

The Gender Perspective: A Study of Student Welfare Services in Higher Educational Institution in Puducherry

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Abstract

Student Welfare Services are an integral part of a higher educational institution. The student welfare services cater to both the academic and the non-academic needs of the students who enter the HEIs with hope and enthusiasm. The needs of the students are diverse and they vary with respect to gender, locale, age, community, region and many more such factors. The aim of this research is understand the nature and kind of student welfare services available in the higher education institutions in Puducherry, India, and how both the genders view them. The study also focuses on the nature of the activities, policies and practices which are available in one higher education institution in the Puducherry district. The study is quantitative, and a descriptive research design is adopted. The participants (n=57) were randomly selected from one college, and were students in their final year undergraduate classes. Self-administered questionnaires were used to collect the data. The main aim of the study is to understand the nature and kind of student welfare services prevailing in the selected institution. A gender perspective of the student welfare services and how they are associated with the well-being of the students is the focus of this study.

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Keywords

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Introduction

Student Welfare Services (SWS) form the core of a Higher Educational Institution (HEI). They are based on the needs – both academic and non-academic – of the students and aim to facilitate the wellbeing of the young individuals in need. Kaur (2016) mentions that student support services are often neglected in general but gain attention at times when any unrest happens on campus. When students come to the HEIs they have a lot of anxieties as it is an entirely new environment and a new system, as schooling and higher education are different. While some are able to experience that transition smoothly some cannot. Hence, they are in need of support to meet the challenges and avoid a crisis. This support can be facilitated by the professional counsellors, family and friends who can help the student to cope with the transition from school to the HEI.

Student welfare is an important factor in the overall management of student matters and its purpose is to ensure the physical and mental health wellbeing of the students during the academic experience (Ludeman, 2009). The problems faced by the youth are completely different from those faced by their parents in their generation because of intensified competition in the globalised economy. Developing countries like India, with a significant population of youth who are unemployed, are finding it difficult to get standard educational and job opportunities (Okada, 2012). Equality in educational opportunity is important and is vital to reduce the wealth disparities among the students in the Higher Institutions (Sheik, 2017).

Students in HEIs are increasingly more diverse in race, ethnicity, gender, sexual orientation, socioeconomic status and religion. The student population has come across unique barriers and obstacles in higher education, including disparity in admissions, financial aid, housing, and campus climate. It is the role of the student affairs professionals to actively engage in making their campuses more welcoming and accessible to the increasing diversity of students. Student affairs professionals must develop a sophisticated range of multicultural competencies, an appreciation of diversity, and a thorough, deep knowledge of the cultural values of the students at their colleges and universities (Sue & Sue, 2003).

The HEIs have a good representation of both genders, hence it would be appropriate to sensitise them on gender related issues through SWS. This could reach large numbers and could be a move towards ensuring gender equality in all aspects of life later on. The aim of this study is to understand the nature and kind of student welfare services available in a HEI in Puducherry, and how both genders view them. It focuses on the activities, policies and practices of SWS in the HEI in Puducherry. The study contributes to the existing knowledge on the prevalence of student welfare services in HEIs in the Puducherry district.

Results

The results of the study are presented under the following sub headings in the form of Tables.

Table 1: Age of the respondents

Gender	Age of the respondents (%)				Total
	18-20	21-23	24-26	Above 27	
Male	25(43.9)	5(8.8)	0	0	30(52.6)
Female	26(45.6)	1(1.8)	0	0	27(47.4)
Total	51(89.5)	6(10.5)	0	0	57(100.0)

Table 1 presents the category of the respondents depending on their age. It shows 45.6 per cent of the female respondents and 43.9 per cent of the male respondents were between 18 and 20 years of age. A further 8.8 per cent of the male respondents and 1.8 per cent of the female respondents were in the age group of 21-23 years. This shows that most of the respondents in this study fall in the age group of 18-20 years.

Table 2: Community of the respondents

Gender	Community of the Respondents (%)				Total
	SC	ST	OBC	General	
Male	6(10.5)	1(1.8)	22(38.6)	1(1.8)	30(52.6)
Female	0(0.0)	0(0.0)	25(43.9)	2(3.5)	27(47.4)
Total	6(10.5)	1(1.8)	47(82.5)	3(5.3)	57(100.0)

Table 2 shows that 43.9 per cent of the female respondents and 38.6 per cent of the male respondents represented the OBC (Other Backward Category) category, 10.5 per cent of the male respondents represented the SC (Scheduled Caste) category, 3.5 per cent of the female respondents and 1.8 per cent of the male respondents were from the General category and the remaining 1.8 per cent of the male respondents represent the ST (scheduled tribe) category. The Table shows that most of the respondents in this study were from the OBC category.

Table 3: Religion of the respondents

Gender	Religion of the Respondents (%)			Total
	Hindu	Muslim	Christian	
Male	27(47.4)	1(1.8)	2(3.5)	30(52.6)
Female	27(47.4)	0(0.0)	0(0.0)	27(47.4)
Total	54(97.4)	1(1.8)	2(3.5)	57(100.0)

Table 3 shows that 47.4 per cent of both the male and female respondents were Hindus, 3.5 per cent of the male respondents were Christians and the remaining 1.8 per cent of the male respondents were Muslims. Most of the respondents were Hindus.

Table 4: Native place of the respondents

Gender	Native place of the Respondents (%)				Total
	Puducherry	Karaikal	Yanam	Tamilnadu	
Male	28(49.1)	0(0.0)	0(0.0)	2(3.5)	30(52.6)
Female	24(42.1)	1(1.8)	1(1.8)	1(1.8)	27(47.4)
Total	52(91.2)	1(1.8)	1(1.8)	3(5.3)	57(100.0)

Table 4 shows 49.1 per cent of the male respondents and 42.1 per cent of the female respondents were from Puducherry, 1.8 per cent of the female respondents from Karaikal, 3.5 per cent of the male respondents and 1.8 female students from Tamilnadu and the remaining 1.8 per cent of the female respondents from Yanam. Most of the respondents were from the Puducherry district.

Table 4.1: Mother tongue of the respondents

Gender	Mother tongue of the respondents (%)		
	Tamil	Telugu	Total
Male	30(52.6)	0(0.0)	30(52.6)
Female	26(45.6)	1(1.8)	27(47.4)
Total	56(98.2)	1(1.8)	57(100.0)

Table 4.1 shows that 52.6 per cent of the male respondents and 45.6 per cent of the female respondents had mentioned Tamil as their mother tongue and the remaining 1.8 per cent of the female respondents mentioned Telugu as their mother tongue. Most of the respondents spoke Tamil.

Table 5: Family type of the respondents

Gender	Family type of the respondents (%)		Total
	Nuclear Family	Joint family	
Male	24(42.1)	6(10.5)	30(52.6)
Female	20(35.1)	7(12.3)	27(47.4)
Total	44(77.2)	13(22.8)	57(100.0)

Table 5 shows 42.1 per cent of the male respondents and 35.1 per cent of the female respondents lived in a nuclear family, and 12.3 per cent of the female respondents and 10.5 per cent of the male respondents lived in joint families. Most of the respondents represented the joint family system.

Table 6: Siblings of the respondents

Gender	Siblings of the respondents (%)				Total
	Nil	1	2	3	
Male	1(1.8)	19(33.3)	8(14.0)	2(3.5)	30(52.6)
Female	0(0.0)	18(31.6)	7(12.3)	2(3.5)	27(47.4)
Total	1(1.8)	37(64.9)	15(26.3)	4(7.0)	57(100.0)

Table 6 shows 33.3 per cent of the male respondents and 31.6 per cent of the female respondents had one sibling, 14 per cent of the male respondents and 12.3 per cent of the female respondents had two siblings, 3.5 per cent of the male respondents and 3.5 per cent of the female

respondents had three siblings and the remaining 1.8 per cent male respondents have no siblings. Most of the respondents tended to have one sibling.

Table 7: Physical status of the respondents

Gender	Physical status of the respondents (%)		Total
	Abled	Specially Abled	
Male	27(47.4)	3(5.3)	30(52.6)
Female	26(45.6)	1(1.8)	27(47.4)
Total	53(93.0)	4(7.0)	57(100.0)

Table 7 shows that 47.4 per cent of the male respondents and 45.6 per cent of the female respondents were physically abled. 5.3 per cent of the male respondents and the remaining 1.8 per cent of the female respondents were specially abled. There was a small number of specially abled among the respondents in the HEI selected for the study.

Table 8: Marital status of the respondents

Gender	Marital status of the respondents (%)		Total
	Single	Married	
Male	30(52.6)	0(0.0)	30(52.6)
Female	27(47.4)	0(0.0)	27(47.4)
Total	57(100.0)	0(0.0)	57(100.0)

Table 8 shows 52.6 per cent of the male respondents and 47.4 per cent of the female respondents were unmarried. Most of the respondents in this study were single.

Table 9: First person in the family to get higher education

Gender	First person in the family to get higher education (%)		Total
	Yes	No	
Male	9(15.8)	21(36.8)	30(52.6)
Female	9(15.8)	18(31.6)	27(47.4)
Total	18(31.6)	39(68.4)	57(100.0)

Table 9 results show that 36.8 per cent of the male respondents and 31.6 per cent of the female respondents are not first-generation learners, 15.8 per cent of the male respondents and 15.8 per cent of the female respondents reported they were the first person to get higher education in their family. There is a significant number of first-generation learners in this study in Puducherry.

Table 10: Regularity in attending college by respondents

Gender	Regularity in attending college by respondents(%)		Total
	Yes	No	
Male	28(49.1)	2(3.5)	30(52.6)
Female	27(47.4)	0(0.0)	27(47.4)
Total	55(96.5)	2(3.5)	57(100.0)

Table 10 shows 49.1 per cent of the male respondents and 47.4 per cent of the female respondents regularly attend college, and the remaining 3.5 per cent of the male respondents did not attend the college regularly. Most of the respondents seem to be attending college regularly.

Table 11: Level of education of the respondents

Gender	Level of education of the respondents (%)				Total
	Diploma	UG	PG	M.Phil. & Ph.D. Scholar	
Male	0(0.0)	30(52.6)	0(0.0)	0(0.0)	30(52.6)
Female	0(0.0)	27(47.4)	0(0.0)	0(0.0)	27(47.4)
Total	0(0.0)	57(100.0)	0(0.0)	0(0.0)	57(100.0)

Table 11 shows 52.6 per cent of the male and 47.4 per cent of the female respondents were under graduates. Most of the respondents were in their graduation year.

Table 12: Type of college of the respondents

Gender	Type of college of the respondents (%)				Total
	Central	State	Society	Private	
Male	0(0.0)	0(0.0)	30(52.6)	0(0.0)	30(52.6)
Female	0(0.0)	0(0.0)	27(47.4)	0(0.0)	27(47.4)
Total	0(0.0)	0(0.0)	57(100.0)	0(0.0)	57(100.0)

Table 12 shows 52.6 per cent of the male respondents and 47.4 per cent of the female respondents said that they chose the Society college for their higher education. The respondents who had chosen Society colleges were more in number than the Puducherry government college.

Table 13: Nature of the department

Gender	Nature of the department (%)		Total
	Arts and Science	Others	
Male	30(52.6)	0(0.0)	30(52.6)
Female	27(47.4)	0(0.0)	27(47.4)
Total	57(100.0)	0(0.0)	57(100.0)

Table 13 shows that 52.6 per cent of the male respondents and 47.4 per cent of the female respondents chose an Arts and Science College for their study. Most of these respondents studied at the Arts and Science College.

Table 14: Reason for choosing the college

Gender	Reason for choosing the college (%)				Total
	Near to locality	Good campus Facilities	Academic Performance	Low Income	
Male	7(12.3)	5(8.8)	3(5.3)	15(26.3)	30(52.6)
Female	4(7.0)	7(12.3)	7(12.3)	9(15.8)	27(47.4)
Total	11(19.3)	12(21.1)	10(17.5)	24(42.1)	57(100.0)

Table 14 shows 26.3 per cent of the male and 15.8 per cent of the female respondents preferred the institution because of the low income of their family, 12.3 per cent of the male respondents and 7 percent of the female respondents chose the institution for their higher study because it is near to their locality, 12.3 per cent of the female respondents and 8.8 percent of the male respondents chose the institution because of the good campus facilities available, 12.3 per cent of the female respondents and 5.3 per cent of the male respondents said that they chose the institution because of the good academic performance of the institution. This shows that the respondents had done a bit of research and homework before they joined the HEI.

Table 15: Hosteller or day scholar

Gender	Hosteller or day scholar (%)		Total
	Yes	No	
Male	2(3.5)	28(49.1)	30(52.6)
Female	2(3.5)	25(43.9)	27(47.4)
Total	4(7.0)	53(93.0)	57(100.0)

Table 15 shows the status of the respondents as hostellers or day scholars. Forty-nine per cent of the male respondents and 43.9 per cent of the female respondents said that they were day scholars, 3.5 per cent of the male respondents and 3.5 per cent of the female respondents said that they were hostellers. Most were day scholars.

Table 16: Source of Information about welfare services provided by the college

Gender	Source of information (%)			Total
	From teacher	From student	College website	
Male	8(14.0)	21(36.8)	1(1.8)	30(52.6)
Female	12(21.1)	9(15.8)	6(10.5)	27(47.4)
Total	20(35.1)	30(52.6)	7(12.3)	57(100.0)

Table 16 shows 36.8 per cent of the male respondents and 15.8 per cent of the female respondents reported that they had information from students about welfare services, 21.1 per cent of the female respondents and 14 percent of the male students said that they had information from teachers about welfare services, 10.5 per cent of the female respondents and 1.8 per cent of the male respondents said that they had information from the official website of the institution.

Table 17: Rating of campus facilities (%)

Statements	Gender	Rating				
		Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Availability of hostel facilities	Male	1(1.8)	1(1.8)	0(0.0)	2(3.5)	26(45.6)
	Female	2(3.5)	2(3.5)	0(0.0)	4(7.0)	49(40.4)
Availability of	Male	2(3.5)	2(3.5)	0(0.0)	4(7.0)	22(38.6)

transport facilities	Female	2(3.5)	4(7.0)	3(5.3)	2(3.5)	16(28.1)
Availability of parking facilities	Male	7(12.3)	9(15.8)	6(10.5)	1(1.8)	7(12.3)
	Female	16(28.1)	4(7.0)	4(7.0)	0(0.0)	3(5.3)
Availability of campus security and surveillance system	Male	6(10.5)	11(19.3)	9(15.8)	2(3.5)	2(3.5)
	Female	16(28.1)	7(12.3)	2(3.5)	1(1.8)	1(1.8)
Availability of library material and facilities	Male	11(19.3)	10(17.5)	6(10.5)	1(1.8)	2(3.5)
	Female	18(31.6)	2(3.5)	5(8.8)	2(3.5)	0(0.0)
Maintenance of proper waste management system	Male	3(5.3)	8(14.0)	8(14.0)	3(5.3)	8(14.0)
	Female	4(7.0)	4(7.0)	13(22.8)	4(7.0)	2(3.5)
Provision of purified drinking water	Male	3(5.3)	7(12.3)	6(10.5)	6(10.5)	8(14.0)
	Female	4(7.0)	7(12.3)	10(17.5)	2(3.5)	4(7.0)

Table 17 shows that 45.6 per cent of the male respondents and 40.4 per cent of the female respondents strongly disagreed with the availability of hostel facilities, 38.6 per cent of the male respondents and 28.1 per cent of the female respondents strongly disagreed with the availability of transport facilities, 15.8 per cent of the male respondents had somewhat agreed and 28.1 per cent of the female respondents had strongly agreed with the availability of parking facilities, 19.3 per cent of the male respondents had somewhat agreed and 28.1 per cent of the female respondents strongly agreed with respect to the availability of campus security and surveillance systems, 19.3 per cent of the male respondents and 31.6 per cent of the female students have strongly agreed with respect to the availability of library material and facilities, 22.8 per cent of the female respondents were neutral with respect to the maintenance of proper waste management systems and 14 per cent of the male respondents somewhat agreed, were neutral and strongly disagreed equally. With respect to the provision of drinking water, 14 per cent of the male respondents strongly disagreed and 17.5 per cent of the female respondents had neutral views on the same. This shows that both genders had totally different opinions with respect to the rating of campus facilities.

Table 18: Rating of campus health facility(%)

Statements	Gender	Yes	No
Medical centre for the students	Male	2(3.5)	28(49.1)
	Female	5(8.8)	22(38.6)
Health centre with specialised doctors	Male	0.0	30(52.6)
	Female	0.0	27(47.4)
Regular medical check-up	Male	0.0	30(52.6)
	Female	0.0	27(47.4)
Provision of vaccines/medicine	Male	0.0	30(52.6)
	Female	0.0	27(47.4)
Provision of Ambulance	Male	0.0	30(52.6)
	Female	0.0	27(47.4)
Provision of Student health card	Male	6(10.5)	24(42.1)
	Female	1(1.8)	26(45.6)
There are enough support personnel (Caretaker) at the health centre	Male	9(15.8)	21(36.8)
	Female	11(19.3)	16(28.1)
The management provide any concession of food for people who belong to the weaker section	Male	2(3.5)	28(49.1)
	Female	6(10.5)	21(36.8)
Feel safe and secure at your campus	Male	3(5.3)	27(47.4)
	Female	4(7.0)	23(40.4)

Table 18 shows 49.1 per cent of the male respondents and 38.6 per cent of the female respondents said that a medical centre was not available for students in their institution. With respect to the availability of specialised doctors in the health centre, 52.6 per cent of the male respondents and 47.4 per cent of the female respondents reported that their health centre does not have specialised doctors. Regarding regular medical check-ups for students, 52.6 per cent of the male respondents and 47.4 per cent of the female respondents said that the institution does not conduct regular medical check-ups for students. With respect to the provision of vaccine/medicine, 52.6 per cent of the male respondents and 47.4 per cent of the female respondents reported that that the provision of vaccine/ medicine is not available at their institution. Fifty-three per cent of the male respondents and 47.4 per cent of the female respondents reported that there was no provision of ambulances in their institution, 45.6 per cent of the female respondents and 42.1 per cent of the male respondents said that there was no provision of Student health cards. Thirty-seven per cent

of the male respondents and 28.1 per cent of the female respondents reported that there are not enough support personnel (caretakers) at the health centre. Forty-nine per cent of the male respondents and 36.8 per cent of the female respondents reported that management did not provide any concession of food for people who belong to the weaker section. As far as safety and security on campus was concerned, 47.4 per cent of the male respondents and 40.4 per cent of the female respondents reported that they did not feel safe and secure on the campus. It is clearly evident that health services have to receive priority on a par with the safety and security issues on campus.

Table 19: Free medical aid for female students

Gender	Free Medical Aid for Female Students (%)		Total
	Yes	No	
Male	3(5.3)	27(47.4)	30 (52.6)
Female	0(0.0)	27(47.4)	27(47.4)
Total	3(5.3)	54(94.7)	57 (100)

Table 19 shows that 47.4 per cent of both female and male respondents reported that there was no free medical aid provided for female students, while the remaining 5.3 per cent of the male respondents reported that free medical aid for female students was provided by their institution. It explains the fact that medical services need to be strengthened at the institutional level.

Table 20: Respondents feeling of isolation or alienation at the college

Gender	Feeling of isolation or alienation at the college (%)		Total
	Yes	No	
Male	19(33.3)	11 (19.3)	30 (52.6)
Female	24 (42.1)	3(5.3)	27 (47.4)
Total	43(75.4)	14(24.6)	57 (100)

Table 20 shows that 33.3 of the male respondents and 42.1 per cent of the female respondents felt isolated or alienated at the college. The remaining 19.3 per cent of the male respondents and 5.3 per cent of the female respondents reported that they do not feel isolated or alienated at

the college. Measures to address their alienation need to be initiated, and more social and cultural activities need to be integrated.

Table 21: Welfare service helps the students to attend the college

Gender	Welfare service helps the students (%)			Total
	Yes	No	Maybe	
Male	0(0.0)	1(1.8)	29(50.9)	30 (52.6)
Female	0(0.0)	0(0.0)	27(47.4)	27 (47.4)
Total	0(0.0)	1 (1.8)	56(98.2)	57 (100)

Table 21 shows that 50.9 per cent of the male respondents and 47.4 per cent of the female students reported that the welfare service might help the students to attend the college, while 1.8 per cent of the male respondents expressed that the welfare service did not help the students. This shows that students are still not clear about the welfare services provided by the Institution.

Table 22: Facilities provided by the college for the students with disabilities

Gender	Facilities to the students with disability (%)						Total
	Ramp/ Ralls	Physical facilities	Restrooms	Scribes for examination	Braille software facilities	Provision for lift	
Male	0(0.0)	13(22.8)	17(29.8)	0(0.0)	0(0.0)	0(0.0)	30(52.6)
Female	1(1.8)	11(19.3)	15(26.3)	0(0.0)	0(0.0)	0(0.0)	27(47.4)
Total	1(1.8)	24(42.1)	32(56.1)	0(0.0)	0(0.0)	0(0.0)	57 (100)

Table 22 shows that 29.8 per cent of the male respondents and 26.3 per cent of the female respondents said that their institution provided restrooms for the students, 22.8 per cent of the male respondents and 19.3 per cent of the female respondents reported that the institution arranges physical facilities for the students, and the remaining 1.8 per cent of the female respondents said that the institution ensures ramp/rails facilities for the students with disabilities. More sensitisation is needed in this direction which would ensure the inclusion of students with disabilities.

Table 23: Academic and placement services in the college (%)

Statements	Gender	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Assist the student to appear in competitive exams (NET, SET, CAT, SCC etc)	Male	4(7.0)	7(12.3)	7(12.3)	4(7.0)	8(14.0)
	Female	2(3.5)	8(14.0)	7(12.3)	5(8.8)	5(8.8)
Providing adequate training on projects and dissertation	Male	4(7.0)	8(14.0)	3(5.3)	4(7.0)	11(19.3)
	Female	3(5.3)	8(14.0)	7(12.3)	4(7.0)	5(8.8)
Accessibility Internet cafe and Photocopy/ scanning /printing facility	Male	6(10.5)	4(7.0)	6(10.5)	3(5.3)	11(19.3)
	Female	8(14.0)	9(15.8)	4(7.0)	4(7.0)	2(3.5)
Organising the study tours/IV	Male	2(3.5)	0(0.0)	5(8.8)	3(5.3)	20(35.1)
	Female	1(1.8)	2(3.5)	2(3.5)	5(8.8)	17(29.8)
Organising the parent's meetings	Male	1(1.8)	1(1.8)	2(3.5)	6(10.5)	20(35.1)
	Female	1(1.8)	0(0.0)	1(1.8)	4(7.0)	21(36.8)
Promoting internship, student exchange, field visit, workshops for the students	Male	13(22.8)	5(8.8)	9(15.8)	1(1.8)	2(3.5)
	Female	11(19.3)	2(3.5)	11(19.3)	2(3.5)	1(1.8)
Assist any other certificate course to support the educational goals	Male	0(0.0)	3(5.3)	7(12.3)	2(3.5)	18(31.6)
	Female	1(1.8)	5(8.8)	5(8.8)	2(3.5)	14(24.6)

Table 23 shows that 14 per cent of the male respondents strongly disagreed with the statement that the institution provided assistance to the students to appear for the competitive exams, while 14 per cent of the females said they somewhat agreed. Nineteen per cent of the male respondents strongly disagreed and 14 per cent of the female respondents somewhat agreed with the statement that the institution provides adequate training for projects and dissertations. With respect to the rating of the

respondents about accessibility to an Internet cafe and photocopy/scanning/printing facility in their institution, 19.3 per cent of the male respondents strongly disagreed and 15.8 per cent of the female respondents somewhat agreed with this. With respect to organising study tours/IV, 35.1 per cent of the male respondents and 29.8 per cent of the female respondents strongly disagreed on this. When it came to organising parents' meetings by the institution, 35.1 per cent of the males and 36.8 per cent of the females strongly disagreed. Regarding their opinion on promoting internships, student exchanges, field visits, and workshop for the students, 22.8 per cent of the male and 19.3 per cent of the female respondents strongly agreed and 19.3 percent of the females were neutral. When it came to the institution assisting with any other certificate courses to support their educational goals, 31.6 per cent of the male and 24.6 per cent of the female respondents strongly disagreed. There were mixed responses to the above statements and it clearly requires strengthening of the academic and placement services in the institution with regular feedback from the students.

Table 24: Teaching aids in the college

Gender	Available teaching aids in the college (%)					Total
	Slide Projector	Audio visual rooms	Camera	Video player	Writing boards	
Male	12(21.1)	2(3.5)	5(8.8)	4(7.0)	7(12.3)	30(52.6)
Female	7(12.3)	5(8.8)	8(14.0)	3(5.3)	4(7.0)	27(47.4)
Total	19(33.3)	7(12.3)	13(22.8)	7(12.3)	11(19.3)	57(100.0)

Table 24 shows 21.1 per cent of the male respondents reported that slide projectors are available as a teaching aid in their college, 8.8 percent of the female respondents reported that audio visual rooms were available in the institution, 14 per cent of the female respondents said that cameras were available as a teaching aid in their college, 7 per cent of the male respondents reported that video players were available, 12.3 percent of the male respondents remarked that writing boards are available as a teaching aid in their college. The availability of teaching aids can facilitate the teaching and learning processes and these need to be improved from time to time.

Table 25: Mode of teaching in the college

Gender	Mode of teaching more comfortable (%)		Total
	Online	Offline	
Male	13(22.8)	17(29.8)	30(52.6)
Female	15(26.3)	12(21.1)	27(47.4)
Total	28(49.1)	29(50.9)	57(100.0)

Table 25 shows that 29.8 per cent of the male respondents and 21.1 per cent of the female respondents reported that the offline mode of teaching was more comfortable for them, 26.3 per cent of the female respondents and 22.8 per cent of the male respondents said that the online mode of teaching was more comfortable for them. The responses are mixed and this reflects their opinions pertaining to the current scenario.

Table 26: Information and counselling services in the institution (%)

Statements	Gender	Yes	No
Availability of helpdesk/telephone Services	Male	4(7.0)	26(45.6)
	Female	4(7.0)	23(40.4)
Pre-counselling (admission) services	Male	17(29.8)	13(22.8)
	Female	13(22.8)	14(24.6)
Internal Complaints Committee for addressing sexual harassment	Male	19(33.3)	11(19.3)
	Female	12 (21.1)	15(26.3)
Anti-Ragging Commission at your institution	Male	11(19.3)	19(33.3)
	Female	12(21.1)	15(26.3)
Counselling centres at your institution	Male	13(22.8)	17(29.8)
	Female	13(22.8)	14(24.6)
Availability of qualified counsellors at centre	Male	10(17.5)	20(35.1)
	Female	12 (21.1)	15(26.3)

Table 26 describes the rating of the respondents about the Information and Counselling services provided by the institution for the students. Forty-six per cent of the male respondents and 40.4 per cent of the female students reported that there was no availability of any help desk/ telephone service for the students, 29.8 per cent of the male respondents reported that pre counselling (admission) services were available and 24.6 per cent of the female respondents said that pre counselling (admission) services were not available. Thirty-three per cent of the male respondents reported

that an internal complaints committee is available for addressing sexual harassment and 26.3 per cent of the female students reported that an internal complaints committee is not available for addressing sexual harassment, 33.3 per cent of the male students and 26.3 per cent of the female students responded that an Anti-Ragging Commission is not available in their institution, 29.8 per cent of the male students and 24.6 per cent of the female students shared that the Counselling centres are not available in their Institution, 35.1 per cent of the male students and 26.3 per cent of the female students reported that qualified counsellors are not available at their counselling centres.

Table 27: Cultural and sports facilities in the institution (%)

Statements	Gender	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Encouragement of teachers to the students to participate in extracurricular activities	Male	0.0	0.0	0.0	17(29.8)	13(22.8)
	Female	0.0	0.0	0.0	15(26.3)	12(21.1)
Availability of sports facilities and equipment	Male	10(17.5)	5(8.8)	9(15.8)	3(5.3)	3(5.3)
	Female	15(26.3)	8(14.0)	3(5.3)	0(0.0)	1(1.8)
Active participation in sports activities	Male	3(5.3)	12(21.1)	7(12.3)	4(7.0)	4(7.0)
	Female	7(12.3)	12(21.1)	5(8.8)	3(5.3)	0(0.0)
Availability of physical educators	Male	8(14.0)	7(12.3)	7(12.3)	2(3.5)	6(10.5)
	Female	10(17.5)	12(21.1)	3(5.3)	1(1.8)	1(1.8)
Availability of coaches to support the students interested in sports/games	Male	8(14.0)	4(7.0)	2(3.5)	5(8.8)	11(19.3)
	Female	6(10.5)	7(12.3)	9(15.8)	1(1.8)	4(7.0)
Active participation in cultural programmes	Male	4(7.0)	3(5.3)	8(14.0)	6(10.5)	9(15.8)
	Female	5(8.8)	6(10.5)	9(15.8)	7(12.3)	0(0.0)

Table 27 describes the cultural and sports facilities available at the institution and the encouragement of teachers to students for participating in extracurricular activities. Thirty per cent of the male respondents and 26.3 per cent of the female students somewhat disagreed that there was

encouragement by teachers to students for participation in extracurricular activities. Regarding the availability of sports facilities and equipment in the institution, 17.5 per cent of the male students and 26.3 per cent of the female respondents strongly agreed that there was availability of sports facilities and equipment. With respect to active participation in sports activities by students, 21.1 per cent of both the male and female respondents somewhat agreed that they actively participate in sports activities, With respect to the availability of physical educators, 14 per cent of the male respondents strongly agreed and 21.1 per cent of the female respondents somewhat agreed that there is availability of physical educators, and when it came to the availability of coaches to support the students to participate in their sports/games of interest, 19.3 per cent of the male respondents strongly disagree that there was availability of coaches to support the students to participate in their areas of interest. Sixteen per cent of the female respondents took a neutral stand towards this statement. When it came to active participation in cultural programmes, 15.8 per cent of the male respondents strongly disagreed with the statement that students actively participated in cultural programmes and 15.8 per cent of the female students were neutral.

Table 28: Student-student relationship in the college against the statements(%)

Statement	Gender	Yes	No
Elections are required at the college	Male	14(24.6)	16(28.1)
	Female	18(31.6)	9(15.8)
Institution/college conduct student's election	Male	3(5.3)	27(47.4)
	Female	4(7.0)	23(40.4)
Active part in the union election directly or indirectly	Male	11(19.3)	19(33.3)
	Female	5 (8.8)	22(38.6)
Financial or material help from the union	Male	6 (10.5)	24(42.1)
	Female	2 (3.5)	25(43.9)
College/institution collect the feedback from the student for analysing the teacher's performance	Male	25 (43.9)	5 (8.8)
	Female	16 (28.1)	11 (19.3)
Benefited from any student's welfare services provided by the college	Male	28 (49.1)	2 (3.5)
	Female	21 (36.8)	6 (10.5)

Table 28 describes the rating of the respondents about student-student

relationships in their institution. Thirty-two per cent of the female respondents reported that elections are required, 28.1 per cent of the male respondents said that elections were not required, 47.4 per cent of the male respondents and 40.4 per cent of the female respondents reported that their institution/college did not conduct elections. Thirty-three per cent of the male students and 38.6 per cent of the female students said that they did not actively participate in union elections directly or indirectly, 43.9 per cent of the female respondents and 42.1 per cent of the male respondents said that they did not get financial or material help from their union, 43.9 per cent of the male respondents and 28.1 per cent of the female respondents said that their institution collects feedback from the students for analysing the teachers performance, 49.1 per cent of the male respondents and 36.8 per cent of the female respondents expressed that they have benefited from any of the student welfare services provided by the college. This shows that there is a necessity to orient the students on the relevance of youth participation, their rights, and their roles in the constructive development of the HEI.

Table 29: College-student relationship in the college(%)

Statements	Gender	Strongly agree	Somewhat agree	Neutral disagree	Somewhat disagree	Strongly disagree
Good communication between students and teachers	Male	24(42.1)	6(10.5)	0(0.0)	0(0.0)	0(0.0)
	Female	25(43.9)	2(3.5)	0(0.0)	0(0.0)	0(0.0)
Mutual trust and respect between students and teachers	Male	10(17.5)	9(15.8)	5(8.8)	2(3.5)	4(7.0)
	Female	13(22.8)	6(10.5)	8(14.0)	0(0.0)	0(0.0)
Availability of staff any time at Institution	Male	8(14.0)	12(21.1)	3(5.3)	3(5.3)	4(7.0)
	Female	13(22.8)	6(10.5)	6(10.5)	2(3.5)	0(0.0)
Exploitation based on caste, religion, race or anything by the college towards the students	Male	7(12.3)	10(17.5)	9(15.8)	1(1.8)	3(5.3)
	Female	15(26.3)	8(14.0)	3(5.3)	0(0.0)	1(1.8)
Comfortable to report the grievances to the staff at your institution	Male	1(1.8)	3(5.3)	6(10.5)	7(12.3)	13(22.8)
	Female	1(1.8)	2(3.5)	1(1.8)	1(1.8)	22(38.6)

Table 29 describes the rating of the respondents about college-student relationship. Forty-four per cent of the female respondents and 42.1 per cent of the male respondents reported they strongly agreed with good communication between students and teachers in their institution. Twenty-three per cent of the female respondents and 17.5 per cent of the male respondents reported that they strongly agreed that there is mutual trust and respect between students and teachers. With respect to the rating of the students about the availability of staff any time at the institution/college, 22.8 per cent of the female respondents strongly agreed with the availability of staff any time and 21.1 per cent of the male respondents somewhat agreed on the availability of staff any time. With respect to the rating of the respondents about exploitation based on caste, religion, race or anything by the college towards the students in their institution, 26.3 per cent female of the respondents strongly agreed with exploitation based on caste, religion, race or anything by the college towards the students, 17.5 per cent of the male respondents somewhat agreed on the same. With respect to the reporting of the grievances to the staff at their institution, 38.6 per cent of the female respondents and 22.8 per cent of the male respondents strongly disagreed about being comfortable with reporting the grievances to the staff. It is inferred that the students should have a forum to discuss all these issues and bring them to the notice of the HEIs.

Table 30: College-student relationship in the college(%)

Statements	Gender	Yes	No	Maybe
Student's participation and opinions consider at your college	Male	13(22.8)	10(17.5)	7(12.3)
	Female	17(29.8)	3(5.3)	7(12.3)
Mandatory participation of students in any welfare activities	Male	8(14.0)	13(22.8)	9(15.8)
	Female	4(7.0)	4(7.0)	19(33.3)
College sponsor the students for their innovation/start-ups	Male	8(14.0)	21(36.8)	1(1.8)
	Female	13(22.8)	7(12.3)	7(12.3)
College facilitate the students to service learning (addressing local and national problems)	Male	5(8.8)	21(36.8)	4(7.0)
	Female	15(26.3)	7(12.3)	5(8.8)
College make you engaged all the time which turns into work overload	Male	3(5.3)	21(36.8)	6(10.5)
	Female	7(12.3)	13(22.8)	7(12.3)
Any committee to address the problem of the student	Male	9(15.8)	18(31.6)	3(5.3)
	Female	6(10.5)	11(19.3)	10(17.5)

College has an active relationship with the alumni	Male	10(17.5)	12(21.1)	8(14.0)
	Female	7(12.3)	6(10.5)	14(24.6)
Alumni contribute any fund or any other services to the college	Male	6(10.5)	19(33.3)	5(8.8)
	Female	12(21.1)	13(22.8)	2(3.5)
Alumni association help to find the job opportunities for the students	Male	5(8.8)	22(38.6)	3(5.3)
	Female	15(26.3)	4(7.0)	8(14.0)
College conduct alumni meetings	Male	7(12.3)	17(29.8)	6(10.5)
	Female	12(21.1)	10(17.5)	5(8.8)

Table 30 describes the rating of the respondents about college-student relationships. Thirty per cent of the female respondents and 22.8 per cent of the male respondents reported that student's participation and opinions are considered at their college. Thirty-three per cent of the female respondents reported that mandatory participation of students in any welfare activities as maybe, 22.8 per cent of the male respondents agreed that there was no mandatory participation of students in any welfare activities. Thirty-seven per cent male respondents reported that their college does not sponsor the students for their innovation/start-ups, and 22.8 per cent of the female respondents agreed that the college sponsored the students for their innovation/start-ups. Thirty-seven per cent of the male respondents reported that the college did not facilitate the students to service learning, and 26.3 per cent of the female respondents agreed that the college facilitates the students to service learning.

Thirty-seven per cent of the male respondents reported that their college did not make them engaged all the time which turns into work overload and 22.8 per cent of the female respondents said that college made them engaged all the time which turns into work overload. Thirty-two per cent of the male respondents and 19.3 per cent of the female respondents reported that the college did not have any committee to address the problems of the students. Twenty-five per cent of the female respondents felt that there may be an active relationship with the alumni and 21.1 per cent of the male respondents reported that the college did not have an active relationship with the alumni. Thirty-three per cent of the male respondents and 22.8 per cent of the female respondents reported that the alumni did not contribute any funds or any other services to the college. Thirty-nine per cent of the male respondents reported that the alumni association did not help to find job opportunities for the students, and 26.3 per cent of the female respondents agreed that the alumni association

help them to find job opportunities. Thirty per cent of the male respondents responded that the college does not conduct alumni meetings and 21.1 per cent of the female respondents reported that the college did conduct alumni meetings. This reveals that the college-student relationship requires intense work in the institution and it can be taken as part of the SWS in the respected Institutions.

Table 31: College/institution collects the feedback from the student(%)

Gender	College/institution collects the feedback from the student		Total
	Yes	No	
Male	25(43.9)	5(8.8)	30(52.6)
Female	16(28.1)	11(19.3)	27(47.4)
Total	40(72.0)	16(28.1)	57(100.0)

Table 31 shows 43.9 per cent of the male respondents and 28.1 per cent of the female respondents reported that the college/institution collects feedback from the students, 19.3 per cent of the female respondents and 8.8 per cent of the male respondents said that the college/institution does not collect feedback from the students.

Table 32: Student benefitted from any student's welfare services(%)

Gender	Benefitted from any student's welfare services		Total
	Yes	No	
Male	28(49.1)	2(3.5)	30(52.6)
Female	21(36.8)	6(10.5)	27(47.4)
Total	49(86.0)	8(14.0)	57(100.0)

Table 32 shows that 49.1 per cent of the male respondents and 36.8 per cent of the female respondents reported that they benefitted from the welfare services available in the institution, 10.5 per cent of the female respondents and 3.5 per cent of the male students reported that they did not benefit from the welfare services available in the institution. The respondents need some improvement in terms of financial aid, services for the specially abled students, campus and academic facilities and counselling services to ensure the quality of the welfare services.

Table 33: Facilities the Institution needs to improve(%)

Gender	If No, which facilities the college needs to improve					Total
	Counselling services	Financial aid	Disability services	Campus and academic facilities	Not available	
Male	2(3.5)	8(14.0)	4(7.0)	12(21.1)	4(7.0)	30(52.6)
Female	6(10.5)	2(3.5)	0(0.0)	6(10.5)	13(22.8)	27(47.4)
Total	8(14.0)	10(17.5)	4(7.0)	18(31.6)	17(29.8)	57(100.0)

Table 33 shows 22.8 per cent of the female respondents and 7 per cent of the male respondents did not have any suggestions, 21.1 per cent of the male respondents and 10.5 per cent of the female respondents felt that college should improve campus and academic facilities, 14.0 per cent of the male respondents and 3.5 percent of the female respondents felt that financial aid should improve, 10.5 per cent of the female respondents and 3.5 per cent of the male respondents said that the college counselling services needed improvement. The institution has to periodically review this component as Counselling influences the well-being of the individuals, especially the students in a larger way. This plays a crucial role in the SWS in the HEIs.

Table 34: Overall rating of Student Welfare Services(%)

Statements	Gender	Excellent	Good	Fair	Poor	Very poor
Establishing and organising inter-department/campus student recreation activities	Male	3(5.3)	5(8.8)	10(17.5)	4(7.0)	8(14.0)
	Female	1(1.8)	4(7.0)	12(21.1)	5(8.8)	5(8.8)
Giving an opportunity of leadership for students by organizing programmes	Male	3(5.3)	10(17.5)	11(19.3)	5(8.8)	1(1.8)
	Female	0(0.0)	16(28.1)	8(14.0)	2(3.5)	1(1.8)
Granting students opportunities to participate in college decision making	Male	2(3.5)	4(7.0)	10(17.5)	6(10.5)	8(14.0)
	Female	3(5.3)	5(8.8)	8(14.0)	6(10.5)	5(8.8)
Organising a trip/	Male	2(3.5)	3(5.3)	5(8.8)	6(10.5)	14(24.6)

picnic at least once each academic year for the students	Female	1(1.8)	1(1.8)	3(5.3)	2(3.5)	20(35.1)
Effectiveness of the schemes/scholarship provided by the college	Male	6(10.5)	11(19.3)	5(8.8)	2(3.5)	6(10.5)
	Female	3(5.3)	13(22.8)	7(12.3)	0(0.0)	4(7.0)
Effectiveness of basic health care services provided by the college	Male	5(8.8)	3(5.3)	5(8.8)	7(12.3)	10(17.5)
	Female	2(3.5)	7(12.3)	6(10.5)	6(10.5)	6(10.5)
Effectiveness of pre-counselling provided by the college	Male	5(8.8)	3(5.3)	7(12.3)	5(8.8)	10(17.5)
	Female	1(1.8)	5(8.8)	13(22.8)	3(5.3)	5(8.8)
Effectiveness of Anti-ragging services provided by the college	Male	9(15.8)	9(15.8)	6(10.5)	2(3.5)	4(7.0)
	Female	8(14.0)	7(12.3)	6(10.5)	2(3.5)	4(7.0)
Effectiveness of placement and career service provided by the college	Male	3(5.3)	3(5.3)	9(15.8)	4(7.0)	11(19.3)
	Female	2(3.5)	4(7.0)	8(14.0)	7(12.3)	6(10.5)
Effectiveness of cultural and sports at your college	Male	9(15.8)	4(7.0)	7(12.3)	6(10.5)	4(7.0)
	Female	8(14.0)	4(7.0)	11(19.3)	0(0.0)	4(7.0)
Conditions of canteen and other beverage services	Male	2(3.5)	3(5.3)	6(10.5)	10(17.5)	9(15.8)
	Female	2(3.5)	0(0.0)	3(5.3)	6(10.5)	16(28.1)
Rapport building between juniors, seniors and peers	Male	3(5.3)	4(7.0)	10(17.5)	9(15.8)	4(7.0)
	Female	1(1.8)	3(5.3)	13(22.8)	6(10.5)	4(7.0)
Helpfulness of staff in the college	Male	7(12.3)	6(10.5)	6(10.5)	7(12.3)	4(7.0)
	Female	9(15.8)	7(12.3)	8(14.0)	2(3.5)	1(1.8)
Conditions of the classrooms and labs at your college	Male	10(17.5)	6(10.5)	5(8.8)	4(7.0)	5(8.8)
	Female	7(12.3)	10(17.5)	6(10.5)	4(7.0)	0(0.0)
Conditions of the washroom at your college	Male	6(10.5)	5(8.8)	5(8.8)	3(5.3)	11(19.3)
	Female	4(7.0)	7(12.3)	9(15.8)	2(3.5)	5(8.8)

Table 34 shows 21.1 per cent of the female respondents and 17.5 per cent of the male respondents reported that establishing and organising inter-department/campus student recreation activities was fair, 17.5 per cent of male respondents said that establishing and organising inter-department/campus student recreation activities was fair. Twenty-eight per cent of the female respondents reported that opportunities of leadership for students by organising programmes was good while 19.3 per cent of the male respondents said that it was fair. Eighteen per cent of the male respondents and 14 per cent of the female respondents reported that granting students opportunities to participate in college decision making was fair, 14 per cent of the male respondents said that granting students opportunities to participate in college decision making was very poor. Thirty-five per cent of the female respondents and 24.6 per cent of the male respondents reported that organising a trip/picnic at least once each academic year was very poor.

Twenty-three per cent of the female respondents and 19.3 per cent of the male respondents reported that the effectiveness of the schemes/scholarship provided by the college was good. The Table shows that 17.5 per cent of the male respondents reported the effectiveness of basic health care services provided by the college was very poor, 12.3 per cent of the female respondents said that the effectiveness of basic health care services provided by the college was good. Twenty-three per cent of the female respondents reported that the effectiveness of pre-counselling provided by the college was fair and 17.5 per cent of the male respondents said it was very poor. Sixteen per cent of the male respondents reported that effectiveness of anti-ragging services provided by the college was both excellent and good, and 14 per cent of the female respondents said that it was excellent.

Nineteen per cent of the male respondents reported that effectiveness of placement and career service provided by the college was very poor, and 14 per cent of the female respondents said that it was fair, 19.3 per cent of the female respondents reported that the effectiveness of cultural and sports at their college was fair, and 15.8 per cent of the male respondents said that it was excellent.

The Table shows that 17.5 per cent of the male respondents said that conditions of canteen and other beverage services was poor, and 28.1 per cent of the female respondents reported that it was very poor. Twenty-three per cent of the female respondents and 17.5 per cent of the male

respondents reported that rapport building between juniors, seniors and peers was fair. Twelve per cent of the male respondents told that helpfulness of staff in the college was both excellent and poor and 15.8 per cent of the female respondents have said that the helpfulness of staff was excellent. Eighteen per cent of the male respondents reported that condition of the classrooms and labs was excellent, 17.5 per cent female respondents said that condition of the classrooms and labs was good. Nineteen per cent of the male respondents reported that conditions of the washrooms at their college were very poor, 15.8 per cent of the female respondents said that conditions of the washrooms at their college were fair, and 12.3 per cent of the female respondents reported that conditions of the washrooms at their college was good.

Major findings

- Forty-six per cent of the female and 43.9 per cent of the male respondents were between 18 and 20 years of age.
- Forty-four per cent of the female and 38.6 per cent of the male respondents represented the OBC category.
- Forty-eight per cent of both the male and female respondents were Hindus.
- Forty-nine per cent of the male and 42.1 per cent of the female respondents were from Puducherry.
- Fifty-three per cent of the male respondents had mentioned Tamil as their mother tongue.
- Forty-three per cent of the male respondents lived in the nuclear family.
- Thirty-three per cent of the male and 31.6 per cent of the female respondents had one sibling.
- Forty-eight per cent of the male respondents were physically abled.
- Fifty-two per cent of the male and 47.4 per cent of the female respondents were unmarried.
- Thirty-seven per cent of the male respondents were not first-generation learners.
- Forty-nine per cent of the male and 47.4 per cent of the female respondents regularly attended college.
- Fifty-three per cent of the male and 47.4 per cent of the female respondents were under graduates.
- Fifty-three per cent of the male respondents chose the Society college for their higher education.

- Fifty-three per cent of the male respondents chose an Arts and Science College for their study.
- Twenty-six per cent of the male respondents preferred the institution because of low income of their family.
- Forty-nine per cent of the male respondents were day scholars.
- Forty-six per cent of the male respondents strongly disagreed with the availability of hostel facilities.
- Thirty-nine per cent of the male respondents strongly disagreed with the availability of transport facilities.
- Sixteen per cent of the male respondents strongly agreed with the availability of parking facilities.
- Twenty-eight per cent of the female respondents strongly agreed with respect to the availability of campus security and surveillance system.
- Thirty-two per cent of the female students strongly agreed with respect to the availability of library materials and facilities.
- Twenty-three per cent of the female respondents had been neutral with respect to the maintenance of a proper waste management system.
- Eighteen per cent of the female respondents had neutral views on the provision of drinking water.
- Forty-nine per cent of the respondents said that a medical centre was not available for students in their institution.
- Fifty-three per cent of the male respondents reported that their health centre did not have specialised doctors.
- Fifty-three per cent of the male respondents said that the institution did not conduct regular medical check-up for students.
- Fifty-three per cent of the male respondents reported that the provision of vaccine/ medicine was not available in their institution.
- Fifty-three per cent of the male respondents reported that there was no provision for an ambulance in their institution.
- Forty-six per cent of the female respondents said that there was no provision of health cards.
- Thirty-seven per cent of the male respondents reported that there were not enough support personnel (Caretaker) at the health centre.
- Forty-nine per cent of the male respondents reported that management did not provide any concession of food for people who belong to the weaker section.
- Forty-seven per cent of the male respondents reported not feeling safe and secure in the campus.

- Forty-seven per cent of the female respondents reported that there was no free medical aid provided for female students.
- Thirty-three per cent of the male respondents and 42.1 per cent of the female respondents felt isolated or alienated at the college.
- Thirty per cent of the male respondents said that the institution provided restrooms for the students.
- Thirty-five per cent of the male respondents strongly disagreed on the statement that the study tours are being organised by their institution.
- Thirty-seven per cent of the female respondents strongly disagreed on the statement organising parents' meetings by the institution.
- Thirty-two per cent of the male respondents strongly disagreed on the institution assisting with any other certificate course to support the educational goals.
- Forty-six per cent of the male students reported that there was no availability of any help desk/ telephone service for the students.
- Thirty-five per cent of the male students reported that qualified counsellors were not available at their counselling centres.
- Thirty-two per cent of the female respondents reported that election was required in the campus.
- Forty-seven per cent of the male respondents reported that their institution/college was not conducting students' union elections.
- Thirty-nine per cent of the female students said that they did not actively participate in students' union election either directly or indirectly.
- Forty-four per cent of the male respondents said that their institution collected feedback from the students for analysing the teacher's performance.
- Forty-nine per cent of the male respondents expressed that they had benefitted from student's welfare services provided by the college.
- Thirty-nine per cent of the female respondents strongly disagreed about being comfortable to report their grievances to the staff in their institution.
- Thirty-seven per cent of the male respondents reported that the college did not sponsor the students for their innovation/start-ups.
- Thirty-seven per cent of the male respondents reported that the college did not facilitate the students to service learning.
- Thirty-two per cent of the male respondents reported that the college did not have any committee to address their problems.

- Forty-four per cent of the male respondents reported that the institution collected feedback from the students.
- Forty-nine per cent of the male respondents reported that they benefitted from the welfare services available at the institution.

Conclusion

The significance of SWS in HEIs is underlined. The findings of the study reveal the feedback from students and how they become attuned to the HEI and what kind of services and facilities they encounter there. The nature of the SWS decides the retention and progress of the students within the HEI. Adequate attention and constant feedback will enable the students to get ahead with their progress both academically and personally. The way the welfare services are conceptualised and implemented is what matters the most. Gender differences in terms of student welfare services really matter. The way this is woven within the welfare services can bring a significant change to their further progress and advancement. The present study is a clear reflection that both genders matter equally in HEIs and they constitute a significant human resource and asset to the nation. A keen attention to their welfare is paramount as it enables them to develop holistically to become better individuals contributing to their families, communities, institution and nation. It also delves into the responsibilities of the HEIs towards the wellbeing of the students.

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Book Review

DATA CAPITAL: HOW DATA IS REINVENTING CAPITAL FOR GLOBALISATION. Chunlei Tang, First edition. Cham, Switzerland: Springer, 2021. ISBN 978-3-030-60191-1. Pp. 391.

This book uses an interdisciplinary perspective based on economics, data science and business to define and develop the concepts of data capital. It systematically presents key ideas of a data economy. In the 21st century, just like money, buildings, factories, machinery, equipment, intellectual property, patents, or the financial assets of a business or an individual, data can also be considered a factor of production and hence can be called data capital. The author explains that human-created data capital will reshape the world economy throughout the next decades. The book elaborates on how data and the knowledge obtained from the data bring intangible wealth to organisations. It describes that the rise of data capital may lead to economic inequality, so new policies have to be introduced by governments to help in sharing the economic development with all sections of the society for inclusive growth. The book also proposes the development of scales for measuring and regulating data capital in the 21st century and its possible impact on future society.

The book begins with a quote from Lord Keynes “The difficulty lies not so much in developing new ideas as in escaping from old ones.” The first chapter is the introduction chapter that reveals how globalisation is the fundamental reality of our current economic system. Information Technology-led globalisation and digitization is creating “disruptive innovations.” The globalisation of the 21st century is different from the globalisation of the 20th century. Now that globalisation is driven by an intangible flow of data with technology, there is greater involvement of emerging economies since it is not restricted to advanced economies. The current globalisation is a more knowledge-intensive data flow as compared to money and the labour-intensive flows of the 20th century. The digital infrastructure has become as equally important as transportation and logistics, and small enterprises and individuals are being able to compete with big multinationals in innovations and wealth creation. Data-based innovation and data entrepreneurship have the potential to dramatically change the