STUDENTS' SATISFACTION SURVEY

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PREFACE

Students are important stakeholders in the higher education system. Policy, planning, financing and governance all revolve around maximising the learning and satisfaction of students. However, there is hardly an attempt to understand the views, preferences and satisfaction of students. There are, no doubt, Students Union or Council to represent students' point of view whose representative are also present in some decision making body of the University or the college. However, in many institutions of higher education Student Council does not exist. The argument is given that they are highly political and there is no scope for politics in academics. There may be an element of truth in the above to the extent that elections to the Student Council are sometimes manipulated and when in existence they begin to ask questions which may not be convenient to the governing body. Does this mean that a sole representation of students through the Student Council be discouraged in higher education? Certainly, any conflict leading to violence in the campus is not desirable in the academic pursuit of knowledge. But certainly any conflict has to be resolved through the deliberative process in which students, teachers and administration should work together. This is the call of a democratic process. There should not be a vacuum in the communicative channel. This gives rise to the dissatisfaction of students.

There is an assumption of the unity of the student, teacher and administrator in realising the conception of a University. This is further based on the premise that a student is a seeker of knowledge. Teacher is the provider of knowledge. Administrator is the facilitator of knowledge generation process. Unity is also based on the premise that the teacher and administrator are the guardians of the students and whatever they plan in terms of policy and the governance structure will benefit students. However, none of the assumptions may be true in creating the unity in the actual practice. The field reality makes us aware that if the fee is raised in the name of efficient governance, students oppose the move because it may make higher education not accessible to them. Teachers may determine the curricula and syllabus which may be oriented towards theory and the students might feel it burdensome with lots of learning difficulty for many learners who may be interested in the curricula that provide knowledge with experience. There may be a dress code desirable from the point of discipline. Students may however like to have freedom of personal choice. Hence there may exist transcendentally unity but in actual practice there are conflicts and oppositions which can only be settled through reason and deliberation. It is desirable to have students' satisfaction, views and preferences known to the teachers, administrators and the policymakers.

The attention may be drawn to the hard fact that the students community is not a homogeneous one. They belong to different socio-economic and cultural backgrounds. The large number of them may be the first generation learners who are under prepared to follow the curriculum driven knowledge in higher education institutions. The gender divide may exist less in quantity. However, the divide exists in various other qualitative dimensions of identity, voice, power and so on. Many students reported learning difficulty in the classrooms and find it difficult to follow

the standardised curricula and syllabus. They reported that the role of teachers is important in the classroom but it is much more important as mentor and the facilitator outside the classroom. On the curricular structure and syllabus they have shown the preference for practical rather than theoretical knowledge. On teaching learning they wanted much more engagement with the teachers outside the classroom. On the issue of language, they showed their preference for preparatory classes in English. They voiced the opinion that knowledge testing in the internal and external assessment creates burden of the memory test. They wanted a campus and hostels life an academically vibrant and inclusive as they value peer learning. In terms of capabilities they were of the opinion that there should be freedom of opportunity through the extracurricular activities no less robust than the academic plan. They said this helps them to design their own life plan. Students noted the deficiencies in the infrastructure and services in the campus. Notwithstanding the deficiencies, there is a minimum infrastructure in terms of classrooms, library, IT facilities, hostel and sports needed for every institution. It is interesting to note that many policy interventions are not known to them and do not exist in the campus. It shows that they hardly reach the field. The students voiced their concern for the shortage of teachers and the appointment of ad hoc teachers who fail to engage them outside the classroom as they are paid for the lectures delivered. They admitted that the employability of graduates is low. They blamed this to the lack of internship which could be used to expose them to the world of practice.

Perhaps any standardised solution through the regulatory apparatus will fail to address the issues and problems noted above in the highly diversified student population. In short, in terms of views and preferences of the students there is a message for everyone. For the teachers and academic bodies it is time for the introspection of the curricular structure, pedagogy, the delivery process and examination in favour of practical knowledge, greater engagement inside and outside the classroom with the teachers, intensified exposure to the outside world and internship opportunities for the enriching experiences of students. There is a message for the administrators for the smooth facilitation through opening communication channel and deliberation rather than impose the decisions. There is also a message for policy to decentralise and empower universities and colleges to run the institutions as per their need of the students. The report goes much into the depth of the understanding of the students and there are lessons to be drawn.

With the above background and the glimpse of the findings of the report it is for the readers to reflect how far the objectives of the student satisfaction survey - understanding the satisfaction, identifying the areas of lower satisfaction and the issues and challenges there from and arising out of the preferences in the focus group discussion with an intent to give message to the teachers, administrators and the policymakers- have been fulfilled.

I do feel that the message is loud and clear in favour of making higher education system learner friendly through engagement with them rather than marginalising the voices of students.

ACKNOWLEDGEMENT

Students Satisfaction Survey was conducted for the first time on an all India basis under National Resource Centre for Education(NRCE) of the PanditMadan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT). The approval to conduct the survey was granted by the advisory committee of NRCE in February 2018. The objective of the survey was to understand the level of satisfaction of the students in higher education institutions, to solicit views and preferences of students, to guide teachers in the teaching learning and to guide the institutions to address the challenges emanating from students preferences and to make student an important stakeholder in framing the education policy.

The challenge to conduct the survey was manifold. It was important to formulate an appropriate survey design, to seek support from the University authorities, to coordinate the activities at the college level and to reach out to students to conduct the online survey as well as the focus group discussion. These process-oriented activities naturally demanded the cooperation of the heads of the institution, administrators, teachers and the students. At the initial stages of finalising the questionnaire in two rounds of workshops the University administrators, principals of the colleges and teachers participated and suggested the road map for the survey. Their voluntary contribution as coordinators helped to implement the design, complete the online survey and facilitate the focus group discussion in the colleges.

I would like to acknowledge the participants of the two workshops conducted during 18-20 July, 2018 and 10-11 December, 2018 at NIEPA. In formulating the guideline and in conducting the first focus group discussion in Panjab University the faculty members of the Centre for Policy Research in Higher Education (CPRHE) contributed profoundly. I thank them for all the support in launching the survey. The faculty members of the Department of Higher and Professional Education participated in the process of the development of questionnaire and the guidelines. I wish to acknowledge their help as well. In the initial stages questionnaires underwent many changes. The pilot survey was an important stage before launching the online survey at an all India level. The data entry and the analysis of data was efficiently managed by the project staffs of NRCE. Those who helped in this process are Dr. Poorva Jain, Aaksh, SouminiGhosh, Sumbul Dawood, DivyaAkhauri, Shubhangi, Chandra and IT staff of NIEPA. I would like to thank them for their support. Prof. Renu Nanda and Dr. Manisha Priyam helped in the academic support as well as administrative conduct of the focus group discussion at Jammu University and Banaras Hindu University respectively. Pawan Bist tirelessly went through various rounds of composing the manuscript. I am thankful to them.

Antony Mathew was appointed a consultant in the NRCE. He was the person who acted as the chief architect in influencing the survey design, undertaking the implementation, coordinating with all the coordinators at all India level and very actively accompanying me to supervise the online survey as well as to conduct the focus group discussion. Through various rounds of discussions with me he was instrumental in giving a shape as well as direction to the project.

EXECUTIVE SUMMARY

Online Survey

1. On the basis of the sample of the online survey the composition of students in the higher education is varied and dominated by the families of lower income groups. They suffer from multiple deprivations. Most of them belong to families in which the level of education of either of the parents is secondary or below secondary level of education. The sample shows there are 44 percent of students who are first generation learners. Indeed the National Sample Survey, 71st round, estimates 46% students in higher education as the first generation learners in 2014. It is important to note that the estimated average fee paid by a student is Rs. 31,987 per annum in our sample. Given the representation of students from lower income groups, the average fees of such a high order makes higher education burdensome for many such families.

2. Choice of College: Highest percentage, 51%, of students responded in favour of the reputation governing the choice of a college. Amongst those who cite near home as a factor in determining the choice of college, 51 % are first generation learners; those who cite reputation as a factor in determining the choice of college 38 % are first generation learners; those who cite affordability as a factor in determining the choice of college 58 % are the first generation learners. Given annual average fee of the order of Rs. 31,987 in the sample, many low income group households and first generation learners may be facing constrained choice for admission in the college.

3. Admission: Students have high level of satisfaction from fair selection and availability of information and has lower level of satisfaction from fees payment procedure. An important reason could be the hidden and multiple fees with the increasing privatization of higher education.

4. Teachers and Teaching method: Students are satisfied with subject knowledge and punctuality of teachers. Of utmost concern is the role of teacher as evaluator. Almost consistently, students seem to be less satisfied with the role of teacher as evaluator perhaps signifying the futility of evaluation to the students without feedbacks. The next important area or concern from the point of view of satisfaction is the teaching ability calling for a concern with the traditional mode of lecturing which is still predominant. The role of teacher as role model and guide, often less emphasized, is also the area of lower satisfaction for students. The new generation learners increasingly look up to teachers' role as guide and mentor.

5. Examination: As noted above, students dissatisfied with the evaluation look for reevaluation. For all categories of students, the area of least satisfaction was the reassessment/ re-

evaluation practices which is time consuming and costly. Grading/ Marking system and timely declaration of results are also the area of least satisfaction for students. Examination system is a one way ritual of certifying the knowledge gained by the students which is a matter of low satisfaction giving rise to reevaluation.

6. Knowledge, Skill and Employability: Students consistently gave a high satisfaction quotient to the knowledge component of the curriculum and low satisfaction quotient to the employability and skill. It implies that the knowledge that they gain does not fetch employability. How can students satisfaction be increased in order to increase skill and employability? The survey asks teachers to introspect over the issue.

7. Students' support for employability: Students from all social categories seem to have highest satisfaction with the career counseling support to the students. Training, internship and placement cell provide lower satisfaction. High satisfaction from career counseling and lower satisfaction from placement may seem to be contradictory. However, lower employment opportunities may be a factor in low satisfaction from placement cell in spite of higher satisfaction from counseling.

8. Capabilities: Student during college life must have higher degrees of opportunity to enhance their capabilities. This empowers the students through the exposure and soft skills that they nurture during college life. In terms of satisfaction it may be noted that NSS, campus environment and to some extent discussion in the classroom provides higher level of satisfaction to the students. On the other hand, sports and games, activities like theatre, art, painting, music, open discussion on public issues and interaction with scholars and eminent personalities are areas of lower satisfaction to the students.

9. Governance: Institutional leadership and co-operation of Administrative/Support/ Security Staff were areas of higher satisfaction. However, from the perspective of students what matters most is that institution must address all the applications and all the necessary information must be made available to the students. Timely response to application and Information Services/Easy Access to Officials were areas of lower satisfaction.

10. Campus Facilities: In terms of campus facilities the areas of lower satisfaction are the earn while you learn facility, smart classrooms, toilets, drinking water, sports facility, medical facility, common room, students grievance redressal cell, hostel facility and supportive campus for differently abled.

11. Students Representation: Of lower satisfaction is the fair and regular student body election. The functioning of the Alumni Association and student representation in departmental committee yield lower satisfaction to the students.

12. Policy Awareness: How much are students aware of some of the policies which relate to students? It may be noted that 51% of students responded as no awareness of the SWAYAM / MOOC / Online Courses in the institution. It means in all probability the courses are not offered in these institution. Internal Quality Assurance Cell is another important policy initiative to improve the quality of higher education. 45% students responded they do not know about IQAC. 37% students also did not know about equal opportunity cell. 33% said that students' council elections are not held. 81% students said that council elections should be held. It is gratifying to note that 84% students said that anti ragging cell exists in the institution.

Focus Group Discussion

1. **Transition from School and College Experiences**
   The transition experience from school to college is a unique opportunity and experience in the life time of a student. The agency of a student flourishes in the campus of the college. As the agency differs the structure (college) must respond to differing agencies. The agency of a student needs to be identified in terms of family's social, education and economic background as well as students' performance, preferences and expectations from college. The college should not be a monolithic structure in terms of vision, mission and objectives. All colleges cannot be assumed to be performing the role and functions in a standardised format as is normally understood in terms of various policy guidelines. For example, students with low agency need to be supported in a way different from students with high agency. The former may demand a greater degree of support in terms of their engagement with the teachers and activities to be performed in the college than the latter who may demand an altogether different support system.

2. **Choice of College and Admission**
   Students noted reputation of college to be the significant factor in the choice of a college. However, many first generation learners who preferred nearness to home and affordability as important factor affecting the choice of a college suffered from the constraint of choosing the reputed college.

3. **Language**
   Language is an important barrier in the process of teaching and learning. Between the 'rational choice' to use English as a medium of expression and emotional choice to foster creativity and original thinking through regional language students seem to give preference for the former, notwithstanding the fact that they desired that regional language should become the vehicle of knowledge generation. Their preference was in view of better job opportunities and better prospects of higher studies. The issue of bilingual method of

teaching in curricular transaction in vast majority of colleges with students from vernacular medium school emerged during discussion with students.

4. **First Generation Learners**

Students noted that the first generation learners are marginalized sections in the institutions of higher education. No standardised policy framework can address the problems of learning that they confront. Students noted some of the field experiences. They face remarks such as "Inkokyaphadhanahai. Ye kya judge lagenge?Inhonekyakarnahai?". Such remarks lower their dignity. They demanded institution to have specific plan of action to address their problems which they discussed in some detail during focus group discussion.

5. **Slow Learners and Learning Difficulty**

Most of the students fall in the range of 40 to 60% of the level of understanding of a lecture. This was so because students do not cope with the pace which the teachers use in order to complete the syllabus. Under the circumstances students devise many strategies of listening to the video audio materials, taking support from peers and teachers and do the self study or attend the doubts classes wherever it is offered. Thus diverse background of students with different pace of learning in the light of standard curriculum transaction demand institutional strategy.

6. **Semester System**

University Grants Commission's recommendation in favour of the introduction of semester system is desirable. However, it is beset with the difficulties. Students reported that universities fail to govern under the semester system. Main problem is the non completion of syllabus due to the shortage of teachers. Sometimes exams are delayed causing the next semester to be restricted to few months or further delay in the academic session.

7. **Credit system**

There is frequent change in the credit requirement even within a University. Students tend to choose the papers which have high credit but are easier to get high grades in the examination. There is hardly any choice in the credit system in a single discipline University. Even if there is a multidisciplinary University the coordination between departments may not exist.

8. **Assessment**

With respect to the internal assessment students reported that there are class tests, assignments, presentations. In the case of assignments students noted there is a practice of copy paste from the materials available. Class test simply tests the memory power as in the case of end semester. Presentation was preferred amongst all the options. There is hardly feedback system on the assignments and the marks is conveyed on the notice board. Hence there is absence of innovative ways of assessment which could create and test the creativity

of students. Students preferred internal assessment through the quiz, group discussion, poster presentation, activity based assignment, internship opportunity, peer reviews, etc. which could evoke interest in learning.

9. **Curricula**

   Students noted the over emphasis on theoretical knowledge in curricula. It only allows students to deal with the ideal type questions and ideal type solutions. At the level of practice there is lack of basic equipments. Teaching is aimed at passing examination. There is lack of qualified teachers and so on. Students suggested practical knowledge oriented curricula. Curricula should connect to changes happening in the society and the world. Students demanded a curricula with emphasis on practical knowledge, which could the difficulty of practical life.

10. **Teachers**

    On the qualities of a teacher students responded that the great diversity in terms of temperament, teaching style and communication exists among teachers. They said punctuality is important but a teacher who is liked most by students is a teacher who has a very good grasp of subject. On the role of a teacher they said that the teacher must be empathetic and passionate. He should not create the barrier between the students and teachers by being dominant..Teachers role towards student is: how to inspire a student? How to create confidence to a student? How to develop thinking capacity? How to develop the capacity to analyze? How to communicate? Mentoring role was emphasised more than the role of a teacher in classroom.

11. **Teaching methods**

    Teaching method is an area of dissatisfaction for students. The students pointed out that knowledge creation must be cultivated in a social place. Students noted that there are two components -intelligence and emotions -of the personality of a student. Former is much talked about in terms of intelligence, reason, critical faculty. The High stress and anxiety may be caused by difficulties due to economic hardships, conflicts arising in the family, high level of aspirations, various forms of abuses confronting a student, cultural and religious barriers and inability of a person to cope up with habits and attitudes of peers, teachers and demands and expectations of parents and the society. Students with high emotions may not find it congenial to concentrate on developing knowledge in academic subjects. New generation of students want that teachers should focus more on emotional intelligence. Emotional intelligence is usually pushed to the non evaluative co-curricular activities.

12. **Campus life**

    Students lauded the benefits of campus life in terms of multidisciplinarity, inclusive culture, plurality of values, security, centralised facilities, peer learning, etc. They noted that campus life should be free from petty politics leading to violence and indiscipline.

13. **Outcome-based education**

The FGD simplifies the understanding of outcome based education in terms of knowledge, its updation, confidence in the knowledge towards its application and soft skills that will help the student to work in the practical world. These four fundamental points are easy to grasp and if a teacher practices it in the delivery of a class, the outcome based education is indeed followed in spirit. However, if outcome based education is quantified and put in practice in mechanical terms, it would become highly complex and perhaps difficult to follow by a teacher.

14. **Employability**

Following reasons were given for the low employability of graduates by the students. Number of experienced teachers is declining. Students also do not have proper lab experience and practical knowledge which the employers are searching. Students fail to demonstrate their proficiency in soft skills and communication. Lack of international certifications is an important cause of low employability of graduates. Lack of internship opportunities and examination centric teaching were also cited as factors for the low employability.

15. **Internship**

Students noted that there are few internship opportunities in and around the college. There is no planning with respect to the internship. Internship does not form the part of the curricular structure in the majority of the universities. The period of internship is small and permitted during the vacations. They responded positively in autonomous colleges where the curricula allows the internship and colleges manage well the internship opportunities.

16. **Knowledge, Skills and Personality Development**

Students informed that the present curricular structure allows for 70% component of knowledge, 20% component of skill and 10% component of extracurricular activity for the personality development. Students demand was radical by suggesting a mix of 40% knowledge, 30% skill and 30% personality development component. The students preference may be a matter of debate, yet it needs discussion in policy circles.

17. **Discipline and Freedom**

Discipline is guided from the perspective of examination completion of syllabus and the students following a tight time schedule of academic exercises. Students noted that there should be a lot of freedom in the academic scheduling for experiencing many other opportunities during the college life.

INTRODUCTION

Higher education has been driven by the mandate of state as it represents the will of the people. So the generation and dissemination of knowledge is considered good for the advancement of the people and this was projected to be the functions of the University. It was always considered that the role of teachers in this advancement of knowledge is supreme. So teachers were considered the philosopher guardians of students, on the one hand, and the carrier of the will of the people under state funded public University, on the other. Hence the autonomy of teachers was also considered the natural privilege within University. No doubt, the autonomy was in many cases curtailed and controlled by the state through various policies whenever the advancement of the will of the people was interpreted by state in ways that it liked. There arose circumstances when autonomy of teachers was severely taken away. The functions of University, the purpose of knowledge whether to advance science or culture got its direction in this dialectical relation between the state and academia within University - between control and freedom.

What was the place of students in this whole movement of University in the passage of time? It was thought that a unity must exist between teachers and students. This meant that teachers must do teaching and research and in this unity of teaching and research, students should participate in cooperation with teachers so that the advancement of knowledge proceeds in an unrestricted manner. However, in terms of the architecture that University builds teachers become the important agency of the state and decides all the activities within the University to function. Hence teachers decide the curriculum and the transactions with the purpose to impart knowledge to the students which are to be assessed by the teachers. As the University grants degree to the students for the purpose of certifying the knowledge, teachers become the masters of students. The role of students is subordinated both in the process of broader governance and teaching learning processes. Do we understand students well? We presume that everything works in the interests of students. And, if there is doubt, we take the feedbacks from students and incorporate those feedbacks conveniently. Students are never taken as an active agency.

Why students are not an active agency? They're not considered active because they do not represent state directly. State is represented by administration and academic employees who are directly funded by the state and are, therefore, accountable to the state. Whatever is delivered to the students is decided by the state through its various policy directions and by teachers through its academic functions. However, I do not consider a knowledge enterprise to be flourishing if students remain passive agency. If we do not understand the level of satisfaction of students, their views and preferences and if we do not deliberate with them the agency of the students will remain subordinated to the power and knowledge of the state and academia. This I do not consider as happy state for the growth of knowledge as we do not know whether growth of knowledge is beneficial to the students and to the society, in general.

How will the students become an active agency may be a matter of debate? Students may not be equal partner in the administration and therefore students may represent in some capacity in the administrative bodies to present their voices. This is of course provided in the functioning of the universities formally, though not always granted in practice. However, its agency may be made more flourishing if there is a mechanism by which the academic practices allow the voices of students to be understood and represented in the decision making processes. If it is felt that knowledge generation process should benefit students; then in what manner it benefits the students need to be understood. It is for this reason that perhaps at a national level there is a need to understand students' satisfaction. It is important that the students views and preferences on some of the dimensions of governance and the teaching learning processes be understood.

This is all the more important because in the transition from the elite to mass higher education students are no longer a homogeneous entity. They represent various classes, castes, gender and geographical spaces. As a result, their interests may vary. Their needs may vary. Also the purpose and content of knowledge may vary. Under such variations it becomes important to know who want what? There may even be some times conflict which may be resolved only when we know what are the conflicting issues and challenges? Through the students satisfaction survey there has been an attempt to understand students points of view so that some policy directions may be made to address those challenges, even if they are not addressed fully.

In this changing scenario of higher education perhaps the importance of first generation learners have not been properly understood. There has been a category of Scheduled Castes, Scheduled Tribes and OBCs who have been given reservation in admissions. Thus at the entry level they have been given certain advantages over other general category. However, they have suffered in the University campus from various disadvantages right from issues relating to governance as well as teaching-learning process. In this context, the issue of first generation learners acquire more importance. Because the first generation learners suffer from those disadvantages due to social and cultural deficits which they carry from their own circumstances of deprivation. They may not have a level playing field at the entry point in the University. Hence any cognitive endeavour by the first generation learners may face challenges which non-first generation learners may not face. Is it therefore not essential that such disadvantages of the first generation learners be addressed through the policy? If students who are the first generation learners are not explicitly considered in its goals and functions of the University perhaps policies may not lead to social justice.

For example, it has been generally argued that University helps students in advancing cognitive ability in the upward mobility of students. However, for many first generation learners the understanding of University was very peculiar. They did not know how will the knowledge help them in the upward mobility? For them University has some aspirational value. They knew that someone had achieved something in terms of job, prestige and the reputation by going to the University. So they felt that University will somehow achieve the same for them. They may not have high motivation to acquire more knowledge as having certain aspirations to be fulfilled in the University. Only when they come to the University they realise that the social space has

provided them the opportunity to realise their potential which remain unexplored. In this social space for them the way the peers and the teachers help them to realise the potentials help them to discover something new. Hence University is not simply a space that is concerned with teaching-learning process within class. It is much more important how things work out for them out of the class. In this context the extra-curricular becomes much more important. An important message derived from the students satisfaction survey is that a space within the class is important but the social space of interacting with the books, peers and teachers is of no less importance.

This is what was reflected in the focus group discussion on the transitional experience from school to college life. The college life was the life of freedom that provided them the opportunity to do this or that. It was a life where many decisions did not require parental counselling. A student said that he wanted to fight for student union election so he fought for it. Another student said that she rediscovered herself through the music and dance. All of them said that it is a completely new experience from the school life. There is no six hour continuous classes. There is time in between classes to go to the library or to engage in discussion. Dissatisfaction was shown wherein college administration for some reason or other engages students for almost six hours continuously. In all such activities during leisure there is a lesson to be learned which unconsciously motivates and gives a direction to the thinking process. An important point that came out of the focus group discussion is that a college cannot be isomorphic in its structure and functions. The support system for a weak agency differs from the support system of a strong agency. Hence there is the need for differentiating between the two. There may be a college where there are weak agencies that need support system in terms of facilities, activities and mentoring role of teachers such as cheap transport, deep engagement, flexible timing, English lab, remedial coaching, vocational programmes, scholarship, sports and canteen facilities, mentoring by teachers which will help the low agency students to flourish.

During focus group discussion in conducting the student satisfaction survey the issue of language came to the fore. There were colleges in which students were all from lower social and economic backgrounds. There were also colleges in which students were from backgrounds - lower as well as middle. The issue of regional vs. English language was prominent in the case of colleges where students were from lower socio-economic backgrounds. Most of them studied school education from the regional language. This suffered from a peculiar dilemma in colleges during their studies. If they continue to study in a regional language their upward mobility for higher studies or for jobs in a better market will be low. They will be subjected to a lower quality of education due to the absence of high-quality text books in a regional language. If they prefer to study the subject in English language they will be in an advantageous position. For them the challenge was to overcome the language barrier. In a mixed college scenario where students were from lower as well as middle class backgrounds they also suffered from various learning difficulties due to language barrier amply demonstrated during the focus group discussion. Those who were from English background were unable to connect with peers from regional language background and vice versa. There was also a peculiar dilemma with the teachers whether to conduct the classes in regional or English language. Of course the problem was not so much in

colleges where students mostly belonged to the middle and higher socio-economic backgrounds. The study in English is commonly accepted by students as well as teachers.

In the policy discourse in higher education perhaps the issue of language is not sufficiently understood in terms of the dilemma that both the students as well as teachers face in the classroom. One important intervention relates to the translation of books in the regional language which has also suffered from inadequate attention. How to face the dilemma of bilingualism is still an unresolved proposition which came to the fore and the suffering of students on this account was highlighted in the focus group discussion with the students.

There were students who argued that developing English as the language and its wider acceptance in the world has opened the gateway to knowledge. Therefore, they argued that why can't regional language be developed by the governments of both -centre and the states-to open the gateway to knowledge. This will equip students to advance local knowledge through the regional language. The local knowledge may challenge some of the hypotheses which has come through the lens of European understanding in European language. However, the practical reality is otherwise. It is this practical compulsion that was reflected during discussion with the students. To the surprise of many, many students who studied in the regional language during school education opted in favour of developing their communication ability in English for the better job as well as higher studies prospects. They gave concrete suggestions in this regard.

In the transitional experience to college majority of students seek education as a source of aspiration to achieve better quality of life. During this period the whole process of rediscovering oneself in interaction with peers and teachers assume great importance. Students noted that a structural facilitation by the college and the process through which facilitatation is made in interaction with peers and teachers and to explore the potentialities supporting the agency of the students has relevance to which different colleges must respond by looking at the agencies of the students. In this whole process, it was noted, language is a barrier. Colleges need to facilitate students to overcome language barrier with the adequate support from the government.

The barriers are many fold if we consider the situation of students coming from low income groups and particularly students who are the first generation learners. They are in the institutions of higher education in large numbers. In our sample of over 10,000 students, 44% of students belonged to the first generation learners. The NSS 71st round survey on education puts the figure at 46%. The first generation learners come from a rural background. Most of them are from government schools with inadequate facilities in the rural area. They travel long distances to attend colleges. Many of them have to support their families by earning. In terms of father's occupation they may have a small business, they may be a small shopkeeper, a driver, a railway employee, an ex-army man or a daily worker. They undertake to study arts subjects. Many girls students are anemic and have feeble voices. They are also under prepared at school level of education to pursue higher education. We do not know whether they are adequately nourished. We do not know under what mental stress or anxiety they have come to the college. Dr. Mani

Madhavan conducted a survey in his college and informed me the following features of first generation learners:

Box 1:Mani MadhavanPoints on First Generation Learners

1. The first-generation students are from BPL family
2. Don't have proper guidance.
3. The problem of expressing ideas
4. Hesitate to ask questions
5. Most of them don't have appropriate parental care
6. Poor basic knowledge
7. Poor self-image
8. No hygiene practices
9. Non-availability of nutritious food
10. Don't have a focus on their plans
11. Poor communication in English as well as in the local language.
12. Don't know about the available options
13. Poor self-discipline
14. Not sincere in studies
15. Good at their heart.
16. Want to grow in life but not interested in taking initiative
17. Fear of failure and not willing to take challenges
18. Not willing to travel
19. Not ready to work in faraway places.

Do we have understanding of how do they adapt to the standardised curriculum which is served by the top of the administration to the college? Do we know sufficiently enough what are their learning difficulties? Many of them, it was noted during the discussion, are slow learners as they do not adequately follow their lectures by the teachers. It is important to understand their fears, silence and powerlessness in the whole system of higher education. How much do we know how the rigour of knowledge in the multidisciplinary liberal education, as suggested in Draft Ntional Education Policy, 2019, is confronted by the first generation learners? Perhaps the failure rate is very high amongst them. Those who pass out may have cumulative deficit which may not help them to fetch a job in the labour market. There were a whole set of questions that came up during the focus group discussion with the students of colleges.

Is there not a complete policy vacuum to deal with the challenges of first generation learners? The policies look at an idealised and standardised setting. They have students in mind who are properly educated at the school level of education and who are prepared to join higher education. The curricular reform, pedagogy and method of assessment is aimed at those standard students which is unsuitable for the first generation learners. There is not even a discourse in higher education on how they have to be dealt with? There is of course few research studies on diversity

and discrimination[1]. However, their teaching learning experiences are put at the margins. As a result, teachers and administrators do not know how to deal with the situation? There is no denying the fact that at the local level they do confront them and make attempts to solve them. The focus group discussion highlights students' voices and their concerns. Some simple, doable suggestions were made by them. However, there was a great appeal by first generation students to address those concerns by the policy makers.

The first generation of students are slow learners and have learning difficulties. They find it difficult to adjust with the standard curriculum and syllabus and the pace of learning necessary in a semester system. Understanding of lectures by the teachers is one of the main difficulties of students. Students reported that 40 to 60% of the lectures is understood by the students. In the absence of adequate support mechanisms students fall back upon the text books. However, in the absence of a good textbook in regional language students fail to have grasp over the subject. Some colleges do have doubts classes where students go to clear doubts. The students reported that teachers are in great hurry to complete the syllabus. They informed that severe shortage of teachers is the main reason for hurried approach to complete the syllabus and non-occurrence of tutorial or doubts classes. So far as advanced knowledge is concerned they fail to grasp the subject as many ad hoc teachers teach them without specialised knowledge though this argument may not be generalised for all higher education institutions. Many students fall back upon the self study. However, time for self study is difficult to find as they have to support the family as well through the engagement in family activities of different kinds. They also fall back upon online resources available to them. Here they find it difficult to choose online resources which are relevant from the point of view of syllabus. Peer group learning is not very much prevalent. The use of library is not very frequent for various reasons - lack of motivation,, inadequate seating space, shortage of books and inadequate management of library. It was important to note that, according to them, colleges mainly manage the knowledge component and pay inadequate attention to the emotional component. Managing the emotional component was emphasised because the first-generation students suffer from fear, lack of confidence, communication, initiative, self-discipline, stress and anxiety. It is important to note that they may be highly challenged on account of emotions but they do have hidden talents which need to be explored and demonstrated. I have pointed out various facets of slow pace learners, difficulties and their suggestions. At the institutional level much effort needs to be made by the teachers, administrators and the policy makers.

Students' satisfaction survey is an important instrument to understand the ground level reality from students. University Grants Commission initiated academic reform almost 10 years ago by introducing semester system, choice based credit system and internal assessment. The purpose of academic reform was to introduce greater engagement and accountability upon teachers. It was anticipated that the academic reform will improve the level of learning of students. Are therefore students feel satisfied with the academic reforms? This is an important question that needs to be understood.

Semester system is ideally useful as opposed to annual system. Annual system imposes the burden of examination at the end of one year cycle and students feel loaded with the contents to remember for the end year examination. The focus group discussion conducted in overcrowded colleges in Dhanbad in Bihar noted that there is a serious shortage of teachers. Hence course is not completed as per the curricular design of a semester. Students feel harassed with the University governance due to delay in examination as well as declaration of results. Such delays as well as non-completion of syllabus deprive the students of the benefits of semester system. Finally, students fall back upon self study and take recourse to coaching. With respect to the choice based credit system students noted that curricular structure allows the choice of subjects which is not available in the reality due to the serious shortage of teachers. In many Universities and the curricular making process under the credit system took long time for its introduction. They also noted that University makes frequent changes in the number of credit. They also noted that there is no rationalisation of credit allotted to some of the papers. As a result students sometimes opt for easier courses having large credit weightage. In this process they have evaded the difficult subjects having less credit weightage. In many unitary discipline colleges there is hardly any choice. Grading system is also an important component of academic reform. However, it was noted that there is no uniform grading. It differs from colleges to colleges and from university to university. There has hardly been any compliance of UGC suggestion with respect to the grading. In many colleges grades are not awarded. They simply follow the numerical marks which is then converted into grades. There were also complaints of students regarding internal assessment. Students were found to be stating that teachers due to the heavy load of teaching choose easier option of internal assessment. They also do not provide any feedback. Hence the advantage is hardly derived.

There is no denying the fact that academic reform has been introduced in different colleges for optimising the level of learning to the students. In some colleges there might have been better implementation. However, in some colleges implementation suffers from problem due to shortage of teachers, mismanagement in governance, inadequate understanding of academic reforms process and inadequate training to the teachers on curriculum, pedagogy and assessment.

Curricular reform is central to the teaching-learning process. It needs urgent attention in the University. Focus group discussion conducted in different colleges in Jammu, Goa, Haryana and Coimbatore pointed towards a complete new direction of the curricular reform so for not given attention by the policy makers or subject experts. There has been traditionally emphasis on the disciplinary knowledge. Later on skills component was emphasised to be a part of the curriculum. The national education policy draft, 2019 puts emphasis on multidisciplinary approach for advancing the knowledge. The students noted that so far as the knowledge component is concerned an emphasis on theory needs to be limited. They noted that teachers teach theory through the lecture mode. This is mechanical and boring. The students pointed out that curricular structure should revolve around practical knowledge. They also differentiated between the skill and practical knowledge. A skill building is also some sort of knowledge taught in the laboratory. Having knowledge of certain skill does not imply that a person will be able to

get a job. In the world of practice situations very and even an educated and a skilful person may not understand the variable world of practice. They may fall back upon job syndrome. On the other hand, the gain of practical knowledge will help a person to confront the challenge of a varying world of practice.

Students were of the view that if a curricular structure enables students to go to the world of practice and learn by experiencing the world through the activities, students will gain the practical knowledge. In this scenario students will not be the job seekers after graduating. They will be the job creators. They will be confident of actually undertaking activities as practical knowledge helps them to understand the world better. It is for this reason that internship for a semester or two was much preferred by them. However, internship should be well designed and intern opportunities should be searched by the college. It is during the internship that a student will explore a world of his own actions. Theoretical knowledge should only help a student to understand the ideal world and in this sense theoretical knowledge is complementary to the practical knowledge.

Another important point relates to the composition of knowledge, skill and personality development. Students were of the view that theoretical knowledge should have a weightage of 40% and practical knowledge in the place of skill should have a weight of 30%. 30% weight should be given to the personality development. Curricular structure should be such that with the above weightages all components should be attended. This is a remarkable point as the present curricular structure gives emphasis on the component of theoretical knowledge. There may be disagreement of subject experts on the weightage given to different components. Many examples were cited by the students in support of higher weightage given to the personality development component.

Outcome based education is one of the latest curricular reform strategy of the UGC. As per the strategy defined outcomes will help in curriculum planning and development, and in the design, delivery and review of academic programmes. Students were quick to define the outcome based education in following terms:

1. Understanding the concepts, not through the mugging up a formula but in terms of logic, exposure and demonstration

2. Updating knowledge to the newer systems of machinery, programming and the latest developments in industry

3. Developing a confidence to handle machinery and tools and be able to take decisions in resolving the problem relating to machinery

4. Acquiring soft skills as well as managerial abilities to deal with the new architecture of industry

It was further noted that outcomes should not be seen in terms of culmination or consequences. It should be comprehensive. Comprehensive outcomes include actions undertaken, agencies involved, processes used etc. along with the simple outcomes in terms of marks obtained. In other words, how do institutions of higher education develop capabilities by focusing on process and agencies involved assumes significance?

Every institution which shows the resolve to make institutional reform must undertake an exercise to understand the students preferences, views and difficulties and accordingly plan for institutional reform in terms of agentic understanding, relational change between teachers and students and environmental change within an institution which promotes students capabilities through broadening the choice for students. UGC approach to curricular reform based on learning outcome is a transcendental idea that assumes that actual realization of learning outcome will be achieved if institutions follow the curricular reform as per the document. At the level of practice, any curricular reform is bound to fail due to institutional variation in terms of learner, class size, teaching method, assessment practice, teachers preferences, environment of a college and so on.

STUDENTS SATISFACTION SURVEY: RESULTS FROM GLOBAL, COUNTRY WISE AND INSTITUTION SURVEY

Many countries in the western world including the USA, UK and many European countries, China (Macau University, Taipei), British Columbia (Canada) have the practice of conducting annual surveys in their universities and colleges and even in their hostels/halls of residence (as in LSE, England) about student satisfaction. SSS is conducted with students of regular courses as well as of students of distance education courses and international students in a university or a college. In many cases, the focus of SSS is more about the quality of academic life and learning and it is collected from former students. But, it is equally widespread that the focus covers both academic, co-curricular and extra-curricular and social life and physical facilities, and it is collected from current students, and on annual basis.

Students are considered to be the "primary customers" of a University, even before they were liable for the payment of "up-front" tuition fees, as they are the direct recipients of the service provided. Hence, the Higher Education Funding Council for England (HEFCE) has introduced a National Student Survey. Institutions increasingly recognize that HE is a „service industry" and that they therefore need to place greater emphasis on meeting the expectations and needs of their customers i.e. students.

Education is becoming much more of a "product" with varying customers and stakeholders, and what the latter now demand is satisfaction and value for money (Global Student Satisfaction Awards, 2019; Kaur, 2015; Ali, F. et al., 2016; Malik, M. E., Danish, R. Q. & Usman, A., 2010; IM Salinda Weerasinghe. et al. 2017).

The intense competition in today's educational market leads universities to adopt a market orientation strategy in order to differentiate their offers from those of their competitors. They need to be aware of and understand their target markets (i.e. students), assess the target market needs, adapt their offerings to meet those needs and enhance customer satisfaction. The results have a strong impact on the image, and image has a strong impact on attraction and retention of students, and poor retention may have adverse effect on funding of the institutions by the Government and Funding Bodies.

Even in a non-market situation and where HE is viewed as a public sector, SSS is equally relevant. Education is a social sector with public funding. Public expenditure needs to be justified because public pays for it through direct and indirect taxes. In the present stage, tax

payers are becoming conscious about the value and utility of their money. The government and universities must know how well they are doing with respect to education. Studies of student satisfaction can provide important clue to the system performance (IGNOU).

An important rationale for student satisfaction in the context of global education is to attract students by examining whether institutions are serving diverse student population. Report of Global Student Satisfaction Awards (2019) examines the results of a global survey on levels of student satisfaction across different countries and focuses on ten custom regional clusters. The analysis describes the data collected from more than 45 thousand reviews coming from both domestic and international students, covering over 209 nationalities and reviewing higher education institutions in over 151 countries. Overall, students around the world report being very satisfied with their study experience, with an average reported student satisfaction score of 4.21 on a scale from 1 to 5. Master's and PhD students reported higher levels of satisfaction than Bachelor's or Short courses students. Unsurprisingly, older students also reported higher levels of satisfaction than younger students. What was interesting was that international students reported being more satisfied with their study experience than domestic students, as students often cross borders for education in order to access a better-quality education than the one provided in their home country. In addition to overall satisfaction with their study experience, students also rated their experience high in terms of admission process (4.05), student-teacher interactions (4.00), quality of programme (3.99), student diversity (3.95), quality of student life (3.93), career development (3.93), level of difficulty (3.93), campus infrastructure (3.88), with a few points of improvement as well with regards to the cost of living (3.64) and scholarships and funding (3.55).

RESEARCH METHOD: SURVEY PROCESS AND METHODOLOGY

Survey Process

Students' Satisfaction Survey (SSS) is a planned activity with the planning and survey design approved in the first NRCE Advisory Committee on the 13 February 2018. The roadmap consisted of the following activities.

1. **Questionnaire development in the workshop:** As per the objectives of SSS, Principals and teachers from all categories of institutions from all over India were invited in a workshop on 18-20 July, 2018 at NIEPA. After brainstorming with the participants (22) on the objectives of SSS the online model questionnaire was developed for pilot testing.

2. **Pilot Testing:** The Pilot Survey was conducted between mid-August and mid-September, 2018. It covered 507 students. Based on the Pilot Survey data, conducted by 20 institutions, a brief report was prepared and shared with the NRCE Advisory Committee on the 20 October 2018. The committee made suggestions to upscale the survey to cover over 10000 students from all India with an appropriate sampling of institutions. It suggested the final questionnaire development in a workshop mode. It further suggested to conduct the focus group discussion to have in-depth understanding of views of students alongside the satisfaction.

3. **Finalization of Questionnaire post pilot:** Towards this end, the Model Questionnaire used for the Pilot Survey was thoroughly revised with the help of small core group during 29-30 November, 2018. The idea was to place it in the Workshop of Institutional heads, to finalise it with their experience, and thereby lend their ownership for SSS. The Workshop of Institutional Heads was organized on 10-11 December, 2018, and was attended by 39 participants. The Workshop scrutinized the Model Questionnaire and finalized it with revisions especially related to students' perception of the issues and problem they faced. The final questionnaire is given in annexure 1

4. **Sampling:** The sample frame consisted of students from all India higher education institutions. It was decided to choose two states randomly from North, South, East and west regions. Within each state two universities and 10 colleges were to be selected randomly. From each institution of higher education 80 students will be selected randomly to have a sample of approximately 10000 students. It was ensured that the institutions selected will be from arts, science, commerce, engineering disciplines and students will be from all levels of education, undergraduate as well as postgraduate. This was an ideal sampling process and the size for the conduct of online survey. However, in practice, there were few non responses and

more institutions were covered. The list of institutions which finally were the part of sample from where students participated in the online survey is given in annexure 2. The sample institutions for the focus group discussion was selected from the institutions where the online survey was conducted. The list of institutions where the focus group discussion was conducted is given in annexure 3.

5. **Implementation Design:**
   (i) Selection of Co-ordinators: Those who participated in the development of questionnaires were requested to be the co-ordinators of the university. The responsibility was to conduct the online survey in the university and co-ordinate the survey in the colleges with the help of college co-ordinators. The formal letter was issued to all the institutional heads in this regard.

   (ii) Translation of questionnaires: It was requested to translate the questionnaire into regional languages. However, the translation could be done in five regional languages and it was expected that co-ordinators will help students clarify any doubts while filling up the questionnaires.

   (iii) Guidelines: Guidelines for online survey and focus group discussion were prepared and circulated to all the institution heads so as to confirm the collection of data as per the guideline.

   (iv) Collection of Data: The online survey was finally conducted with the help of co-ordinators and the team from NIEPA was also presentin some of the online surveys. The online survey was completed during May - August, 2019. During the same period the focus group discussion also took place in select institutions by NIEPA research team.

6. **Data Entry:** As the online questionnaire was served, it was pretty easy to control the data which was collected in the excel sheet. Data was transferred to the SPSS for the analysis.

7. **Analysis of Data:** The data collected through the online survey was tabulated. The satisfaction index was constructed by assigning the value of satisfaction to the distribution of students in different level of satisfaction. The satisfaction co-efficient was further divided into areas of higher and lower satisfaction throgh the mid value segregation. The areas of lower satisfaction of students emerge as challenges to be addressed.

Survey Methodology

Of foremost importance is the rationale, philosophy and the objectives of the research. The rationale is derived from the understanding that policy, governance, teaching learning, financing and all other activities in higher education is generated to give the satisfaction to the students. Hence an important rationale of survey is to understand the satisfaction of students from the

higher education institutions as students perceive it by participating in different activities. It is also important to know the views and preferences of the students as they are important stakeholders of higher education system. The philosophy to conduct the student satisfaction survey is guided by an anthropocentric approach to education[2]. It means that students are at the centre of the educational experience. Students undergo educational experience with a view to achieve their well being the way they plan. The role of a teacher is to help shape the life plan of students. It is, therefore, important to understand who the students are? What is the social, economic, cultural background of student? What is the language of communication in family, friend circle and school or college? Where did he study in school? Was it a government or private school? What is the family background? Whether student generation is first, second or third generation learner. What is father and mother occupation? What is the status of his family in society? What is his understanding of values, morality, faith, etc? How many siblings are there? How many are studying in school or college? Their satisfaction, views and preferences are embedded in the social, economic and cultural environment in which they live. Guided by rationale and philosophy of satisfaction survey the following objectives guided the survey.

Objectives of the Student Satisfaction Survey

It is expected to provide accurate information for the higher education system which is responsive to students.The objective of Survey are:

1. To understand the students' satisfaction and points of view on some important parameters
2. To identify the areas of lower satisfaction
3. To analyse issues and challenges of higher education from the students perspective
4. To recommend policymakers, teachers, administrators to address the challenges of higher education and maximise satisfaction to the students

Survey Questions

To meet the above survey objectives there are following survey questions for the analysis

1. To develop an understanding about social, economic, educational background of student.
2. To analyze the satisfaction of students from college life
3. To understand the expectation of student about the role of teacher, teaching methods, assessment, curricular changes, campus life, governance, graduate outcomes, employability and capabilities
4. To understand students' awareness of policy
5. To recommend the desirable changes in higher education from students' perspective

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[2] In terms of capability approach advanced by Sen Amartya (2009) and Nussbaum M (2011) if the aim of higher education is to develop capabilities of students then teachers should well understand who the students are and how freedom of opportunities help them shape the achieve the well being of students?

Methods of Data Collection

Online survey: Online survey was conducted through the questionnaires. Questionnaire were designed and developed in two rounds of workshops. After the first workshop the pilot survey was conducted and the questionnaire was further developed in the second workshop based on the feedback of the pilot survey. A detailed guideline to the heads of the institution was issued for the filling up of questionnaire by the students.

The information obtained from the online survey of 10295 students was analysed. An important question is whether the results of the online survey can be generalised to the higher education system in India. How far are the results authentic and reliable? Is the sample size sufficient for this? It may be noted that even if the sample size is large, the reliability and the authenticity of the results depend upon the respondents filling up the questionnaire. The level of satisfaction reported on the scale is itself dependent upon the subjectivity of an individual. The subjectivity is guided by the environment and the circumstances in which the respondents live. For example, the value of satisfaction quotient over the mean value was noted indicating a rather high level of satisfaction by the students in spite of the fact that field situation may not be that satisfying, at least in the eyes of many experts. The literature suggests that satisfaction may be high even under unjust conditions as a result of ignorance.

Hence I would like to say that the absolute value of satisfaction quotient may not be taken that seriously. However the values help classifying the areas of higher and lower satisfaction. Thus satisfaction analysis has been undertaken and interpreted in a relative sense. It is in this sense that the results of online survey can be generalised for the higher education system in India.

Focus Group Discussion

Focus group discussion along with the online survey is the strategy to understand students' experiences and their views on certain significant points. The objective of FGD is to understand students' experiences, preferences, attitude, views on various aspects of higher education. The discussion is aimed at knowing something beyond numbers. It should be focused on one important question to know the mind of students in some depth. FGD was conducted by visiting institutions. The following guidelines were kept in mind while conducting the focus group discussion.

1. Selection of students: The number of students for a FGD should be 10 to 15. Students so selected should be chosen from across different years/semesters and different disciplines/subjects. There should also be representation of both men and women.
2. A suitable place and peaceful surrounding should be ensured.
3. Before conducting the FGD we should ensure that audio equipment or a mobile phone is sufficiently charged for recording.
4. The duration of FGD should be between 60-90 minutes.

5. FGD should revolve around one central theme and related questions on the theme, and responses so collected may be analyzed
6. First round of response may contain answers out of which few more questions may be posed further by the teacher to know in depth
7. Discussion so generated should be well moderated by the teacher so as to ensure participation of all
8. Moderator/teacher should take notes during discussion
9. Notes are data on which an analysis was built.

How far the results of the focus group discussion are reliable and authentic? How is the positional objectivity maintained in the analysis of the focus group discussion? With respect to the reliability and authenticity it may be noted that the analysis pertains to the views of the students in a particular institution. Effort was made to sensitise the students about fearlessly talking to the Moderator of the focus group discussion. In general, college authorities and the teachers were not permitted during the focus group discussion so as to reveal the information as accurately as possible. While the analysis under the focus group discussion cannot be generalised, they speak of the larger reality that exists, notwithstanding the differences from one institution to another and differences in students from one institution to other institution. It is with this understanding that the analysis of the results can be understood. For example, students revealed that there are slow pace learners and there are learning difficulties. This statement cannot be generalized. However, this is the larger reality that exists and it cannot be denied.

SAMPLE DESCRIPTION

The Online Questionnaire was served in the institutions during April to August in 2019. There was a target of reaching 10,000 students. By the end of August 2019, there were 10,295 students' responses. 60 % students were from Government and 40% students from Private Institution. 87% Students were from the college and the rest 13% were from the university departments. The representation of students was from all the regions of India. In the sample 46% students are from general category. OBC represents 23% and SC and ST represent 21 and 10% respectively. Religion-wise the distribution of students is as follows. Hindus and Muslims represent 82 and 7% in the sample. All other religions such as Sikh, Christian, Buddhist, Jain and Others represent 11% in the sample.

Discipline: The distribution of students by discipline is given in the Pi-chart. The sample is well represented in terms of enrollment at all India level. Arts, Science, Engineering and Technology, IT and Computer and Commerce represent 24, 19, 24, 10 and 8 percent in the sample.

Figure 1
Distribution of Students by Discipline
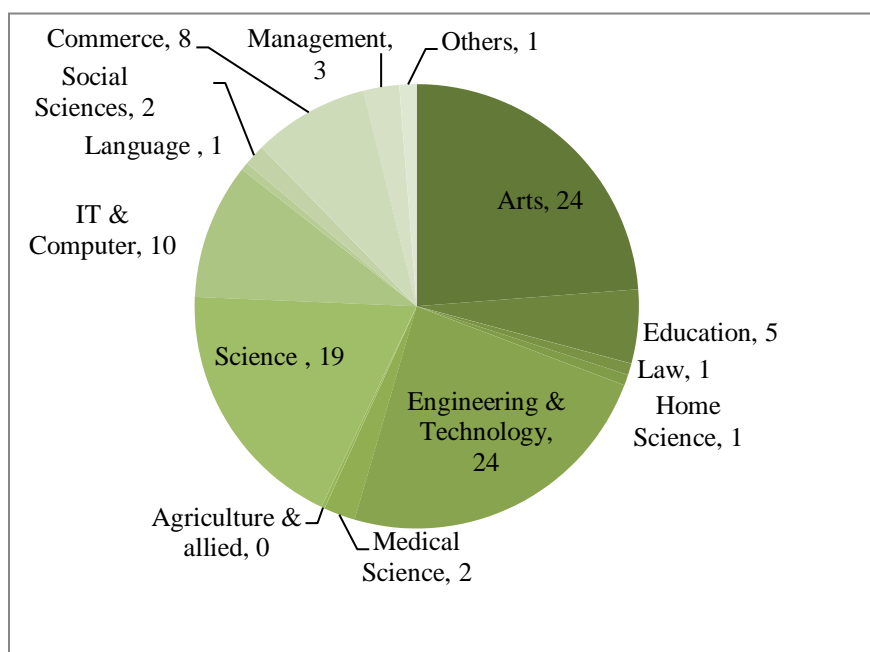
Fees: It will be interesting to look at the distribution of students by fees categories. 11% Students pay fees less than Rs. 2,000 per annum. 18% students pay fees less than Rs. 5,000 per annum. 23% students pay fee in the range of Rs. 5,000-10,000 per annum. On the other hand, there are 10% students who pay fees above Rs. 1 lakh and 16% students pay fees in the range of Rs. 50,000 to 1 lakh per annum. It shows a highly unequal fee structure in the higher education institutions.

Figure 2
Distribution of Students by Different per Annum Fees
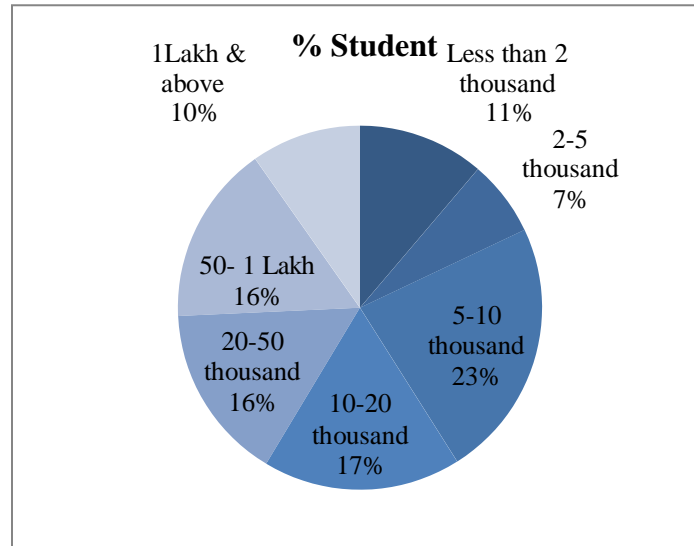
However, it is important to note that the estimated average fee paid by a student is Rs. 31,987 per annum in the sample. There is not much difference in the fees being paid by the general, OBC and SC students. The general category student pays average fee of Rs. 36,316 whereas OBC and SC category students pay average fee of Rs. 30,109 and Rs. 30,847 respectively. The ST student pays average Rs. 18,521 per annum. The average fee paid by Hindu student is Rs. 33,259, by Muslim student average fees isRs. 24,707 and Buddhist student is Rs. 13,965 per annum.

Furthermore, the sample presents the following differentiation with respect to the fees in the government and the private institution of higher education. A close perusal of the table shows that maximum percent of students are in the higher fee range in the private institution. The average cost of higher education in the government college is Rs. 15,657 and the average cost of higher education in the private college is Rs. 56,627. Both within government as well as the private institutions there are large variations in the cost of higher education for the student. For example, in the government institutions 6% students pay fees above Rs. 50,000 and 59% students pay fees below Rs. 10,000 as opposed to 56% and 14% respectively in the private institutions.

It would be also interesting to see who are paying fees of different amounts in institutions of higher education? In terms of the level of education amongst students whose father is illiterate the maximum 25% pay fees in the range of Rs. 5-10 thousand. A substantial percent, 29%, pay fees above Rs. 20,000 per annum. Amongst students whose father is primary educated the maximum 24% pay fees in the range of Rs. less than 2000 and Rs. 5-10 thousand each per annum. A substantial percent, 26%, pay fees above Rs. 20,000 per annum. On the other hand, Majority of students whose fathers are graduate and above are affording to pay fees above Rs. 20,000 per annum. It is important to note that modal fee category is Rs. 5-10 thousand for all

categories except the highest one. If the father level of education is post graduate, the modal category of fees is Rs. 1 lakh and above.

Maximum percent of students, 49%, whose father's level of income is less than Rs. 5 thousand per month are paying fees below Rs. 5 thousand per annum. Only 27 %, students whose father's level of income is in the range of Rs. 5 - 10 thousand per month are paying fees below Rs. 5 thousand per annum. On the other hand, if the income level of the father is going up then they are paying fees in higher ranges. The modal category of fees is Rs. less than 2 thousand for income range of Rs. 5 thousand and less per month. The modal category of fees is Rs. 5 - 10 thousand for other income ranges, except the highest one. The modal category of fees is Rs. 1 lakh and above for the highest income category.

Table1 Distribution of Students by Father's Level of Income in Different Fees Categories

Fees/Income	1. Less than 5 thousand	2. 5-10 thousand	3. 10-20 thousand	4. 20-50 thousand	5. 50 thousand & above
1. Less than 2 thousand	34	17	11	7	3
2. 2-5 thousand	15	10	6	5	3
3. 5-10 thousand	22	28	23	24	17
4. 10-20 thousand	11	18	21	18	16
5. 20-50 thousand	10	12	16	19	17
6. 50- 1 Lakh	7	12	18	17	20
7. 1Lakh & above	2	4	4	10	23
Grand Total	100	100	100	100	100

Level of Education of Parents: It is important to understand the family background of students in terms of the level of education of parents. In terms of the education of father we observe that almost 40% of students' father had education upto school level. 38% of father of a student had education above secondary and up to graduate. In terms of the education of mother we observe that almost 58% of students' mother had education upto school level. However, 30% of mother had education above secondary and up to graduate

Table 2 Distribution of Students by the Level of Education of their Parents

Levels of Education	Father (%)	Mother (%)
Illiterate	4	10
Literate but up to Primary	11	16
Above primary & up to secondary education (X Class)	29	32
Above secondary and up to graduate	38	30
Post Graduate and above	16	10
Not Applicable	2	1
Total	100	100

It may be noted that among general category of students only 36% of students' father had school level of education. OBC, SC and ST students' father had 49, 53 and 57% school level of education. If we define the first generation students as those whose level of education of father is school education only then we find that over 50% of students belonging to OBC, SC and ST categories are the First Generation Learners (FGL). The literature shows that first generation learners suffer from social and cultural capital to support their studies in higher education. It has also been found that the first generation learners suffer from economic capital to support higher education. From the sample it was found that the 74% illiterate father has income less than Rs. 20,000 per month, 75% primary class educated father has income less than Rs. 20,000 per month and 58% secondary class educated father has income less than Rs. 20,000 per month

Amongst those students whose father is illiterate 41% is unemployed and 30% is self-employed/Business. Only 9% are in Government job. Amongst those students whose father is primary graduate 23% of them are unemployed and 39% are self employed. Only 13% are in Government job. Amongst those students whose father is secondary graduate 11% are unemployed 42% are self employed and 25% are in Government Job and students whose father's education is graduate 5% are unemployed 33% are self employed and 38% are in Government Job. Therefore, the higher level of education of father entitles the father to be the Government employee. Those whose father is less educated are quite vulnerable as either they are not employed or they areself employed or in business.

Table 3 Distribution of Level of Education of Parents by Nature of employment

	Illiterate	Primary	Secondary	Graduate	PG	Not applicable	Grand Total
Government	40	151	746	1494	848	73	3352
Private	56	232	548	824	382	15	2057
Self-employed/ Business	135	458	1233	1290	295	11	3422
Not employed	182	271	335	184	41	26	1039
Not applicable	35	54	96	131	38	71	425
Grand Total	448	1166	2958	3923	1604	196	10295

58% Students whose fathers are illiterate earn less than Rs. 10,000 per month. 53% Students whose fathers are primary educated earn less than Rs. 10,000 per month. 33% Students whose fathers are secondary class educated earn less than Rs. 10,000 per month. As the level of education of father goes up, the earning also goes up. For example, if the father of a student is graduate, 60% earn more than Rs. 20,000 per annum. If the father of a student is post graduate, 79% earn more than Rs. 20,000 per annum. Hence, higher the level of education of father higher is the monthly income of the father.

Table 4 Distribution of students by Income and Level of Education of their Fathers'

Father's Income	Illiterate	Primary	Secondary	Graduate	PG	Not applicable	Grand Total
Less than 5 thousand	26	19	10	5	2	7	881
5-10 thousand	32	34	23	12	6	11	1797
10-20 thousand	16	22	25	18	9	8	1963
20-50 thousand	11	15	25	35	33	6	2883
50 thousand & above	3	5	9	25	46	3	2062
No Income/ Not Applicable	11	6	6	6	4	66	709
Grand Total	100	100	100	100	100	100	10295

From the information given in table 4 we can also develop some understanding about the affordability of higher education even if students are accessing higher education. For this we may have to choose some norm. Assume that given average level of fees per annum at approximately Rs. 32000 it will be unaffordable to pay fees for the income range below Rs. 10000. On this assumption 58% of illiterate father cannot afford higher education for his son or daughter. 43% of primary educated father and 33% of secondary educated father cannot afford higher education for his son or daughter. Hence for the first generation learners there is also economic barrier to higher education. For non first generation learners economic barrier is considerably less.

If the father of a student is illiterate, 50% of them belong to SC and ST. If the father of a student is primary educated, 46% of them belong to SC and ST. If they are secondary educated, 33% of them belong to SC and ST category. If, on the other hand, Father of a student is graduate 51% of them belong to general category and if the father of the student is post graduate, 60% of them belong to general category. This also shows that level of education of father also affects the social composition of students.

Table 5 Distribution of students by Social category and Level of Education of their Fathers'

Social Category	Illiterate	Primary	Secondary	Graduate	PG
1. General	29	28	41	51	60
2. OBC	22	27	26	23	17
3. SC	29	30	23	18	17
4. ST	21	16	10	8	6
Grand Total	100	100	100	100	100

It may be noted that out of those who are fist generation learners in our sample, 25% are from SC and 13% from ST category, 37% from general and 26% from OBC.

ANALYSIS OF RESULTS

Understanding Satisfaction: Limits of Satisfaction Quotient

Michael Cholbi (2018) notes "Feminist philosophers, for example, have observed that there is something amiss about taking desires that women sometimes form when acculturated within sexist or misogynist societies as the basis for subsequent policy choices. Imagine women in a sexist society who (for example) are denied access to higher education. It would not be surprising to learn that many women in such a society in fact have little desire for higher education, so that its being denied them would not feel, under these conditions, like a deprivation." The point to note is that if women have been socialized under unjust conditions and if their desires are shaped accordingly, it does not mean that their desires cannot be challenged. The desire under unjust conditions may be the result of ignorance. It may also be result of lack of courage to undo the unjust condition and hence adapt the preference structure to it.

Nussbaum, M. (2000, 2001) notes many such examples of adaptive preferences under which women adapt the preferences for maintaining status quo and remain under circumstances of perpetual injustices. She notes that remaining in abusive marriages believing that such abuse is part of women's lot may be quite common. Similarly, a willingness to tolerate a lack of clean water supplies may be observed among people living in slums. There are female laborers who may be willing to accept wages below what members of another gender receive for the same forms of labor. Amartya Sen explains how inequality between men and women which is socially constructed leads to the loss of lives of women although biologically they tend to live longer. Amartya Sen (1999, 2002) notes examples such as "rejecting diagnoses of illness and thereby foregoing needed medical and not opposing tyrannical governments.

In the context of higher education if it is assumed that students who are first generation learners, those who come from lower strata of society and those who are female and come from rural background are structured in a social space of perpetual injustices where access to higher education is a distant dream. Higher education, for many of them, is a dream come true. When they realize such a dream they may overestimate their satisfaction level from higher education institutions even when they may be facing considerable difficulties. On the other hand, non first generation learners, those belonging to higher social and economic strata and male students, particularly from urban areas, may,owing to high expectation, underestimate their satisfaction level even if they are provided with normal facilities. Hence we may find a group of learners who overestimate the satisfaction level and certain groups who underestimate the satisfaction level. Hence any absolute value of satisfaction of an individual or group may not measure the real satisfaction and puts a limit on making sense of satisfaction quotient.

Peter Carter notes the role of motivation on satisfaction. Daily experience suggests a "highly motivated students are actually more difficult to satisfy due to their expectations being more

challenging to meet." (Carter, p. 73) Hence it is likely that highly motivated and exposed students will exhibit lower satisfaction quotient than students who are less motivated and exposed. If we assume that low income category students are less motivated and exposed than higher income category students then satisfaction quotient of low income category students will exhibit higher satisfaction quotient. Hence it will be difficult to compare the satisfaction quotient of two groups - high and low income categories. Similarly, as the motivation levels and the expectation of students of different social groups may also vary - SC and ST group of students may have low motivation and low expectations from higher education institutions than the general category students. Hence for SC and ST category students it is not so much difficult to satisfy. They may exhibit high satisfaction quotient than general category of students. Hence inter group satisfaction quotient may not be comparable. Higher satisfaction quotient of SC and ST from higher education institutions in comparison to general category students may not convey higher satisfaction. Hence varying motivation and expectation from higher education institutions make satisfaction subjective and subject to biases positive and negative. This also puts a limit on making sense of satisfaction quotient.

There is another aspect of time that influences expectation and satisfaction of students. Assume students are just graduating from undergraduate experience and they are asked to note down the satisfaction level. Assume that same group of students after three or four years are asked to note the satisfaction level from undergraduate experience. Many of such students may be in the jobs or undergoing higher studies. They are now more exposed. Repeated experiments showed that average satisfaction of students immediately after graduation from undergraduate is consistently below the average satisfaction of students recorded after three or four years. Hence time has also influence upon the satisfaction level as with the progress of time there is higher expectation from undergraduate education. In a somewhat related case Twenge notes that millennial students are widely reported as being harder to teach than previous generations, which only adds to the difficulty in understanding how they view satisfaction (Twenge, 2009). Furthermore, student perceptions of satisfaction change over time, in particular after they have graduated and moved on to the next stage of their lives. Studies in several countries and in numerous industries have found that that recent graduates' strongest regret about their university education is that they did not acquire sufficient soft skills to complement their more technical abilities (Andrews & Higson, 2008). While they may have been satisfied at the time with how well they were learning, once engaged in professional activities they find sources of dissatisfaction they had previously not considered.

Online surveys through the questionnaire was based on five point scale of satisfaction. The lower limit of the scale, showing lower satisfaction, was one and the highest limit of the scale, showing higher satisfaction, was five. The satisfaction index was constructed on the basis of students' response in terms of the scale. The higher and lower value of the satisfaction index was considered to be the indication of satisfaction. In the analysis, it should be kept in mind that higher value does not mean that the particular area of interest does not suffer from the problem. Different values only indicate that in relative terms there are areas of higher and lower

satisfaction. Hence in the analysis of results the focus is simply on higher and lower satisfaction. It should also be kept in mind that the absolute value of the satisfaction quotient is not of importance as it is purely subjective and satisfaction of an individual varies largely depending upon the social, economic and cultural circumstances. For example, it has been noticed that students belonging to the first generation learners are more satisfied on majority of parameters than the students who do not belong to the first generation learners. The reason could be the past schooling of first generation learners where they were less exposed and hence nurture less aspirations and expectations from the college and when they enter the college life they find themselves over fulfilled.

Hence I would like to say that the absolute value of satisfaction quotient may not be taken that seriously. However the values help classifying the areas of higher and lower satisfaction. Thus satisfaction analysis has been undertaken and interpreted in a relative sense. It is in this sense that the results of online survey can be generalised for the higher education system in India.

Analysis of results of the online questionnaire does not inform the readers of the various nuance relating to the satisfaction or dissatisfaction. Hence focus group discussion conducted in various institutions was another source of information. Some contradictions need to be pointed out. For example, from the online survey it turned out that library is an area of higher satisfaction. However, during focus group discussion students noted also the difficulty with respect to access to the library or the lack of seating space or the inadequate books or books of lower quality. Hence the result of online survey should be seen in terms of only higher or lower satisfaction and this does not rule out the difficulty in a particular area even if students noted it of higher satisfaction.

Besides, in the analysis of results from online survey the area of lower satisfaction was shown to be the area of concern. The challenge of higher education then from the point of view of satisfaction analysis rested on addressing the areas of lower satisfaction to the students.

Choice of College

Students passing out of the school have different career options. These career options may be constrained by the choice of college. While some may have the option to choose, some may not be able to fulfill the best choice of a college. It is important to understand overall what is the factor guiding the choice of a college? The responses from the questionnaire point out that overall reputation of a college matters the most in the choice of a college. 51% of students responded in favour of the reputation governing the choice of a college. 20% students observed availability of a college near home and 15% students observed affordability guiding the choice of a college. 14% students observed no option available as guiding the choice of a college.

Figure 3
Factors affecting the choice of a college
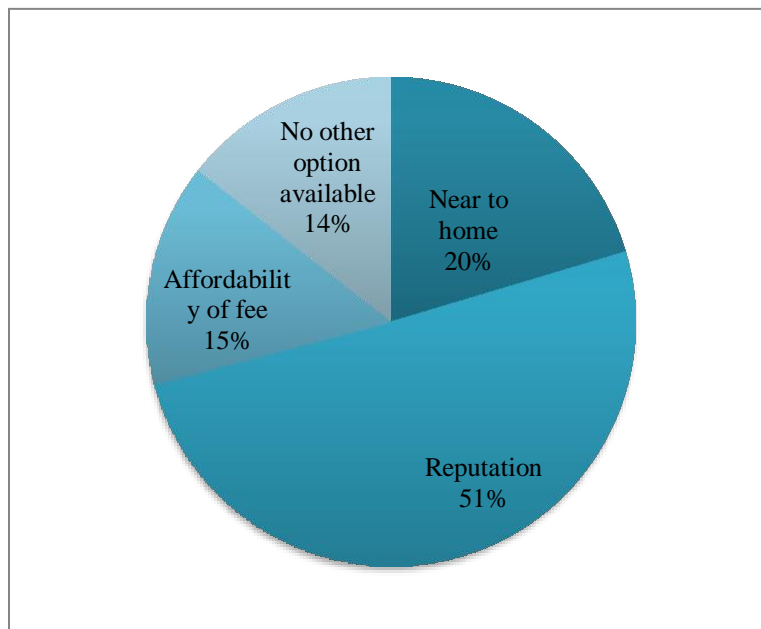
It is important to note that the choice of college varies depending on fathers' level of education. Amongst those who cite near home as a factor in determining the choice of college 51 % are first generation learners, those who cite reputation as a factor in determining the choice of college 38 % are first generation learners, those who cite affordability as a factor in determining the choice of college 58 % are the first generation learners. From this it follows that the first generation learners may be facing constrained choice of college, if the college is not available near home and if the fees are high which they cannot afford. In reality because of constrained choice the first generation learners may not be studying in the college they want to study.

Table 6 Percent Distribution of Students in the Choice of College by Father's Level of Education

	First Generational Learner	Non First Generation Learner	Not Applicable
Near to home	51	47	2
Reputation	38	60	2
Affordability of fee	58	40	2
No other option available	43	55	3

From the survey, it is also clear that there is some contrast in the choice of college by students who belong to lower and those who belong to higher income groups. For example, in the category of less than Rs. 5,000 income per month, the reputation of a college (34%), college being near to home (32%), and affordability of fee (21%), stand important reasons for the choice of a college. On the other hand, in the category of Rs. 50,000 and above per month income, reputation stands out as the most important reason in the choice of a college. Affordability is an insignificant factor in the choice of a college.

Table 7 Percent Distribution of Students in the Choice of College by Income

	1. Less than 5 thousand	2. 5-10 thousand	3. 10-20 thousand	4. 20-50 thousand	5. 50 thousand & above
1. Near to home	32	24	19	18	18
2. Reputation	34	43	50	56	59
3. Affordability of fee	21	19	18	12	8
4. No other option available	13	14	13	15	15
	100	100	100	100	100

Admission

The satisfaction from students in the admission was sought on the four criteria. Based on responses the satisfaction index from admission by Fathers' level of education was constructed. Students have high level of satisfaction from fair selection and availability of information and have lower level of satisfaction from fees payment procedure and guidance in the choice of subjects. On all the four parameters - availability of information, choice of subjects, fees payment procedure and fair selection process - the students were less and less satisfied as the level of education of father increases i.e. the satisfaction quotient decreases as the level of education of father increases. For all the groups of students by levels of education of father as well, students seemed to be satisfied most with the fair selection process and least with the fee payment procedure.

Hence two important conclusions emerge from above: 1. The area of some concern is the fees payment procedure and guidance in the choice of subjects during admission. 2. With higher level of education of father overall level of satisfaction index falls on all parameters.

Figure 4

Satisfaction from students in the admission by Fathers' level of education
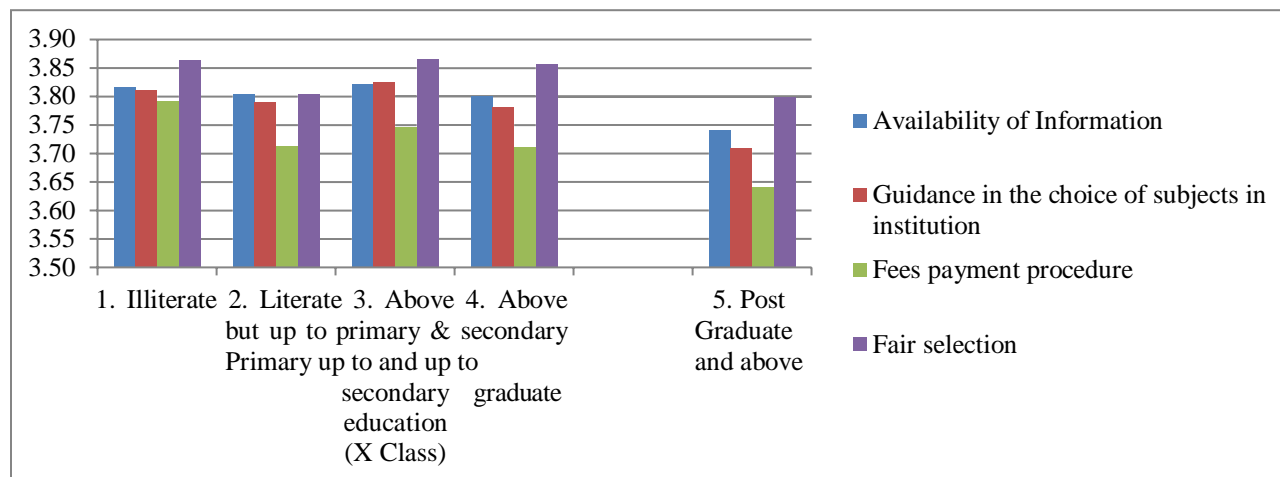
Teachers and Teaching method

On 5 parameters of teachers, the student's satisfaction index was constructed. Students' seem to be most satisfied with subject knowledge and punctuality of teachers. Students' with higher level of educational background of father seem to be more satisfied with the punctuality of teachers than the subject knowledge, on the other hand, student with lower level of educational background of father seem to be satisfied with the subject knowledge of teachers more than the punctuality of teachers. There are two areas of concern in terms of the satisfaction of students. Of utmost concern is the role of teacher as evaluator. Almost consistently, students seem to be less satisfied with the role of teacher as evaluator. The next important area or concern from the point of view of satisfaction is the role of teacher as role model and guide. The teaching ability is also the area of less satisfaction for students.

Figure 5
Student's satisfaction index on parameters of teachers
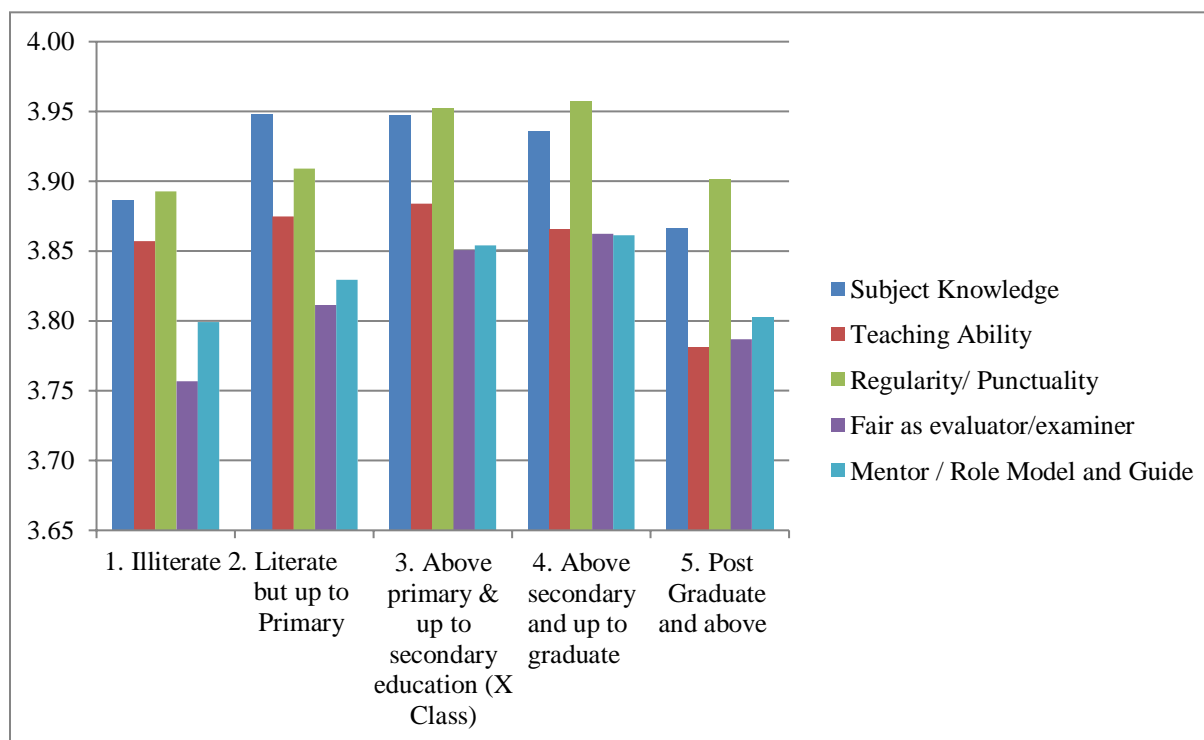
Examination (No category wise chart)

A perusal of satisfaction index from the examination system reveals area of higher and lower satisfaction. Internal evaluation is the area of the highest satisfaction amongst General and Scheduled Tribes social groups. However, for OBC and Scheduled Caste category, the area of highest satisfaction is the pattern of the question papers. For all categories of students, the area of least satisfaction was the reassessment/ re-evaluation practices. This may be because of the harassment that students face in depositing the fee for reassessment and delay in the reassessment. Grading/ Marking system and declaration of results are also the areas of lower

satisfaction for almost all students. During Focus Group Discussion, it was pointed out that grading system is changing very frequently and teachers are not used to award the grade. There was also report of very lackadaisical approach of teachers in the award of marks. Students reported that there is a general tendency of giving average marks in the examination. Another area of concern was the declaration of results which get delayed due to various reasons by the University who feel heavily burdened with the conduct of the examination in the University.

Figure 6

Students' Satisfaction on Examination
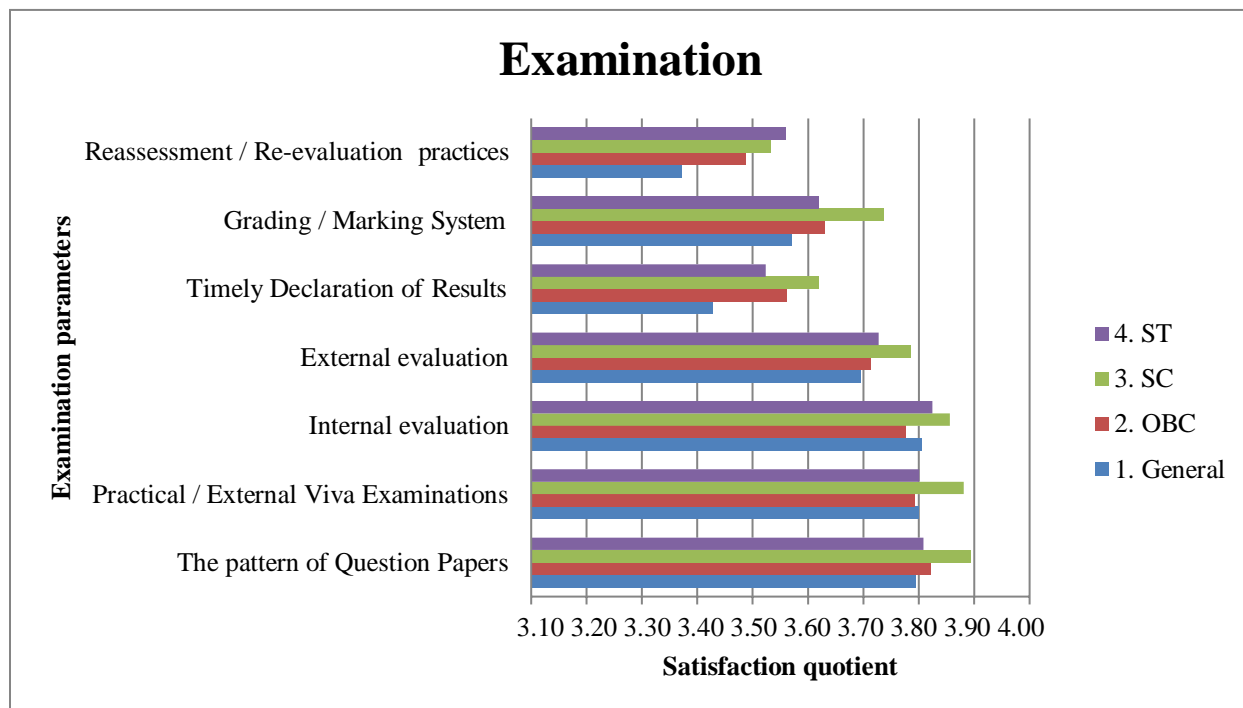
Knowledge, Skill and Employability

There is an important area of satisfaction to understand with respect to knowledge, skill and employability. The curricular structure is rigid and teachers find it difficult to change it frequently as per the need and satisfaction of students. Students consistently noted that present curricular structure puts emphasis on knowledge with which they seem to be satisfied. However, employability is not the emphasis in curricular structure as a result they are least satisfied with the employability. They also have a lower level of satisfaction with the skill component. This was confirmed in the Focus Group Discussion as well. Student demanded that knowledge component should be reduced and skill and personality development component needs to be focused in order to increase the employability of students.

Figure 7

Students' Satisfaction on Knowledge, Skill and Employability
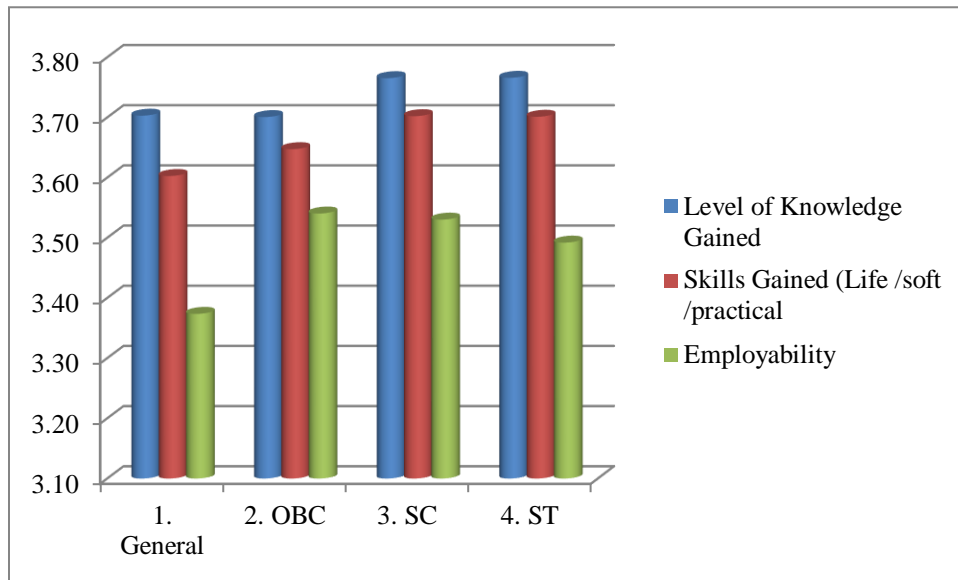
Students' support for employability

Employability needs to have curricular as well as institutional facilitation. Students from all social category seem to have highest satisfaction with the career counselling support to the students. Training and internship and placement cell provide lower satisfaction. It was revealed during focus group discussion that training and internship, wherever exists, needs to be managed well. It was also noted that internship opportunities does not exist in many cases and colleges need to explore the possibility. The duration of internship is also an issue confronting students.

Figure 8

Students' SatisfactiononStudents' Support for Employability
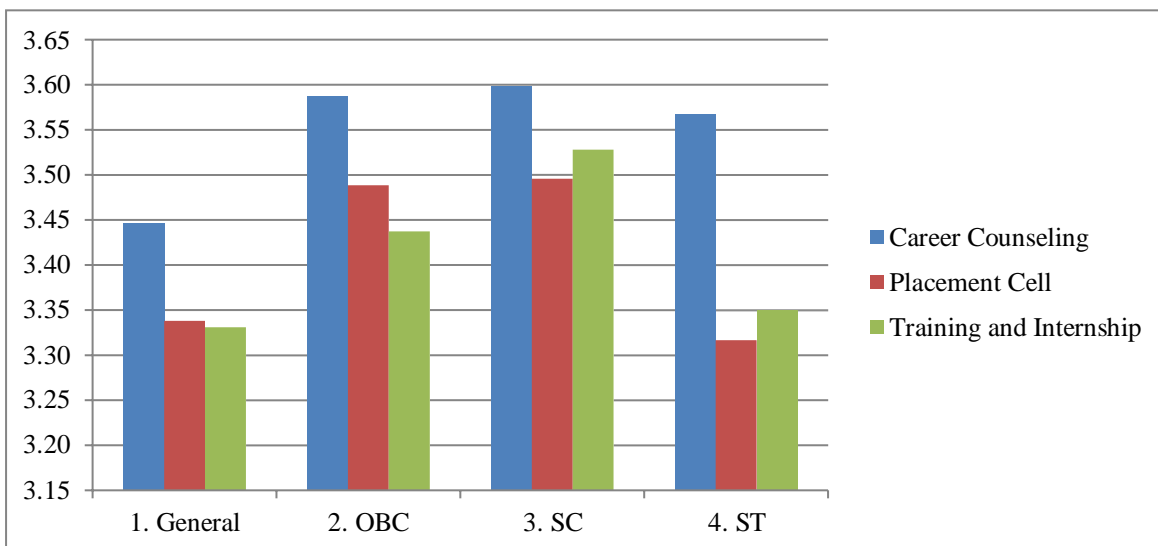
Capabilities

Student during college life must have higher degrees of freedom of opportunity to enhance their capabilities. This empowers the students through the exposure and soft skills that they nurture during college life. In terms of satisfaction it may be noted that NSS, campus environment and to some extent discussion in the classroom provides higher level of satisfaction to the students. On the other hand, sports and games, activities like theatre, art, painting, music, open discussion on public issues and interaction with scholars and eminent personalities are areas of lower satisfaction to the students. Thus what happens outside the classroom is of importance for the new generation learners.

Figure 9
Students' Satisfaction on Capabilities
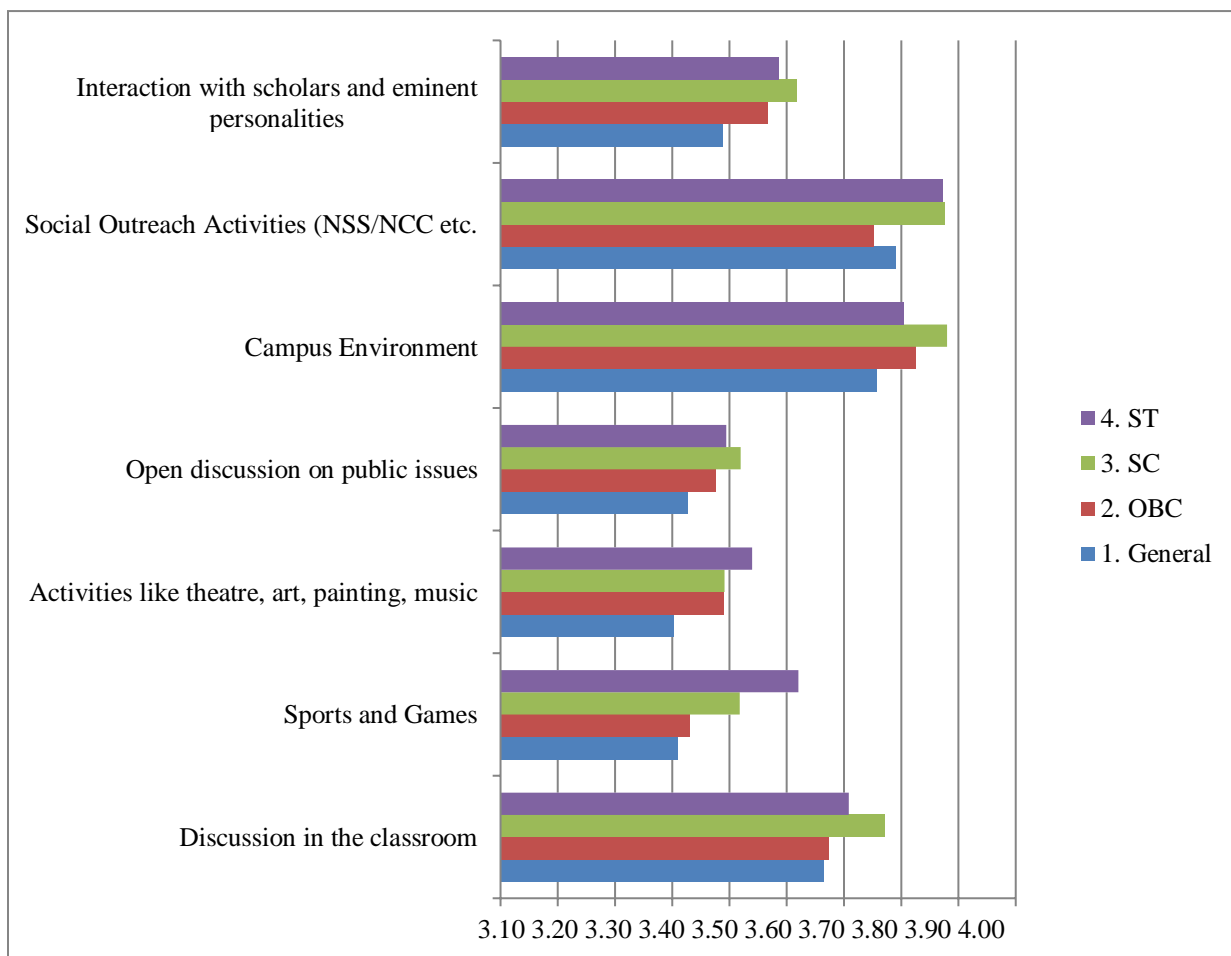
Governance

Governance of institutions of higher education is a key area on which students' satisfaction must be known. Four parameters on governance were probed from students. Institutional leadership and co-operation of Administrative/Support/ Security Staff were areas of higher satisfaction. However, for institutional leadership to be effective it is necessary to address all the applications and necessary information must be made available to the students. However, timely response to application and Information Services/Easy Access to Officials were areas of lower satisfaction.

Figure10
Students' Satisfaction on Governance
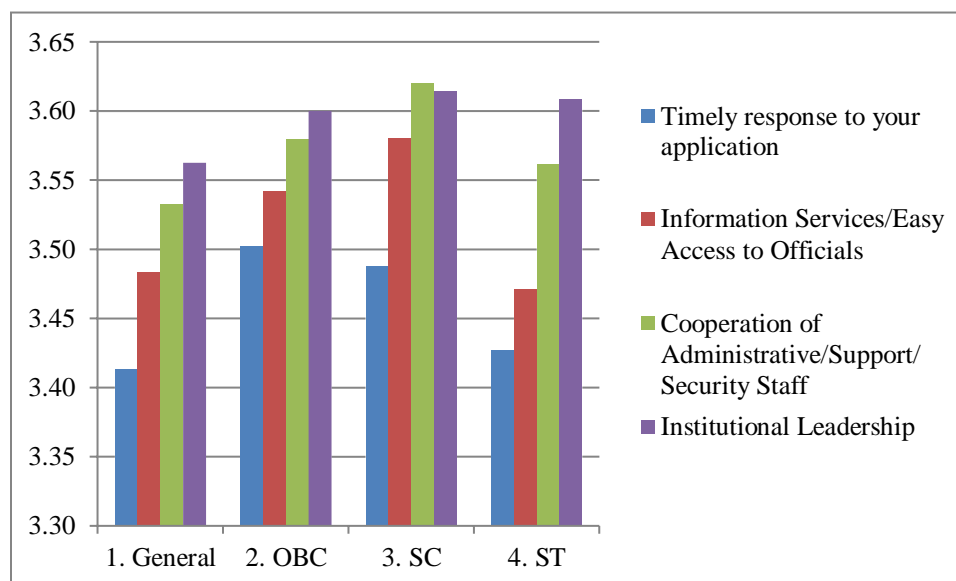
Campus Facilities

In relative terms the analysis of campus facilities suggest that library, laboratory and cleanliness of the campus are areas of higher satisfaction. The area of least satisfaction is the earn while you learn facility, Smart classrooms, toilets, drinking water, sports facility, medical facility, common room, students grievance redressal cell, hostel facility and supportive campus for differently abled are all areas of lower satisfaction to the students.

Table 8 Students' Satisfaction Index on Campus Facilities

	General	OBC	SC	ST
Library	3.82	3.90	3.92	3.82
Laboratory	3.64	3.75	3.75	3.62
Sports and games	3.35	3.40	3.48	3.60
Smart classrooms	3.26	3.30	3.46	3.36
Toilets	3.35	3.63	3.47	3.40
Drinking Water	3.54	3.73	3.66	3.71
Hostel	3.32	3.35	3.39	3.44
Canteen	3.31	3.36	3.42	3.42
Transport facility	3.33	3.42	3.46	3.43
Medical facility	3.38	3.45	3.48	3.31
Banking facility/ ATM	3.44	3.51	3.49	3.22
Supportive Campus for Differently Abled	3.51	3.55	3.61	3.42
Earn While You Learn Facility	3.12	3.31	3.28	3.28
Common room	3.37	3.47	3.52	3.41
Student's grievance redressal cell	3.40	3.45	3.54	3.48
Cleanliness of the campus	3.82	3.83	3.90	3.84

The student representation

The satisfaction from the student representation in cultural / sports committee is the highest. Of lower satisfaction is the fair and regular student body elections. The functioning of the students alumni Association and student representation in departmental committee yield lower satisfaction to the students.

Figure 11

Students' Satisfaction on the Students' Representation
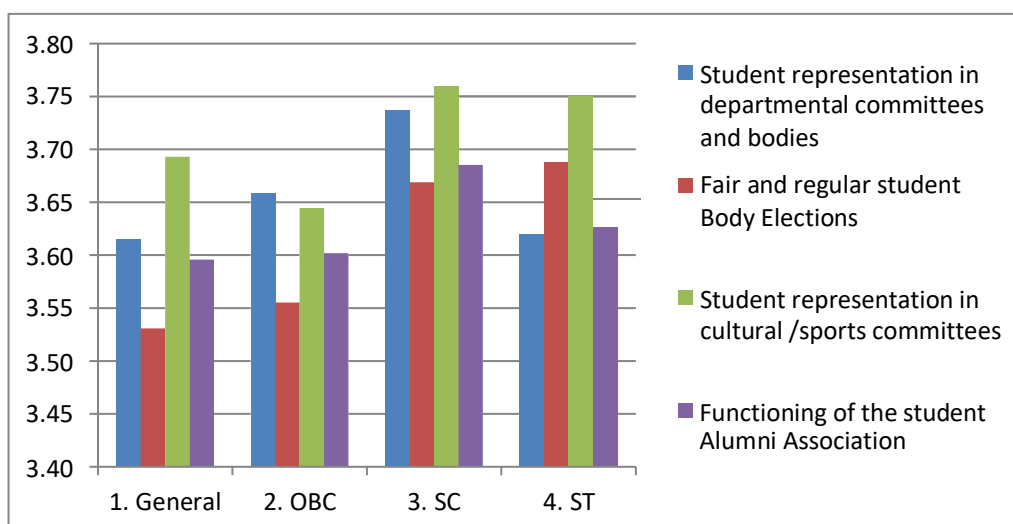
Table 9 Areas of Higher and Lower Satisfaction

Higher Satisfaction	Lower Satisfaction
Teacher and teaching methods	
Subject Knowledge	Teaching Ability
Regularity/ Punctuality	Fair as evaluator/examiner
	Mentor / Role Model and Guide
Examination system	
The pattern of Question Papers	Reassessment / Re-evaluation practices
Practical / External Viva Examinations	Grading / Marking System
Internal evaluation	Timely Declaration of Results
External evaluation	
Knowledge, Skill and Employability	
Level of Knowledge Gained	Employability
	Skills Gained (Life /soft /practical
Students' Support for Employability	
Career Counseling	Internship
	Placement cell
Capabilities	
NSS	Sports and Games
Campus Environment	Theatre, art, painting and music
Discussion in the Classroom	Open discussion on public issues
	Interaction with scholars and eminent personalities
Governance	
Institutional leadership	Timely response to application
Co-operation of Administrative/Support/ Security Staff	Information service
	Easy access to officials
Campus Facilities	
Library	Earn while you learn facility
Laboratory	Smart classrooms
Cleanliness of campus	Toilets, drinking water
	Sports facility, medical facility, hostel facility
	Disabled friendly campus
	Grievance Redressal cell
Students' Representation	
Cultural/sports committee	Fair and regular student body elections
	Alumni Association
	Student's representation in departmental committee

Policy awareness

How much are students aware of some of the policies which relate to students? It may be noted that 51% of students responded as no awareness of the SWAYAM / MOOC / Online Courses in the institution. It means in all probability the courses are not offered in the institution. Internal Quality Assurance Cell is another important policy initiative to improve the quality of higher education. 45% students responded they do not know about IQAC. 37% students also did not know about equal opportunity cell. 33% said that students' council elections are not held. 81% students said that council elections should be held. It is gratifying to note that 84% students said that anti ragging cell exists in the institution.

Figure 12
Students' Awareness on Policy
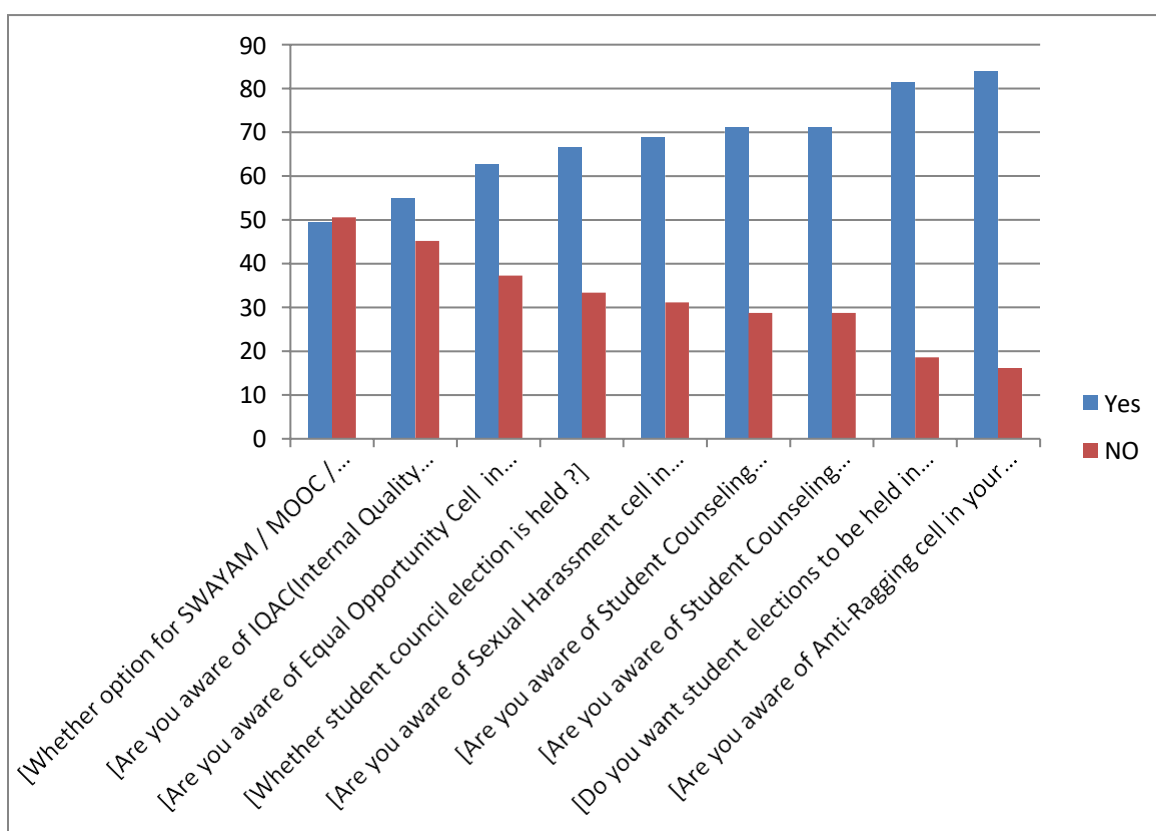
To conclude, the results of online survey the first issue relates to the choice of college. Most students preferred the reputation of a college in determining the choice. However, many first generation learners may not be in a position to avail the choice. They may happen to fall back upon a college which is nearer to home and which they can afford in terms of their paying capacity. In the admission process an area of concern relates to the fee payment and the guidance in the choice of subjects. So far teachers and the teaching methods are concerned, the students were less satisfied with the role of teacher as mentor and guide to the students. The role of

teacher becomes important not only inside the classroom but outside. In terms of teaching method less satisfaction indicate that lecture method which is still prevalent is outdated. New generation of students demand innovative ways of engaging with them. The role of teacher as evaluator is another area that needs attention as students are less dissatisfied as the centralised evaluation at the level of University is the norm. Teachers may not be ready to focus attention on the evaluation and the feedback to the students are not conveyed in such a system. On examination the system of revaluation yields low satisfaction, as was further confirmed in the focus group discussion. An important result relates to the knowledge, skills and employability. The satisfaction on the employability and skill being on the lower side clearly indicates that curricular structure needs to be more focused on skill and employability. The development of capability of students is important to achieve the functioning which they prefer as per their life plans. They are less dissatisfied on the capabilities building aspects of their experience in colleges. Hence extra curricular activities such as sports, music, dance, art and painting, theatre, discussion in the classrooms and more and more interaction with the eminent personalities and leaders needs to be promoted. In terms of governance the timely response to the applications was the area of low satisfaction. In terms of campus life some of the basic amenities such as drinking water, toilets, banking, medical, sports are the areas of low satisfaction to the students. Student representation in departmental committee and fair and regular election to the students body were areas of lower satisfaction to the students. It is surprising to note that the students were also not aware of many of the government policies relating to MOOCs, IQAC, equal opportunity cells.

Through the focus group discussion we had the opportunity to understand some of the important dimensions of teaching learning which students experience. It is worth noting the experiences as narrated by students in the focus group discussion.

LANGUAGE ISSUE

Introduction

The medium of instruction in schools and college has been a matter of intense debate since modern education and English were introduced in India under the colonial rule. The dilemma in post-independent India has been aptly summarized by N Jayaram (1993) as a dilemma between a 'rational choice' with development objective and an 'emotional choice' with a narrow political objective. Both sides have some fair arguments. For instance, for the sake of development of knowledge, it is imperative to use English as a medium of expression and thinking. At the same time, regional language should be developed in order to foster creativity and original thinking.

There are several reasons to support the promotion of English as the medium of instruction in higher education. For example, all our past attempts to develop regional languages have failed. While rich literature in regional languages must be preserved, they can't compete with English as the universal language. Even countries like China, Japan, Germany etc. which have developed robust knowledge systems through national languages are realizing the importance of English to further develop their knowledge. In the era of globalization, the necessity of English can't be overstated.

Figure 13

Rational Vs. Emotion Choice of Language

RATIONAL CHOICE: **English** as medium of instruction.

EMOTIONAL CHOICE: Promotion of **regional languages** as medium of instruction.
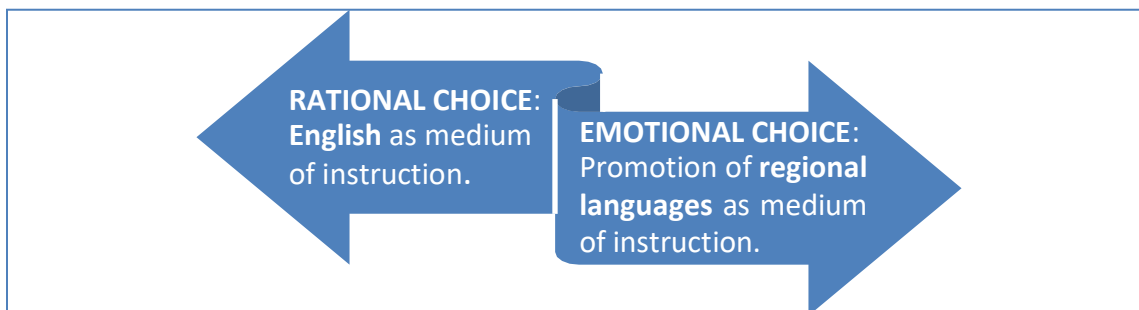
Focus Group Discussion - Findings

There are three points of view centering around language debate. The first view favours the mother tongue as the basis of instruction, gradually progressing towards second and the third language (Seemita Mohanty, 2017 and Krishna Kumar,[3] 2019).The second view seeks the promotion of Hindi as the medium of instruction. The arguments supporting this view are very similar to the view that supports vernaculars. The third view advocates the use of English,

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[3]https://indianexpress.com/article/opinion/columns/english-language-regional-medium-schools-6129259/

especially at the level of higher education. (Fuller and Narasimhan, 2006 and Aheam, 2011) However, the debate around medium of instruction has centred in the realm of politics and academia. The perception of students, their needs and challenges have not been adequately taken into account. We conducted Focus Group Discussions in order to move the debate away from the political imbroglio towards views of the students. Some of our findings have been presented below.

Box 2: Confidence in the Communication of English

PSGR Krishnammal College for Women is a leading autonomous college which stands 22 in the NIRF ranking of college and enjoys an A grade in NAAC accreditation.

Abhinay: She speaks Telugu at home while medium of instruction in school was Tamil. In her college, teachers teach in English. An otherwise confident girl, she hesitates to speak in English as she is afraid of getting the pronunciation wrong. She barely speaks in class or to her teachers out of this fear.

Dimpi Das: She is from Assam where she completed her graduation and came to Coimbatore for higher studies. She can speak in Assamese and English but finds it difficult to make friends who communicate in Tamil. As learning is a social process, she is deprived of effective communication with her peers.

Sandhya's first language is English, second language is Hindi and she has just begun to learn Tamil in order to make friends. In the Focus Group Discussion, Sandhya argued that "learning is a social process and without effective communication with the peers learning is simply individualistic". Talking about her Tamil-speaking peers, she said that "They are unapproachable".

In a batch of 40 students, we realized that just 20% are confident in communicating in English while 50% had no confidence at all.

Source: At PSGR Krishnammal College for Women, Bharatiyar University (2019

At PSGR Krishnammal College for Women, all students have to opt for remedial course in Communicative English and Affective English. Here, cut off for admission is quite high and most students come from a relatively good background. They had mostly completed secondary education in aided and private school. Thus, they aren't unexposed to English. However, they lack confidence which affects their ability to interact in classroom, build a rapport with the teachers and engage in social intercourse with their peers.

We tried to understand if the language issue is merely an economic barrier or even a social and psychological barrier. For this group of students, clearly, language issue is not an economic barrier as their families could afford English education in private schools. However, it is a psychological barrier as it creates hesitation and a sense of inferiority amongst them. It is also a major social barrier as their hesitation translates into alienation from both teachers and peers. We tried to see how do students cope up and what solutions do they have in mind?

An important aspect of discussion revolved around the availability of books and journals either in regional language or in English. They noted the importance of research linked teaching. They said that while books are available in Tamil, journals are not. Books in Tamil are, however, only text books. The need for updated books in the library was emphasized. Many science students said that journal availability in English is to some extent sorted out through INFLIBNET or National Digital Library Network. However, advanced teaching and research, it was noted, is possible only in English. They were of the view that the Government of India should encourage the colleges to avail the facility of networking through which journals are accessed. Only then the advanced teaching and research can flourish.

While dwelling upon some solutions to their language problem, an MSc student named Kritika had an interesting opinion based on her personal experience. Kritika argued that students for whom English is not the first language have to first think in their own mother tongue and then translate it into English and then communicate. This involves three steps which obviously takes time. With repeated practice, this time-lag can be reduced. But, the most effective solution is to enable students to think and communicate in English. This brings fluency and confidence. But it can only be done by students whose first language is English. So, to solve the problem for the first set of students, repeated practice and conversation in English with teachers and peers should be encouraged at an informal level as well as formally through seminar presentations and classroom discussions. However, for a long-term solution, students must be encouraged to speak in English as their primary language so that issues such as low confidence and time lag can be completely done away with.

Language Difficulty: First-generation Learners

The second group of students with language difficulty are the first-generation learners. It is important to note that for them the language question is also an economic one. To understand the problems of such students, their backgrounds, aspiration and demands, we conducted a Focus Group Discussion on 12th July 2019 at Agrinar Anna Government Arts College in Periyar University. It was reported by Dr. Madhavan, an Assistant Professor at the college, that approximately 90% of students are from BPL families. All SC and ST students get scholarship of Rs. 6000 per annum and all MBC students get Rs. 1600 scholarship per annum. It is estimated that most of them are also first-generation learners i.e. their parents are not higher education graduates. Almost all 100 students reported that their mother tongue is Tamil. Almost 50%

students can understand English but cannot express in English. It means 50 percent students can neither understand English nor communicate in English. Language is a barrier in learning.

Box 3: Preference for Proficiency of English as Language of Communication

Question: Given an option between developing Tamil as a language and letting students study in their mother tongue in which they can be creative and original or developing the capacity to study and communicate in English, which option would you chose?

Response: Only 10% students preferred the first option. 90% students preferred to develop their capacity to learn English.

Question: Why would you prefer to develop your communication skills in English over Tamil?

Response: 80% students said that they would prefer to pursue higher studies for which English is important. Another 20% said that they want government job which can be anywhere in India. For this, knowledge of English is crucial. A few others said that they would like to move out for better job opportunities and English would be an asset in that.

In the Focus Group Discussion, a student asked: Is English a language or knowledge? His message was loud and clear. If English is a language and not knowledge, then why English? Why not Tamil? Both serve the same purpose. Tamil could also open the gateway to knowledge as much as English. He was perhaps unaware of the fact that historically supremacy of English is opening the gateway to knowledge. Perhaps the Tamil language could not achieve the heights of opening the frontiers of all knowledge internationally. Tamil cannot achieve the status as English has achieved. Another student also put up the question: Why Japanese or Chinese could succeed to open the gateway to knowledge without English? His message was that if they can do why not Tamil? Again, the answer could be ex post. We simply failed to do so. Can we succeed in the future? It is difficult to do so, if not impossible.

Source:At Agrinar Anna Government Arts College, Namakkal (2019)

At Agrinar Anna Government Arts College, most students are first-generation learner. Language acts as a serious barrier in their learning process. Students have done their schooling in Tamil language. So, when they reach college, they study through notes and books of highly inferior quality. Even after getting their degree, their employability is low and restricted to the local market. In many institutions there is no effective institutionalstrategy or curriculum design to enable students to make a smooth transition from Tamil to English.

From their Focus Group Discussion, we can also see how it is essential to promote English as a medium of instruction so that their aspirations related to pursuing higher studies or getting a government job can be fulfilled. It is also essential if one wants to expand their employability beyond the local market. It is perplexing to know that a large percentage of these students want to pursue higher studies despite the fact that they face so many deficits, including language and knowledge deficits. To ensure that their high ambitions atleast have a chance of being fulfilled, training them in English becomes very important.

We found out that almost 30% of the students do part time paid work while the rest 70% do part time unpaid work to support their families. Boys were engaged in catering, driving, construction etc. while girls mostly performed unpaid housework. To ensure equal opportunities to such students, their ability to interact in English must be improved.

Students from economically weaker sections were of the view that for language training the language labs should be effectively equipped and the load of theory should be minimized to pave the way for practical training. Some of the suggestions by the teachers of Government Arts College are also worth mentioning. They suggested that to overcome language deficiency curricula should have provision for English communication lab for all the three years of undergraduate study. One Day in a week should be declared as English week. During the day, teachers and students should promote English communication. Library hours should be made compulsory where students should be promoted to read English and discuss it in the next class. Even the teaching method towards bilingualism should be promoted. A suggestion was made to provide special grant for language development to those colleges where the first-generation learners are in large numbers. A policy of restricting grants to a college which has less than 2.5 grade point should be stopped. They are the colleges which require special funding. Library funds should be increased to attract students to use the library.

Conclusion

The language is a barrier for the diverse group of learners. There are those who are better off economically but mother tongue and language of instruction is the regional language. For this group of students, the suggestion was that peers should actively engage with each other and teachers should encourage students to communicate in English through presentation. Repeated practice will equip them to understand and to communicate well in English.

Another category is the one who are first generation learners. They are economically poor. Mother tongue and language of instruction in school is regional language. The problem is much more serious as in their case the cognitive deficit in terms of content knowledge also tends to be high. Here, colleges need to be equipped with language lab and library. Special grants to colleges to promote languages - both regional as well as English may be made. But to achieve these goals, we need to start considering the language issue from a pragmatic standpoint and not a political one.

FIRST GENERATION LEARNERS
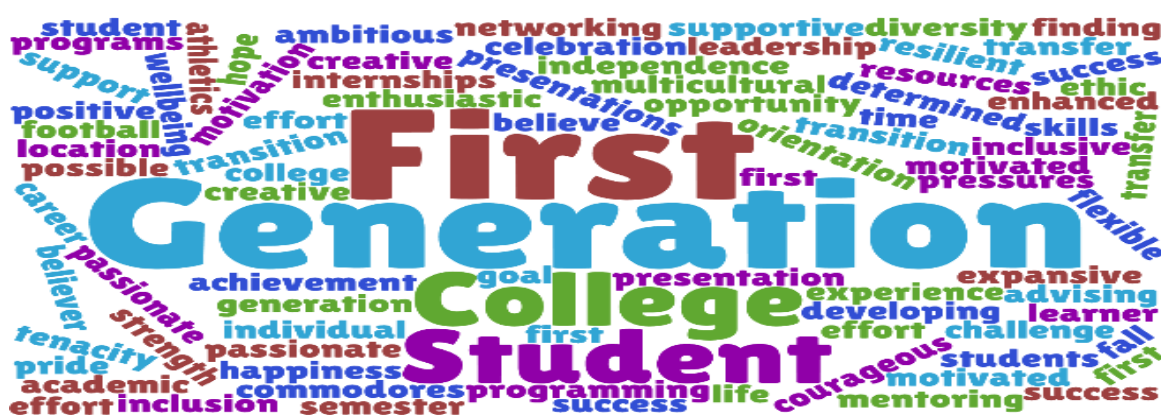
Introduction

First-generation students are defined as those whose parents did not attend college or obtain a postsecondary degree.As per Pascarella et al. (2004), students whose parents have not completed college education are less likely to attend college themselves as compared to those students whose parents are college graduates. These students struggle to succeed in college as compared to students whose parents attended college. Chen and Carroll (2005) found out that they take longer time to degree completion. Engle and Tinto (2008) proved that first-generation students tend to have higher dropout rates.

In India over 40 percent of students belong to first generation, majority of them are from scheduled castes and scheduled tribes; regarded as the most backward sections. Constitutional mandate provides reservation in higher education institutions and other incentives schemes such as scholarship, coaching and hostel facilities with a view to increase the access to higher education for SC, ST and OBC. Ensuring access for the First Generation Learners has not compensated for their lack of social and cultural capital; in fact lack of integration in the educational phase in schools and colleges owing to the lack of social and cultural deficit is significant.

On the one hand, the first-generation students lack the rigorous academic preparation because of poor social and cultural capital at home, and on the other hand, the inferior education in the rural setting makes these first-generation learners doubly disadvantaged (Wadhwa, 2018: 156-157). They often assume financial responsibility for their education (Aspelmeier, 2012: 774). The opportunity deprivation as a result of the interaction between rurality and poverty acts as a perforce to the early exit of first-generation students from the education system. (Spiegler&Bednarek, 2013). First-generation students are excluded from the 'culture of college'. (Davis (2010) Thus, first-generation learners tend to feel socially and emotionally marginalized

(Lundberg, et al., 2007). When it comes to academic aspirations and achievement generally, first-generation students report anxiety more frequently and more acutely than other students (Martinez et al., 2009 and Thayer, 2000).It is important that institutions looking to improve first-generation student work closely with faculty from departments where these students tend to struggle academically (Nidhi and Malish 2018; pp: 12).Policy must gear itself to be attentive to the problems of first generation learners and in case of affirmative action policy, it must have greater depth.

Box 4: First Generation Learners

Question

Who the First Generation Learners Are?

Reply

The definitional understanding of first generation learners, i.e., students whose parents never had an opportunity to go to the higher education institutions is not sufficient. In order to understand it better there is a need to go beyond it. Such as, what is their ambition of life? Does college fulfil their ambition? What is the hope so far as future life plan is concerned? What do they feel about teachers and Principal of the college?

None of the around sixty students mostly from the arts subject spoke in spite of the friendly environment that we created. Communicating in a formal setup may be a matter of identity, voice and power for some but it creates a sense of powerlessness among the first generation learners. They do not know what do they expect from college? They have seen many persons going to colleges and getting a job in the government sector, so they also expect to be like them in future. They do not follow the speeches of a disinterested teacher. When they study the text book it does not make sense to them. They said that Hindi teacher expresses empathy and patiently explains to them repeatedly. They ultimately revealed that they are weak students. They somehow passed out from school and opted for the soft option of studying some arts subjects, notwithstanding the fact that some student, one out of sixty, was from science stream as well. They did reveal that "student ke level se akar teacher padhayen", meaning that teacher should understand the level of student and should first address the content deficit of students. But these issues are challenge for teachers also; they themselves do not know what teaching method will enable them to address all the deficits - content, language and cultural.

If the college environment is conducive, the students of different backgrounds grow together. But in a rural setup where majority of students are from first generation learners in comparison to urban where it is having mix of students, how do rural students grow? All universities in India follow certain standard syllabus made at the top of university administration. There is no instruction to the teachers who transacts the syllabus to the first generation learners. It has to be resolved at the level of teacher or perhaps at the level of training to the teachers through HRDCs, TLCs or FDCs. But hardly there is even a one day

lecture or the workshop devoted for addressing first generation learners' problems. Understanding their fears, silence and powerlessness we left the college to tell their story to the world. Solution seemed to me far distant. Though some training perhaps enable them to get a job, but can they get the liberal education at the undergraduate level which requires a rigor of its own going through the theory and the principles contained in a scientific knowledge of any subject.

Source: FGD was conducted at Government Degree College, Akhnoor, Jammu University, Jammu and Khalsa College of Education, Jammu University, Jammu on 11th May 2019

Solutions Proposed

Students of B. Ed., trained in teaching practice in schools very enthusiastically responded that the fear of the student in the class arises because there is also a caste system in the class between teacher and students; it creates superiority-inferiority between them. Further, teachers feel that the students are not capable of coping with the rigor of liberal education because of cumulative deficit in knowledge gathered at the school; a sense of hopelessness among teachers remains making indifferent towards them. Discussion also revealed that curriculum should give scope for practical knowledge so that they can relate to the world in which they live. It was also observed that many girls could not speak loudly and many may indeed be anaemic in the rural college that we visited. They have never undergone blood test to know their health status. No one knows if they have eaten food regularly to sustain for long hours of study in the college and under what condition they left home.

(i) Responsibility of Teachers towards First-generation Learners

Every student's psychology is different, and after understanding the mental status a teacher should communicate, also, incidents of private sphere affect the activity in a public sphere. The student sometimes suffers from depression, may be as a result of family conflict or being abused/harassed. Although there is a counselling cell, yet every teacher should listen to the students and empathise. Students said that teacher make remarks "Inkokyaphadhanahai. Ye kya judge lagenge?Inhonekyakarnahai?" Such negative remarks are against the dignity of any student. Instead teacher must encourage students to approach him/her whenever needed. Everyday teacher should meet students in a group informally to discuss the matters of their everyday life and advise them. This caring approach will develop the self esteem of students, and encourage them open up and discuss freely. Teacher should not express and create an image of larger than life size, also no arrogance should be from teacher's side that causes inferiority among students. Proficiency in only local language is a barrier for the students if allowed to communicate in another language. B. Ed. students reflected it as; they fear that "Galtinanikaldein." (teacher might find fault with the students). Teacher should encourage by saying "Dar keaage jeethai" (victory when fear is removed) and allow students to express in local language. An English language class for every student should be available so that student develops the ability to communicate in English as well; for this in class useful video clippings

may be shown and discussed to improve the ability to communicate. Every teacher should motivate students who are first generation learners to build up their confidence; they should understand the strength of a student and then motivate him/her. Student said "first impression should not be the last one" After motivating and working upon the area of strength a student can gradually improve and fundamentally change from what was the first impression. Without any pedagogic jargon B. Ed. students provided some simple tips which every teacher should practice to encourage the first generation learners.

(ii) College Interventions in Supporting First Generation Students

First-generation learners require a variety of support on several different levels - *Emotional support*in the form of counselling and guidance;*instrumental support* such as tutoring, workshops on study skills or financial literacy, and summer transition programs; *informational support* such as freshman orientation, college planning, and financial aid information; *appraisal support* such as assessments of student progress, data systems to monitor student progress, and placement tests; and *structural support* such as culturally relevant practices, learning centres, first-year college programs, and learning *communities. (Nidhi and Malish, 2018)*

Strengthening institutional capacity to better serve first-generation students requires strategies that support a more blended academic and social environment. There is a need to provide social support that fosters social networks, college connectedness, self-confidence, and academic motivation. Courses need to reflect the learning needs of first-generation learners more accurately and provide supplemental instruction where necessary.

Learning laboratories for small groups of students can also be established in higher education institutions. These laboratories are based on the concept of active and collaborative learning by being part of learning communities. This will social and emotional support to students and prevent their alienation[4]. Skills development and employability modules which provide targeted support from within the institutional set up are essential if these students are expected to make a successful entry in to the knowledge economy and manage to survive there (Hirudayaraj, 2011).

The faculty need to understand the difficulty these students may have in approaching them for help or support and utilize different strategies to reach out to this group). Institutionalized internship programmes designed for first-generation students can help in experiential learning. A special focus must be given towards enhancing soft skills of first-generation leaners as it can act as a way to enhance their deficits incurred due to the lack

of social and cultural capital. With enhanced communication skills, learners are likely to develop greater self-confidence and improve their self-image.

Conclusion

To conclude, the focus group discussion brought home the point that the first generation learners are increasingly growing in the higher education institutions. Many rural colleges have majority of the first generation learners, they are voiceless and powerless. Paulo Freire, in the Pedagogy of the Oppressed, argued for the indispensable role of education towards liberating human-kind from oppression. First-generation learners constitute one of the most marginalized sections in our higher education system and require targeted efforts to ameliorate their disadvantaged position. At the higher level during curriculum making there is no discussion and instruction with respect to the curriculum transaction to the first generation learners; such indifference should be dealt profoundly. The students were of the view that the teachers should actively engage with the first generation learners. They should know who they are? They should remove their fear and empathize with them. They should develop their confidence and also develop their capacity to communicate. By gradually motivating them the first generation learners can be empowered. The active agency of teacher and institutional support mechanisms are necessary in transforming the lives of first generation learners. This is a simple but powerful message for the first generation learners. A proactive policy towards this is much desirable.

SLOW PACE LEARNERS AND LEARNING DIFFICULTY

Introduction

Today higher education institutions confront students with varied backgrounds. Transition phase, from school education to higher education poses many problems; such as, less preparedness to adjust the pace of learning necessary. Language is difficulty if schooling is in regional languages and lectures are being delivered in a college in English. Lack of communication creates hurdle in learning. Learning at slow pace is either because of lack of motivation, concentration, academic environment at home and deficit in the level of learning required for the undergraduate course; or unavailability of books in the language students have pursued school education. Teachers teaching in traditional ways and completing the syllabus is of little use, slow pace of learning creates difficulties for students which gets accumulated over a period of time.

Box 5: How do New Generation Learners Cope with Learning

Question

How do you cope up with the learning?

Reply

Students often watch NPTEL videos, however only 50% know about the NPTEL. They also watch YouTube videos for basic understanding of the topic. Sometimes, they may also not be able to find appropriate YouTube materials; leading to confusion whether they have appropriately learnt. If the video materials will be prepared by the experienced teachers, it will help the slow pace learners. Teachers teach as per the syllabus, by the time students learn the basics from web resources, teachers considerably advance in the topic. Students asserted that availability of lecture wise outline of the courses in advance along with the relevant materials and written guide for prerequisites will make up the deficit in the learning for the slow pace learners. Students talked about peer learning; almost 20% to 30% of the doubts are clarified through discussion with the peers. Teachers must make the group and constantly monitor the slow pace learners.

An enquiry regarding library revealed that there are 30% of the students who have never been to the library; library timing is between 9 am to 4 pm, it includes classes which are almost continuous except for a short break of 10 minutes and 45 minutes lunch break. A student however confronted this point and said that many a times it is the mindset of the student which prevents them to go to the library. In the digital world students have forgotten to go to the library. Students emphasised that lecture should not be the mode of instruction; it creates a dull atmosphere in the class. If materials are given in advance and students are motivated to learn then a classroom should be an interactive session, having exchange of ideas and understanding things deeply. A good practice of faculty offering respective subjects and uploading the materials on the MOODLE platform was reported by the students. They said that review of the teaching is made by the teachers. Such practice needs to be encouraged in colleges and teachers may be trained. Some incentives may be provided to the teachers who use MOODLE platform. With the self learning strategies students reported that they gain 90% confidence. The interpretation of 90% confidence is 90% probability of clearing the examination. So, students noted that the gain is the ability to pass the examination rather than excel the knowledge.

Source: FGD was conducted at GokorajuRangaraju Institute of Engineering and Technology (Autonomous College), Hyderabad on 22nd August 2019

Discussion

Self learning through the articles and books prescribed by the teachers advances the knowledge gained through lecture. Students from BPL and poorly educated families are mostly underprepared for college level education. Promotion of self study of students can bring drastic improvement in grades, understanding, and confidence. Mere attending 75% mandatory classes

may not provide quality teaching. In a focus group discussion in a college in Odisha students reported that majority of students have studied the school in Oriya language, hence teachers teach English Honours classes in Oriya. Reference books are not available many times in library; self study at home remains the option. Students reported that beyond two hours self study at home is not possible and girl students customarily have to support in the household work.Biometric attendance mandates teachers to stay in college for seven hours in Odisha; hence, teachers must provide guidance to solve the problems of slow pace learners. Students can be asked to read a book in a week or can be given useful tips regarding right audiovisual lectures and give feedback. In curriculum, soft skills required to manage the emotional component are pushed to the non evaluative co-curricular activities. Students with high emotions (reasons range from economic to other personal issues) may not concentrate on developing knowledge. Diverse composition of students is social basis for knowledge creation, and college is a useful social space where collectivity assumes importance; hence, college management must understand the emotional quotient of students.

Box 6: Emotional Quotient of Knowledge

Hidden talents remain unexplored unless used or demonstrated; exploration of potential a person may possess is the knowledge. For example, a demonstration and a parade on the road safety with numerous posters created a visual image before the public. This activity had a deep imprint on the knowledge relating to road safety than mere words in a book or journal. In another example of drug addiction campaign it was argued that such campaigns affect the emotional component of knowledge. It becomes effective when it is expressed socially. Further, sports were also discussed as an activity that controls many of our emotions, promoting team building, leadership and all captured in the sportsman spirit. A college campus where many sports take place engages students in most productive way to address the emotional component of the student. Freedom is an important aspect of expressing one's emotions and controlling them in the process of mutually reinforced communication. Howsoever important is the freedom as an important aspect of expression of emotion, it must have an important component of responsibility.

After discussion, emotional components such as, communication, confidence, practical, experience, responsibility, peer development, leadership, teamwork, manner, physical fitness, creativity, applied knowledge, etiquette, cooperation and talent were regarded as important ones. The activities for emotional development being conducted are College event, CarmelsParx, dance, inter class events, document, posters, street, dance, singing, fashion show, treasure hunt, rangoli, pick and speak, photography, cooking, wealth out of waste, bird making out of coconut shell and the news reports. There is zero session in the college on every Thursday, at fixed time from 10.30 am to 11.30 am and different activities take place. For example, Blood donation camp, activities related to health and hygiene (including calling an expert on nutrition), career counseling etc.; and an advanced planning of 1 to 2 months is made.

Source: Views were expressed during FGD at Carmel College for Women, Goa University, Goa on 23rd July, 2019

Conclusion

Two basic strategies were suggested by the students[5]:

1. Institutional structures and strategies: It is of utmost importance that the colleges must have policies to deal with the problem of slow learning pace of students. More knowledge should be generated through the workshops and seminars on the topic, particularly the teaching methods and classroom transactions to engage students through assignments, presentations, group work, practical experience, internship and practice. Teaching-learning process has to be interesting and challenging for the students. There should be directions from the University with the flexible curriculum to allow teachers to adopt innovative practices. There should be an incentive system for the teachers to carry out new practices for deep engagement with the students. Every college must have a unit to deal with the strategies for slow learning pace of the students. A practice of doubt clearing class, a strategy adopted by the college, should be made effective and functional.

2. Emotional support: It was found that the majority of students are shy and they suffer from complex and fear to talk to the teachers. Students come to the college with different mental makeup. It is important to prepare them for a day-long activity in thecollege rather than confine them to the classes. It was suggested that teacher should come closer to the students, understand them and be sympathetic. Teacher should be close friend so that students can confide with teachers. Students expressed that during college life they do enjoy the freedom. However, many of them do not know how to use freedom with responsibility? They suggested that it is the duty of the teacher to direct students to spend time judiciously.

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[5] During FGD at Government College (Autonomous) Angul, Utkal University, Odisha on 16th August, 2019

SEMESTER AND CREDIT SYSTEM

Introduction

In a move towards reform in teaching, learning and examination, the University Grants Commission has asked universities and colleges to adopt semester system, choice based credit system, internal evaluation up to a given weightage and grading system instead of numerical marking. Colleges have partially or completely adopted these reforms with a view to improve quality of education. The reform process is expected to improve the quality of learning as under semester system there will be supposedly more focused teaching, under choice based credit system there will be more choices of subjects available to students and grading system will eliminate the discrimination based on numerical marking. Teachers from all over have raised voices against the reform process on account of heavy load in view of shortage of teachers. (Gupta, V, 2010, Rajan R S 2011). Yet there is hardly student's point of view known on actual practice and its effect on teaching learning process. The rationale of FGD is to understand students view on reform process initiated by UGC.

Semester System

Singh & Kumar (2016) state that the advantages of semester system include a continuous engagement between students and teachers, more focussed classroom interaction, inculcation of regular study habit, greater freedom and scope for designing and delivering courses, more flexibility to students and opportunity for continuous learning and feedback. In semester system, "examination become part and parcel of daily routine and the system no more produces stress…The teaching and examination are spread over a longer period and hence the tendency of rote learning and memorization is discouraged." Brophy (2014), in his study on semestering and teaching-learning, showed that there is greater overall variety in teaching-learning activities of semestered classes and that teachers tend to have a better personal knowledge of their students, as compared to annual system. Even Khattak (2011) argued that in annual syste

m, students had enough time to master a target subject. But, in semester system, students had to go one step ahead and try to synthesize different subjects and undergo rigorous evaluation for both intellectual and emotional growth. Semester system is not only an examination system rather an education system where the primary concern is learning instead of teaching and whose approach is learner centered instead of being teacher centered. By assessing continuously it helps to develop all round development of the student's knowledge, skills and so on (Bhutia and Subba; 2015:23).

As opposed to above, vast majority of universities and colleges in India may experience a situation contrary to above findings of the research. It is noted thatthe obstacle which people face

in semester system is that they are left with very less time to prepare which in one way or the other destroys the quality of the subject and knowledge.

Box 7: Shortage of Teacher: A Barrier to Semester System

Students informed that P K Roy Memorial College has a student's strength of 15,000. In the college there is one head of the Commerce department. The department is running with the support of only one teacher to cater to the needs of 860 students. Recently 2-3 teachers have been asked to support the teaching on a temporary basis. According to the students they are not satisfied with the part time teaching the teachers come whenever they wish. Also these teachers are assistant teachers who could not fulfill the requirements of all the students because they lack basic knowledge related to the subject. This makes students dependent on the coaching institutions as they are equipped with proper teaching staff which helps them. Students also reported that because of this semester system they get very less time to understand and prepare for their exams. Administration is also problematic here as at the time of admission college is not able to manage and cater to all the students. The teaching staff is also not adequate. Hence they feel scared, voiceless and easily ready to adapt to the situation. University or college is a place of asking questions. In the present scenario they feel scared to ask questions about their own state of affairs.

Source: Focus Group Discussion with the students of P K Roy Memorial College on 29 June 2019

Discussion shows that the shortage of teachers is an important barrier in the implementation of semester system. Further students pointed out that university fails to manage the semester system due to delay in examination. The admission of students does not materialise in time. The library does not have adequate seating space for preparation of notes.The students were quick to point out that semester system may be a good idea but "in our scenario the field reality is that it does not work out well and does not improve the quality of learning". Students further informed that in certain departments there is only one teacher in the postgraduate department. They made a remark that "UG to barbad ho hi gaya, PG ka bharoshanahi" (Under Graduate is lost, hardly confident about Post Graduate). This was a statement of utter despair and frustration. When little provoked by me to write a letter to the Education Minister or Chief Minister of the state about the state of affairs, they said "Hamedaradiyajatahai". Hence, they feel scared, voiceless and easily ready to adapt to the situation. University or college is a place for asking questions. In the present scenario, they feel scared to ask questions about their own state of affairs.

Choice Based Credit System

Aithal & Suresh (2016) conducted SWOC Analysis and ABCD Analysis to bring forth the strengths and weaknesses of a Choice-based Credit System. Some obvious advantages they lay out include student-centrism, continuous assessment, options of choose from electives based on students' interest, avoidance of less of year or semester due to shortage of attendance in any particular subject, less rigidity, promotion of inter-disciplinarity and specialization etc. Similarly, Regel (1992) also underlines benefits such as performance appraisal based on short-term goals

and expectations, independence to teachers about what and how to teach, easier to initiative new courses as per changing needs of society, to name a few.

Choice based credit system is an important initiative by UGC to impart quality higher education. Through a combination of core courses, electives and skill enhancement courses and the completion of 140 credits in the honors course and 120 credits in the pass course, credit system is aimed at giving broad choice of courses to the students. The choice based credit system provides opportunities and avenues to learn core subjects while exploring additional possibilities of learning beyond the core subjects for holistic development of an individual. The choice based credit system will be helpful in the holistic development of the students.

On the basis of broad guidelines universities have been finalizing syllabi under credit system and they are being implemented. It is important to understand the students' point of view at the level of implementation of the choice based credit system. For an engineering student, the focus group discussion was conducted to understand the implications of the choice based credit system.

'One of the essential pre-requisites of academic autonomy is the designing of courses (from conception to evaluation) and the introduction of the credit-based system. The credit system should ideally enable students to learn at their own pace either faster than the other or slower than the other with a broad time frame completion. Earning a degree needs to be defined not in prescribed and uniform time span but in terms of credits earned. For example, a degree course with 180 credits must be accomplished with a minimum period of 3 years and maximum period of 6 years.' (Government of India 2005, Pp. 47-48; Prasad, 2013, p. 32).

Box 8: Choice Based Credit System

In the four year undergraduate course of engineering there is a total credit requirement of 192. The student from first year to second year can make a transition after clearing 50% of the credits and from the second year to the third year they can make a transition after completing 60% of the course. Students pointed out that this is a very rigid schema of allowing the transition. Almost 10% of the students are detained on the basis of the above schema of following the transition rule. They noted that sometimes student follow the choice of easier course to complete the total credit requirement. In this process they may miss out some of the relevant course of equal credit which may be of greater benefit to the students. Hence the attention of the student is just to complete the total credit requirement. They pointed out that higher grade in easier course, in spite of lower grade in difficult course, may fetch higher grade to the student in the calculation of cumulative grade point average.

They also noted that frequent change in the percentage of marks under each grade creates confusion. For example, a student of 2016-20 batch had the highest grade in the range of 80-100 marks. A student of 2017-21 batch had the highest grade in the range of 90 - 100 marks. A student of previous batch having 82% marks will have attained the highest grade whereas a student of current batch having 82% marks will be able to attain lower than the highest grade. It

was further pointed out that from 2018-22 batch number of credits for theory course and the practical course are the same, giving equal importance to the theory and the practical.

This practice has resulted in curtailing theory component and reducing the syllabus. Practical has been given importance at the cost of the theory. For example they pointed out that in the physics course in 2017-21 session theory was given 3 credit and lab was given 2 credit. In the new schema in 2018-22 session theory and practical, each was given 1.5 credit. As a result the theory course has to be curtailed. The students noted that in the fourth year there is the provision for three electives. Under each elective there is a choice out of four subjects. However, in practice, they are never offered the choices. Lack of sufficient staff strength leads to much fewer options.

Source:FGD was conducted at College of Engineering, JawaharLal Nehru Technological University, Hyderabad on 22nd August, 2019

The FGD brings home the point that education reform such as semester system, credit system and examination system as a practice needs to be examined. Students felt that university and college administration should follow the time table and examination must not be delayed. They also reported that shortage of teachers is an important factor in non completion of syllabus and half baked knowledge of students. Mostly they have to rely on self study. The role of teachers as mentor was appreciated by the students. They said "teachers and books with well functioning library is the soul of education institution".

INTERNAL ASSESSMENT

Higher education in India has always been exam-oriented. Students are assessed on the basis of term-end semester examinations. While this is regarded as one of the effective ways in assessing the memory recall of the subjects but it becomes ineffective when it comes to learning and applying those concepts. One of the major drawback of this assessment structure in universities was recognised by UGC committee in its Evaluation Reform Report. The report clearly states that there is need to emphasise on continuous teaching-learning process. Hence, report suggested the model of internal-external examination with 30-70 weightage of the marks. Taking up the recommendations, many universities have included the structure of internal assessment along with term-end semester examination. The rationale behind the internal assessment was to enhance the 'outcome-based learning' process among the university students. The idea was that internal assessment will help in engaging student in learning process throughout the semester.

Hence, a FGD was organised in two Delhi University colleges to examine whether the internal assessment is effective in increasing their learning outcome.

1. On asking about how the internal assessments are conducted in their course, there were three general answers either in the form of assignments, presentations or test.

Box 9: Which is better: Assignments, Tests or Presentations?

On asking student's preference for the mode of internal assessment they want, majority of the students were reluctant to give the 'internal test' that tests their memory power. Students argued that, external assessment at the end of semester is 75 marks test, the pattern of questions, continues to test the memory power of the student. Hence if the internal assessment also tests the memory of the student, what is the use of continuous assessment except the fact that students are engaged throughout the semester in giving test and hence, finds no time for extra-curricular activities. Similarly they were not very happy with the kind of assignments they get for their internal assessment. Students agreed that, majority of them copy paste their assignment and there is no creativity in it. Moreover, students suggested that if this is how administration wants to conduct internal assessments, faculty should come up with creative questions for both test and assignments, which helps in applying the concepts we studied.
While some of the courses and subject opt for presentations also as their mode of internal assessment. Students unanimously agreed that it helps in thinking and also improving the communication skills and it is more creative as opposed to other two options.

Source: FGDs conducted at ShaheedBhagat Singh College and College of Vocational Studies

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Students not being satisfied with tests or assignments as mode of their internal assessment depicts that how internal assessment instead of being creative and engaging has become a burden

on students. The evaluation reform report has introduced internal assessment to enhance the learning outcomes but students being 'more' overburdened by it indicates that these assessments have failed to be engaging in nature. There is a need to address that current generation students look for varied undergraduate experience which is not limited to the theoretical knowledge only.

2. On asking what are their suggestions or thoughts on internal-external model for assessment,there were varied thoughts. Students in higher education institutions come with diverse background and experiences, hence there were varied opinions/suggestions on this question.

Box 10: Is Internal-External model of assessment effective?

As aforementioned, students have a very varied opinion on this. Some of them supports the system, others thinks that it is more of burden.

Students who favour the continuation of internal assessment thinks that it requires greater innovation in terms of quiz, group discussion, poster presentation, activity based assignment, internship opportunity, peer reviews, etc. which could evoke interest in learning. There are students who pointed out that syllabus at the university level is fixed and teachers find it difficult to incorporate any change. For example, teachers taught GST although question was asked on value added tax as per syllabus. Adding to that students also noted that to realize the benefits of internal assessment teaching practices should also be made attractive.

Students who opposed it feel that internal assessment engages them throughout the semester with additional load of test and without adding to the creative aspect of learning. Continuous engagement with cognitive and memory based aspects of learning denies the opportunity to have undergraduate experience of peer group discussion, pursuing interest in music, dance or drama, participating in sports or activities of their own choice, etc. Another important reason for dissatisfaction with the continuous assessment was that teaching practices are still traditional lecture based.

Source: FGDs conducted at ShaheedBhagat Singh College and College of Vocational Studies

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Whether model is effective or ineffective, one thing is for sure that students want an innovative and creative environment that makes learning engaging. Whether its curriculum structure or rigid teaching methods, students unanimously felt that there is need to revamp the structure altogether so that studies at this level becomes more outcome based. They want internal assessment to not only test student's memory skills but their practical and applicable knowledge.

Box 11: Modes of Assessment in Practice and Suggestion by Students

Modes of Internal Assessments in practice:	Modes of other Internal Assessments as suggested by students in FGDs
• Tests (which is nothing different from Endterm Examination) • Assignments • Presentations	• Quiz • Group Discussions • Fieldworks • Activity based assignments • Internships • Poster presentation • Peer Reviews

Conclusion

To sum up, there was lot of discussions around learning processes in HEIs, an important question in this discussion arose about the effectiveness of internal assessments and whether it should be abolished. Majority of the students were of the view that internal assessment should encourage students to explore the creative learning that provides them useful opportunity in life.

Creative learning can be encouraged if the undergraduate experience is enriched with varying activities and experience that satisfies students and is useful in life after college. This is certainly not possible through the memory based class test or assignment that seeks to gather information. Internal assessment should allow teachers to be innovative in teaching and learning practices. However, policy may not be conducive to allow teachers the flexibility to practice curriculum suited to the choice of teachers and students. There is the danger that any such flexibility may lead to anarchy, perhaps the disaster. With such fear curriculum structure will tend to follow standard practices and internal assessment may be reduced to test the memory power. Therefore, an important conclusion is that within the limits of curricular structure the teacher should encourage practical knowledge through presentation, project, quiz, group learning, community based practice.

CURRICULA STRUCTURE

Curriculum relates to the content, process of delivery of the content and assessment of what has been learnt by the learners. Content and its delivery must be such that critical thinking ability of the learner is developed over a period. Besides, the student body in the classroom is diverse; hence it is necessary to have understanding of the students who have to be taught. (Adagale, 2015). Traditional methods use only "subject matter" as their basis for curriculum development. Tyler identified three data sources which must be used in curriculum development: society, student, and subject matter (Klein, 1986). Other scholars, mainly Eisner and Vallance (1974), identified four conceptions of curriculum: (i) Academic rationalism, (ii) Cognitive processes, (iii) Self-actualization, (iv) Social reconstruction In Indian higher education, curriculum design is a high-level process (Daniel and Franklin, 2014). It is generally concentrated at the level of the university departments under the central guidelines of UGC.

It has been noted that the existing curricular structure in Indian higher education system is rigid. It is more theory and knowledge oriented as compared to practical aspects of learning. As a result it gives rise to the memory test in the examination. Curricula and also the examination system does not allow to test the practical rationality that demands solution to practical questions which are so varied in nature. The curriculum structure is designed in a way that over emphasise theoretical rationality that only allows students to deal with the ideal type questions and its solutions. More importantly, policy document constantly reminds the teaching faculty that there should be curricular updating which means that new knowledge should be included in the syllabus which adds to the burden of knowing more and more.

Figure 14
Curriculum Design
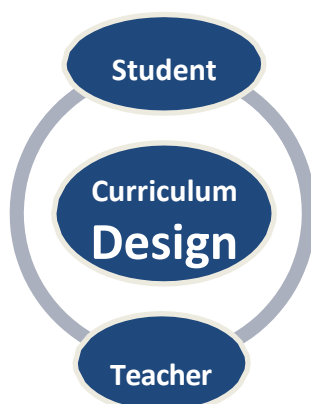
Note: This picture depicts that if teachers and students work together towards curriculum structuring then lots of loose ends in curriculum design can be minimised. Thus, it is important to consider students as a stakeholder in curriculum designing. This is the message that the survey informs.

Curricula structure should empower students to learn more and more practical knowledge which could be of help to them to understand life world. Inclusion of skill development component in subjects is one way to empower student learning. For example, if a student of economics wants to specialize in environmental economics then the present curricular structure allows to learn through electives a paper or two in environmental economics which is knowledge oriented. If a skill component has to be added then curricula may provide the scope to impart skill of cost benefit analysis to the student to understand the economics of environment. However, practical knowledge in curriculum implies that students are expected to learn from practice, picking up a problem and provide a solution that benefits society. Students are one of the important stakeholder of the curricula structure, hence a FGD was conducted at Jammu University to review the structure through student's perception.

To break the ice, some basic questions were posed to students about their knowledge on curriculum structure. While students were aware of their curriculum but they knew least about the academic council and other departments that work towards it. Moreover, they showed no interest in knowing that also. Some of the important point of discussions of FGDs are given below:

1. One of the fundamental questions asked was about their purpose of pursuing post graduate studies. While there were varied answers but broadly students' answer could be categorized into two. The first set of answer was to help gain the practical knowledge that could fetch them a job. Another answer was to help them decide the life plan. Both set of answers pointed towards the development of skill and practical knowledge. Though there is a difference between imparting skill and practical knowledge, students seemed to confuse the two. Hence, through the FGD the difference between the two was clarified so that students can judge questions better and answer them more accurately.

2. In one of the FGDs conducted for B.Sc. Agriculture Science students, one of the important questions asked was, "What they want to do after?" Answers were mostly stereotypical.

Box 12What after Study…?

When questions were posed about what students are going to do after this, majority of the answers were stereotypical. Out of sixty students, except two, almost 50% said they want to pursue scientist/academics/research, 20% said they want to join as agriculture field officer and 30 percent said they want to join as officer (banking, administration, etc.) .

Inference Drawn: Knowledge curricula alone with the last year of field attachment and experiential training has made them to think in terms of some stereotype white collar jobs. It is quite possible to imagine certain stereotypes emerging from economics, law, sociology or geography students as well. They find it difficult to venture into area which might be fascinating for them. They fear venturing because they lack practical knowledge and hence developing the capacity to take practical decisions when they complete their study. For example, why students of agriculture education fall into the trap of stereotypes seeking job from the market rather than create jobs in the market when they are themselves knowledge expert in green house farming, horticulture, mushroom farming, etc. The reason is simple. Curricular structure does not allow them to have understanding of practical problems and providing a solution to the practical problems. They fear venturing the real world and fall back upon the job syndrome in terms of some stereotypes.

Source: FGD at University of Agricultural Sciences, Jammu on 10 May, 2019

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3. These students have fieldwork component attached to their curricula structure. When asked about the same, unanimously none of the students were satisfied with it.

Box 13: Field Attachment, effective to what extent?

None of the students raised hands when they were asked whether they are satisfied with the field attachment with the farming community. The reason, they explained, was that such attachment does not allow to explore practical problems. Students expressed that farmers know that indiscriminate use of chemical fertilizers has led to the erosion of soil fertility. However, there was no possibility for students to explore on farmer field whether alternative of organic farming could be a better option to convince farmers to shift to the alternative. Such practical knowledge would have given confidence to students to think beyond stereotypes, try out start-ups with incubation centers in the university to help them start a new venture. In their opinion, it proved to be ineffective. They feel like it's more of a mere formality, curricula structure does not allow them to explore any further, as it is rigid in terms of being more knowledge oriented. It does not help them solve real life problems, even when they are able to recognise it. After coming from the field attachment they are back to their courses and subjects.
Source: FGD at University of Agricultural Sciences, Jammu on 10 May, 2019

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4. To seek student's opinions and suggestions about the Curricula structure, final question that was posed to them was about the planning of curricula and how they should revamp or restructure it.

Box 14: How Students think Curricula Restructuring should be planned?

To the utmost surprise the answer given by students was simple. They said that providing a basic knowledge through the existing course curriculum is necessary. However, a customised semester or two may be planned in the curriculum such that student interested in various aspects of farming can go to the field. An economics student may be assigned to understand the economics of farming in actual field situation. For example, the student may be assigned to understand the costs and benefits of different crops, storing of the farm product, marketing of product, etc. through the attachment with the farmers. Similarly the students of law may go to the field and through the attachment understand the legal implication of use of various pesticides, crops, minimum support price, ownership and tenancy rights, etc. Moreover, a customised assignment on problem solving in the field could be designed for the law student and similarly for sociology or geography student. Whatever be the life plan, the tailor-made field attachment with a view to gain practical knowledge needs to be a part of the curriculum structure which requires innovative thinking on the part of teachers.

Inference Drawn: This was one of the final answers given by students, and with all the discussions that happened, one inference that can be drawn is that students want more practical component in the curriculum. They want to solve real life problems and learn more about it. Not only this vision will make the higher education more engaging, it will also help in pushing students to think, create and innovate. Students also want to break through the traditional curriculum design and its rigidity and want higher studies to be more engaging rather than it feeling like a burden.

Source: FGD at University of Agricultural Sciences, Jammu on 10 May, 2019


Conclusion

To sum up, overall students felt satisfied with the knowledge part of the curriculum transacted to them. However, the problem with the knowledge based curriculum is that it creates an ivory tower in terms of ideal and scientific knowledge and students create stereotypes in the real world for the jobs which they seek and remain disillusioned when they fail to grab a job of the stereotypes. The real difficulty of the curriculum structure is that it does not add to the practical knowledge which can empower students to take decisions of practical life as they deal with only scientific knowledge through the curriculum transaction. Skill gain was confused with practical knowledge. Moreover, the over emphasis on theoretical rationality only allows students to deal with the ideal type questions and ideal type solutions. Policy document constantly reminds the teaching faculty that there should be curricular up gradation and it should be in parallel to changes happening in the society and the world. It means that new knowledge should be included in the syllabi. The hands on experience is zip and it was also observed that higher education is theoretically linked with skill based teaching but in reality this is not so, and this needed to be done. Mere gain in skill through the restructuring of curriculum may not enhance the capacity to take decisions in the practical life. With the gain in skill they are again dependent on the job market that is before them. Practical knowledge is the knowledge which can be gained by working in a field situation confronting the problem and taking decision combining the knowledge with experience. Hence, a curricular structure may be designed with a semester or

two for the students where customised assignment may be given relating the complex problems of field where students themselves take decisions and learn from the reality. The challenge is that teachers have to work hard for the restructuring of curricula and must include student who is an important stakeholder. Teacher and student should together create a curriculum that helps them to gain practical rationality rather than mere theoretical rationality for further advancement in student's career.

TEACHERS

Teacher Continuum

Lecturer
- Teacher: Stand and deliver
- Students: Listen and take notes

Instructor
- Teacher: Drives content through whole group mini-lesson.
- Students: Guided and Independent Practice.

Facilitator
- Teachers and Students drive content
- Students work in small groups to gain instruction and have choice.

Coach
- Teachers adapting the students learning according to specific needs.
- Students work on different units/tasks.

Created by Jill Thompson

Imagining Teacher

The role of a teacher in higher education needs to be understood from students' point of view. It is important to note that teachers vary in their temperament, teaching style and communication. There exists wide diversity among teachers. It was found difficult to get some universal understanding of the characteristics of a good teacher. It is important to note that while punctuality is an ideal that should be followed what is important is that a teacher who is liked most by students must have a *very good grasp of subject*. . It came out from the discussion that teaching should be such that student is able to *relate the teaching to real life situation*. He should *not create a barrier between student and a teacher*. He should be *open to question and criticism*. He should be *empathetic* and *passionate*. He should *promote creative thinking and a good learning experience* among students. Some of the personal trait such as *humility* was also noted to be important attribute of a teacher. A teacher should be approachable to all students. There does exist a power relation between teacher and students in the classroom. Hence a teacher may be imposing upon others and silence students through the domination of knowledge power. On the other hand, knowledge power could be equally distributed if the class room teaching is more democratically organized. This may help the classroom milieu to reflect upon the discussion in the process. Then space for critical thinking, questioning and learning with peers will follow.

Teachers vs. Kiosk

Box 15: Teachers vs. Kiosk

Question

Suppose we give you a Kiosk. It has all the knowledge that you want. For example, it can give lectures as per the syllabus from the best of teachers. It can clear your doubts if you ask any question. It can give you assignments and term papers and it will also check your answer scripts and give you the marks after you are a registered user of the Kiosk. Do you think teachers are useful in this circumstances of automated learning?

Reply

The answer was that how to inspire a student? How to create confidence to a student? How to develop thinking capacity? How to develop the capacity to analyze? How to communicate? Girls student said that we live in society and we face a lot of discrimination. Whenever we feel bad whom do we go? Jyoti said " My father expired when I was in 10th class, my mother is a housekeeper and my brother provides financial support. To carry out study demands lot of courage. Can machine provide me that courage"? Another student said that there are students who drop out under difficult family circumstances. They have to work during day hours and study at night. They may not have time to go to Kiosk and do structured learning.

In all the above, they emphatically said "there is a direct role of a teacher. We cannot think of colleges without teachers, students and classrooms. Teachers take classes and classroom is a social experience. It provides opportunity to relate it to different students, make friends who become co learner. A girl student said she had a brutal experience of her life. She named a teacher who supported her to come out of that situation. Another student said she suffered from communication problem. She was hesitant to speak in the classroom out of fear. Teacher provoked her to speak in the class by pointing out to me to stand up. She gained confidence thereafter to speak before any audience. They all pointed out that there are teachers who are not punctual. However, they all named 5-6 teachers without whom they cannot think of a college as they are not only good teachers but also act as motivators. They said they are exposed to the world experiences.

Source: FGD at P K Roy Memorial College, Dhanbad on 29th June 2019

Discussion[6]

Students narrated their experience of an event when inclusive approach was adopted in the classroom. Students were sitting in a segregated manner. There was not only gender divide but also divide was visible in terms of prestigious college and not so prestigious college students and students from reserved and general category. Upon arriving in the classroom a Professor of Human Resource Management put up with the segregation. In organization behaviour class he performed role play by mixing students from different backgrounds. He encouraged peer

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[6] The analysis is based upon the focus group discussion carried out by the author with a group of research scholars at NIEPA

interaction. He synthesized the energy of all students in the class. It was noted by the student that every teacher has a unique approach to teaching and human resource professor delivers in the class room in a unique way which satisfies students.

A differentiation was also made between teacher teaching science subject and a teacher teaching social science subject. Curriculum in science is heavy. Teacher is supportive. Yet the heavy load of curriculum does not allow a teacher to adopt innovative approach. On the other hand, curriculum in education and other social science subjects allows teacher to touch upon the students' life. Curriculum in science should be made interesting by teacher. This is possible if curriculum load is not too heavy and teacher relates science to society.

The turn of discussion was noteworthy when a student shifted the attention away from nuances of teachers following different practices to the personal philosophy of a teacher. The teacher when influences a student in terms of life perspective the impact is long lasting. Later in life student imitates the life model presented by a teacher. A teacher becomes more than a preacher. Teacher becomes the role model. The teacher is unforgettable as he causes behaviour modification. The subject knowledge in the future life of student disappears. What matters is the invisible imprint of a teacher.

An emphasis was placed on the institutional culture. There are institutions where Principal of a college cultivates the team spirit and creates environment of work, timely classes, teachers engagement in curricular and extracurricular activities. Students emphasized the normative work culture rather than rules based governance.

An important point of transition from undergraduate to postgraduate and a transition from the experience of a college from one setting to the experience of a college in another setting was explained during interaction. From an undergraduate college teaching to the postgraduate department teaching things change considerably. While this observation may not be generalized, yet the teachers at undergraduate level do not have as much support, orientation, training and opportunity as the teachers at the postgraduate department. Hence students felt that divide exists between the undergraduate and postgraduate teachers.

Conclusion

The central message of the focus group discussion is that there is no unique characteristics of a teacher. However, what differentiates one teacher from another is the unique style of engagement with the students. Teacher must have mastery over subject. He should be ready to relate teaching to the practical life and develop critical thinking. Besides the undergraduate teacher suffers from the lack of opportunity and exposure. To be innovative it is necessary to make curriculum little less heavy. Last but not the least, teacher must prove to be the role model.

TEACHING METHOD: FOCUS ON EMOTIONAL INTELLIGENCE

Teaching method is an area of dissatisfaction for students. In spite of large amount of research, workshops and seminars on teaching learning academia have not responded to changes in teaching methods. Lecturing still continues to dominate in the classrooms and this is the reason of dissatisfaction for the students. In some colleges technology has been integrated into classroom teaching. However, power point presentation deprives students of the reflexivity of a teacher. In most of the discussions on teaching methods intelligence, reason, critical faculty of students are pointed out. Students noted that teaching has its main purpose to complete the syllabus as it helps to crack the examination. They further noted that research backed teaching is lacking. Innovating ways of relating to practice is also lacking. More case studies in many courses need to be introduced. The new reference books be brought to the library. Students be considered as important stakeholder in the framing of the syllabus. Teachers should be encouraged to write text books in innovative manner. Practice rather than theory should be the approach in teaching learning experiences of students. It is important to note that in the discussion on teaching methods an altogether different dimension was touched upon. It shows the thinking of the new youth in higher education. Students talked about emotional quotient. There are a lot of students who enter the college premises with little exposure of outside world. Family circumstances, too, may not be favourable for higher studies. This de-motivates the students at some point or the other to quit higher education.

Thayer (2000) suggested the strategies for retention of such students by providing student support services in the first year of their college which will increase peer relationship and enhance the quality of learning. Tyagi.G&Gautam. A (2017) identified the impact of emotional intelligence on the academic achievement of students. They noted that emotional Intelligence emerges as an effective factor for the specific change in the academic performance of students at University level. Juan et.al (2016) conducted a study with eight undergraduate business students with respect to emotional intelligence and how it impacts perceived success. They identified some themes which were relationship management, self-awareness, self-management, and social awareness. Results of this research indicated that there was a strong, positive connection between emotional intelligence and academic success and that the development of emotional intelligence was influenced by identifiable factors.Intelligence (knowledge) and emotions (soft skills) are two important facets of the students make up of the personality. Institutions of higher education usually manage the knowledge component in the curriculum whereas soft skills to manage the emotional component is usually pushed to the non evaluative co-curricular activities. High stress and anxiety may be caused by difficulties due to economic hardships, conflicts arising in the family, high level of aspirations, various forms of abuses confronting a student, cultural and religious barriers and inability of a person to cope up with habits and attitudes of peers, teachers and demands and expectations of parents and the society. Students with high emotions may not find it congenial to concentrate on developing knowledge in academic subjects.

FGD on Emotional Quotient

The focus group discussion on emotional quotient is an attempt to understand the student's point of view on the subject and how it can be a part of curricular transaction in the college?

Box 16:Emotional Quotient

A student explained that there are many hidden talents. They remain unexplored unless you've used or demonstrated. The demonstration gives the confidence of a certain talent. Thus the exploration of potential that a person may possess is the knowledge. An example was given where in a competition a student chose to make a video film on some social issue. When the video film was demonstrated and appreciated, the student realized that new knowledge has been discovered in terms of the talent that she possesses. Another student explained that she made a documentary that demonstrates that coconut is a tree and not a plant. She wanted to give the message that cutting off coconut amounts to cutting of trees and a loss to the environment. She narrated that this documentary gives a message or a knowledge to the society which is useful and she said that it is her discovery of a certain idea. Another example was given. It was argued that road safety is important. The knowledge may be gained in the book. However, a demonstration and a parade on the road safety with numerous posters created a visual image before the public. This activity had a deep imprint on the knowledge relating to road safety than mere words on road safety in a book or journal. Another important example on drug addiction campaign was cited by the student. It was argued that such campaigns affect the emotional component of our knowledge. It becomes effective only when it is expressed socially. Knowledge is not something that is written in the examination hall and evaluated by the examiner for the sake of getting a degree. It is something sterile and barren. It was further emphasised during the discussion that sports is not a mere activity. It is an activity that controls many of our emotions. It promotes the team building, leadership and all that is captured in the sportsman spirit. A college campus where many sports take place engages students in most productive way to address the emotional component of the student.

Source: FGD at Carmel College for Women, Goa University, Goa on 23rd July 2019

Examples: The following important aspect of emotional components and strategies for promoting balanced emotions were cited by the student. They noted the following components of emotions are important. Communication, confidence, practical, experience, responsibility, peer development, leadership, teamwork, manner, physical fitness, creativity, applied knowledge, etiquette, cooperation and talent.

Conclusion

The new generations of students with diverse compositions come together in the college campus and interact. This creates the social basis for knowledge creation. Knowledge does not come out of vacuum. Knowledge is not a purely individual endeavour. This is the reason why college becomes such a useful social space where collectivity assumes importance. Knowledge is not a set of ideas. It is embedded in society. That is where the importance of societal aspect of knowledge assumes importance. Hence the need on the part of college management to understand the emotional quotient of a student becomes important.

CAMPUS AND HOSTEL LIFE

Introduction

National Policy on Education chaired by Kastoorirangan (2019) in the new architecture of research and teaching universities notes the importance of campus life. It notes that campus life must promote clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, table tennis, etc. thereby promoting the extracurricular activities. (ibid. pp. 245-6) It advocates well designed campuses with pleasant classrooms, computer rooms, internet connectivity, banking and medical facilities, sports ground, etc. The campus life promotes the academic culture by living together with residential accommodation for teachers, non teaching employees and students. A robust campus life with a population of students in the range of few thousands and few hundred teachers and non teaching employees promotes academic culture.

Indian universities do have a campus life with undergraduate, post graduate and research students living together. However, such campuses are rare. Most of the state universities have few thousand students from post graduate departments who live in hostel and there is some residential accommodation of teachers which are scattered and overall do not present the view of a close nit campus life with buzzing activities. Besides undergraduate education confined to colleges do not have the taste of campus life, barring few colleges where hostel facilities and residential accommodations are available.

The rationale of understanding the importance of campus life is to underscore the benefits which students enjoy and how these promote the growth of students?

The campus life of universities in India is varied. JawaharLal Nehru University is known for the campus life that encourages students to be deeply engaged in conversation and be exposed to debates all around the world. VishwaBharti University is known to promote the cultural practices relating to art, dance, drama, painting and the natural surroundings from which and within which students learn. The campus life is fit for developing basic human values. Banaras Hindu University has the largest number of hostels and a large campus in which students from different states come together and learn from each other, notwithstanding the fact that the caste and group tensions come to the surface at times and disturb the academic atmosphere of the campus. Hyderabad Central University has otherwise a good campus but has been in the limelight for suicide of a student reflecting the callousness of the administration. IITs and IIMs have large campus with modern infrastructure with a high-quality campus life that provides good ground for nurturing the students. A campus life with least tension and conflict is desirable.

Box 17: Campus Life in a University

Students noted that the campus life provides them security, 24 hour library access, in-house medical attention, fast Internet connectivity in the campus, clean and hygienic life, 24 hours electricity and accommodation at a cheaper rate. The multidisciplinary campus provides them an opportunity through the choice based credit system to choose a range of subjects. It was noted that in value education and educational management the students from science, engineering and other disciplines attend the classes. Multi-disciplinary campus provides an opportunity to discuss with the students from different subjects. A student noted that she is working on the issues relating to educational inclusion. She came across a student from sociology and cultural studies. After discussion she found her interest to understand inclusion from sociology and cultural perspective. She noted that language also impacts inclusion. She is now developing her research interest on inclusion from a multidisciplinary perspective.

The campus life also provides an inclusive atmosphere. However, A student from Sikkim and West Bengal noted that sometimes they do not intermingle with Assamese and prefer to live in own silos. Assamese students speak in the regional language which creates a divide between Assamese and non Assamese. Sometimes students from other states do not find food to their tastes. Students from other states also may not have the liberty to celebrate festivals of their choice. It was also noted that inclusion may suffer from divide between students on account of language, caste and class. Sometimes, a hierarchy of the senior and junior may break the unity of students. Hence, inclusion may not be automatic. A truly campus life needs to break the isolation of students from other states for which administration needs to take steps. The administration should clearly chalk out how a multi-lingual, diverse campus life can be created.?

Management of mess by students was given as an example of how the food cost could be cheaper, food quality can be maintained and the students from different food habits can be delivered food of their choice. However it was noted by some group of students that this is not an universal practice and a good campus life also means that multiple varieties of food to the taste of students may be made available.

A narrative from a student was quite encouraging. The students have created an animal club. They sterilise all the animals moving around in the campus. Now there is no fear of the animal bite and people have begun to love the animals. They said that campus life provides an opportunity to nurture life and be a good human being.

A particular observation of the campus was noteworthy. Many girl students were found to be moving on bicycle. After an enquiry it was revealed that as soon as a girl joins the campus, she is offered bicycle throughout her stay in the campus. After her study is over, bicycle is surrendered and delivered to a new girl. On many corners of the campus it was written that no student is allowed to use motorised vehicle in the campus. Indeed it was observed that male students usually walk on the campus and never use any motorised vehicle. The decision was taken after an incident in which a student going by bike from the campus of Tezpur University to the town met with an accident and died. After the incident such practice of bicycle was adopted.

Students noted that campus life does not mean campus is guarded by the walls. Campus should not look like a prison. It must have connectivity with the society, market, cultural centres of the town. Students

must have the liberty to spend time with freedom outside the campus as well. Besides, informality should be built within the formal structures of the campus. A balance between formal and informal spaces should be created in the campus. Students felt that JawaharLal Nehru University and Hyderabad Central University provides a much better academic atmosphere in the campus. Such buzzing academic culture of debates and discussion must have role in the campus in developing a vibrant campus life. It was also narrated that some time ago the Vice Chancellor of the University used to occasionally meet all the students of the campus. Students had developed trust in the academic leadership of the Vice Chancellor which was praised by the students. They felt confident as they had direct communication with the Vice Chancellor of the University. Hence the role of academic leadership in developing good practices in the campus was lauded.

Source: FGD at Department of Education, Tezpur University, Assam on 12 May, 2019

Campus life and its development has not been the focus of the policy in the past. However the advantages of a campus life are enormous in developing the capabilities of a student through curricular and extracurricular activities. Campus life should be free from petty politics. It should allow the students from varying backgrounds to exchange ideas without fear. Woman should live with full security in the campus. It should be inclusive and embrace different cultures. The good campus life should promote the values of a good citizen who can strengthen the democratic fabric of the nation.

HOSTEL AND LIFE WITHIN

Rationale

In a degree college situated in rural region students come to the college from a range of 30 to 40 km. In the absence of good transportation facility, boys and girls often visit the college by bicycle. In such a rural setting hostel is inevitable for those who come from long distances. Hostel facility, particularly for girl students, is necessary from the point of view of security and saving of the time in covering long distance. Without hostel perhaps many students may not be able to make a transition to higher education or study in relatively better college. Merely providing hostel infrastructure may not be sufficient. It is also important to have a life within hostel conducive for overall development of students. Hostel life must provide freedom. It should be free from discrimination. It should be enjoyable as well as peaceful. The food provided in the hostel should be nutritious. There should also be entertainment. The value of friendship should be nurtured. The administration within hostel should promote discipline. The rationale of the focus group discussion was to understand the students' life within hostel.

Feedbacks[7]

The students in the rural college from the varying backgrounds reported that their parents are shopkeepers, teachers in Government schools, farmers, post masters, clerks. Some of them reported that they are working in electric wiring had business and so on, were contractor and forest guard etc. All these students were residing in hostels. Their families were able to effort reports 30,000 per annum for hostel fee and food bill. It was reported also that some of the scholars coming to the college were from extremely backward groups. Most of the students reported to have formal jobs in the Offices, Army, Banking, Schools and College or in Government establishments.

Student reported the independence in the college life. They noted the role of friendship and exposure to knowledge while living in the hostel or in the college. They said that having a hostel in the college has facilitated the access to a good college. Without hostel facility they will have to fall back upon inferior college much closer to the place where they reside. They reported that they come to the college campus between 8 to 9 a.m. Their classes continue till 11 to 12 noon after spending 2 to 3 hours in the college. They go back to the hostel and have lunch at 12 noon. They take rest in the hostel till 4 p.m. during which they use their mobile phone for at least one hour. Some of the students go to the computer class between 4 p.m. to 6 p.m. outside. When they come back, they study during study hours between 7 p.m. to 9 p.m. The senior students and the

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[7]Feedbacks were received during FGD at Bantalla Degree College, Angul, Utkal university on 16th August, 2019

lady warden supervise the study hours. They felt that their life in the hostel is very mechanical. There are no other activities in the hostel which can make learning interesting. Girls' students are strictly prohibited to go outside. They feel hostel as jail. However, they become used to and they feel that it has become their habit. They can go outside only after applying and when parents inform the warden, they are allowed to go outside.

Girls feel secure within the hostel premises and have some sense of fear going outside the hostel. Students are allowed to keep the mobile phone. However, junior students cannot use the mobile at all place. Senior students keep up close watch on the junior students on the use of mobile phone.

With respect to the pace of learning in the class, they inform that in the class they barely understand the lectures and they have to consult teacher. Whenever they are in doubts, there are 4 compulsory classes in a day. They do study books and discuss with friends in the case of doubts.

The principal of the college demonstrated the advantages of the CCTV. The college has over 30 CCTVs which are also installed in the classes. Principal can listen to the lectures given by the teachers. Principal can also monitor the examination and all CCTVs of the colleges are linked to the higher education department of the Government of Orissa.

OUTCOME BASED EDUCATION

Introduction

Outcome-Based Education (OBE), is considered as a student-centric learning model that helps teachers to plan the course delivery and assessment with the end point or course outcome already in mind. The quality mandate of UGC has given thrust to learning outcome based approach. Knowledge, skill, values and attitude are the four areas of outcomes for the curricular reforms. (UGC, 2019). UGC (2018) notes that "The expected learning outcomes are used as reference points that would help formulate graduate attributes[8], qualification descriptors[9], programme learning outcomes[10] and course learning outcomes[11] which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes". Based on this initiative subject specific curricular reforms to achieve learning outcome has been undertaken by UGC. Outcomes based education necessitates complete overhaul of the teaching learning process as specification of outcomes are crucial in designing the curricula and teaching learning process as well as assessment aiming at fulfilling the outcomes so specified.

Different institutions have a different way of going about the OBE process and are at different stage of implementation in India. Even though as per the Washington accord the concept of Outcome-Based education is valid for engineering courses, a lot of arts and science colleges have also taken up the implementation of Outcome-Based Education (OBE) based on accreditation guidelines. For Spady (1994), Outcome-Based Education means clearly focusing and organizing every-thing in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing curriculum, instruction, and assessment to make sure this learning ultimately happens. According to Margery H. Davis (2003), Outcome-based education is an approach to education in which decisions about the curriculum are driven by the exit learning outcomes that the students should display at the end of the course. That Outcome-based education can be summed up as results-orientedthinkingand is the opposite of input-based education where the emphasis is on the educational process and where we are happy to accept whatever is the result".

However, among some of the concerns with the OBE include, the loss of a holistic approach to learning, owing to outlining of specific outcomes. Predetermined outcomes can reduce learning merely to something that is specific, measurable, and observable. Education outcomes can lead to a constrained nature of teaching and assessment. Due to the nature of specific outcomes, OBE

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[8] The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competencies, that all students in different academic fields of study should acquire, Bachelor (BA or MA)

[9] A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification, for example BA in Economics.

[10] Programme learning outcomes will include subject-specific skills and generic skills, for example Economics

[11] Course learning outcomes are specific to the learning for a given course, for example, micro economics.

may actually work against its ideals of serving and creating individuals that have achieved many outcomes. Also, when determining if an outcome has been achieved, assessments may become too mechanical, looking only to see if the student has acquired the knowledge. The ability to use and apply the knowledge in different ways may not be the focus of the assessment.

Students' Definition of Outcome Based Education

While in principle understanding, analyzing, applying, creating are some of the important attributes expected from a graduate, in reality it is not so easy to frame the curriculum, teaching and evaluation to impart such attributes to the graduates. FGD was conducted to understand from the students in simple terms the meaning of outcome based education and the processes necessary to develop such attributes.

When asked to a group of students of engineering the meaning of outcome based education, the following responses were received.[12]

Box 18: **Outcome Based Education: Students' Perception**

1. Understanding the concepts, not through the mugging up a formula but in terms of logic, exposure and demonstration

2. Updating knowledge to the newer systems of machinery, programming and the latest developments in industry

3. Developing a confidence to handle machinery and tools and be able to take decisions in resolving the problem relating to machinery

4. Acquiring soft skills as well as managerial abilities to deal with the new architecture of industry

Source: FGD at Padre Conceicao College of Engineering, Goa on 22nd July, 2019

With respect to the first feature of outcome based education the student explained that there is lot of emphasis on theory. For example, the theory of competition was taught in the class. The theory was not related to the practice. Some abstract principles were mugged up and reproduced in the examination. Another example was given. They said that coding language is taught through the PowerPoint Presentation (PPP). The need was felt to adopt the method of teaching which can make theory class interesting by relating to the practice.

With respect to the updating of knowledge they gave many examples. They said PYTHON, New HTML, Ruby on Rails, Web back end management are not taught which are all industry ready knowledge. New fibre optic technology is also a serious omission from the curriculum. In software engineering new syntax and programmes be taught and the students should know how to adapt to new syntax? Books prescribed by the University are not updated incorporating new

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[12] FGD was conducted at Padre Conceicao College of Engineering, Goa on 22nd July, 2019

knowledge. They also noted that teachers are not expert in new knowledge to be imparted hence suggested the need for training.

What we learn is outdated and knowledge that is imparted is not applied. For example, cryogenic technology is neither taught nor even demonstrated. In the workshops whatever is taught is not sufficient to gain confidence in solving the practical problems in industry. The present practices and opportunity of internship fails to provide confidence to solve the practical problems.

With respect to the last outcome relating to the soft skills, there is a provision for some sessions on soft skills, mock interview, placement. However as these are not the part of the curriculum this is not sufficiently taken care of. With respect to the management course which is given 30% weightage they found principles such as six Sigma, quality assurance and probability and statistics useful. However, students preferred to have 90% weightage to technology course and 10% weightage to management course.

Besides this, the students pointed out that they are bombarded with assignments. An entire month and a half goes for examination and practical. Curriculum is revised after a gap of 10 years. It was revised in 2007-08 and was now revised in 2016-17.

The FGD simplifies the understanding of outcome based education in terms of knowledge, its updation, confidence in the knowledge towards its application and soft skills that will help the student to work in the practical world. These four fundamental points are easy to grasp and if a teacher practices it in the delivery of a class, the outcome based education is indeed followed in spirit. However, if outcome based education is quantified and put in practice in mechanical terms, it would become highly complex and perhaps difficult to follow by a teacher.

Employability of Graduates

Introduction

Employment relates to the phenomenon of labour market and employability to a situation in which graduates suffer from the deficit in skills required for a job in labour market. Academic literature presents following reasons as barriers in the employability of graduates. First, the labour market is highly diversified and the pace at which diversification is growing is so enormous that curricular change within university finds it difficult to match the pace. Second, the university academia and industry relationship is fuzzy and lacks institutional mechanism. Relationship is project based. As a result academia becomes not very sensitive to changes in industry. Third, how to create a balance between theoretically oriented course design and problem based approaches to teaching learning is still being debated among academia? Pedagogy and curriculum design is still uncertain and in Indian universities theory dominates and graduates suffer from deficit in problem based skills. Accordingly, strategies are suggested to increase the employability of graduates by incorporating hard and soft skills and design teaching learning practices in innovative ways - facilitating collaborative design and promoting field experiences.

During focus group discussion at engineering college students noted practical difficulties which needed immediate attention to enhance the employability of graduates.

Box 19:Reasons for the low employability of the graduates

1. They said that the number of experienced teachers is declining and they are being replaced by contract teachers. The experienced teachers are competent to engage the classes and contract teachers do not have that competency. As a result the quality of teaching learning process is declining. Students could not grasp subject knowledge with the contract teachers. Besides, the contract teachers are not properly recruited. They are recruited in hurry as the session begins. The experienced teachers have also less time for engaging classes as they have lots of administrative assignments. This affects the quality of the classroom transaction and knowledge to begin by the students. This is the most important reason for the lesser employability of graduates.

2. They noted that the students also do not have proper lab experience and practical knowledge which the employers are searching. When students go to do the experiments, most of the time they are doing "jugar" for the experiments. What they meant was that they are checking the equipments whether they are working properly or not. They are in a dilemma whether they are doing experiments or checking the equipments. If equipments are sent for repairing it takes months.

3. Employers when they come to recruit search for overall personality of students in addition to the subject knowledge. While students lack theoretical as well as practical knowledge they fail to demonstrate their proficiency in soft skills and communication. The students hardly get time for any cultural or extracurricular activities in the college. Colleges also do not promote such activities as teachers do not

have sufficient time to guide the students. Hence overall personality of a student is not developed in the college affecting the employability of students.

4. Another important reason is that industry uses different technologies and packages to solve the problem. Students do not know much working on those technologies. They do not know what is the certification required by the market. Colleges do not provide the knowledge of those certification and encourage students to acquire those certification which are internationally accredited. Lack of those international certifications is an important cause of unemployability of graduates.

5. The students also felt dissatisfied with the evaluation. Answer scripts of internal and external assessments are kept secret and they are not disclosed to the students. Since the students do not know the shortcomings in the answers and the lack of any feedback does not provide the shortcomings of the students. For any re evaluation of the answer scripts Rs. 2000 is charged. If students have to appear for the supplementary Rs. 365 fees will be charged. Therefore students are always in a dilemma whether to apply for the re-evaluation or apply for the supplementary. They normally follow the cheaper option without knowing what their shortcomings are? This is not a healthy practice. Lack of any feedback do not provide any incentive to the students to gain any knowledge on their weakness.

6. So far as internship is concerned, it is not compulsory and part of the curriculum. When the students make a transition from third year to the fourth year, during summer holidays they have to search for the internship opportunities themselves. They have also to search for mini projects if they are not able to get a good internship opportunity. Sometimes internship also gets extended beyond two months. In that case their attendance suffers. Students try to hurriedly finish the internship. Sometimes a student gets internship opportunity only during the fourth year. They have to deny such internship opportunity due to the fear of the shortage of attendance. All these factors lead to the weak internship experience making them vulnerable in the employment market.

7. The mechanical branch presents some opportunity for the industrial visit. Most of the departments do not provide opportunity for industrial visit. This is an important factor for the less employability of graduates.

Source: FGD at college of engineering, JawaharLal Nehru technological University, Hyderabad on22nd August, 2019

INTERNSHIP

Introduction

An internship is on-the-job training for many professional jobs more often taken up by college and university students during his/her undergraduate or Mastersdegree to supplement the formal education and expose them to the world of work. It has the advantage of expanding familiarity in the chosen area of work for which some credit point may be awarded by the institution. It helps not only in terms of skill development but also understanding the world of practice. Interns may develop their networks and know more about bridging the gap between knowledge and practice.

UGC has also notified in April 2019 all the universities the list of internship companies which have signed MOU with the AICTE. (http://www.chowgules.ac.in/chowgule/Documents/News/2019/4/2019_1558074189134.pdf) UGC has been writing letters to provide two credits for internship under Swachh Bharat Mission.

Internship may be a part of curriculum in some colleges and universities. However, much depends on the institution as to how it is planned and implemented with the optimal benefit to the students and institutions. A lack of planning may simply lead to a waste of time and opportunity to the student. In some autonomous colleges there is a flexibility to design the curriculum and introduce the scope for internship. The rationale of the focus group discussion was to understand how students link their knowledge to the career development through the internship program offered by the College.

Autonomous College has the flexibility to design the curriculum. As per the curriculum design there is 120 credit (evaluative) and 10 credit (non-evaluative) necessary for the completion of the bachelor degree. It is the non-evaluative credit which is of importance. Four credit (120 hours equivalent) is allotted for the internship and six credits for the extracurricular activity. For the master's program there is a provision for internship of eight credit. It is of importance to note the relationship between the expected job and the internship opportunities that students used to their benefit. The college has the internship manual for students and announces many internship opportunities for students on its website.

Ten students randomly selected for the focus group discussion[13] presented the following job expectation and internship:

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[13] FGD conducted at ParvatibhaiChowgule College of Arts and Sciences, Autonomous College of Goa University on 22nd July, 2019

Table 10 Job Expectation and Internship[14]

Name	Class	Expected job	Internship
VirajNayak	BSc 3rd year chemistry with history elective	Job in the pharmaceutical industry	Internship at the Pharma company
Pushpa	BA 3rd Year History and Hindi	Teacher	Teaching internship
Scarlet	BSc 3rd year computer science	Happy with living dreams	----
Maurishca	BSc 3rd year computer science	Job in a software company	------
Sonal	BA 3rd Year Sociology and Konkani	Teacher	Teaching intensive
Abby	BSc 3rd Year Bio Tech	Job in a Path Lab	Internship in a Path Lab
Meuril	M A Child Psychology	Counsellor	Therapists session
Myla	B Sc 3rd Year Bio technology	Pathologist	Internship in Path Lab
Bevelio	B Sc Zoology 3rd Year Zoology major and Physics minor	Career in ocean related	Sedimentology at the National Institute of Oceanography
GautamSamant	B Sc 3rd Year Bio Chemistry	Entrepreneurship	Internship at United Brewary
Siya	B Sc 3rd Year Bio Chemistry	Bakery	Three internships - one in Bakery

The above table clearly shows that the choice of a student to do the internship is guided by the expected job opportunity. Meuril who is doing MA in child psychology and has the job expectation of being a Counselor chose to attend session for therapy by joining an NGO, Skill and Empower the Un-served (SETU) and completing 240 hours, equivalent to 8 credit, during 2nd and 3rd semester. She was confident that internship will provide a link to education and employment. Sonal who is a third year student doing her third year BA Sociology with Konkani as minor expects to join as a teacher. She chooses to do four year internship of teaching practice in a primary school. Myla who is in 3rd year Bio Technology program who wants to be a pathologist very consciously chooses internship in a pathological lab. She does two internship, each of 20 hours, in two different institutes. In the first she is exposed to pathological test and in the second she is exposed to immunology tests. Siya is in third year biochemistry. She does three internship, one of them in bakery exposing herself to instruments. Ahe wants to have career in bakery. Bevelio is a student of third year with Zoology as major and physics as minor. As per his interest in career he had joined National Institute of oceanography for the internship. He applied online on sedimentology. He developed the skill to analyse grain size using x-ray diffraction.

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[14] FGD conducted at ParvatibhaiChowgule College of Arts and Sciences, Autonomous College of Goa University on 22nd July, 2019

GautamSawant is a student of third year biochemistry. He wants to be an entrepreneur. He did his internship in United Brewary. He learned the manufacturing of Beer. He understood fermentation technology and also how Ale is prepared.

While in college internship offers an excellent opportunity to prepare a student to a job of his interest. There are few problems which hold them back in preparing for a job. They informed that still curricula is more theoretical and there is less scope for practical. In the practical some of the recent advances in the market are not covered for computer subject. For example, they said, Python, angular Java script and Kotlin for android is not covered in the practical. With respect to the electives as well, they informed that bio informatics is not taught in a programme of bio chemistry. Similar issue with respect to limited electives was pointed out in the case of biotechnology and Zoology. They said that this may be because of the shortage of teachers. They informed that they are not exposed to library as there is online system of selection and order of books from the library. There is also a scarcity of sitting space in the library.

Box 20: **Experiences of internship**

Krishna, B Com student, chose to do an internship in a smart link company for a period of one month. She was given an assignment of making an entry of purchase and sales and collecting the invoices. This provided an understanding of how a company works. Another important project was to find out the minimum wages in different states and information relating to labour laws. Company wants to expand and it decided to open the branch where there is minimum wage. Although the project was completed, the student was only partially satisfied as audit was going on in the company and they were not able to give proper attention.

Sumreen worked in a Hotel for a month during internship. She was assigned a job putting all the entries relating to the sales bill. She was not satisfied with the internship as the company did not know what is to be done with the internship? They could not guide the intern properly as the audit was going on in the company.

Sais worked in a travel agency for a month during the internship. It was Holiday Carriers at Madgaon. During the first two weeks she was doing a manual work. She was replying to mails, book taxicabs and was doing customer review. For the next two weeks she worked for the marketing of the Hotel. She used to introduce herself and convinced the client of the services provided by the hotel. She was satisfied with the internship.

Velamkanni worked in TajExhortica for a month during the internship. He was collecting and updating the exchange rates and was dealing with the point of sale. She was also collecting the card payments by the guests. She gained lot of practical knowledge and was satisfied with the internship.

Rohit worked in IGNOU. He was updating the assignment marks online. He was maintaining the cashbook and the petty cash book. He was responsible for posting letters and reading material to the students. He was satisfied.

Source: FGD at Damodar College of Commerce on 23rd July, 2019

The following information was presented during FGD at Goa College of engineering, Goa on 23rd of July 2019. As per the practice in the engineering college in every semester internship is conducted during the 2 to 3 weeks holidays immediately succeeding the examination. Internship

under the Goa University curriculum is optional. It is non-graded. It is the responsibility of the student to search for the internship. A student narrated that the exam was delayed by one week and therefore the internship did not begin at the scheduled time. As a result he has to continue the internship alongside the present session classes. Another student said that he did his internship at Goa Shipyard Limited for four weeks. He was exposed to different designs of ship parts. However, he was partly satisfied with the internship as he wanted to have deeper knowledge of design and drawing. Goa University has now designed a new syllabus to be followed from 2019. In the new syllabus at the level of bachelor of engineering eight weeks have been assigned for the internship whereas for student of Master of engineering one full semester is assigned for the internship to the students. Students of engineering college suggested that internship should be a part of academic calendar so that full attention could be given to the internship. They were of the view that internship presents a strong link between education and employment. It needs to be strengthened.

It was remarkable to note that ParvatibhaiChowgule College of Arts and Sciences there is a remarkable correlation between expected job and internship. Students seem to have satisfaction from internship experiences. Damodar College of Commerce and Goa Engineering College have also internship which is not evaluative part of the curriculum. Goa University has initiated a compulsory internship in engineering colleges from the year 2019. From above discussion it follows that internship must be compulsory and inbuilt in the curriculum structure. It creates a link between education and employment. Institution should have a manual for internship and also a list of internship centers where students could apply. Students may also have the choice of choosing the place for internship. The experiences of the students should be presented in a seminar so that students could learn from each other experiences.

KNOWLEDGE, SKILL AND PERSONALITY DEVELOPMENT IN CURRICULUM

Rationale

What should be the components of knowledge, skill and personality development in a curriculum? The traditional thinking weighs in favour of theoretical knowledge. Gradually, there has been a shift to a skill development. University Grants Commission under the choice based credit system has suggested add-on courses of four credits in the curricular structure. Most of the universities which have adopted CBSE has given some weightages to the skill component through the add on courses as compulsory. However, extra-curricular activity has not become a part of the curriculum framework. The extra-curricular activities, not being a part of the knowledge and skills component, is still considered as suggestive and as an option for the students. No doubt, many colleges have extra-curricular activities of varying degrees, it is left to the students to develop various facets of personality by participating in the extra- curricular activities. It is of interest to understand what the new generation of students feel in terms of the knowledge, skill and personality development as part of the activities in the college. Do they support the traditional thinking in favour of theoretical knowledge? What importance do they give to the practical knowledge and to the components of personality development?

The rationale of the focus group discussion was to understand the point of view of students with respect to the mix of knowledge, skills and personality development.

Background and Discussion

The small town college admits students from varying backgrounds. The question was posed to the students: what is the mix of the knowledge, skill and personality development component already prevailing as per the syllabus and emphasis placed in the college. The unanimous answer was that there is 70% component of knowledge, 20% component of skill and 10% component of extra curricular activity for the personality development as per the syllabus and activities conducted in the college. However, on the thin Sample of randomly selected students in the college it was noted that on an average they would very much like to have a mix of 40% knowledge, 30% skill and 30% personality development component. In another college which was an engineering college the students noted that as per the syllabus and activities of the college there is a mix of 50% of knowledge, 40% of skill and 10% of personality development through extra-curricular activities. The engineering students, however, on an average desired that there should be only 30% component of knowledge, 35% component of skills and 35% component of personality development. In terms of the present transaction going on in the college, engineering students said that we have been reduced to the class activity within 9 AM to 5 PM. We hardly find time to groom our personality. Even if there is a Personality Development Department

everything boils down to the knowledge and skill. A student said that I had faced 2-3 interviews. I have come to know my limits of my ability to communicate and express my views with confidence. Hence personality development and grooming one's personality is more important. Another student said that we are given the training of machine in terms of unwinding and winding of a machine. We should also know how can we work efficiently? How can we make our life easy and happy? How can we make a smart move? How can we complete the task? How can we know take on the situation or event?

Thus there seems to be a complete contrast of traditional thinking of teachers and teaching and modern thinking of students. In the modern thinking of students skill and personality development need to be given much higher weights. They also suggested that to increase the quality of life weightage to the knowledge component is no less necessary.

Box 21: **Question: why do students want shift from knowledge to skill component?**

The reply was that in our transition to real-life, practical knowledge is helpful. They said that they need a job for which market skill is necessary. Knowledge and skill is complemented through the personality development. They elaborated the point through the example. A student is studying environmental science. He said that the big towns suffer from all sorts of pollutants in the air and water. They need a skill in the laboratory to trap pollutants. How to detect the pollutants in the practical life is important to add to the knowledge of environmental science. The personality development creates the confidence to expose the knowledge and skill provided in the college. Given knowledge and skill, it is necessary to have command over communication so that knowledge and skill can be put into use in to real-life situation. In the case of mass communication the reply of the student was that the skill of operating camera is essential. But at the same time facing the people and communicating with them requires teamwork, communication, risk-taking ability and confidence in the real-life. In commerce, bookish knowledge of accounting needs to be complemented with practical knowledge of accounting and getting a job is no longer an easy task. The abilities to face interview can be acquired through the personality development. With respect to the role of extra-curricular activity they noted that it is necessary for our happiness, to expose the talent, to work in a team, to work as a leader. It is necessary to take initiative and be innovative. In the services sector dealing with the people is an art. This art can be perfected only with the extra-curricular activities conducted in the colleges. Hence they felt dissatisfaction over the present curricular structure of 70: 20: 10 for knowledge, skill and personality development. When we asked the question what argument will you make before the government. The reply was: "Padhe, likhe, anparhhain hum". Everybody laughed, however, showing their agreement over the statement. When we asked the question what argument will you make before the teacher who are the part of the curriculum structure making? They replied that they should come out from "BHRAM SE YATHARTH" (illusion to the reality.). A student suggested that teachers should also undergo the skill development class. This suggested more than a degree and a certificate alongside a degree. They argued it should be integrated with the curricular structure of a degree programme. It means that the degree certification should evaluate a student in terms of knowledge, skill as well as personality development yardsticks. Hence what they seem to be arguing is that all extra-curricular activities for personality development should be the part of syllabus. No students should be given a mere certification of the knowledge.

Source: FGD at Nanak Khalsa College, Yamuna Nagar, Kurukshetra University, Harayana on 29th August, 2019

A question was asked to the student: do you think teachers emphasizing theoretical knowledge live in an ivory tower? Students disagreed largely, perhaps with a hesitation. They said teachers do motivate to attend regular classes for personality development at least twice or thrice in the week. As it is not a part of the curricular structure students do not show keen interest or they feel burdened with the pressure of knowledge and skill and do not get sufficient time for personality development.

When asked in terms of the emphasis on personality development what is the difference between a private colleges and a government college? They argued that in the government college there is much more focus on knowledge and skill component, exceptions apart. In private colleges there is a rigorous routine for knowledge and skill development. However, the students said that within a limited time the pressure on knowledge and skill developments is too heavy. They find it difficult to spare time for personality development. Private colleges due to the strategy of attracting students promote personality development within the curricular structure of the emphasis on knowledge and skill determined by the University.

This asymmetry between traditional emphasis on knowledge and skills and modern students demand for skill and personality development, deemphasising the knowledge component may be a matter of debate. Yet the debate needs to be carried forward and the students point of view may be discussed by the board of studies in the University who determine the curricular structure. The students demanded that there is a rush of projects submission in the final year. Why can't it be the gradual process right from the first year to the final year. In the first year the language skill may be part of the personality development. In the second year the managerial skill may be the part of the personality development. In the third year the psychological and emotional quotient of the students may be improved. In the last year the technical skill may be worked upon. The gradual process may help develop the holistic personality of the student.

On the internship experience of the engineering student, a student narrated that two months training is only permitted during June and July in the fourth semester. Normally, in the area around Chandigarh, Delhi, Bangalore the internship offer is for six months in the IT sector. Hence the option of internship is limited.

DISCIPLINE AND FREEDOM?

Rationale

Discipline and freedom are two important values in the life of student right from the childhood to the adulthood. Upon these two values the foundation of the life of a student is laid out. Discipline or punish was for years the value system to establish the authority of the teacher over pupils in a varying degree in the education system. The value system, however, changed and freedom was considered as the most important value, notwithstanding the fact that whenever freedom was used in a negative sense to harm others there was regulatory restriction imposed by the educational institution. In higher education institutions freedom is a cherished value along with discipline. Recently, ragging and alcoholism surfaced as two important abuses in higher education institutions and UGC regulations were issued from time to time to curb the menace. However, if the two fundamental values of discipline and freedom are properly understood and practiced by students, much of the abuses may be eliminated.

Discipline and freedom are, however, two vexed questions. In many ways discipline and freedom contradicts each other. Many a times the restriction imposed upon a girl student while living in the campus may violate the equality of opportunities and put girls students below par with the male students and inculcate a sense of deprivation and discrimination. There was an incident at Aligarh Muslim University in 2014 where on a flimsy ground that "allowing undergraduate girl students will attract "four times more boys" to the library", it did not allow access to women undergraduates to the main library on campus due the paucity of space. Later the court intervened and asked the authorities to allow entry of girls in the main campus library. Currently in Nov, 2019 the protests of students of JawaharLal University is continuing over hostel manual which imposes dress code, hostel timing for girls students, in addition to fee hike. Students claim that it is discriminatory.

Dress code imposed upon studentsmay be a way to teach students the importance of a respectable appearance. The strict time table of daily routine may be to teach students the value of punctuality. However, too much discipline imposed by an institution may curtail the agency of a student to use the freedom of opportunities. Students may have the freedom to decide own time table that relates to the personal use of the time. Dress code may violate the freedom to dress as per the culture and custom of a student and strict entry rule in the hostel for a girl may deprive the freedom otherwise available to a male student.

How to draw a line between discipline and freedom? To understand the values of discipline and freedom the FGD was conducted in the different institutions of higher education. How do students studying in the campus of a university visualize the discipline? How do students studying in the campus of a university visualize the freedom? What are the uses and abuses of

the values to be inculcated among students? The rationale of FGD is to understand students perspectives on these two values.

Field Reality

Students from science background face huge syllabus. How can that syllabus be completed in a given time frame in a semester system so that students pass the examination? This is a central point of the teaching, learning and examination process. Institution considers examination as an end objective and inculcates a feeling among students that obtaining the high percent in the examination is a sure way to success in the life. Higher amount of knowledge is equated with high percent of marks with the high probability to get white collar job. This framework of thinking is also supported by the family as the security of job in a competitive job market through the high knowledge equated with high percent of marks is the end objective. This shapes the mind of the students. Hence students resist exploring anything else.

Institutions of higher education then ask students to follow a tight time schedule which will help them to achieve the high percent of marks. How is that possible?

Box 22: Student and Discipline

Students informed that they get up between 5 to 6 am in the morning. Do some study and rush to the breakfast table with the aim that they are not late in attending 9 am class in the morning. They have to follow a rigorous routine of six classes for six days in a week - all theory classes being held in the morning and all practical classes in the afternoon. This is how 7 hours a day till 4 pm is spent with a recess of one hour for lunch. They come back to the hostel, chit chat for few hours and go back for study. Study hour being strictly invigilated by a hostel warden ends up with the dinner followed by a sleep by 10 pm. In between they have to attend library classes and music classes. They go for free NET coaching made available by the institution. They celebrate North East Graduate Congress - a three day programme of North East college students being followed for last six years. Varsity week is a programme that allows platform for literary debates, speeches and sports activities. Within this time table teachers and administrative personnel co-operate with a friendly gesture. Faculty posted on temporary basis may not be great scholar but do struggle to complete the syllabus. Director of Student Affairs took pride in informing that time table is efficiently followed. Students are guided to follow disciplined life. He also took pride in informing us that the private university attracts students, almost 70% from all other north eastern states for the reputation that it has earned by following a disciplined campus life. It has the record of around 50 students competing in NET and UPSC examination and 32 students competing in GATE. Those who successfully compete are returned all the fees deposited by students to the university.

What an excellent time table! It enforces discipline, punctuality and a sense of duty. Students meekly informed that this is a heavy load on them but accepted the fact that this routine is good for their career. "we can do everything to fulfill parents' ambition and expectation." When asked do students feel happy? There was a silence. After the silence broke 50% said yes they feel happy. Rest 50% were either not happy or were less happier.

Source: FGD at University College of Engineering and Technology, Shillong, Meghalaya on 14 June, 2019

CONCLUSION

Universities and colleges are ideally supposed to impart knowledge in a peaceful academic atmosphere. Community of scholars engaged in teaching and research create a formal setup in which students are admitted and they become a part of the process of teaching and learning. The creation of a formal setup is supposed to be the responsibility of the state. It serves the twin purposes. Students get the certification of knowledge and make an instrumental use in whatever possible manner and contribute to the productive as well as socially useful services. State benefits in this process as students grow into the active citizens of the state contributing to the flourishing of the state, benefiting the people and society. This is how the conceptualisation of Universities and colleges have pervaded our minds.

The actual site of universities and colleges, however, defies the ideal conceptualisation. The actual site is witnessing the process of governance dominated by state regulations. The autonomy of the community of scholars is subject to the various controls. The market process is influencing and intervening in a number of ways to determine the developments in higher education. Students are no longer meek spectators as they confront shrinking spaces for them. In this whole scenario the various actors are repositioning themselves in the power knowledge struggle. More importantly, the prevailing view that a state with all its structure and associated agencies are the guardians of the students is being questioned. Students are the diverse groups and as they enter the portals of higher education they notice that the allocation and distribution of resources is not to the advantage of the majority. This leads to protests, contestations and conflicts.

This calls for an understanding of satisfaction of students. As students are the recipient of knowledge and an important stakeholder their views and preferences, too, assume importance. The transcendental assumption that policy, governance, financing, teaching-learning processes are all for the benefit of the students need to be understood in terms of the reality check. Perhaps the students perception may guide us in determining the priorities of action. This is an important rationale for undertaking the student satisfaction survey, for the first time, at an all India scale.

Indeed, the results of the survey are illuminating. It questions the prevailing standard approach to govern. It questions the prevailing pedagogy that guides teachers in curriculum, teaching and assessment. It questions the priorities in financing. It questions the policy directions. In a way, the results of the survey calls for an alternative.

Sample from an all India survey constitutes 44% of students who are the first generation learners, either of the parents have not been to higher education institutions. What is the identity of such learners in higher education institutions? Survey results indicate that they are the voiceless. They suffer from low motivation. They face the compulsion to join the labour market. Their aspiration to join the college is to get exposed to the larger horizon - a bigger reality and emancipation from the lived reality of the past. They suffer from malnutrition. It was observed that many

girlsstudents are anemic. They are the victims of oppressive structure which the new generation of students want to overcome. They do not want to undertake the occupation which their forefathers have traditionally been doing. They suffer from the learning difficulty. The text books do not make much sense to them. They do not follow the lecture of the teacher. They somehow pass the examination and struggle for a job and in the jobless scenario feel challenged The college life is still the hope for them.

There are, no doubt, students who come from middle class, broadly understood in academic literature. They have a much larger aspiration. Following in the footsteps of their parents they want to go for higher studies or search for a white collar job. For them higher education is the bridge from a one life which they have faced to another life which they can conveniently possess with greater comforts. They search for the stereotypes. They do come from a regional setup but they have the aspiration to join the Cosmopolitan setup. They have the aspiration to be a part of various organs of the government or social and economic institutions which can give them a good living. They do search for the knowledge but they search for the knowledge which is of practical orientation. This means that they want a much greater weightage for skill and personality development. They also suffer from language barrier. They, too, have learning difficulty.

There are students from privileged sections of the society. They are secured. Higher education is a gateway of knowledge of higher order for them. Their ambitions are high whether in economic, social, political or cultural field. They afford to join institutions of higher education which are of repute which can sustain them to fulfill the those ambitions.

So a wide diversity amongst students characterise the higher education. It is quite possible that there may not exist a universal pattern in terms of their background, identity, hope and ambition. Thus in such a complex background of students what do the results of the survey have to offer?

First of all, it is important to note that college is not a monolithic organisation in terms of structure and functions. The wide diversity of students means that the institution of higher education should survey the students and identify the needs. The role of teachers and administrators, the curricular structure and syllabus, the teaching methods and strategies, assessment, extracurricular activities, governance, fees and funding support, internship opportunities should vary from institution to institution depending upon the complex mix of students. Hence colleges must develop its vision, mission, functions and institutional development plan in accordance with the needs of the students. Every college in that sense should be a unique institution catering to the satisfaction of the students. The centrality of the students should guide what an institution should do? For example, if a college has a majority of the first generation learners, the role of teachers, the survey informs, needed to be much more in terms of mentoring, motivating, counselling and supporting in academic as well as extra academic matters. Teachers should be rewarded not for conducting research but for engaging with the students and empowering them. A unity of teaching and research is not so important as a unity of teachers and the students in such a given circumstance. Similarly, there may be

institutions where majority of the students may be from middle and high class. The architecture of the institution and functions shall be accordingly defined. Such an approach does not call for different grades of the institutions. All institutions are on an equal plane but they are unique leading to the diversity of higher education system.

Second, student satisfaction survey notes the language difficulty amongst the students. Students pointed out that to ensure equal opportunities it is necessary to promote the ability of the students to communicate in English. To overcome language deficiency, the curricula should have provision for English communication lab. One Day in a week should be declared as English week. During the day, teachers and students should promote English communication. Library hours should be made compulsory where students should be promoted to read English and discuss it in the next class. Even the teaching method towards bilingualism should be promoted. A suggestion was made to provide special grant for language development to those colleges where the first-generation learners are in large numbers.

Third, the survey notes the learning difficulty of the students.It is of utmost importance that the colleges must have policies to deal with the problem of slow learning pace of students.There should be an incentive system for the teachers to carry out new practices for deep engagement with the students. A practice of doubt clearing class, a strategy adopted by the college, should be made effective and functional.

Fourth, majority of the students were of the view that internal assessment should encourage students to explore the creative learning that provides them useful opportunity in life.Creative learning can be encouraged if the undergraduate experience is enriched with varying activities and experience that satisfies students and is useful in life after college. This is certainly not possible through the memory based class test or assignment that seeks to gather information. Internal assessment should allow teachers to be innovative in teaching and learning practices. Therefore, an important conclusion is that within the limits of curricular structure the teacher should encourage practical knowledge through presentation, project, quiz, group learning, community based practice.

Fifth, students noted the advantages of a campus life to develop the capabilities of a student through curricular and extracurricular activities. Campus life should be free from petty politics. It should allow the students from varying backgrounds to exchange ideas without fear. Woman should live with full security in the campus. It should be inclusive and embrace different cultures. The good campus life should promote the values of a good citizen who can strengthen the democratic fabric of the nation.

Sixth, to increase the employability of graduates internship opportunity should be enhanced. Internship must be compulsory and inbuilt in the curriculum structure. It creates a link between education and employment. Institution should have a manual for internship and also a list of internship centers where students could apply. Students may also have the choice of choosing the

place for internship. The experiences of the students should be presented in a seminar so that students could learn from each other experiences.

There is also a message for the regulatory system to work. Where such a large diversity exists, there cannot be a uniform approach to regulate the higher education system. For example, UGC has recommended a uniform syllabi, semester system, credit system and internal assessment. The standard syllabi cannot be uniformly appropriate for the first generation learners and those who are not the first generation learners. The first generation learners must have the choice for a syllabus which is theoretically oriented and an alternative syllabus which is skill oriented. Such decisions can only be taken at the level of the institutions. University should prescribe for alternatives and students should be given the flexibility of choice. The survey noted that semester system suffers from the governance problem at the level of the University and perhaps a uniform approach may not work out in an overcrowded colleges with the shortage of teachers. Students also noted that internal assessment must have a menu of choices for the teachers which could develop some abilities among students. Assignment and class test need to be replaced by many alternatives suggested by the students. A uniform approach of regulation should give way to the better understanding of the institutions and empowering those institutions to work to the satisfaction of students.

There is a message for the policy makers. The survey of the results show that diversity should be recognised and the hierarchy through grading or through the accreditation or through invoking the principles of market needs to be discouraged. Given the diversity, the inclusive approach needs to be embraced. There is a need for the policy framework to address issues and problems within the campus in terms of the effective engagement between the students and teachers. In this policy framework there should be emphasis on decentralisation of governance.

Last but not the least, the role of the government in funding higher education is of utmost importance. Financial autonomy should not lead to privatisation and practices that lead to the exclusion of a large number of students. Budgetary approval to the institutions should be granted and institutions should have autonomy to spend to provide maximum satisfaction to the students.

RECOMMENDATIONS

1. Vision and Mission of Institution: An important policy recommendation is that every college should understand the needs and expectations of students and chart out its vision, mission and objectives to fulfill those needs and expectations. An Institutional Development Plan suggested in the National Education Policy, 2019 must incorporate the academic and extracurricular activities in accordance with the needs of the agency. Only then the agency of the students will flourish with unique experiences of their own and provide differing life pathways in terms of the freedom of choice of the opportunities. And Indian higher education system will also flourish with polylithic structure and be responsible to the students. It is therefore important that institutions of higher education be understood in terms of the processes that support and facilitate the agency.

2. First Generation Learners: There is an urgent need to identify the first generation learners and in the institutional goals and mission the issues and challenges of first generation learners should be reflected. Their varying problems of learning difficulty, language deficiency, low motivation, resource deficit, etc. should be explicitly pointed out along with the strategies of the institution to address them.

3. Language: Students demanded that for every institution where language is a barrier for students there should be well equipped language lab. The preparatory classes of language should be held. Teachers should engage with the students to promote English proficiency.

4. Slow Learners and Learning Difficulty: Two basic strategies were suggested by the students. 1. Institutional structures and strategies: Colleges must have policies to deal with the problem of slow learning pace of students. More knowledge should be generated through the workshops and seminars on the topic, particularly the teaching methods and classroom transactions to engage students through assignments, presentations, group work, practical experience, internship and practice. 2. Emotional support: It was found that the majority of students are shy and they suffer from complex and fear to talk to the teachers. It was suggested that teaches should come closer to the students, understand them and be sympathetic.

5. Semester System, Credit System and Internal Assessment: University Grants Commission should review the implementation of the semester system, credit system and assessment system in the universities and colleges. Based on the recommendations of the review the difficulties with respect to governance, academic difficulty, coordination and examination should be addressed.

6. Curricula: A curricular structure may be designed with a semester or two for the students where customised assignment may be given relating to the complex problems of field where students themselves take decisions and learn from the reality. Students should be an important stakeholder in the planning of curricula.

7. Teachers: In all the orientation programme of the teachers it is important to emphasise the role of teachers not only during the teaching-learning process but much more outside the class. The students expect teachers to mentor, guide, empathise, engage with the students and be the role model.

8. Teaching Methods: Students noted the importance of the social basis for knowledge creation. They also emphasised the importance of emotional quotient of the students no less important than the intelligence quotient. They noted the following components of emotions are important. Communication, confidence, practical, experience, responsibility, peer development, leadership, teamwork, manner, physical fitness, creativity, applied knowledge, etiquette, cooperation and talent. Human Resource Development Centres, Teaching Learning Centres, Faculty Development Centres should promote the idea of emotional intelligence to be cultivated amongst students by the teachers.

9. Campus life: Draft National Policy on Education chaired by Kastoorirangan (2019) in the new architecture of research and teaching universities notes the importance of campus life. Students recommended that campus life as visualised by the National policy should be promoted.

10. Outcome-based education: If the outcome based education is quantified and put in practice in mechanical terms, it would become highly complex and perhaps difficult to follow by a teacher. It should be followed more in spirit by sensitising teachers about the holistic understanding of the outcome-based education.

11. Employability: Following from the factors responsible for the low employability of graduates it was recommended that experienced teachers should be re-employed. Internship opportunities should be increased. Practical knowledge and soft skills should become the part of curricula. Examination centric teaching should give way to the practical and experiential learning.

12. Internship: It was suggested that curricular structure must allow for the internship opportunities to gain the practical knowledge and experience. Period of internship should be adequate. Colleges should plan for the internship and search for the internship opportunities.

13. Knowledge, Skills and Personality Development: Students' radical shift in the curricular structure in terms of a mix of knowledge, skill and personality development in the ratio of

50: 30: 20 should be thoroughly examined by the University Grants Commission in terms of its advantages and disadvantages.

14. Discipline and Freedom: Students suggested a balance of discipline and freedom to be decided by the University authorities in effective consultation with the students.

The above recommendations from the point of satisfying students require institutional level strategies and their facilitation from the UGC. This calls for a bottom up approach to policy. In this approach students are at the centre of policy, planning and governance. The role of teachers is active as they are supposed to plan the activities to maximise the satisfaction of students. The role of institution is to co-ordinate the plan of teachers and departments. The institution's role is to holistically develop the plan and mobilize resources for it. In this bottom up approach the apex bodies should be responsive to the needs of institutions. This is an approach that begins from the life world of students and relies on practice and the rationality that emerges from the practice.

The prevailing approach to policy, planning and governance, on the other hand, is guided by the top down approach. It is assumed that

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ANNEXURE 1

Summary of Institutions where online survey was conducted (121)

Assam

1. MahapurushaSrimantaSankardevaViswavidyalaya
2. Assam Don BoscoUniversity
3. Don BoscoCollegeofEngineeringandTechnology
4. Kaliabor College
5. GuwahatiUniversity
6. AnandaramDhekialPhookan College
7. Kaliabor College
8. Abhayapuri College
9. Handique Girls College

Bihar

1. Sri GadadharAcharyaJanta College

Chandigarh

1. PG Government College,Sector 46, Chandigarh
2. DAV College, Sector 10,Chandigarh
3. GoswamiGaneshDuttaSnatanDharamaCollege
4. PG Govt. College, Sector11, Chandigarh
5. University InstituteofEngineeringAndTechnology
6. PanjabUniversity
7. SGGSCollege, Sector-26

Chhattisgarh

1. ChhatrapatiShivajiInstituteofTechnology, Durg
2. SwamiShriSwaroopanandSaraswatiMahavidyalaya, Bhilai
3. St. Thomas College, Bhilai
4. NagrikKalyanCollege,Nandinagar
5. Govt Naveen College,Bhilai
6. Seth RCSArtsAndCommerceCollege,Durg
7. BhilaiInstituteofTechnology, Durg
8. Dr. WWPatankarGirlsPG College, Durg
9. ShriShankaracharyaMahavidyalaya, Junwani, Bhilai
10. Govt.LCSCollege,AmbagarhChowki
11. Govt. V. Y. T. PG Autonomous College, Durg
12. B. M College, Durg
13. HemchandYadavDurg University
14. ShaildeviMahavidyalaya, Durg

15. VidyapeethCollege, Durg
16. Govt. KamlaDeviRathiCollege, Rajnandgaon
17. SaiCollege,Bhilai
18. BCSGovt. PgCollege,Dhamtari
19. Seth. R.C.S.Arts and CommerceCollege, Durg
20. Govt. ChandulalChandrakarArtsand ScienceCollege,Durg
21. SahidDomeshwarSahuMahavidyalay, Jamgaon

Delhi
1. CollegeofVocationalStudies
2. DyalSingh College

Goa
1. PadreConceicaoCollegeofEngineering
2. Carmel CollegeofArts,Science& Commerce
3. GoaCollegeofEngineering
4. ShreeDamodarCollegeofCommerce&Economics
5. ParvatibaiChowgulesCollegeofArts and Science

Haryana
1. Seth Jai PrakashMukandLalInstituteOfInstituteofEngineeringAndTechnology
2. Guru Nanak Khalsa College, YamunaNagar
3. DyalSingh College, Karnal
4. Tilak Raj ChadhaInstituteof Management and Technology
5. MukandLal National College
6. Government CollegeChhachhraulli
7. SanatanDharmaCollege

Jammu and Kashmir
1. Govt. PG College, Rajouri
2. Govt. GeneralZorawarSingh Memorial DegreeCollege, Reasi
3. Govt. DegreeCollege, Udhampur
4. UniversityofJammu
5. Govt. CollegeofEngineeringandTechnology, Jammu
6. Govt. Gandhi MemorialScienceCollege, Jammu
7. K.CLaw College, Jammu
8. Govt. DegreeCollege,Bhaderwah
9. Govt. DegreeCollege, RSPura
10. Govt. DegreeCollege, Ramban
11. Govt. DegreeCollege, Hiranagar
12. SKAUST-Jammu
13. RehmatAlamCollege,Anantnag

14. M.CKhalsaCollegeofEducation, Chand Nagar
15. GovtWomen College, Parade, Jammu
16. Govt. DegreeCollege, Akhnoor
17. GirdariLalDograMemorialDegreeCollege,Hiranagar
18. Govt. DegreeCollegeFor Women, Anantnag

Jharkhand
1. PK RoyMemorialCollege,Dhanbad
2. AlIqraTeacher'sTrainingCollege, Dhanbad
3. SindriCollege, Sindri
4. S.L.N.TMahilaMahavidyalaya, Dhanbad
5. SanghamitraTeacherTrainingCollege
6. BinodBihariMahatoCollege, Baliapur

Kerala
1. St. XaviersCollegeFor Women, Aluva
2. VimalaCollege,Thrissur

Madhya Pradesh
1. Bhopal School of SocialSciences
2. Rabindranath TagoreUniversity

Mizoram
1. PachhungaUniversityCollege
2. Government Aizawl College
3. Government HrangbanaCollege
4. Lunglei Government College

Orissa
1. Government Autonomous College, Angul
2. AngulMahilaMahavidyalaya
3. BantalaDegreeCollege

Puducherry
1. PondicherryInstituteOfMedicalSciences
2. PopeJohnPaul IICollegeofEducation
3. PerunthalaivarKamarajarArts College
4. BharathidasanGovt CollegeforWomen(Autonomous)
5. PondicherryUniversity
6. Sri ManakulaVinayagarEngineeringCollege
7. PondicherryEngineering College

Punjab

    1. Government College, Mohali

Sikkim
1. GovernmentB.Ed College, Soreng
2. Sikkim Government College,Burtuk
3. Sikkim GovernmentLawCollege
4. Government CollegeRhenock
5. NBBDegreeCollege, Tadong
6. Sikkim Government College, Gyalshing
7. Namchi Government College, Kamrang

Tamil Nadu
1. PSGR KrishnammalCollegeFor Women
2. PSG CollegeofArts andScience
3. TrinityCollegeforWomen

Telangana
1. GokarajuRangarajuInstituteofEngineeringandTechnology
2. Jawaharlal NehruTechnologicalUniversityHyderabad
3. BvritHyderabadCollegeofEngineering ForWoman
4. JNTUH CollegeOfEngineering, Hyderabad
5. AndhraMahilaShaba Arts and ScienceCollege
6. JNTUH CollegeOfEngineering, Jagtial

UttarPradesh
1. Banaras Hindu University
2. UdaiPratapAutonomousCollege
3. AryaMahilaP.G. College
4. InstituteofEducation SHEPA
5. Dr. GhanshyamSinghP.G College
6. VasantaCollegeForWomen
7. Rajiv Gandhi South CampusBHU

Uttarakhand
1. WomenInstituteofTechnology
2. Tula'sInstituteDehradun
3. GovindBallabhPantInstituteofEngineeringandTechnology

ANNEXURE 2

List of Institutions where FGD was conducted **(42)**

Haryana
1. Govt. College, Chhachhrauli
2. Guru Nanak College, Yamuna Nagar
3. JMIT, Radaur
4. MLNC, Yamuna Nagar
5. Tilak Raj ChadhaInstituteof Management and Technology

Delhi
1. SaheedBhagatSinghCollege,Delhi
2. CollegeofVocationalStudies, Delhi

Chandigarh
1. Government College, Mohali, Punjab
2. PG Government College,Sec-46, Chandigarh
3. DAV College, Chandigarh
4. GGDSD College, Chandigarh
5. Sri Guru GobindSingh College, Chandigarh
6. PanjabUniversity

Madhya Pradesh
1. Bhopal School of SocialSciences,Bhopal, MP
2. RabindraNathTagoreUniversity,Bhopal, MP

Jammu and Kashmir
1. Government DegreeCollege, Akhnoor, J&K
2. Jammu University, Jammu, J&K
3. Khalsa CollegeofEducation, Jammu,J&K
4. UniversityofAgricultural Sciences, Jammu,J&K

Orrisa
1. Government College (Autonomous), Angul
2. Sri ChandraSekharMahavidyalaya,Bantala
3. AngulMahilaMahavidyalaya, Angul

Telangana
1. GokarajuRangarajuInstituteofEngineeringand Technology
2. Jawaharlal Nehru Technological UniversityHyderabad
3. BvritHyderabadCollegeofEngineering ForWoman
4. JNTUH CollegeOfEngineering, Hyderabad

5. AndhraMahilaShabaArts and ScienceCollege

Goa
1. PadreConceicaoCollegeofEngineering
2. Carmel CollegeofArts, Science& Commerce
3. GoaCollegeofEngineering
4. ShreeDamodarCollegeofCommerce& Economics
5. ParvatibaiChowgulesCollegeofArts and Science

Meghalaya
1. UniversityofScienceand Technology
2. Ri-BhoiCollege,Nongpoh

Assam
1. TezpurUniversity

Mizoram
1. Mizoram University, Aizwal

Jharkhand
1. PK RoyMemorialCollege,Dhanbad
2. SSLNT MahilaMahavidhyalaya, Dhanbad

Tamil Nadu
1. PSGR KrishnammalCollegeFor Women
2. PSG CollegeofArts andScience
3. TrinityCollegeforWomen
4. ArignarAnnaGovt. ArtsCollege, Namakkal,TN.

Total 42 Institutions