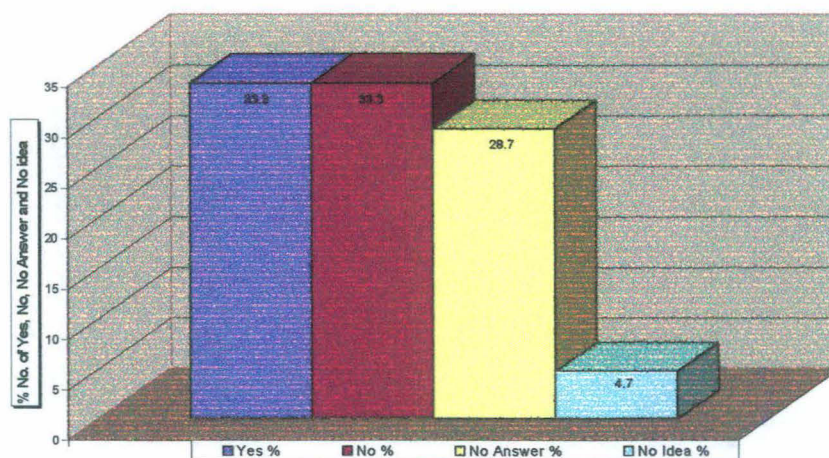
33.4% students have not responded about the computer facilities but 23.8% students have different types of problems. Students have no facilities of the computer at all, even mark-sheets are also provided hand written. Computer facilities are not adequate to work for all students. Due to shortage of computers they find themselves totally unaware about the world affairs.

Syllabus:

Do you feel Problems related to syllabus?

Yes	No	No Answer	No idea
33.3%	33.3%	28.7%	4.7%

Respondent: African Students



The above table and figures express the views of the students who are studying in the universities of Delhi 33.3% African students have no problem regarding the syllabus of the universities. 33.3% students have different kinds of problems related to syllabus. The syllabus does

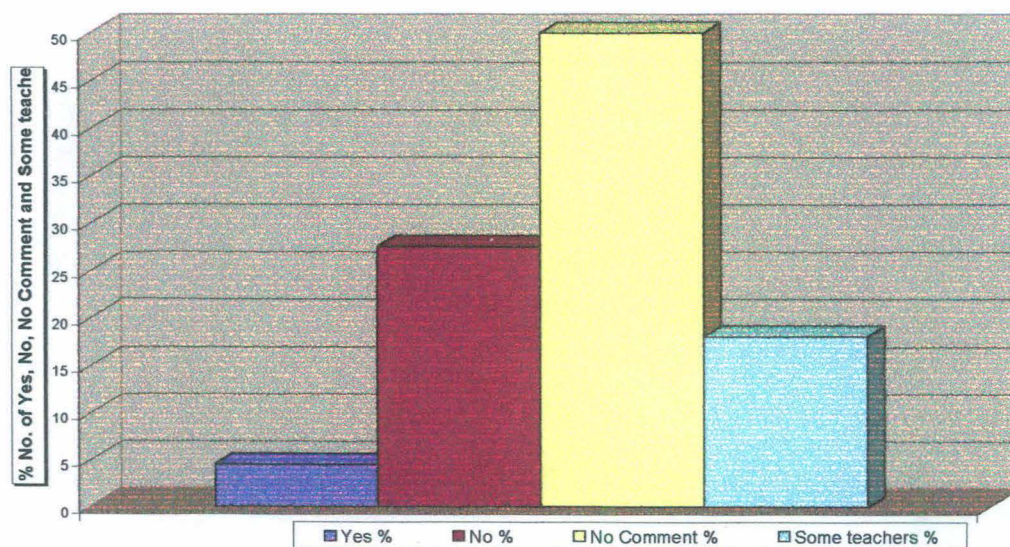
not give any information of African countries. The old syllabus continues which is also too heavy containing general knowledge of unnecessary subjects. The syllabus is not according to the needs of the global market. 28.7% students have not responded. Only 4.7% students have no idea about the syllabus.

Favouritism

Do you feel that there are some element of favouritism and partiality by teachers towards the African students?

Yes	No	No comment	Some teachers
4.5%	27.5%	50%	18%

Respondent: African Students



The above table and figure show the views of the African students about the elements of favouritism and partiality by the teachers in the universities of Delhi. The views of

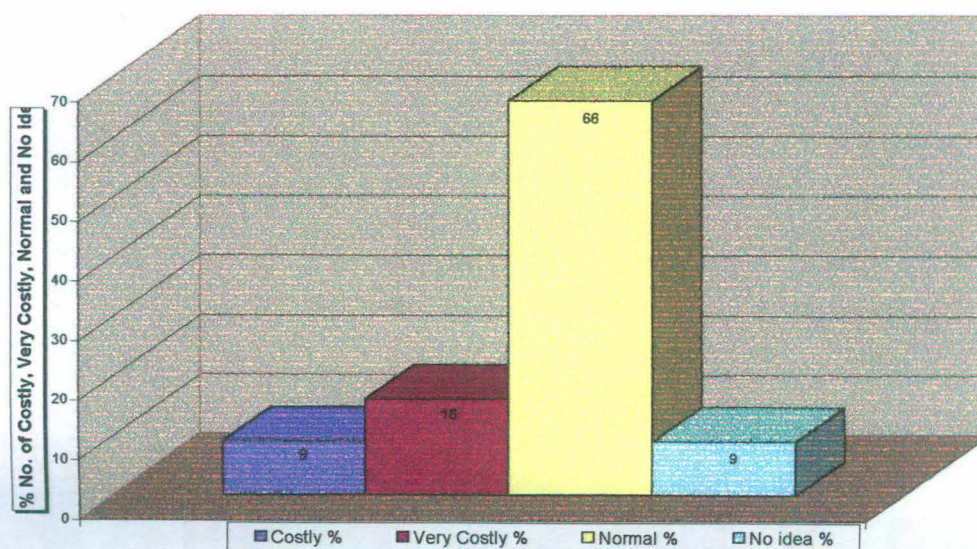
the African students are substantially different from the each other. Only 4.5% students agree on the points that there are some elements of favouritism and partiality adopted by the teachers towards the African students. The attitude and behaviour of the teachers are not so well towards the African students. 27.5% students told that the behavior and attitude of the teacher are very good.

Fee Structure:

What do you feel about Indian educational fee structures?

Costly	Very costly	Normal	No idea
9%	16%	66%	9%

Respondent: African Students



The above given table and figure give the views of the African students about the fee structure in the Universities of Delhi (Delhi University and Jawaharlal

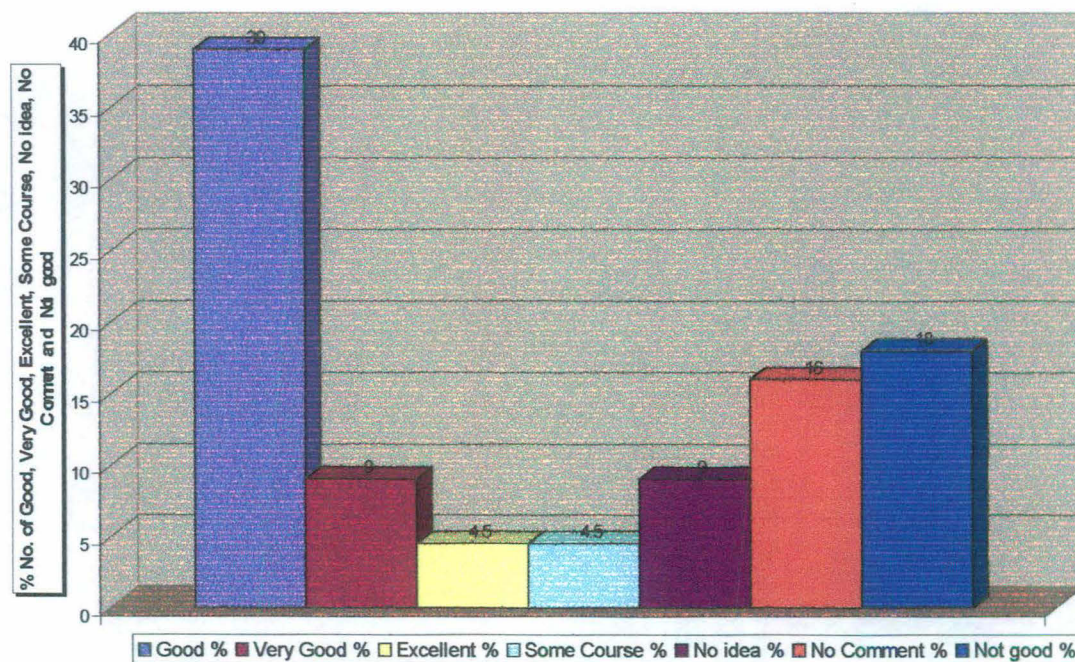
Nehru University). 66% students agree that the fee structure is normal. 9% students have no idea about the fee structure, whether costly, or very normal. 16% students told that it is very costly in comparison to the Indian students who are studying in the same university and same class. 9% of the students said that educational fee structure is costly.

Quality of education:

Do you feel that quality of education in the Universities of Delhi is?

Good	Very Good	Excellent	Some course	No idea	No comment	Not good
39%	9%	4.5%	4.5%	9%	16%	18%

Respondent: African Students



The view of the African students, which is shown in the

above table, is about the quality of education in the university. The views of the students are different on this point. 4.5% students told that the quality of education is excellent. 39% of the African students say that the quality of education is good while 9% of the student's views are very good. 4.5% students say that the quality of education is good in some of the courses. 9% students have no idea about the quality of the education and 16% students did not respond while 18% students have rated it as good quality education.

CHAPTER-IV

Problems Related to Job/ Career

Problems related to Job/ Career

Educated unemployment is worldwide problem in the developing countries including in Africa. There are many causes of educated unemployment. The ineffective education system, with its theoretical bias, lack of aptitude and technical qualifications for various type of work among job-seekers and maladjustments between demand and supply of educated workers etc. In other developing countries, particularly in the Middle East Africa, there is dearth of skilled labourers while in India even the engineering degree and diploma holders sometimes remain unemployed. For most countries in Africa, there were external and internal reasons for this decline. Large numbers of African people have found themselves out of work and sometimes running out of hope. Jobs are not being created fast enough to meet the needs of a burgeoning young population with an estimated to 8 million new persons now entering the labour market each year. It is therefore, not surprising that in employment for the 15-24 age group is generally twice as high as that for the active population as whole. In some countries of Africa up to 80% of the unemployed are between the age of 15 and 24.¹

17

¹ *"The Challenge of Employment and Basic Needs in Africa", Essay in honour of Shyam B.L.Nigam and to mark the tenth anniversary of JASAPA, Oxford University Press Nairobi-1986, Page No.-80*

What is at issue here is lack of correlation between the education and employment systems, that is between what is taught and the skills required. Employers were found to unnecessarily raise entry qualifications; the educational system to encourage students to gear all their efforts to passing examinations and collecting certificates, diplomas and degrees; and some governments to allocate disproportionate resources for the provision of higher qualifications to a comparatively small minority of the students population.³

Generally speaking, national youth programmes continue to fall far short of expectations. The following difficulties, or limiting factors, were among those identified by UNESCO through studies in Kenya, the Ivory Coast, the Republic of Cameroon, Mali, Burkina Faso and Guinea - Bissau (1) problems of financing, in part reflecting the much higher cost per capita for training in national youth programmes than for primary and secondary education.²

The cause of unemployment and especially students unemployment are not easy to identify, and even less easy to remedy. During the 1960s much was written about the

³Ibid, Page No.-91

²Ibid, Page No.-87

'Unrealistic' expectations of school - leavers in Africa and low - income countries 'elsewhere' in the world. In some of the literature, one felt that the student was being charged with the 'African irrationality' so beloved of anthropologists, and that if only students could be trained to be realistic and rational, they would see only too clearly that there were insufficient jobs to be around, and would settle back happily into farming.⁴

The purpose and utility of pursuing higher education in the universities of Delhi by the African students are not same. Below the students of Africa give some reasons.

Respondent: African students

1. India has an advanced training, teaching and learning of information technology center.
2. African students choose the universities of Delhi to gain more knowledge and they understand that the fee structure is ^{almost same} as compare to other Indian universities.
3. "African students choose universities of Delhi to obtain advanced higher technical and qualitative knowledge".
4. "Indian Education system helps the African students to upgrade their knowledge and experience."

⁴Ibid Page No.-300

5. "The African students used to come in the universities of Delhi by the selection of the African Government."
6. "Some African students choose the universities of Delhi because they want to acquire higher education which will be very helpful for increasing production of their countries."
7. "A student of the Jawaharlal Nehru University stated that it is very easy to get admission in Master in Computer Application (M.C.A) programme in India in comparison to the Western countries."
8. "Some African students come to India for exposure of their personality outside the world."
9. "It is most probable that African students will get the job after completion of study in the universities of Delhi."
10. "African students come to India to gain better knowledge in the universities."
11. "The purpose of African students is to visit India to upgrade their capacities to work."
12. Indian educational system will improve their career in the universities of Delhi.

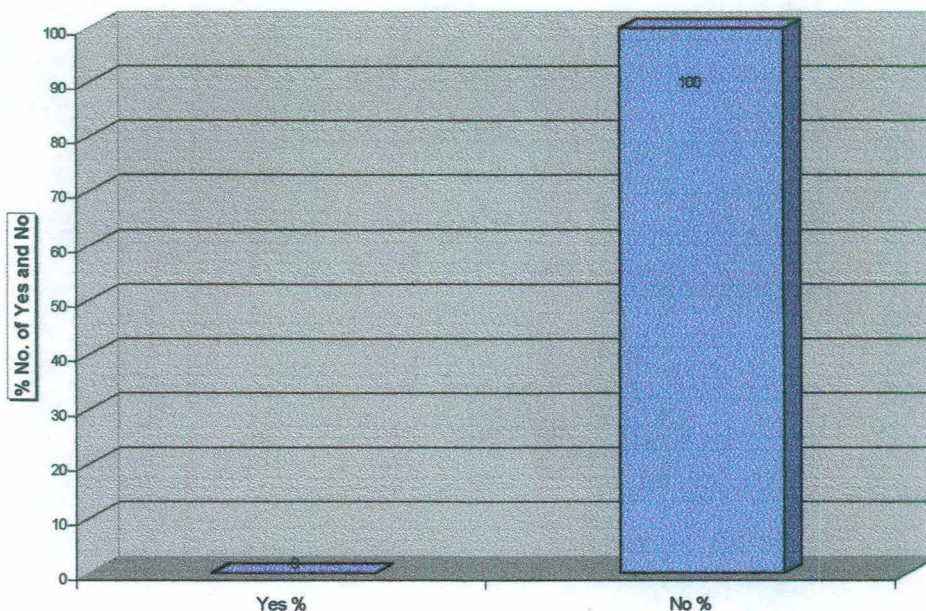
Do African students get job easily in India and their own countries?

Respondent: African students

a) In India

Yes	No
0%	100%

Respondent: African Students



The above table and diagram show the views of the African students in the universities of Delhi about jobs and future of careers in India and their own countries. The diagrammatic map shows that 100% African students have no opportunities for the jobs in India. A student of the International Youth Hostel told that, India is the second largest populated country where itself there is plenty of employment. The following table shows the educational unemployment in India.

Educational Unemployment in India

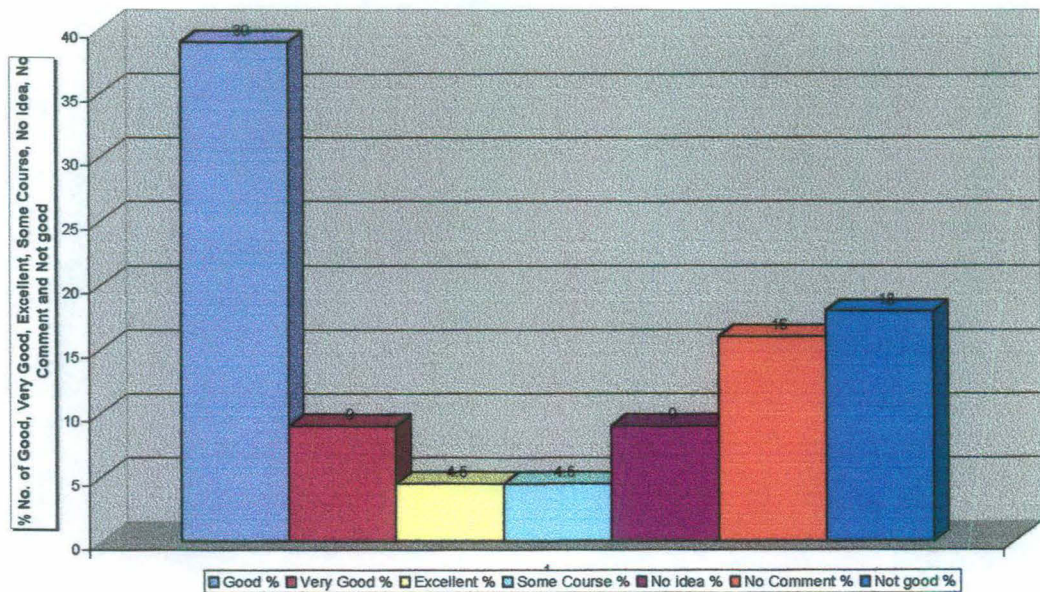
Year	Number of educated unemployment
1951	2Lakh 44thousand (Labour and Employment Minister)
1972	32 Lakh 80thousand((Labour and Employment Minister)
1980	34 Lakh 72 thousand (planning Commission)

The above table indicates that educational unemployment is continuously increasing. According to seventh Plan, 26% of educated graduates and 74% matric certificate holders were unemployed in 1985. The rate of unemployment in India is very high. According to Ministry of Labour and Employment, the number of educated unemployed was around 2.44lakh in 1966 and it increased to 32.8lakh in 1972. The Planning Commission ^{found} that at the beginning of 1980, approximately 34.72lakh educated persons were unemployed. Using the same approach as in the Sixth plan, unemployment among the educated peoples worked out to 47 lakh in 1985 and 68 lakh in 1992. In 1992, it was as large as 27 times the educated unemployment in 1951. An African student of International Youth Hostel told that first of all Indian Government should provide the jobs opportunities for the Indian students.

b) In African countries

Yes	No	No Answer	Doing job
38%	34%	19%	9%

Respondent: African Students



38% of the African students in the universities of Delhi have accepted that they would be able to get jobs easily in their countries. Other students from the Delhi university told that they would get job definitely because of the good teaching methodology and qualitative education as provided by the universities in India.

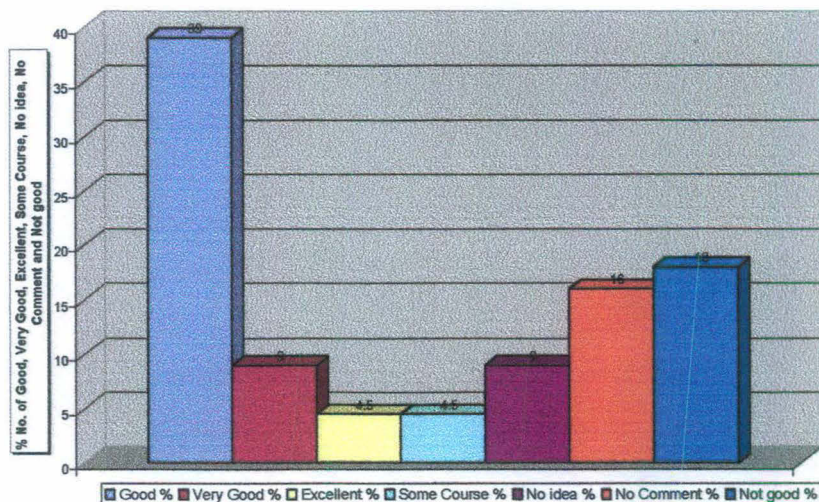
34% African students told that it is not very easy to get jobs in their countries because Indian universities have less recognition in comparison to the other western countries. They have to face the competition in the market in their country it is very difficult to compete with the

local students because they know the real situation of their country. Local students can explain better than those who are living outside of their country. They take admission in the university of Delhi only for the exposure of life.

Do you think that Indian education system helps them to get the job in their own country and other places?

Yes	No Answer	Doing job	No idea	Other place
2%	19%	9%	1%	19%

Respondent: African Students



The above table and diagram show that the Indian education system, which helps the African students for getting jobs in their country and other places. Only 52% students have accepted that Indian educational system is very useful and fruitful which helps them getting job in their countries. This is the perception among the Africans that Delhi University is very well recognised university in India.

Many courses also help them to get the job in their own countries and abroad. The Indian education system is up to the standard and it is sufficient for getting the jobs. Indian educational system is worldly recognised. 1%students have no idea about the job opportunities in their own countries and other places. 9%students are already doing their jobs in their own countries. They come to India only for improvement of the quality of their lives. 19% students have not given any response about the job opportunities and other careers. Only 19% students agree that they would not get jobs in their own countries due to the lower standard of Indian education and they will have to face the competition in the market for getting the job in their own countries.

CHAPTER-V

Conclusion

CONCLUSIONS

All African students are generally less happy to live in hostels as also outside. Although the students though physically living in much better conditions yet psychologically they feel more isolated, and they are more unhappy about their prospects being foreign students in the universities or other places. Hostels or their Residences are not so important factors but other factors like their perception about the education system, political and economic conditions and socio-cultural life in the universities are very important. A question arises whether the system of having separate hostels, specially for the African student are acceptable or not. If the special arrangement are provided for the African students, then they can be assured of a better condition of living from the physical point of view but they will be debarred from living with Indian students and sharing their style of life.

However, there was a general consensus that problems did exist for African students. These problems, if removed, would make their stay in India pleasant and even memorable.

African students felt that they were sometimes insulted or ignored. In any case, there was little attempt by Indians to befriend them or to make them feel at home.

It is difficult to say whether the above reports are entirely true or false or whether they are one-sided or exaggerated. Few will deny, however, that they, at least, contain a kernel of truth. Perhaps, the other side of the story never gets publicity, for if things were really as bad as painted, then the inflow of African students would taper off. As mentioned earlier, the reverse is the case.

The fact that more and more African students seek to be educated in the universities of Delhi in spite of the problems they face indicates that on balance the experience has so far been positive. However the persistent appearance of reports as mentioned above cannot be ignored. It underlines the need to look into them and to do something concrete, as urgently as possible, to solve the socio-culture adjustment, academic and job career problems faced by the African students if not altogether solved.

It would be simplistic and sometimes misleading on the part of African students to conclude that all their problems in India are a manifestation of racial discrimination. For

example the AIDS test and the higher fees for international students apply uniformly to all foreigners. If Africans feel the impact more than others it is perhaps because they are larger in numbers and have constraints of financial and foreign exchange resources.

Likewise, an Indians do not mix with African students, it is not always because of racial prejudices though that might be one of the factors. Very often, Indian students cannot afford to socioalise even among themselves, and mixing with African student becomes even more difficult.

Some African students do realise that Indian society is traditionally very conservative. One Kenyan minister told me that his colleagues felt hurt when apparently brushed off by Indian girls. They did not realise, he said, that in a typical traditional. Indian household the women would not appear together with their own men folk in public, much less with outsiders of whatever nationality.

Nevertheless, it cannot be denied that African students in India have suffered because of the colour of their skin. There is no quick solution to such prejudices.

However, this is not to say that nothing can be done in the meantime to alleviate the problems of African students in

India. Basically, it calls for acknowledgment of the existence of their problems and response on the part of authorities through creation of atmosphere whereby these students can interact with Indians, both in authority and among the common people.

Today, African students have little opportunity to discuss their problems with authorities in the university or the government. The Foreign Students Advisers are generally part-time officials who have little time to sit down with students and try to sort out their problems. In any case they do not have any authority to achieve anything positive. Some officials don't have the aptitude for this kind of work, considering it as part of a bureaucratic system where they go by rule books

While the students seminars, get-togethers, excursions etc. organised by the ICCR, only touch the fringe of the problem which is to help as students as possible on first arrival to overcome what is often a cultural shock and deal with many obstacles in settling down quickly in a foreign land with a completely different culture, language environment, food habits etc.

At the moment, the African students help each other and it

would be useful if these students could be organised and assisted in this work, since it is unlikely that the government would have the resources to do so through full time foreign students advisers in each university.

At another level, it would be useful to provide African students information about India and its culture and social environment, and above all, provide a regular forum where they can ventilate their problems. The ICCR has been talking of bringing out a bulletin for foreign students, such a bulletin should be initiated immediately and distributed widely as it will enable them to air their problems, and for the ICCR to receive feed back to do something concrete for them. Such a bulletin should also provide information that will offset the negative images of India that filters through the daily press in India, which like its counterparts elsewhere, tends to focus on the sensational issues. It would be pity if foreign students were to go back with impressions garnered purely from reading our daily press, without having an opportunity to see the strides the country has made in the economic and scientific fields.

Such information will be useful so that they see India in the right perspective. It will also enable them to identify

possible areas of cooperation with their countries of origin. Finally they will be able to interpret India to their fellow citizens in a way, and with an impact, that our envoys in their countries may be finding it difficult to do.

Unfortunately, there is no single agency or individual that is in charge of African students. The ICCR is bogged down with a whole array of responsibilities and the African students form only one segment of their concern for international students in general.

If we wish to make the best use of this resource for our mutual benefit then things have to change. It is not enough to designate foreign students as international students as the ICCR has done to remove the negative tinge given by the term foreign students. Genuine and meaningful steps need to be taken to open a dialogue with international students so that they may feel that they are welcome in India.

In this endeavour, the cooperation of NGOs and service organisations like Rotary Clubs should be sought and encouraged. Official agencies should act as catalysts rather than getting them involved in matters for which they are not really equipped.

Our businessmen and industrialists can be made to realise the need, and the utility in their own interests- to expose such African students to their factories, the goods they produce etc. Some industrial houses that are already in business in Africa have begun to take appropriate view and are training Africans in India. But this needs to be infused on a wider scale.

We have sizable communities of Indians in African countries. Most of them have little awareness of how India is evolving today in political and economic fields. As such they are ill equipped to interpret India for Africans and thus promote mutual understanding and cooperation.

There is much scope for greater educational exchanges between India and Africa, and this would be mutually beneficial. However, this cannot be allowed to take place as a natural process of supply and demand.

It should be seen as a unique opportunity to bring about the kind of socio-cultural adjustment, academic understanding and job cooperation that was envisaged by our leaders. It was the dream of solidarity between India and African countries and it emerged from the bonds of under-development.

Some of the important findings as explained in the foregoing chapter are summarised below.

1. Most of the African students experience difficulties in adjusting with their fellow Indian students and with general Indian people due to many barriers such as cultural gap, language problems, food habits etc.
2. Quite a good number of them experience these problems in the hostels, classrooms, and offices libraries and in the market places.
3. Large number of them find it difficult to make friendship with the Indian students.
4. Some African students find it difficult to follow classroom teaching especially when a teacher is not speaking English properly or when a teacher shifts his teaching to Hindi language.
5. African students in general experience problems in the market places and in different places largely due to ignorance about the marketing system in the Indian Markets, language problem and lack of knowledge about some basic social customs and Indian habits.

6. Some African students find it difficult to get jobs in their own countries.

Suggestions

In view of these the following suggestions could be considered by the authorities concerned with the welfare and education of the students from Africa who are studying in India.

1. The colleges should provide appropriate information and guidelines in the form of booklets or leaflets.
2. Hostels could consider to serve international menu at least once or twice a week.
3. Appropriate books could be provided in the library.
4. Teachers should be careful in using Hindi or any Indian language while teaching the African students.
5. The offices dealing with the African students should be helpful and see that they are not put in awkward situation.
6. Indian universities could work out some special programmes and syllabi to include some contents of studies, which are required for the career of the foreign students in their own countries.

7. Indian families should be encouraged to have more foreign students, irrespective of race, to their houses in holidays.
8. Much of the success of any programme will depend upon the incentive or disincentive affect of the general social atmosphere for foreign students in India. Modification is not necessary as yet.
9. There should be an exchange programme for having foreign students in India and Indian students in their countries. Till now the system is one sided and therefore Indian students cannot be blamed for their avoidance of the students from the African countries.

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QUESTIONNAIRE

Problems related with Socio-Culture Adjustment

- 1) It is evident that socio-cultural background and life style of the students from African countries are substantially different from that of Indian students. You could kindly mention some such important problems faced by the students in the universities of Delhi
2. Do you face any kind of problems in the campus of university in the hostel, mess, playground, library, and market and in other places?

Yes/No

If yes, would you specify some problems which the you face concerning the items given below:

In the hostel:

In the mess:

In the playground:

In the library:

In the market

In other places:

3. Do you like to make friendship with Indian girls/boys?

Yes/No

If yes, please mention the problems, which the you face in establishing friendly relation with Indian girls/boys.

4. Do you find any problem regarding religious practices in the university?

Yes/No

If yes please specify the points of problems, which you have experienced in the university.

5. Do you feel insecured in the university?

Yes/No

If yes, please mention the kind of insecurity, which you feel in the university?

6. Please mention any crucial event, which occurred in your life in the university, or any in other place.

Academic Issues and Problems

1.) Do you get all the facilities, which you expect from the university?

Yes/No

Some reasons in support of the reply could be mentioned here.

2.) Do you feel some problems in the University regarding registration, teaching method, evaluation system, book facilities, computer facilities, library facilities, stipend, syllabus according to their needs and language problems.

Would you mention some important reasons and factors related with each issue given below?

I Problems related to registration/Admission:

II Problems related to teaching

III Problems related to evaluation /examination system:

IV Problems related to book facilities:

V Problems related to computer facilities:

VI Problems related to library facilities:

VII Problems related to stipend:

VIII Syllabus according their needs and

IX Problems related to language

3. Do you feel that there are some elements of favoritism and partiality by teachers towards the African students?

4. Do you feel that Indian educational fee structure is Costly/Very costly/Normal compare to western countries?

5. Do you feel that quality of education in the university of Delhi is-

A. Good

B. Very good

C. Excellent

D. Not good

E Normal

Issues and Problems related with future career and jobs

1. What are the purpose and utility of pursuing higher education in India by the African students?
2. Do you get the jobs easily in India and in their own country after completion of study in the Indian universities?

Yes/No

Please mention some points in support of the above reply.

3. Do you think that Indian educational system helps you in getting jobs in your own country and in other places?

Yes/No

Kindly mention some points in support of your reply.

Distribution of Answers to significant Items

As a matter of interest, the distribution of answers on some selected attitudinal items of the African students are giving below.

(I) Item: Orthodox practices and rituals in India are very much away from modern life.

Respondents: African Students

Agreed

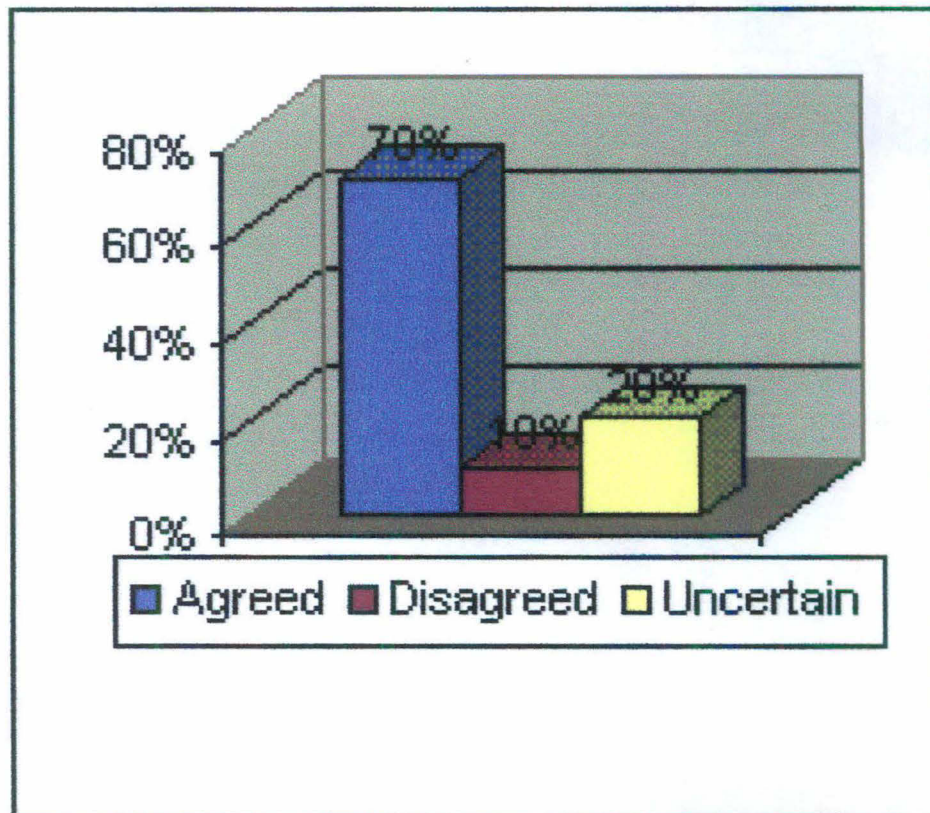
Disagreed

Uncertain

70%

10%

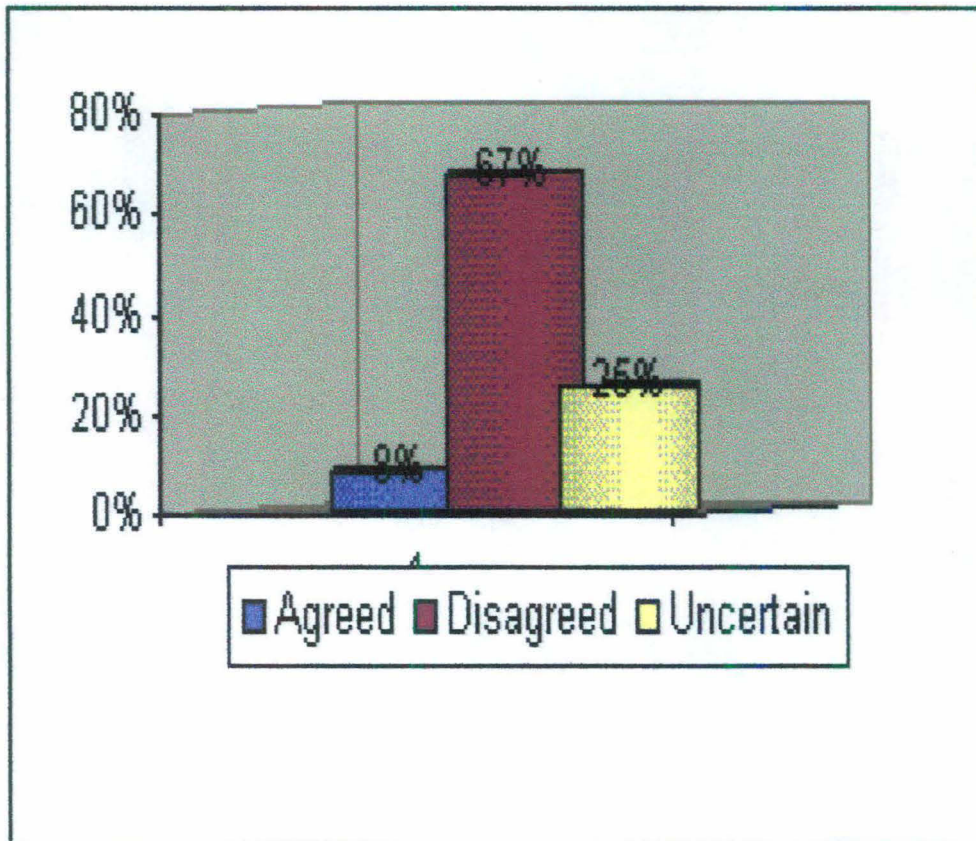
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(II) Item: life in India is on the whole happy and desirable.

Respondent: African Students

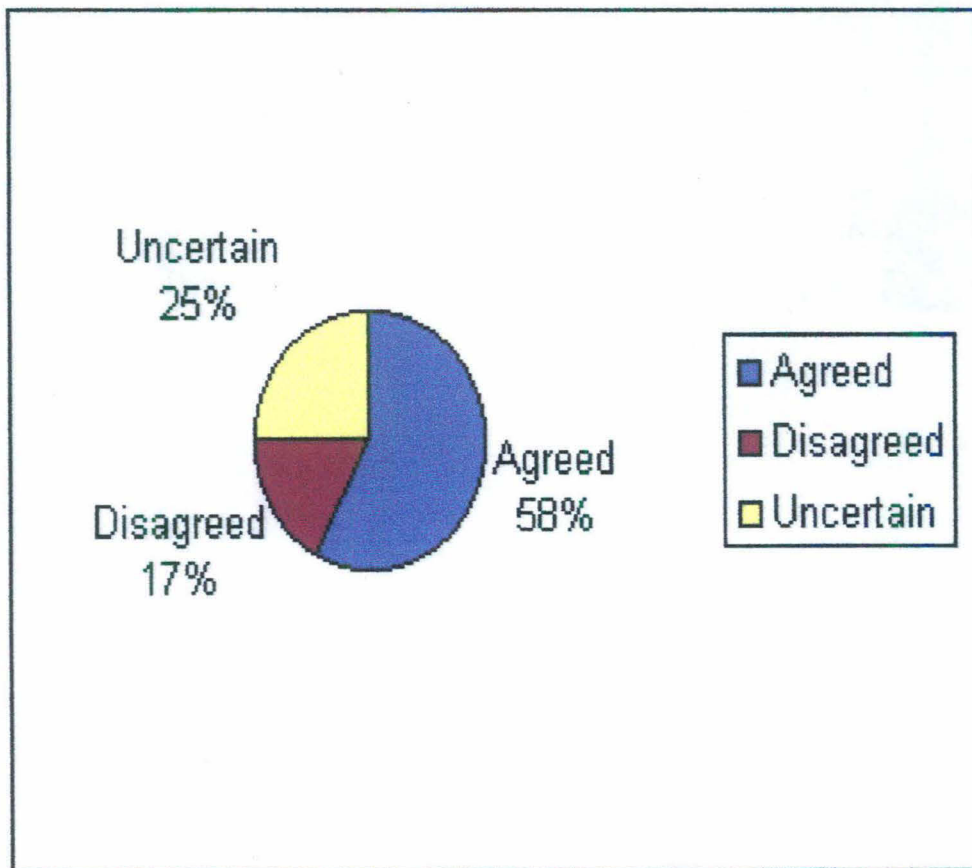
Agreed	Disagreed	Uncertain
8%	67%	25%



(III) Item: India is a good friend of countries in Asia and Africa.

Respondents: African Students

Agreed	Disagreed	Uncertain
58%	17%	25%



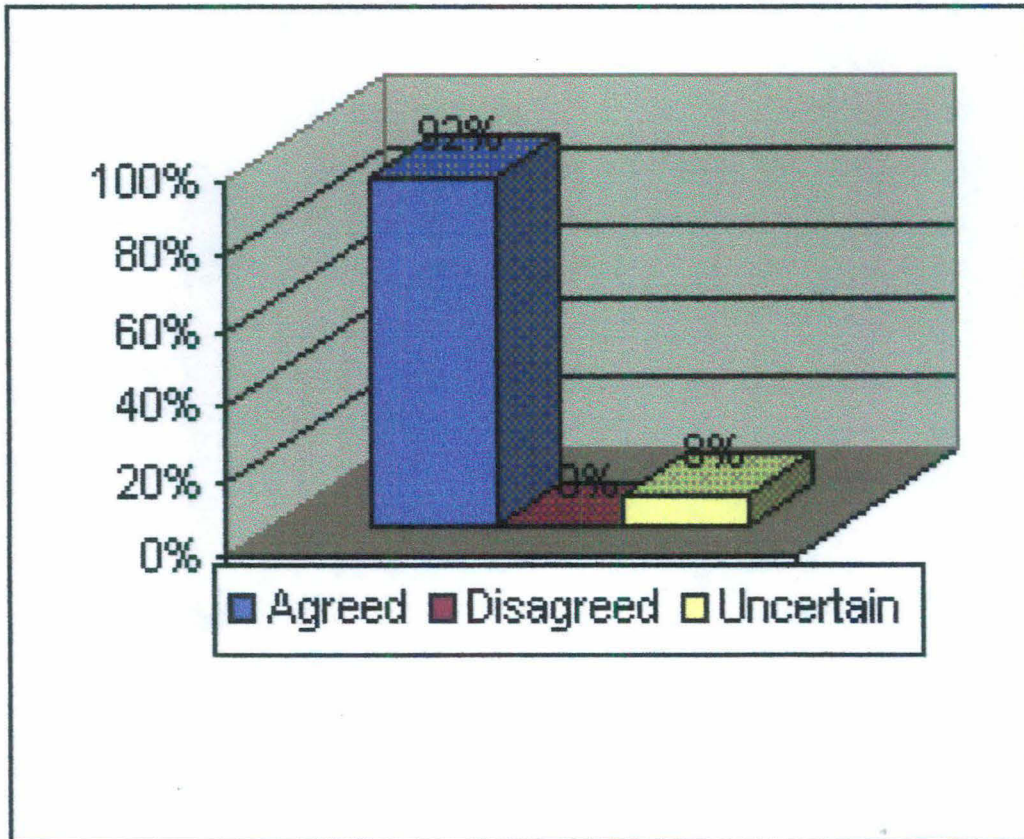
(IV) Item: India had played an important role in the independence struggle for new countries in Asia and Africa.

Respondents: African Students

Agreed
92%

Disagreed
0%

Uncertain
8%



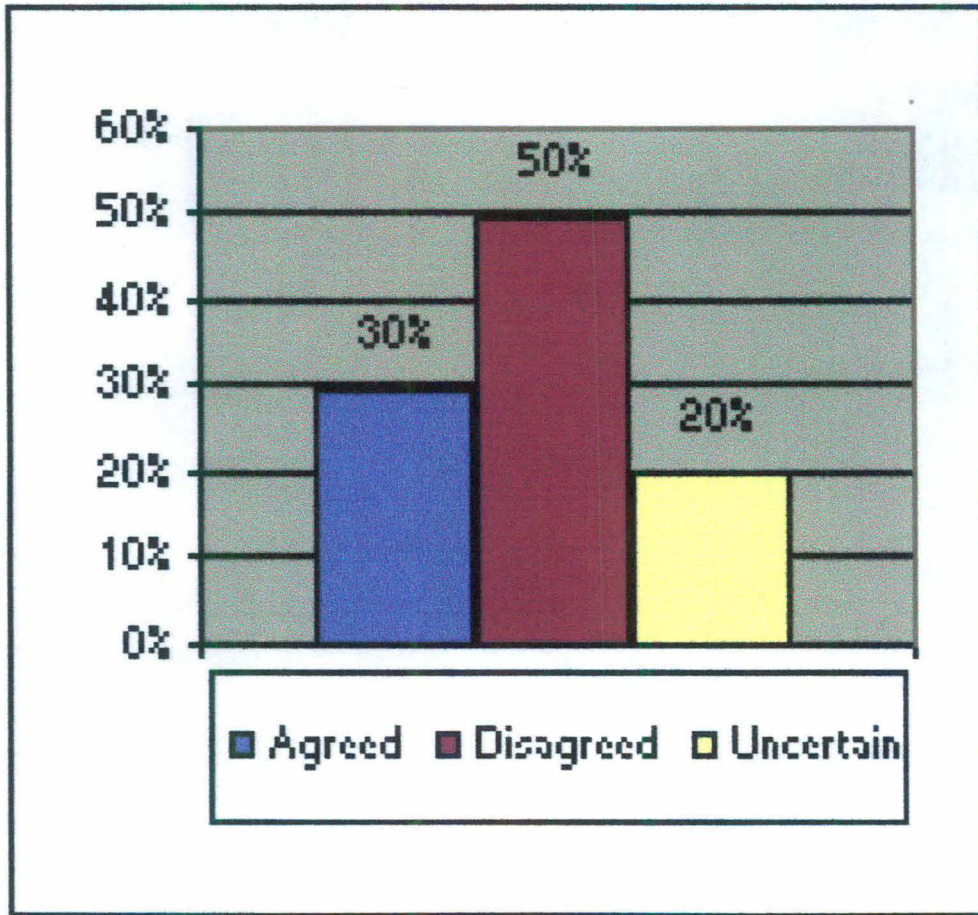
(V) Item: India is too divided to form a nation.

Respondents : African Students

Agreed
30%

Disagreed
50%

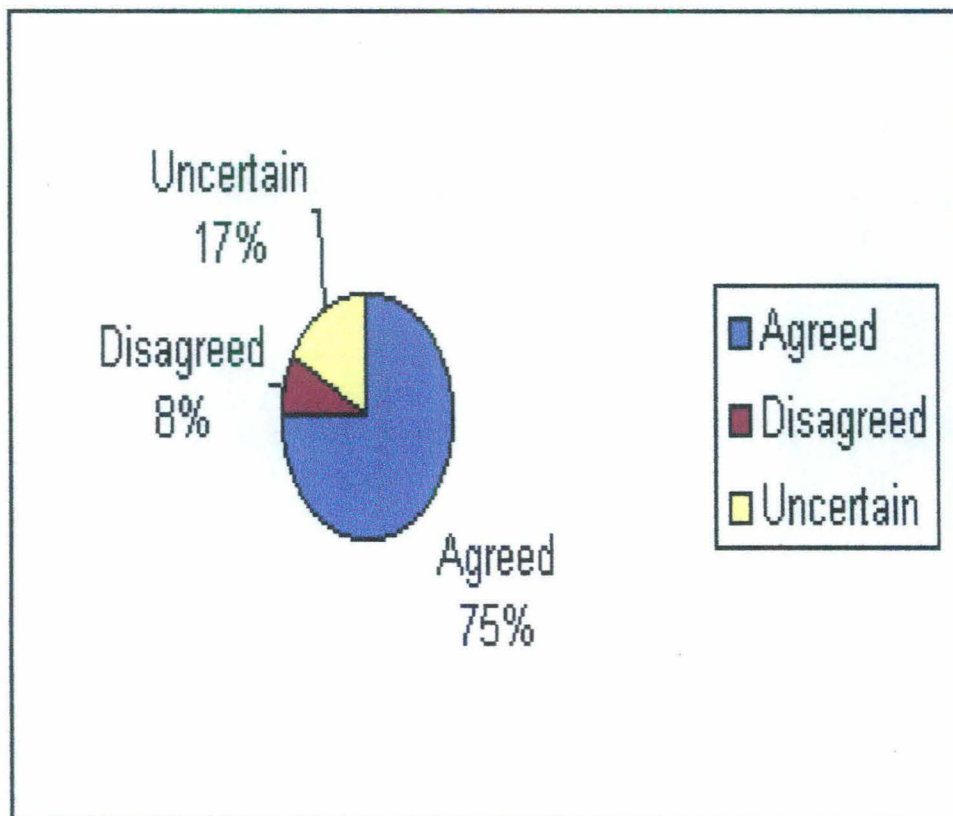
Uncertain
20%



(VI) Item: In India there seems to be discrimination based on colour prejudice.

Respondents: African Students

Agreed	Disagreed	Uncertain
75%	8%	17%



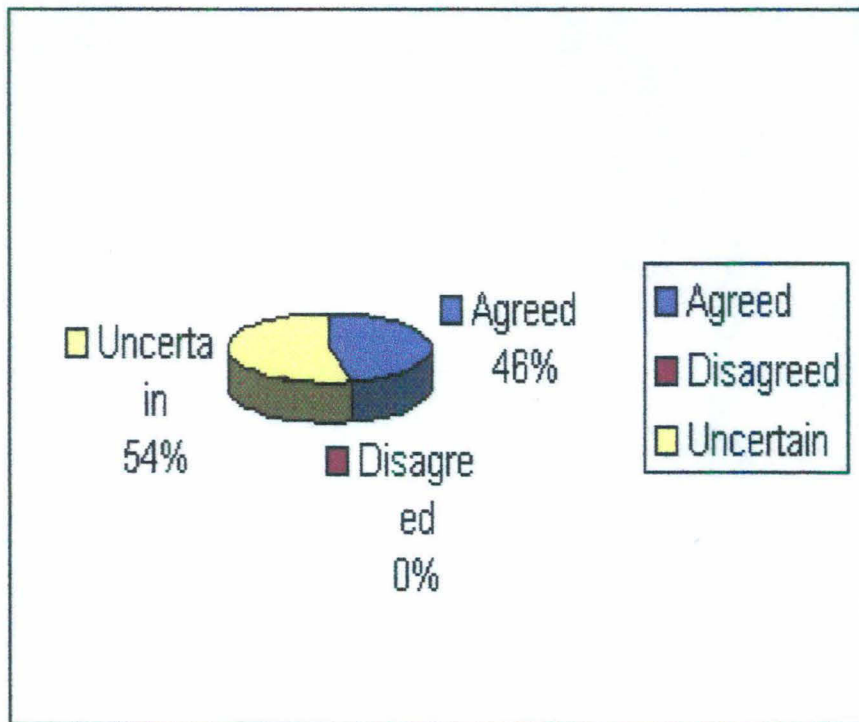
(VII) Item: Teaching in Indian university is very stereotyped.

Repondents: African Students

Agreed
37%

Disagreed
0%

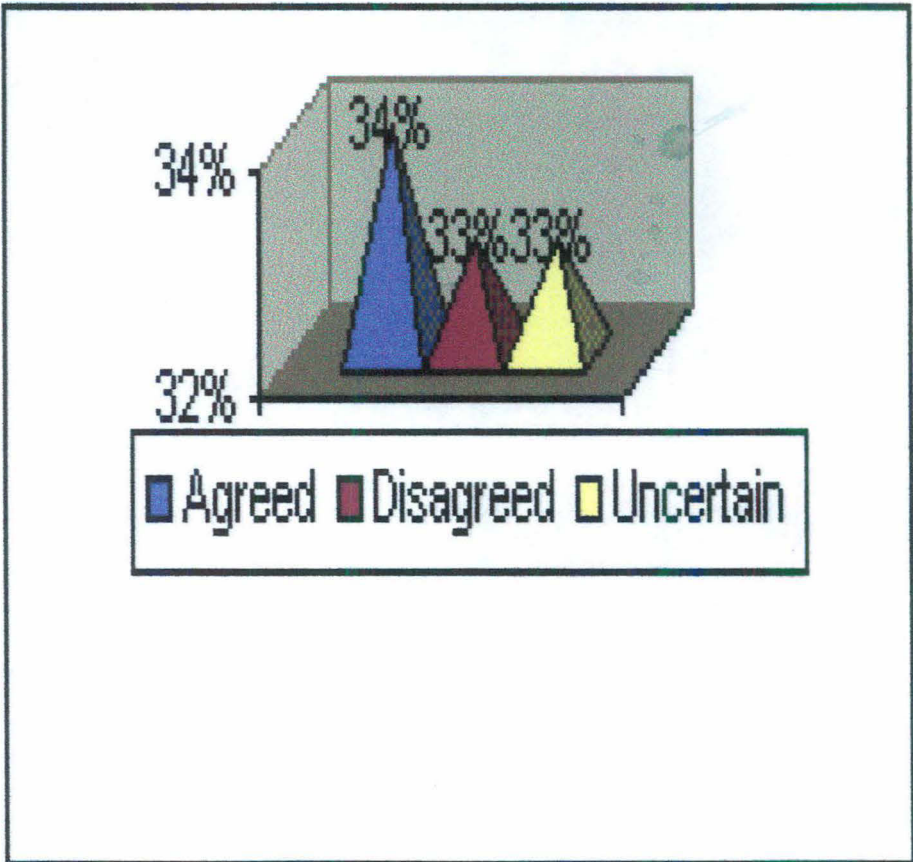
Uncertain
43%



(VIII) Item: Modern word needs the spiritual and moral lead of India.

Respondents: African Students

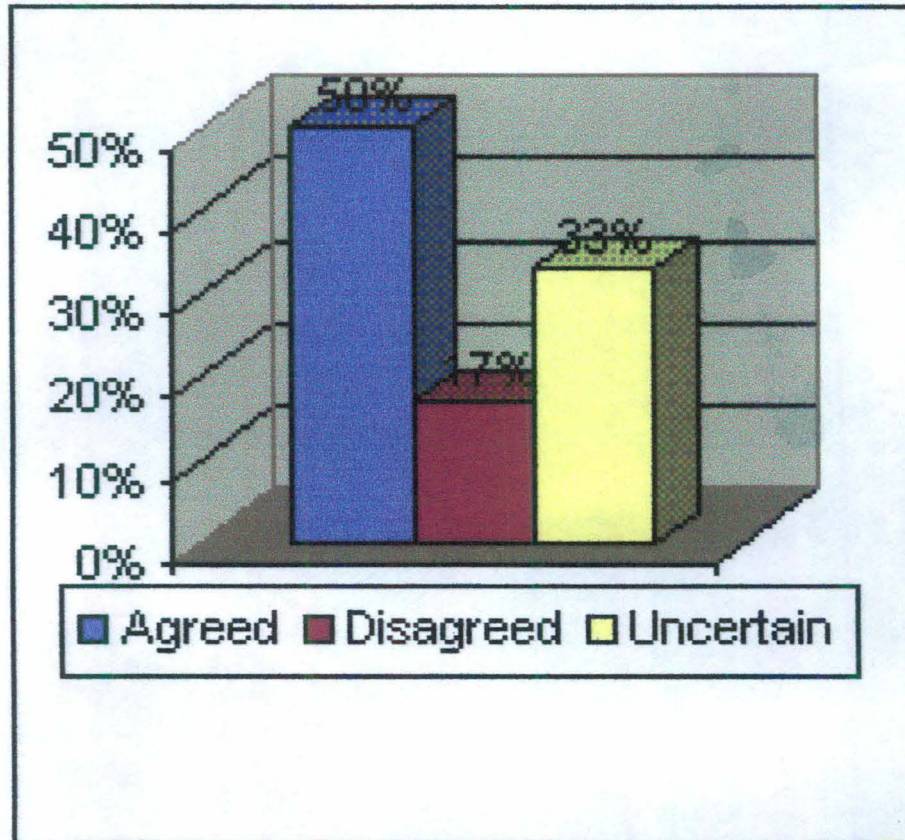
Agreed	Disagreed	Uncertain
34%	33%	33%



(X) Item: Indian families are willing to be friendly with Europeans and Americans but not with African and Asians.

Respondents: African Students

Agreed	Disagreed	Uncertain
50%	17%	33%



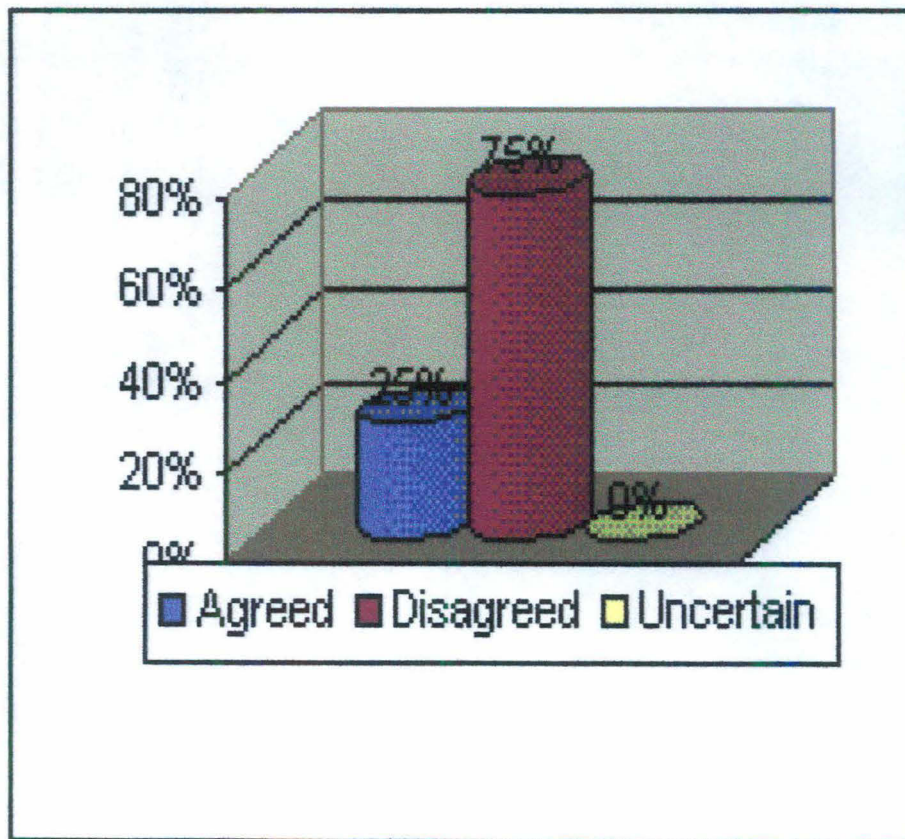
(XI) Item: Students coming from outside have very little to learn in India.

Respondents: African Students

Agreed
25%

Disagreed
75%

Uncertain
0%



ANALYSIS OF THE EXPERIENCE AND COMMENTS BY AFRICAN STUDENTS

A) Nature of contact with Indians in Home country

Respondents: African students

1. "No contact with Indian at home due to social conditions as such. These are some Indian businessmen but they are more business-like and refuse to meet Africans. Relation with Indian and Africans is absolutely bad."
2. "Contact is only with few students at home, never with families."
3. "Indians at home keep to themselves as they consider themselves fair and superior."
4. "No contact with Indians because African feel hatred for Indians."

B) Source of Information about India prior to coming to India

Respondents: African students

- 1 "Nothing much to enlighten us about India. Indian Embassy did not give adequate knowledge of India."
- 2 "Very little knowledge except through books by Nehru and Gandhi."

3 "Picture published about India is quite different from real India. The impact is disappointing. The society was described as friendly and hospitable and with multiracial out-look, these have yet to be proved."

C) Image of India Prior to coming to India

Respondents: African students

1 "The land of few rich, proud people and millions of dying children"

2 "Developed country with much of Western culture injected in their civilization."

3 Expected to be kind people and students with wide understanding of world at large".

4 "But Indian do not know much outside of their state."

5 "Rosy picture."

D) Travel Experience of foreign students in India. Image

of Respondents: African students

1 "Widely traveled."

2 No traveling on account of financial difficulties."

3 "No incentive to travel because places outside Delhi are still worse."

E) Friendship with Indians attitude of Indian society

Towards Foreign Students.

Respondents: African students

- 1 "Indian students are friendly only in the campus and not outside. They seem to be afraid of their families as if they don't like their homes to be seen."
- 2 "You say, Africans have Indian friends"? We are black ghosts and unworthy of friendship according to Indians.
- 3 "No friend at all. Indian boys sometimes ask very embarrassing questions. Secondly, they are too colour conscious and being black do not attract their eyes."

F) Attitude of Indian society Towards Foreign Students.

Respondents: African Students

- 1 "Indifferent towards foreign students but there are exceptions. To white men they appear interested and in fact they wish, but a black man provides them a specimen of laughter."
- 2 "Very much withdrawing in nature, sometimes perhaps wrongly mistaken for hostility."
- 3 "Always surprised and suspicious, in some case, however, one finds friendliness and hospitality from Indian friends who have travelled abroad."
- 4 "To Africans, it is completely rejected."

G) Major Points of weakness in Indian Collegiate Society

Respondents: African Students

- 1 "Indians students ignorant of outside world except for U.K. U.S.A., U.S.S.R., China and Pakistan."
- 2 "Found of grouping into various racial groups."
- 3 "Not related in making students full complete citizen."
- 4 "Lack of geographical knowledge among Indian students."
- 5 "Poor college system, old and young mediocre, staff."

H) Major points of strength in Indian collegiate Society.

Respondents: African Students

- 1 "Students are hardworking and proficient in the field of study."
- 2 "Studious and conscious of their own society."
- 3 "Very ambitious and stylish"

I) Nature of the Salesman in the market.

Respondent: African Students

- 1 "We are always cheated by the salesman yet they even abuse us that we are monkey."

2 "Price are hiked enormously because we are foreigners.
We face discrimination and those who can help us
won't."

**J) Nature of the friendly relationship with Indian
girls/boys.**

Respondent: African Students

1 "The Indian girls respond for friendship with fear.
They don't have free will."

2 "Most of them are fond of ridiculous tendencies
because Indians have not

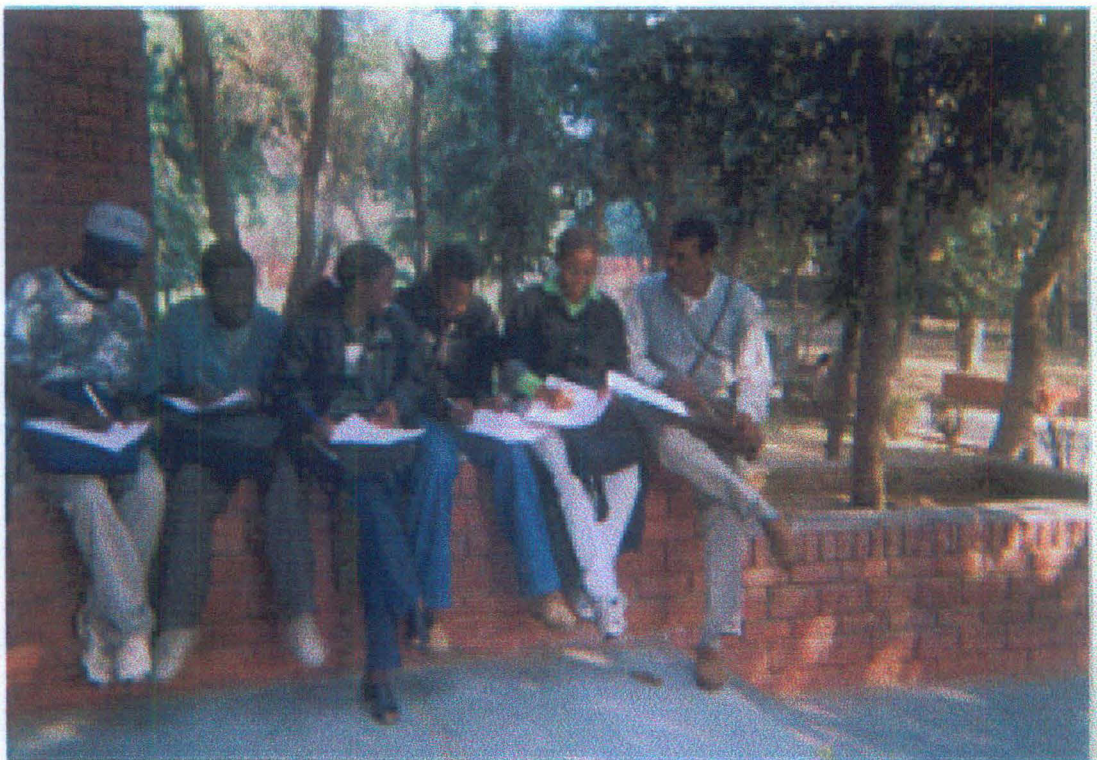
3 "They avoid us by using Hindi".

**K) Crucial event, which occurred in the life of African
students in the University or other place.**

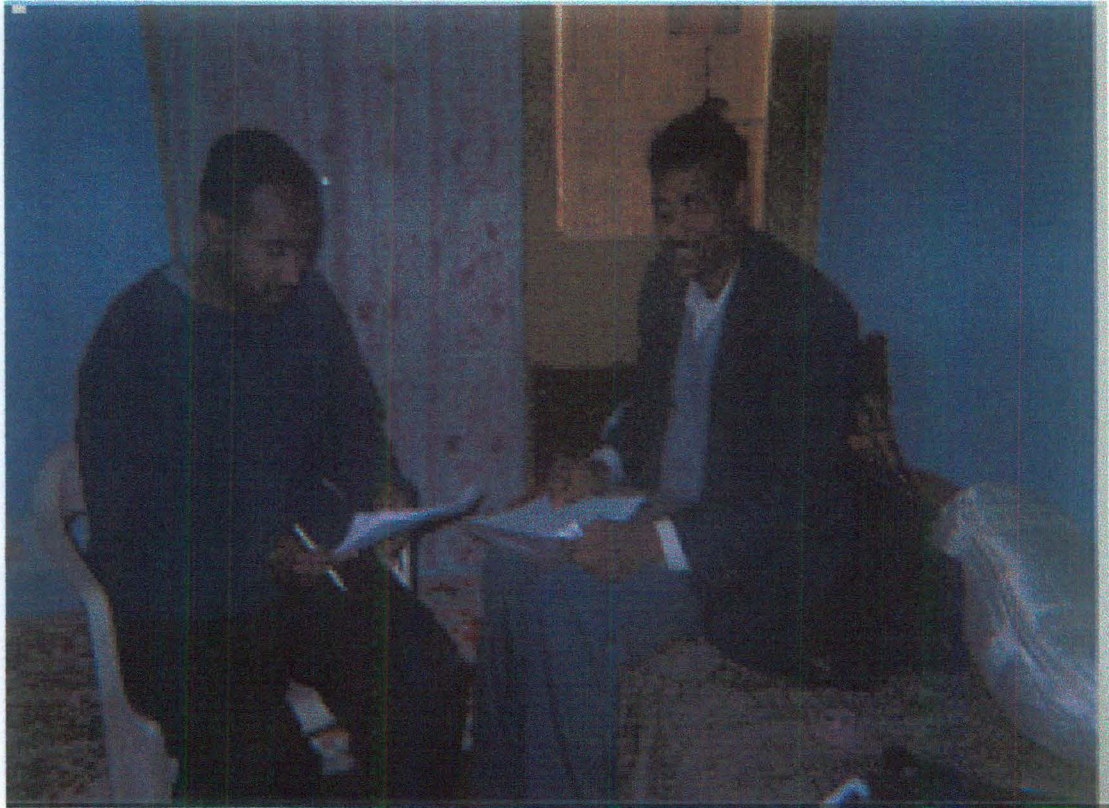
Respondent: African Students

1. "I had a problem in Bombay Airport special with the
custom office. I did not convey any illegal items and
also I fulfilled every and each procedure. But the
custom office wants to take all my money. Finally I
gave total money and the problem was solved".

African Students are filling up the questionnaire and discussing their problems with researcher in the Universities of Delhi



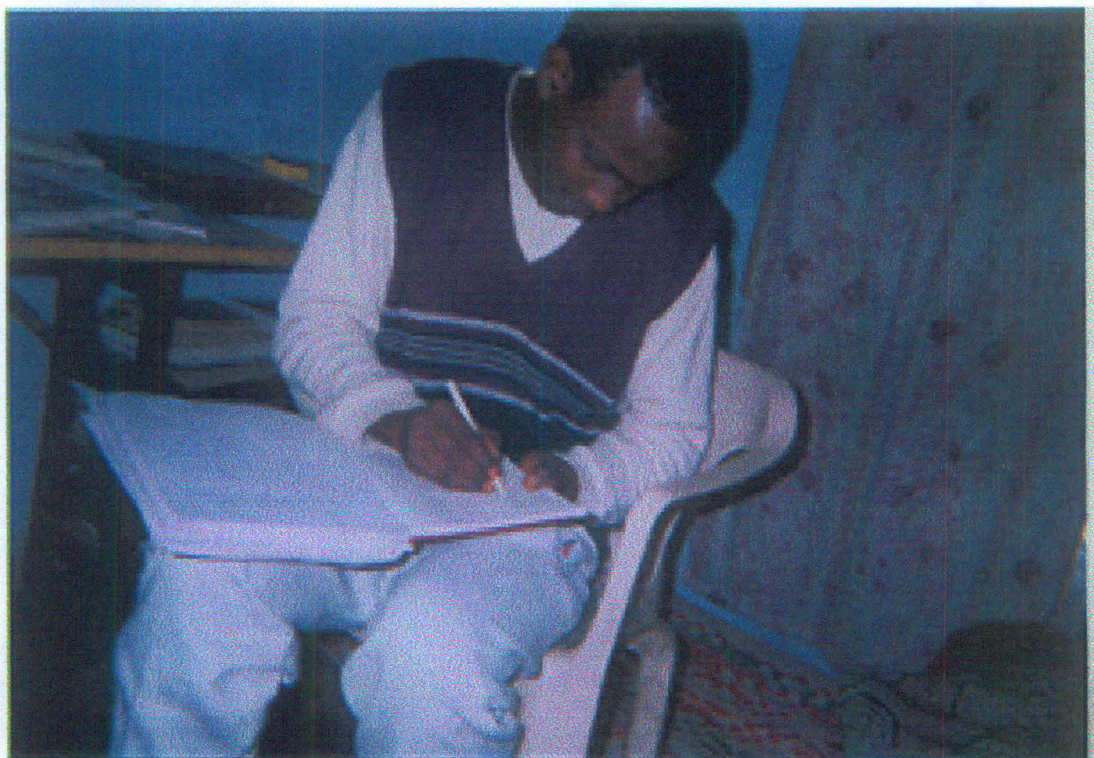
African Student is filling up the questionnaire and discussing his problems



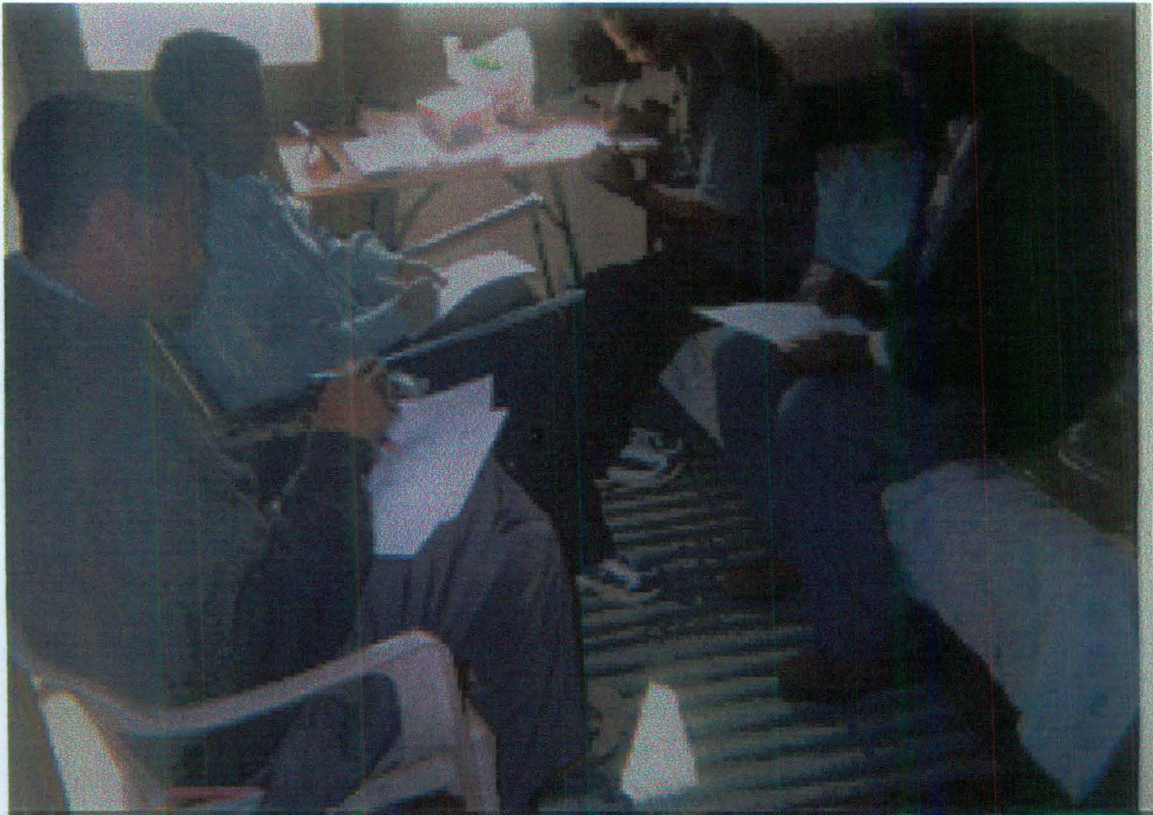
African Student is filling up the questionnaire



African Student is filling up the questionnaire



African Students are filling up the questionnaire



African Student is discussing his Problems

