

CHAPTER-I

INTRODUCTION

Today, women of all age groups and backgrounds are part of every aspect of higher education. Women are found in every discipline which was earlier reserved for men, such as armed forces, engineering and medicine. Women are becoming a part of every kind of institution including universities, colleges, community colleges and specialized institutions such as military academies, trade and even holding posts in government institutions. Educated women are leaders of both secular and religious institutions. In the early nineteenth century, educated women worked only in single sex or women's colleges. The first single sex institutions were started by reformers in New England in 1791. First Co-education College began cautiously at Oberlin in 1837 and was followed by Antioch College in 1852. Although these early efforts were quite important for struggling women against powerful social norms but still they resisted in getting the acceptance of the male dominated society.

The University Education Commission in 1947 put their report on desk which revealed their opposition against female education. "Women's present education is entirely irrelevant to the life they have to lead. It is only a waste but often a definite disability". (University Education Commission, 1948-49 (1), 12).

The Government of India in 1958 appointed a national committee to study the present condition of women's education and reforms needed in it. The report submitted by the committee was in favour of women's education. Though half of the population of our country is occupied by women but it is unfortunate to say that for long years there has been a strong bias against them which further led to lack of resources and opportunities provided to them. "There cannot be educated people without educated women. If general education has to be limited to men and women, the opportunity should be given to women. From them it would most surely be passed on to the next generation" (Radhakrishnan, 1948).

Status of Women in Higher Education

The National Committee on Women's Education has recommended that the Government of India should take up a responsibility to bridge the existing wide gap between the male and female education. According to the Committee, women are considered to be the "weaker section of the people" used in Article 46 of the Constitution. The

Backward Classes Commission set up by the Government of India recommended that women should be regarded as ‘backward classes’ which will strengthen the claim of treating their education as a responsibility of the Government of India under the Article 46. The Government of India admitted that it has a special responsibility to provide free and compulsory education to everyone up to the age of 14 years. Though the recommendations the committee has not taken into consideration which further led to the bad condition on women education. Hence the committee questions the government’s responsibility towards women’s education under the article 45 (Naik).

The dominating masculine ideology of the world had led to suffering of the half of the world’s population by depriving them from all the opportunities required for their development. Only with the rise of feminism and its radical ideas the status of women has changed a bit. Women perform two-thirds of the day’s hours working, receive one-tenth of the world’s income and have less than one hundredth of the property registered on their names. Female deprivation is particularly acute in the developing countries with high level of poverty and low status due to conservative attitudes. Education in India plays a vital role in the overall development of the country. It is often proved that educated women promote education in their families. Educated women can also help in the lessening of child death rate and expansion of quality population in the nation. In the modern era, women education is the replica of a Vedic model for instructive inspiration. The current higher education system is primarily modeled after the British system. However, some of the technical institutions like engineering and management are modeled after the US educational system. The higher education system primarily remains the responsibility of the state government, although the central government has taken the initiative in establishing and funding central universities and other institutions of national repute (Sarbani,1-2).

Public and educational policies have played a major part in bringing change in the condition of women from all races, classes, sexual orientations and abilities in the post-secondary academies. Oberlin and Antioch became pioneers of co-education after years of formal and informal policy debates. Advocates of women’s education in the 19th century had linked their cause to the formation of domesticity and “cultured motherhood”.

Women’s education continued to be controversial despite the favour of Oberlin and Antioch. In 1882, Congress passed the Morrill Land Act providing funding to public

institutions with prohibition on female students. By 1950, only 24% women were receiving bachelor's degrees compared with 41%, a decade earlier. In this period, female students were being considered openly as second class civilians. In the early 1970's numerous federal laws and regulations were passed in an efforts to create and reinforce policy meant to equalize opportunities for women in higher education. From 1999 to 2000, 58% female students were receiving master degree and 44% professional and research degrees and Ph.D.

Table 1.1.1: Enrolment of women in higher education at various levels

State	P.HD			Post-graduate		
	Male	Female	Total	Male	Female	Total
J&K	783	500	1283	32241	36850	69091
All India	667330	45482	112182	1847651	1961671	3809322

(Source: AISHE Provisional Report, 2014-2015)

The above table 1.1.1 shows the enrolment for female at national level and Jammu. The data depicts that at national level enrolment of females at Ph.D. level is 40% and at P.G. level is 51%. The data also depicts that in Jammu district enrolment of females at Ph.D. level is 39% and at P.G. level 53%.

Table 1.1.2: Enrolment of women in higher education at various levels

State	Undergraduate			PG Diploma			Diploma		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
J&K	132652	140507	273159	1035	569	1604	4046	1718	5764
ALL INDIA	1408869	12487491	2657610	109371	77177	186548	1618329	629101	224743

(Source: AISHE Provisional Report, 2014-2015)

The above table 1.1.2 shows that female enrolment in undergraduate 51% (J&K) and 46% (All India), female enrolment in PG diploma 35% (J&K) and 41% (All India) and female enrolment in Diploma 30% (J&K) and 28% (All India). On the basis of the above data it could be interpreted that women in higher education is less enrolled than their male counterparts. There are various factor associated with low enrolment in higher education however, one of the prominent factor associated with low enrolment is gender

discrimination and safety issues, gender disparity, unfair evaluation (Fayaz Ahmad, 2011). The factors associated with low female enrolment in higher education are as follows:

Factors Associated with Low Enrolment of Women in Higher Education

Violence

Violence in college and university campuses is rare and view campus as a “safety haven.” However according to the reports of violence, including interpersonal and sexual violence in the colleges are experienced by female students which affect them very deeply. Violence affects the safety of everyone in the college campus in the society. Violence is a complex and brutal behaviour with determinants rooted in biology, childhood experience, community norms and social and economic conditions. Violence in campus takes many forms such as hate, crimes, harassment, assault, rape and other sexual, physical and mental assault and even suicide also. Victims of the violence may experience long-term physical and emotional consequences which may lead to further social or academic problems.

The majority of the literature offers practical guidance on conducting threat assessment, preventing targeted violence and handling the aftermath of an incident. (Drysdale, 2010). The research (Drysdale, 2010) also addresses particular aspects of violence which take place inside institutions of higher education campuses such as stalking, domestic violence, courtship violence, campus sexual assault, hazing and drug/ alcohol which further lead to violence.

Safety

Among the many faces of discrimination and elimination, gender discrimination occupies a central position. There are many factors that play a role in deciding women’s access to the city. The safety of women and gender global cities are broad concepts, but for this study the focus will be on the ability of women to participate in the life in the city. This work will study women’s ability to work and move around and more clearly to address the violence that women and girls face in the process of carrying out their daily activities. The college campus is no longer recognized as a place with a special knowledgeable atmosphere protected from worldly happening. The media focused its attention on sexually violent crimes that occur in campuses across the country. Campus Crime is indeed a serious issue of concern for the students of universities. Crime rates in Higher Education campus’ may discourage the prospective of students from attending certain universities and also

discourage parents who pay large amounts of tuitions fees to send their children to institutions that are considered/ranked unsafe.

Atmosphere in higher education

Healthy learning atmosphere is also preferred by the students as an important aspect of a university. Moral, ethical and socio-cultural values and atmosphere deeply affect a student's mindset and his/her learning process. Students, having good atmosphere around them, have a positive attitude towards life and they always remain active in study and remain clear about what to do and which can be seen across the campus. The learning atmosphere also depends on teacher's commitment towards students, scholars and learners. In healthy learning atmosphere students not only value their studies but study hard to prove them. They feel glad to help each-other in studies whether they are batch mates, seniors or juniors.

Attitude of parents

The attitude of Parents and community towards their children or students remain contracted by traditional beliefs such as relating the stereotypical roles of women and girls in society. Women were seen as nurturers and supporters for men who work to provide security to the family. These stereotypical attitudes have prevailed even in current times when socio-economic changes have resulted in the reversal of roles. Women are now expected to take up the responsibility to support her family economically along with performing her stereotypical roles. Socio-economic changes have made education necessary not just for the purposes of providing income and grabbing job opportunities but for the women's contribution to the improvement in the living standards of individuals, families and communities.

Low enrolment and high dropout of female students in educational institutions is another factor that brings negative attitude among many parents that causes the fall of girl education. This negative attitude was attributed to traditional socio-cultural beliefs regarding gender roles and abilities. In African tradition and culture, women were expected to assume the roles of mothers and wives. Women were mostly seen as nurturing beings and were expected to be the home makers and care takers of the children. Women were seen as less capable than men in both ways physically and mentally in all areas outside their stereotypical roles.

Some parents were reported to be reluctant to send their daughters to school because of the stereotypical beliefs that education and schooling will corrupt their mindset. There was a fear regarding the physical and sexual safety of girls in schools due to cases of physical and sexual harassment and abuse from peers and teachers in the school. Distance of the school also created safety concerns the mindset of parents regarding the safety of their daughter. This was the one of reason why many parents were reported to be reluctant to allow their daughters to attend extra-tuition classes after school.

Many parents and community members also have the stereotypical attitude that educating girls is just a waste of time and money because at the end of the day they will eventually be married off and their education would therefore only benefit their husbands and the families they marry into.

Sexual Harassment

Sexual Harassment occurs when unwanted or uninvited attention of a sexual nature interferes with a person's ability to obtain an education, work or social activities in recreational or social activities. Sexual harassment is an exploitation of informal or formal power or authority.

Sexual harassment is not wrong because it is illegal. It is illegal because it is wrong.

- Berniece Sandler

Sexual harassment refers to any unwelcome sexual advances by one person or group to another. Sexual harassment falls into two broad groups, "hostile environment" and "quid pro quo" harassment. Hostile environment behaviour represent a continuum of harassment ranging from put- down jokes, leering and offensive words and displaying of pornographic materials to molestation, sexual assault and battery. In Quid pro quo harassment, the abuser requires sexual compliance as a condition for an educational benefit, economic rewards, job promotion or some other type of exchange. All forms of harassment have serious implication for the victim. They include detrimental changes in mental and physical health, loss of achieved and potential professional status and the diminishment of learning opportunities.

Sexual Harassment is usually about "fear" and being "hemmed in on every side" by individual whose power can make protest dangerous. Awareness and understanding grew as women began entering the workforce in a larger number and the women's

movement and sexual revolution of the 1970's gradually altered society's perception of the genders. Before cases dealing with the issue were actually adjudicated the term appeared in a 1976 Redbook Article and in the writing of the working women United institute and the Alliance Against Sexual Coercion. Federal status such as the Civil Rights Act of 1964, the Equal Opportunity Act of 1972 & the Education Act Amendment of 1992 contained provision of prohibiting sex discrimination. The Apex Court heard a case involving a high school student who declared she had been sexually harassed by on individual who was both her athletic coach and a faculty member. Because Sexual Harassment affects both institutional employees and students both of them were relevant to the campuses.

Women are presented in picture or in words that also include one or more of the following:

- a. Women are presented as sexual objects that enjoy pain or humiliation.
- b. Women are presented as a sexual object that experiences sexual pleasure in being raped.
- c. Women are presented as a sexual objects that tied up or cut up or mutilated or bruised or physically hurt or as dismembered or truncated or fragmented or secured into body part.
- d. Women are presented being penetrated by objects or animals.
- e. Women are presented in scenarios of degradation, injury, abasement, torture, shown as filthy or inferior, bleeding, bruised or hurt in a content that makes these conditions sexual.
- f. Women are presented as a sexual object for domination, conquest violation, exploitation, possession or use or through postures or position of servility or submission or display.

The use of men, children or transsexuals in the place of women shall also constitute pornography. There are many legal provisions for categorization of crime against women in like Rape (Sec.376 IPC), Molestation (Sec.354 IPC), Sexual Harassment (Sec. 509 IPC), Homicide for Dowry, Dowry Deaths or their attempts (Sec. 302/304 B, IPC), The Child Marriage Restraint (Amendment) Act, 1929 etc.

Types of Sexual Harassment

There are two types of Sexual Harassment:

- A. Verbal: There are following types of verbal sexual harassment which can be included:
 - a. Sexual proposition
 - b. Asking questions about an employee's sex life or conduct
 - c. Calling women/ men by crude sexual names
 - d. Asking personal or intimate questions
 - e. Making sexual threats
 - f. Bragging about sexual prowess
 - g. Making negative sexual comments about women/ men based upon gender
 - h. Repetitive asking for dates, affection, attention, or touching
 - i. Making fun of a co-worker in a sexual way
 - j. Verbally abusing a member of the opposite sex
- B. Physical: There are following types of physical sexual harassment which can be included:
 - a. Touching
 - b. Jostling
 - c. Bumping or blocking
 - d. Leering or staring
 - e. Taking unwelcome photographs
 - f. Physically restraining a person of the opposite sex
 - g. Indecent exposure
 - h. Passing or posting sexually offensive materials
 - i. Groaning, sighing, or offering sexual thoughts
 - j. Whistling, jeering, hooting

Saksham Guidelines: Ensuring Women Safety in Higher Education (UGC)

As per the “*Saksham*” guidelines higher education institutions are more complex and diverse than ever before. These institutions also have a growing proportion of women among their ranks and having fulfilling the potential of equality, political rights and social justice in India. In terms of growth and expansion the current situation is remarkable. There has been much discussion within the UGC and among educational experts about the extent and scope of current expansion and especially about the accuracy of some of the numbers put out from various sources such as the Select Educational Statistics, the Census and the various rounds of the National Sample Survey Organization. According to Saksham guidelines, there is a need to build self-correcting mechanisms in our society and in institutions of Higher Education. The issue of violence against women in campuses is increasing rapidly and that are only beginning to be redressed, issues like infrastructure, gender sensitization, gender related courses, institutional arrangements, anti-ragging etc. Modes of inclusion therefore do not preclude experiences of alienation, isolation and resentment among students and staff. Harassment cases are helping to unpack layers of the debate around issues of gender and misogyny that had become ‘invisible’ in public discourse over the years. A positive fall out of some of the ‘official’ responses that followed was to situate the debate within the frame of Rights and claims to ‘gender’ justice and equality. These were given an early fillip by the UN Convention to End all forms of Discrimination Against Women (CEDAW) in 1979 to which India became a signatory in 1993. As per the Vishaka guidelines, the Supreme Court had for the first time acknowledged sexual harassment against women as a human rights violation and outlined guidelines. With the enactment of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal Act, 2013, (Sexual Harassment Act) in April 2013, the notion of bodily integrity as explicated in the Verma Committee’s Bill of Rights for Women) has been given legal sanctity. Sexual harassment is now considered as a violation of the fundamental right of a woman to equality as guaranteed under Article 14 and 15 of the Constitution of India and her right to life and to live with dignity as per Article 21 of the Constitution. It has also been considered as a violation of a right to practice or to carry out any occupation, trade or business under Article 19 (1) (g) of the Constitution which includes a right to a safe environment free from harassment making it mandatory for employers to provide for

sympathetic and non-retributive mechanisms to enforce the right to gender equality for working women.

Government Initiates to Ensure Safety of Girls

“Beti Bachao Beti Padhao” is another initiative that government of India has taken initially that target to generate awareness and improve the efficiency of welfare service meant for women. The scheme was initiated with the budget of Rs. 100 crore. According to the census data the child sex ratio (0-6 yrs.) in India was 972 girls per 1000 boys in 2001, which dropped drastically to 918 girls for every 1000 boys in 2011. In 2012 UNICEF report has ranked India 41st among 195 countries in the field of girl child safety. The Government of India also proposed Rs. 150 crore (US\$22 million) to be spent by (Ministry of Home Affairs) on this scheme to increase the safety of women in large cities. On the occasion of International Day of Girl Child on 22 January 2015, Prime Minister Sh. Narendra Modi called for the eradication of female foeticide and invite suggestion from the citizens of India on “Beti Bachao Beti Padhao” from Panipat Haryana.

The aim of this programme strictly focuses on prohibition of foeticide of female child and to give equality to both genders of male and female. This programme was started to aware people that the fact girl child is not a curse on anybody she too has rights to be born and to survive in this world. She is equally important as male child. A girl if nurtured in a proper manner can become next Indira Gandhi, P.T. Usha, Kalpana Chawla and so on. It again and again strikes on the fact that a girl can also be the proud of a family similarly to a boy. During various programmes and conferences PM Modi addressing women as her as “*NIRMATA*” i.e. founder. He called *NIRMATA* to indicate the role of women in the society. She is the maker of the society as she paves the way of society’s origin by giving birth and nurturing children. P.M Modi spoke up bitterly on female foeticide and criticized people for their unvanishable sins. His main motive was to promote the female birth across the nation and to nourish them love and care equal to male child and provide them healthy education.

Gender sensitization

In exercise of the power conferred under sub- section (1) of section 26 of the University Grants Commission hereby makes the following recommendations on Gender sensitization in higher education institutions need to be accorded the highest Priority.

- a) The UGC has made it mandatory for all members of higher educational institutions must undergo processes of gender sensitization.
- b) Gender sensitization workshops are compulsory and there is a need to awaring teachers and students about it.
- c) All students should have participated in some programmes, workshops or courses on gender conducted in their orientations programmes.
- d) Students should be encouraged to take up initiatives on issues related to gender sensitization and harassment can be taken up and discussed through different modes such as talks, discussions, films and cultural events.
- e) A culture of open discussion and a positive ethos must be the sources and the goal of all endeavours of gender sensitization.
- f) People must have the clarity about 'gender' including both men and women about the critiques of the norms of masculinity and femininity. Issues of gender are always divided by class, caste, region, religion, sexuality and ability which must be reflected in the structuring of processes of sensitization.

Anti-Ragging

There are a number of measures at every level used to prohibit ragging against women. Some of them are important for students to know are as follows:

- a. The objective of this provision is to eliminate ragging within as well as outside the institution. No institution should tolerate any form of ragging and should take all necessary and required measures to stop it.
- b. Every public declaration of intent by any institution in any electronic, audio-visual or print or any other media, for admission of students to any course of study shall expressly provide that ragging is totally prohibited in the institution and anyone found guilty of ragging and/or a betting ragging, whether actively or passively or being a part of a conspiracy to promote ragging, is liable to be punished in accordance with these Regulations as well as under the provisions of any penal law for the time being in force.
- c. The telephone numbers of the Anti-Ragging Helpline and all the important functionaries in the institution including the Head of the institution, faculty members, members of the Anti-Ragging Committees and Anti-Ragging Squads

etc. where relevant shall be published in the brochure of admission/instruction booklet or the prospectus.

- d. The application for admission, enrolment or registration must be accompanied by an Anti-Ragging affidavit signed by a student in a prescribed format and another Anti Ragging Affidavit signed by a Parent/Guardian.
- e. The recommendation of the Anti-Ragging Squad or on receipt of any information concerning any case of ragging, the Head of institution or the responsible officer shall immediately determine if a case under the penal laws is made out and if so, either on his own or through a member of the Anti-Ragging Committee authorized by him in this behalf, proceed to file a First Information Report (FIR), within twenty four hours of receipt of such information or recommendation, with the police and local authorities, under the appropriate penal provisions.
- f. The anti-ragging Commission shall maintain an appropriate data base to be created out of affidavits, affirmed by each student and his/her parents/guardians and stored electronically by the institution, either on its or through an agency to be designated by it and such database shall also function as a record of ragging complaints received, and the status of the action taken thereon.
- g. The Commission shall include a specific condition in the Utilization Certificate, in respect of any financial assistance or grants-in-aid to any institution under any of the general or special schemes of the Commission that the institution has complied with the anti-ragging measures.
- h. Any incident of ragging in an institution shall adversely affect its accreditation, ranking or grading by NAAC or by any other authorized accreditation agencies while assessing the institution for accreditation, ranking or grading purposes.

Need of the Study

Various discriminatory practices of the society like sexual objectification, exploitation, harassment, eve-teasing, molestation, gender disparity, gender inequality and discrimination deeply affecting the women even their way to higher education. Many times women are taken as objects and are subjected to all sorts of humiliation, ill-treatment, harassment, injustice, victimization, discrimination and are not treated equally in

comparison to men in physical as well as intellectual matters. It is the fact that women are always looked down as weaker section even though they invest more energy and efforts in their day-to-day life and work equally along with men. According to the 2011 census, literacy rate of India was 74.04% and the female literacy rate was 65.46% whereas the male literacy rate was over 80%. The data shows that female are not getting access to educational institutions. The literacy rate in India has always been a matter of concern and government and non-government organizations are working through advertisement, campaigns and programs to spread awareness among people about the importance of literacy. The female enrolment in undergraduate all over the India was 46%, female enrolment in PG diploma was 41% and female enrolment in Diploma was 28% (AISHE, 2014-2015). The report of AISHE and census show the concern to dig out the root cause of less access to educational institutions by women. At primary level due to the efforts of various government & non-government agencies females are accessing primary education but this trend degenerate as we moves to higher education. The declining trend indicates that some factors are responsible for fewer enrollments of women in higher education. Most of the factors are associated with low enrollment (as perceived by many researches) are associated with the safety issues related to women in higher education, sexual harassment in higher education institutions (Muhonen, Tuija, 2016), gender inequality in higher education institutions (Watson & Watson, 2013), cultural barriers (Maqsood & Raza, 2014) and suppression of their career choices and family background (Rane, 2014) etc. These factors create a hurdle for women in accessing and retaining in higher education institutions (as enrollment up to Ph.D. level decrease less than 40%)

These researches demonstrate that there is dire need to study the status of women safety in higher education institutions. To ensure the women safety in higher education institutions University Grant Commission (UGC) issued guidelines to all higher education institutions in form of Saksham guidelines. Thus in view of concern of women safety and to curb various discriminatory practices prevalent in higher education institutions effective implementation of Saksham guidelines could be way out. Thus status of implement action of Saksham guidelines in higher education institutions can be proven as way to equal access of women to higher education institutions.

Statement of the Problem

The gender issues in higher education are much deliberated and researched issue in academia. To address the issue of women safety in higher education UGC issued Saksham guidelines. The guidelines provided mandatory arrangement on part of higher education institutions to ensure women safety in campus. If these guidelines are implemented effectively then it will surely enact as strong measures to ensure women safety in educational institutions. In context of this view the present study undertaken to know the implementation status of Saksham guidelines in colleges of the Jammu district. So the present study is taken up as “Study of Women Safety in Higher Education: Qualitative Exploration of Jammu District”.

Rationale of the Study

Jammu is one of the major districts of Jammu & Kashmir situated at the bank of Tawi River. According to the 2011 census, literacy rate of Jammu & Kashmir was found to be 67.16%. The female literacy rate was 56.43 % whereas the male literacy rate was 76.75%. In 2001, the literacy rate of Jammu and Kashmir stood at 55.52 % out of which male literacy rate was 66.60% whereas the female literacy rate was 43.00%. The literacy rate in Jammu and Kashmir has always been a matter of concern but many NGO initiatives and government ads, campaigns and programs are being held to spread awareness amongst people about the importance of literacy. According to AISHE’s provisional report 2014-2015 female enrolment in PhD was 39% (J&K), female enrolment in PG was 53% (J&K). The female enrolment in undergraduate all over the India was 46%, in PG diploma was 41% and in Diploma was 28%. There are various factors associated with the low enrolment of females in higher education, however, one of the prominent factor associated with low enrolment is gender discrimination and safety issues. The issues related to women safety in higher education institutions in Jammu district stands as hurdle for girls to access higher education, sexual harassment in higher education institutions (Akhtar, Chesfeeda, 2013), Gender disparity and policies of inclusion (Fayaz, Khurshid & Hussain, 2011). So, in order to understand the above mentioned notions the researcher decided to conduct a research on “Study of Women Safety in Higher Education: Qualitative Exploration of Jammu District”.

Operational Definitions

Women safety

In the present study women safety is defined as domains provided in Saksham guidelines.

There are six main measures for women safety:

- a) Demography
- b) Issues regarding safety of women
- c) Existing arrangements for safety of women
- d) Gender and Sensitization measures
- e) Gender related courses
- f) Any other comments or suggestion for the consideration of the UGC

Higher education

Here the higher education consists of colleges of Jammu districts.

Research Questions

The research questions of the current study are following:

- What is demography of colleges in Jammu District?
- To explore the issues regarding safety of women in colleges of Jammu district as per Saksham guidelines.
- What is the status of existing arrangements/ infrastructure in colleges of Jammu district as per Saksham guidelines?
- What is the status of policy and procedure for dealing with sexual harassment in colleges of Jammu district as per Saksham guidelines?
- What is the status of gender equality and sensitization measures in colleges of Jammu district as per Saksham guidelines?
- What is the status of gender related courses offered in colleges of Jammu district as per Saksham guidelines?
- To explore perception of girls related to women safety and measures to ensure it in higher education institutions of Jammu district?

Delimitations

The present study is confined in terms of areas covered, tools, techniques applied sample and population, method and procedures due to resources, literature and time constraints.

Few delimitations of the following study are:

- 1) The study will be confined to Jammu only.
- 2) The colleges of Jammu district only.
- 3) The sample of 20 colleges only.