

CHAPTER 6

OUT-MIGRATION OF STUDENTS FROM BIHAR: PRIMARY DATA ANALYSIS

In the present chapter, attempt has been made to know the major factors responsible for the out migration of students and also their perception about quality of higher education in the State of Bihar. This chapter revolves round the discussion of primary data collected from the students studying in the state and outside the state to examine the major factors responsible for out flow of students from the state of Bihar to other parts of the country. Case study of 12 people from diverse background and qualification is also provided in the chapter. This chapter also provides discussion with educationists and key stakeholders about the situation of higher education in Bihar. A comparative analysis of institutions within and outside the state is presented in the next section of the chapter. On the basis of primary data analysis, hypothesis stated in chapter three has been proved in the subsequent section. Conclusion is presented in the last section of the chapter.

6.1 Introduction

The overall scenario of higher education in Bihar does not match with the national scenario. Evidences support the notion that education imparted at colleges and university level does not match the needs and expectations of the employment sector. Secondary data analysis carried out in previous chapters highlighted the existing problems in higher education in Bihar. The disparity in the enrollment, attainment among different states and a

comparative picture depicting the position of Bihar, distribution of educational expenditure among different districts of Bihar, etc. have been discussed at length. The status of quality as well as quantity of higher education in the state is poor. As a result, large number of young population is going out of the state in search of better academic environment and learning. In the present chapter, attempt has been made to know the major factors responsible for the out migration of students and also their perception about higher education in the State. The need of the study is to understand the hurdles and raise the issues which are hindrances in the path of up gradation of quality in higher education. This chapter discusses the primary data collected from the students. The detailed methodology adopted for the collection of primary data is mentioned in the research methodology section in an earlier chapter. A structured questionnaire on different inter-related areas was used for the purpose of collecting data. The obtained data was analyzed using simple percentage to make some inferences.

6.2 Primary Data Analysis

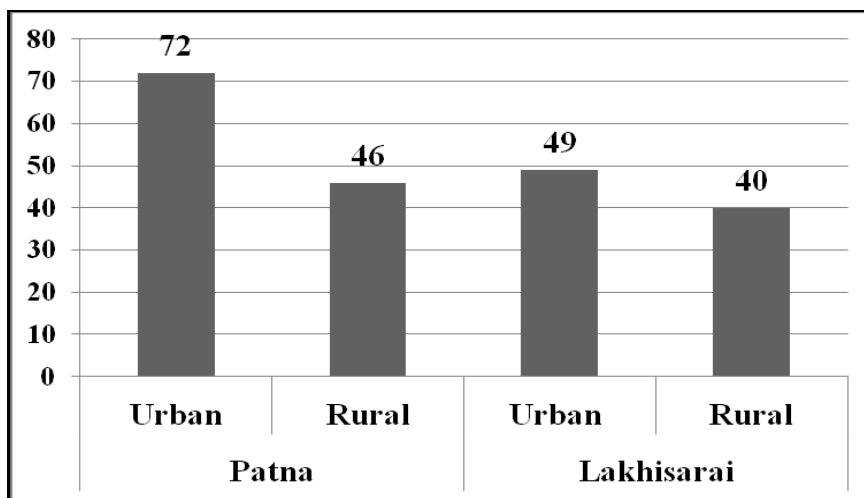
The primary data analysis is divided into four sections. In the first section, analysis of primary data collected from students studying in Bihar is discussed. This section provides the profile and the family background of the respondents and their perception about the higher education system in the state. Second section of the analysis tries to provide information collected from the students who have already migrated and studying in different parts of the country. This section highlights the factors which compelled the students to migrate to other parts of the country, ways of financing for the higher education and likely reasons for the poor higher education system as provided by sample respondents. Third section

provides the case study of sample respondents. Such case studies have been developed to reflect different backgrounds like income, family, educational level, etc. of the sample respondents. These sample respondents comprise of student studying and completed their education within state as well as outside state. In total, 12 such case studies are provided in the section. Fourth section discusses the views and opinions of educationists, principals, policy makers relating to the backwardness of higher education and the suggestions for correcting the situation in the state.

6.2.1 Section I

In order to examine the factors that motivate the students to out –migrate to other states, the first sample was drawn from population having all the students who are currently studying in senior secondary and graduation level in the state. In total, 384 respondents were expected to be interviewed for the purpose of studying the topic in detail. Out of 384 interviews, only 207 were found to be valid for the analytical purpose. The sample respondents include people studying presently in senior secondary and graduation level in the state. The students studying in Bihar belong to two districts namely Patna and Lakhisarai. Using two parameters namely (i) College population index, and (ii) Per capita expenditure on higher education, Patna is classified as the most developed and Lakhisarai as one of the most backward districts in the State. Within these districts, sample respondents were selected from both rural and urban area of the district. The detailed distribution of sample respondents is presented in **Graph 6.1**.

Graph 6.1: Distribution of Respondents



Profile and Family Background of Respondents

This section provides distribution of respondents with respect to gender, locality and community. This section also highlights the family size, occupation and income level of the respondents.

6.2.1.1 Gender-wise Distribution of Respondents

In general, patriarchal society gives less importance to girls' education due to reasons like socio-cultural and economic barriers prevailing in the society. Girls are especially discouraged to attend schools from the onset of puberty and early marriage. Girls are encouraged to involve themselves in doing household domestic works at the cost of higher education. Table 6.1 provides the gender wise distribution of respondents responded to the questionnaire. The percentage of male enrolled for pursuing higher education is higher than the percentage of female. About 68 per cent of respondents are male whereas only 32 per cent are female. The percentage of female is lower than the percentage of male but evidences show that it has increased over the time. The number of female going out for higher

education is also increasing with opening of more opportunities with respect to colleges and the new career oriented courses to suit their preferences.

Table 6.1
Gender-wise Distribution of Respondents

<i>Sex</i>	<i>Per Cent</i>	<i>Number</i>
Male	68	141
Female	32	66
Total	100	207

Source: Compiled from Primary Data

6.2.1.2 Community-wise Distribution of Respondents

The community status of a person has considerable impact on educational attainment. Table 6.2 provides the community-wise distribution of respondents. About 47 per cent of respondents belonged to General category, 41 per cent belonged to Other Backward Castes (OBC), nine per cent belonged to Scheduled Caste (SC) and only two per cent belonged to Scheduled Tribe (ST). Students belonging to General category enjoy the resources available to them and they can easily avail the educational facilities. OBC have improved their situation over the years but educational facilities are still not easily accessible to people belonging to SC category.

Table 6.2
Community-wise Distribution of Respondents

<i>Community</i>	<i>Per Cent</i>	<i>Number</i>
General	47	98
Other Backward Castes	41	85
Scheduled Caste	9	17
Scheduled Tribe	3	7
Total	100	207

Source: Compiled from Primary Data

6.2.1.3 Family Size of Respondents

There is substantial impact of family size on the children's educational attainment. In comparison to children with fewer siblings, children with more siblings attend less years of education and drop out of school earlier. Consequently, with larger family size, the financial burden/ potential workload are greater; children are less likely to attend higher education. If we look at the family size of the sample respondents we find that around 43 percent of respondents have five family members and around nine percent of respondents have six family members. The family size equal to or less than four is reported by 41 per cent of the respondents. Table 6.3 provides the family size of the sample respondents.

Table 6.3
Family Size of Respondents

<i>Family Size</i>	<i>Per cent</i>	<i>Number</i>
Two	4	8
Three	15	31
Four	22	46
Five	43	89
Six	9	18
More than Six	7	15
Total	100	207

Source: Compiled from Primary Data

6.2.1.4 Family Occupation of Respondents

Family occupation is one of the major factors which affect the educational attainment of a person. The family occupational details of sample respondents are presented in Table 6.4, which shows that 33 per cent of the sample respondents have farming as their family occupation, 38 per cent

reported that their parents are government employee, 19 per cent belonged to entrepreneurs' family and ten per cent reported that their parents are employed in private sector. There is no substantial presence of organized private sector in Bihar, so percentage of people working in private sector is very low; most of the people are in Government services.

Table 6.4
Family Occupation of Respondents

<i>Occupation</i>	<i>Per Cent</i>	<i>Number</i>
Farming	33	68
Government Service	38	79
Own Business	19	39
Private sector	10	21
Total	100	207

Source: Compiled from Primary Data

6.2.1.5 Family Income of Respondents

Various researches found that economic status, as measured by family income influence educational achievement of a person. High parental income allows them to provide more resources to support their children's education, including access to better quality schools, private tuitions and more support for learning within home. The high cost of education poses barrier for children of poor families. Income level of a family has great impact on the level of education of family members. In the current situation, education has become costly and family having good financial background can only support the higher education. Information about the family income of respondents is presented in Table 6.5, which shows that 27 per cent of the sample respondents have family income less than 1.5 lakhs per annum, 31 per cent of the respondents have family income of between 1.5 lakhs to 3.0

lakhs and another 31 per cent have income range of 3.0 to 5.0 lakhs. Only about 11 per cent respondents' family income crossed 5.0 lakhs per annum.

Table 6.5
Annual Family Income of Respondents

<i>Income Level</i>	<i>Per Cent</i>	<i>Number</i>
Less than 1.5 lakhs	27	56
1.5 lakhs to 3 lakhs	31	66
3 to 5 lakhs	31	65
More than 5 lakhs	11	20
Total	100	207

Source: Compiled from Primary Data

6.2.1.6 Educational Attainment of Parents

Besides household income, the education level of the parents also affects the education level of a person. Ersado (2005) observes that parental education is the most consistent determinant of child education. Higher parental education is associated with increased access to education, higher attendance rates and lower dropout rates (Grant and Hallman 2006). Parents, who have attained a certain educational level, might want their children to achieve at least the same level. Primary data was collected to understand the educational background of the respondents' family. Here, the educational background of the head of the family was taken into consideration. It was found that about 19 per cent of the respondents' family member are graduate, 18 per cent are post-graduate and above. About 23 per cent of the respondents' family members are matriculate and 15 per cent are not literate. The education background plays a pivotal role in deciding the future of a child. The better educated family has shown much interest in sending their wards outside the state of Bihar for higher studies (Table 6.6).

Table 6.6
Educational Attainment of Parents

<i>Education Level</i>	<i>Per Cent</i>	<i>Number</i>
Not Literate	15	32
Matriculation	23	48
Intermediate	25	51
Graduation	19	39
Post Graduation and above	18	37
Total	100	207

Source: Compiled from Primary Data

Perception about Institutions and Infrastructure Availability

An attempt was made to seek responses from the sample respondents about their perception about the quality of education and other related aspects with respect to higher education in the state. These issues are discussed below.

6.2.1.7 Quality of Higher Education

There is improvement in the enrolment rate across the country due to expansion of higher education institutions. But, the issues related to quality of outcome in terms of academic standard of student, quality of research, innovativeness and creativity is still a major concern. UGC established National Assessment and Accreditation Council (NAAC) to assess the quality of higher education institutions, to assess the quality of universities and colleges in the country. Out of total of 14,000 colleges which falls under the purview of UGC, only 4, 529 colleges are accredited which satisfy some minimum educational standard. This means that about 61 per cent or equivalent to about 8,500 colleges are without proper assessment for quality. There is no clarity about the quality of these colleges. As far as university

sector is concerned, out of 317 universities falling under UGC, about 50 per cent of them (i.e. 167) have been assessed for minimum quality by NAAC.

To analyze the quality of education in higher level, sample respondents were asked to provide their opinion. The students were asked to give their perception about the quality of education being imparted in their home state. Fifty one per cent of the respondents reported that the quality of higher education in state is very poor, 29 per cent reported it to be poor and 14 per cent reported it to be average. Only about six per cent of respondents said that the quality of education in Bihar is good. None of the respondents put quality of education at excellent level (Table 6.7). This raises the question about the usefulness of acquiring the education from higher education institutions in Bihar.

Table 6.7
Perception about Quality of Education

Particulars	Per Cent	Number
Very Poor	51	106
Poor	29	58
Average	14	30
Good	6	13
Excellent	0	0
Total	100	207

Source: Compiled from Primary Data

Sukhdeo Thorat (2008) found that with respect to all the indicators of physical and academic infrastructure the high quality collages are in better position compared with low quality collages. For instance, the percentage of collages with library, computer centre, health centre, sport facilities, hostel, guest house, canteen, common room, welfare scheme, gymnasium, etc. is

much higher in case of high quality collages as compared with low quality collages. Similarly the high quality collages are in better place as compared with low quality collages with respect to academic facilities, which include student teacher ratio, books, journals, computers, and organized workshops/seminars. These components of evaluating the quality of higher education institutions in the state were analyzed through primary data. Sample respondents were asked to give their perception about the curriculum, learning resources and infrastructural facility in the colleges. Findings of primary data revealing these aspects are presented below.

6.2.1.8 Curriculum

A Curriculum is the whole set of influences and events, both planned and unforeseen, which impinge upon students during their period of education and which will, sooner or later, affect their ability to understand and achieve the aims of the course (program) and, indeed, of the wider arena for which they are being educated (Burrell,1988). A well designed curriculum is necessary to adequately respond to the challenges of education and towards the sustainable development of society. In the current incessantly changing pace of technology and global market forces, a curriculum should be restructured on a regular basis to adapt to these changing realities. The aims and objectives of each academic program must be synchronized with societal needs in an ongoing and continuous way. An outdated curriculum may prove to be a stumbling block and can lead to deterioration of quality of educated masses. Higher and vocational education outcomes have not kept pace with the rapid change in requirements of the human resource, relevant to today's economic drivers. There is consensus amongst industries is that, university graduates in India do not have the requisite higher order thinking

skills including logical thinking, adaptability and the desired soft skills. This problem has been compounded over the years resulting in only 25 per cent of Technical & Engineering and 10-15 per cent non-Engineering graduates, being deemed employable by global standards (NASSCOM-McKinsey Report, 2005). It was found that seventy per cent of students are not satisfied with the curriculum, 85 per cent said curriculum are theoretical and outdated, not revised to meet current demand of the economy. Project work and training facility help students hone their skill and prepare them to take jobs available in the market. But, this facility is not satisfactory as pointed out by students (Table 6.8).

Table 6.8
Perception about Curriculum (Per cent of Respondents)

Particulars	Yes	No	Not sure
Satisfaction with Curriculum	15	80	5
Curriculum is Very Theoretical and Outdated	85	15	-
Provision of Project Work/ Field Study	40	60	-
Provision of any kind of Vocational Training Facility	35	65	-

Source: Compiled from Primary Data

6.2.1.9 Learning Infrastructure

An effective teaching-learning process includes the development of practical skills through laboratory experiments, workshops, practice and operation of modern equipment. They also require the inculcation of computing skills which make the availability of extensive library, internet and educational technology facilities a major necessity. Implementation of the instructional programmes, lectures, tutorials, student-teacher interactions, group discussions, student centric learning initiatives, seminars and laboratory work have a direct bearing on the effectiveness of the teaching-learning

processes (Planning Commission Sub-committee on Improvement in Accreditation and Certification Systems, 2009).

Various parameters were used to analyze the learning resources availability in higher education institutions of the state. The questions related to library, laboratory, computer and internet facility, etc. reflecting level of resources was asked from the sample respondents. It was found that there is availability of library and reading rooms in colleges and hostel but there is not sufficient supply of books and journals. Ninety per cent of students felt the need of updating the library resources and make substantial improvement in the facility of library. The facility of computer lab and internet facility was not adequate, as much as 85 per cent of respondents reported that these facilities are not available to them (Table 6.9). Regarding the academic environment, information about conferences or workshop is disseminated to students but there is not much activity in this area. Very few conferences were organized in the colleges and students are not encouraged to participate in organizing the conferences. These parameters appropriately point out the gaps in the infrastructural facility at the college level.

Table 6.9
Learning Resources (Per cent of Respondents)

Particulars	Yes	No	Not sure
Availability of Library and Reading rooms	85	15	-
Availability of Books and Journals in Library	45	55	-
Need for Improvement in Library	90	10	-
Facility of Computer and Internet	15	85	-
Availability of Good Laboratory	30	70	-
Research Facilities in College	15	80	5
Awareness about Conferences/ Workshops	55	45	-

Source: Compiled from Primary Data

6.2.1.10 Physical Infrastructure

To impart quality teaching and prepare the students to actively take part in the process of nation building, it is necessary that there is availability of all physical infrastructures. There must be adequate space and appropriate physical resources, including buildings, hostels, recreational facilities, etc. which should be safe, secure and hygiene. Besides, the availability of a language laboratory, counseling and guidance cell, medical facilities, canteen, transport and other units, etc. will go a long way in gaining the confidence and respect of students and faculty/ staff alike, leading to considerable improvements in the quality of the programmes (Planning Commission Sub-committee on Improvement in Accreditation and Certification Systems, 2009). Physical infrastructure helps in improving student outcomes along with experiential learning which is multidimensional in nature.

An enquiry into the physical infrastructure reveals the sorry state of affairs in the colleges. It was found that there is adequate availability of class rooms in colleges. Recreational rooms are provided to students but there is non-availability of required facility. There is sufficient hostel facility for boys but not for girls. Sports facility, mostly indoor, are available for students but maintenance of these facilities are not satisfactory (Table 6.10).

Table 6.10
Physical Infrastructure (Per cent of Respondents)

Particulars	Yes	No	Not sure
Availability of Class Rooms	70	30	
Separate Toilet Facilities for Boys and Girls	90	10	-
Clean and Hygienic Toilets	90	10	
Recreational Room	90	10	

Availability of Recreational Facility	25	75	
Availability of Boys Hostel	60	40	-
Availability of Girls Hostel	30	70	-
Availability of Sports Facility	40	60	-

Source: Compiled from Primary Data

6.2.1.11 Students' Support Facilities

A key parameter in ensuring institutional accreditation is the structured approach undertaken in ascertaining employment skills and opportunities to all learners. It also underpins the efficacy of programmes in the institution, in empowering its learners to be gainfully employed. Employment is a natural consequence of a learning programme. Other aspects related to the placement process like career counseling, employment skills awareness and training is critical element of a study programme. It was found that career counseling and skill improvement centre, and placement facility is not available in 90 per cent of the institutions. Also, 95 per cent students accepted that placement cell is not effectively operational, leaving students to find work on their own capacity and contact (Table 6.11).

Table 6.11
Students' Support Facility (Per cent of Respondents)

Particulars	Yes	No	Not sure
Availability of Placement Cell	10	90	-
Usefulness of Placement Cell	5	95	-

Source: Compiled from Primary Data

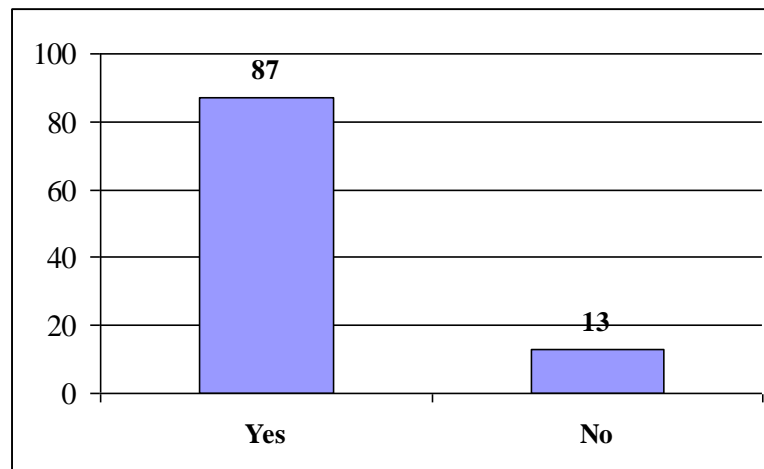
6.2.1.12 Willingness to Out-migrate for Education

This section outlines the willingness and the major factors which induce a student to migrate to other parts of the country for acquiring higher education. Due to unavailability of quality and quantity of higher education

in the state, there is growing perception among the students to out-migrate to other parts of the country. In the current globalized world, there is increased movement of people from one place to another. So, it can be said that outmigration of students is not a bad phenomena. But, the underlying factors which force a student to migrate from Bihar are worrying. The major factor highlighted by students for migration was lack of educational facility. There are a high proportion of students who wish to migrate to other parts of the country. It was observed that a very high proportion i.e. 87 per cent of the respondents' is willing to pursue higher education outside the state of Bihar (**Graph 6.2**).

Graph 6.2

Per Cent of Respondents Desirous of Going Out for Higher Education



6.2.2 Section II

This section provides the details of students studying outside the state, reasons for their outmigration and financing of their education. Students studying outside the state are spread over many states including Delhi, Maharashtra, Karnataka, Andhra Pradesh, Madhya Pradesh and Uttar

Pradesh. The proposed sample size was 108, but responses of only 53 students have been taken into consideration for analytical purpose either due to non availability or non response. These students were interviewed while they visited their home state during the holidays of like festivals, summer vacation and session breaks. These interviews were collected during different periods of the year. Apart from this, questionnaire was send to students studying outside the state on email to seek their response. The responses which were received through email containing information fit for analytical purpose were considered. Students studying outside the state belong to different districts of the state (Table 6.12).

Table 6.12
Distribution of Sample Students Studying Outside Bihar

<i>State</i>	<i>Number</i>	<i>Per Cent</i>
Delhi	13	25
Maharashtra	11	21
Madhya Pradesh	9	17
Uttar Pradesh	8	15
Karnataka	7	13
Andhra Pradesh	5	9
Total	53	100

Source: Compiled from Primary Data

6.2.2.1 Profile of Sample Respondents

The respondents studying outside the state who answered the questionnaire belonged to different streams. The distribution of respondents varied from general course like Arts, Commerce, etc. to professional courses like management or engineering. Stream-wise distribution of sample respondents is presented in the Table 6.13. Data reveals that students are interested in pursuing professional courses like engineering (17 per cent),

medical (13 per cent) and management (15 per cent) from outside the state. Apart from regular courses, students are pursuing new courses like fashion technology, hotel management also from other states. Out of 53, five students were pursuing these courses outside Bihar.

Table 6.13
Stream-wise Distribution of Sample Students

<i>Stream</i>	<i>Number</i>	<i>Per Cent</i>
Arts	9	17
Commerce	7	13
Science	5	9
Engineering	9	17
Medical	7	13
Management	8	15
Law	3	6
Others	5	9
Total	53	100

Source: Compiled from Primary Data

The gender distribution of respondents is highly skewed in favour of male students. There were 38 respondents who were male whereas only 15 respondents were female. It shows less level of migration among female students to pursue higher education outside the state.

6.2.2.2 Reasons for Out-migration of Students

In view of a high percentage of willingness of students to migrate for higher education, it is essential to find factors which influenced the decision of a student to go outside the state to pursue the higher education. An attempt was taken to understand the factors which influenced a student to left Bihar. The students studying outside the state were asked to provide the reasons for

which they left the state. Respondents gave various reasons which motivated them to move out of their own state for pursuing higher education. Most important reason cited by the respondents was taken into consideration. Out of 53 students studying outside Bihar, 21 opined that lack of education facility forced them to move out. This implies that 40 per cent of respondents cited the lack of proper education facility as the primary reasons for going outside the State. Twenty three per cent of the respondents reported that better opportunity in terms of availing the educational facility is another reason for choosing the higher study outside State. Expectation of getting a better job as one of the main reason for out-migration is reported by 28 per cent of respondents. It is hoped that after getting quality education from other state, students will be better equipped for getting a job. Apart from these factors, few sample respondents (9 per cent) said that friends and relatives influence their decision of moving out of the state (**Table 6.14**).

Table 6.14
Main Reason for Out-migration

<i>Particulars</i>	<i>Number</i>	<i>Per Cent</i>
Lack of Education Facility	21	40
Better Options	12	23
Expectation of Getting Better Job	15	28
Influenced by Friends	5	9
Total	53	100

Source: Compiled from Primary Data

Among various factors which forced students to move outside the state lack of educational facility was the biggest reason behind their decision. Whether the decision to move outside the state is a wise decision or not should be analyzed in this context. Responses were gathered from

these students about the quality of education outside the state. Through many focused group discussion (FGD) conducted over different period of time, an attempt was made to understand the satisfaction level of these students. It was found that most of the students are satisfied with the kind and type of education they are receiving outside the state. It was found that the method and practice of teaching as well as the curriculum are modern and industry oriented. The exposure to job market is very good and they are trained to get into a job as soon as they complete their study. Meeting people from all over the country helped them in improving their soft skill and broaden their thinking. The presence of placement cell in all colleges provides a comfort level to these students who otherwise are not expecting to get a job in their home state.

However, initially it was a big survival question for migrated students due to rigorous teaching schedule and also pressure of getting involved in other activities. But, with the passage of time, these students cope-up with the pressure and managed to involve in all activities as any other fellow student. There are negative aspects of availing education outside also. It proved to be a financial burden on their family. Families of student find it difficult to support student education due to high cost of living and education outside the state. Also, competing with students of other states is major challenge for a student from Bihar. They are not as comfortable in English language as student from other states. In the current globalized world, speaking good English is a pre-requisite to get a good job. However, students from Bihar showed enthusiasm that they will be able to get a decent job after the completion of their study. These students opined that education level and other facility are better than their home state. Most of them found to be satisfied with the level and quality of education imparted in other

states. In FGD, it was clearly echoed by majority of sample students that the decision to move outside the state for higher education was not bad. It was also found that it was not possible for them to get a similar kind of job in their home state. This raises a critical issue of brain drain from the state. Considering the fact the state of Bihar is deficient of human capital, reluctance of students to return home after completing their study outside the state can further aggravate the situation.

6.2.2.3 Financing for Higher Education

Enrolment pressure, rising unit costs of higher education, and competing pressures on public finances have led to the growth of private sector in India. Declining public sector facilities and lack of capacity compel students to move into private unaided colleges for acquiring higher education. Private colleges provide comparatively better education than public institutions. However, cost of education in these colleges is high. Apart from the admission fee, there is high cost of lodging and boarding in other cities. It puts financial pressure on students. The income of a middle class family may not fully support educational needs of a student. They resort to various sources for financing the education. This problem is compounded by the fact that there is high anxiety regarding allocation of loans by banks for education due to fear of non-repayment and default. The data pertaining to sources of financing for education is presented in Table 6.15. The data reveals that only 39 per cent of the family is capable of financing education through their regular income. Forty per cent of financing is availed through various sources like loan from bank (14 per cent), loan from local money lenders (14 per cent) and borrowings from relatives (12 per cent). People desirous of providing quality education is willing to sell their assets like

jewelry, land, etc. to finance education (16 per cent). The percentage of availing the facility of scholarship is very low at five per cent. It is supported by the fact that exact data on number of scholarships and amount disbursed is not available in public domain for the state of Bihar.

Table 6.15
Sources of Financing

<i>Particulars</i>	<i>Per Cent</i>	<i>Number</i>
Family Income	39	21
Loan from Bank	14	7
Money Lenders	14	7
Borrowings from Relatives	12	6
Selling Assets like Land, Gold	16	8
Scholarship	5	3
Total	100	53

Source: Compiled from Primary Data

6.2.2.4 Factors behind Poor Education System

There are many factors which has caused the fall in quality and stagnation in higher education in Bihar. The major factor responsible for poor higher education system in Bihar as cited by respondents is presented in **Table 6.16**. Twenty Five per cent of the respondents blamed political factors behind the poor higher education system in Bihar. Institutional factors like unavailability of adequate infrastructure were reported to be the major factor (38 per cent) behind the poor higher education system. Government apathy was reported by 30 per cent of the respondents. Lack of interest and short-sightedness on part of government machinery accentuated the problem. Seven per cent of respondents reported lack of private individual initiatives as one of the factor behind the poor education system in the State. This is also due to the fact that government has not provided sufficient incentive

and there are no clear policy guidelines which promotes private investment in higher education. Government failed to attract private investment in higher education.

Table 6.16
Factors Responsible for Poor Higher Education

<i>Particulars</i>	<i>Number</i>	<i>Per Cent</i>
Political Factors	13	25
Institutional Factors	20	38
Government Apathy	16	30
Lack of Individual Initiatives	4	7
Total	53	100

Source: Compiled from Primary Data

6.2.3 Section III

This section presents an array of case study of students classified on the basis of various factors. The 12 case study comprise of three students from each of the four different categories of students. First one pertains to students who are currently studying in the state. Second type includes students which were willing to study outside but could not go due to some reason. Third category of students is those who are studying outside the state and finally fourth category of students are those who completed their study outside Bihar and currently employed in different parts of the country. The purpose of case study is to present the experience of students who have faced different situation and their outcome. This will highlight the socio-economic and educational analysis of sample students.

Case Study 1: Ramesh Kumar, son of Mr. S. Singh is currently pursuing MBA from one of the prestigious college located in Patna affiliated to Magadh University, Gaya. He belongs to OBC category and resident of

Nalanda district. The total family size is eight which includes his grandparents, parents and three sisters. His father is a small farmer and their family monthly income is meager. Since the family is fully dependent on agriculture, there is no regular source of income. His father is the sole bread earner of the family. Ramesh is the only person in the family who is residing outside his home town for higher study. His three sisters have studied till higher secondary and currently helping her mother in household work. Ramesh was willing to go outside for higher studies but due to poor financial condition of the family he has opted to join the MBA course within the state. Responsibility of his sister's marriage is another reason which pulled him back from spending large amount on his studies. His father has taken loan on land to finance his education. The respondent informed that the quality of education and the support facility is not very good. Faculty in institute are not qualified enough to provide requisite skill to match the demand of job market. Most of them are employed on temporary basis. Since most of the students belong to rural area, he expressed the need for some personality development programme in the institute. It was reported that there was placement cell in the institute but percentage of students getting job in campus is not high. Respondent expressed that given a chance he would have gone outside the state to pursue higher education.

Case Study 2: Naveen Kumar, son of Mr. R. P. Yadav is currently pursuing post-graduation in Economics from Patna University. He belongs to OBC category and resident of Lakhisarai district. The total family size is five which includes his parents, brother and sister. His father is a small trader selling household item in their village in Lakhisarai. Monthly income of the family is not very high but the family managed to finance education of

Naveen in Patna. The respondent is the eldest among sibling and residing outside his home town for higher study. Educational achievement of his parents is low but the family is committed to provide better education to their children. Respondent did not show any intention to move out of state as he was not aware of comparative advantage or disadvantage of studying outside the state. He hopes to finish his study and pass a competitive examination to get a government job. However, he expects that his younger brother and sister can move outside the state if there is relatively better opportunity and prospects.

Case Study 3: Pinki Kumari, daughter of Mr. R. K. Prasad is currently pursuing BBA from a private college located in Patna. She belongs to general category and resident of Patna district. The total family size is four which includes his parents and one brother. Her father is a retired government employee and their monthly family income is sufficient enough for their subsistence. Moreover, they have a regular source of income. Her father is a graduate and mother is studied till class tenth. Her parents are keen to provide best possible education to their children. Her brother is pursuing his MBA from an institute in Pune, so her family is quite aware of the academic facilities and environment outside state. She expressed her concern about lack of comparable infrastructure in her institute than her brother's institute. She is interested in joining a premier institute outside Bihar for her post-graduation course. She is optimistic about getting a decent job after finishing her education outside Bihar. Realizing the importance of soft skills like English and computer education, she got enrolled in private coaching centres to equip herself to face challenges of pursuing education outside the state.

Case Study 4: Sanjeev Kumar, son of Mr. S. K. Srivastava is working as management trainee in ICICI Bank. He belongs to general category and resident of Patna district. The total family size is six which includes his parents, wife and two brothers. His father is a teacher in government school and mother is a house wife. They have a reasonably good family monthly income. Sanjeev has completed his MBA from L. N. Mishra Institute located in Patna. He was willing to pursue his studies from states like Maharashtra or Karnataka, but some family problem had detained him to do so. He is not at all satisfied with the pattern of study in colleges of the state. He was of the view that poor academic and physical infrastructure and comparatively low quality of training imparted to students is affecting the prospects of getting a good job. He himself is working on a very low salary. He also asserted that poor reputation of colleges of Bihar is posing challenges for him in getting a good job opportunity outside state. He also discussed about his friends who are relatively better off today due to their decision to study outside state. His family is now determined to send rest of his children to other states for completing their study.

Case Study 5: Navneet Srivastava, son of Mr. A. Srivastava is resident of Patna and currently working in a company managing mobile network. There are four members in his family. He belongs to general category. His father owned two buses which were engaged in schools and offices in Patna. There was good income from this business but due to tough competition and rivalry with other bus operator, his business declined. Now, his father is working in a private insurance company. Navneet completed his BCA from an institute in Patna and moved to Delhi for a job. He managed to get a job

in Delhi though his personal contact. But, he could not survive in Delhi and came back to Patna, and joined a private company here. After getting exposure in Delhi, he got a job in his home city but salary is very low as compared to his qualification. In the meantime, he managed to acquire MCA degree through correspondence, but there is no positive impact on his job prospects as it was a distance learning course. Now, he is regretting that he did not study outside the state, otherwise he may be doing a good job and earning well. At the same time, his younger brother moved to Punjab for pursuing engineering degree. After the completion of engineering course, his brother managed to get a job in Delhi. His salary is good as compared to elder brother. Family is satisfied with the decision that they sent their younger son to Punjab for higher education.

Case Study 6: Mr. Madhusudan Garg, son of Mr. G. Agrawal belongs to a family involved in business for many years. He is youngest in a family of six members. His two sisters are married and settled in different parts of the country. His one brother is married and engaged in family business. His brother completed his study from Patna and is now settled as a businessman. Madhusudan has graduated (B. Com.) from Patna University and wanted to pursue career in accountancy from Mumbai. He appeared for various examinations but could not clear group discussion round. His poor communication skill and lack of analytical ability were the main reasons for his failure. Finally, he did not pursue any master level course and got engaged in his family business. He believes that he would have definitely excelled in his career if he had pursued his graduation from a university located in Maharashtra or Delhi. He further informed that some of his relatives, who have pursued their higher studies from renowned institutions

of India, are now managing their family business in a better way. It clearly indicates that a strong knowledge base and analytical thinking is pre-requisite for achieving better results.

Case Study 7: Abhishek Kumar, Son of Mr. R. S. Paswan, is currently pursuing engineering course from a reputed institute in Mumbai, Maharashtra. He belongs to SC category and there are eight members in his family. Major source of family income is father's salary. He is getting scholarship for pursuing his education. He is quite satisfied with the level of academic and support infrastructure as well teaching facility in his institution. The institution is well equipped with library, laboratory and modern equipments. Regular seminars, conferences and workshops provide much needed exposure to the students. Initially, he found it very difficult to adjust to rigorous training and teaching style in new institution, but he managed to cope with the situation. The institution has very active placement cell and it has strong linkages with industry. He is confident that he will manage to get a decent job offer in the campus. He is satisfied with the decision of moving out of state for pursuing higher studies.

Case Study 8: Anuradha Singh, daughter of Mr. H. P. Singh is pursuing her law degree from Delhi University. She belongs to general category with a family of five members which includes her parents, one brother and one sister. His father is working as a wireless engineer in Government of Bihar and is drawing reasonably good salary. Her other siblings have also studied outside the state and now they are well settled in their career. Because of lesser availability of quality institutions, irregular sessions and lesser job prospects in Bihar, her parents have decided to send all three children to

other states of the country for higher studies. Anuradha is very much satisfied with the curriculum of her institutions. Apart from regular qualified teachers, institute also arranges for renowned guest faculties and lawyers from Delhi High Court and Supreme Court of India. For providing necessary exposure of the field, students are also encouraged to attend case hearing in different courts of Delhi. The placement cell is quite active with hundred per cent placement of students. She also informed that she already received an offer from a lawyer of Supreme Court to work under him. She would not have achieved this feat, if she had opted to do her law course from any institute of Bihar.

Case Study 9: Payal Ekka, daughter of late Dr. P. Ekka is a resident of Patna. There are three members in her family. She belongs to ST community. Her mother is a Principal in government school located in Patna. Her elder brother is pursuing masters from a renowned university in Delhi. She is pursuing integrated engineering course comprising B. Tech. and M. Tech. from a reputed private university based in Noida, Uttar Pradesh adjacent to Delhi. Family supported her willingness to pursue higher education from outside Bihar. Cost of education is very high in her university. As her family has strong financial base, she did not find any trouble in getting admission to a private university. She finds it enlightening to interact with people coming from different parts of India as well as other countries. The academic and overall atmosphere of the university is very good and helps students acquire new skill and exposure. She considers herself lucky on being a student of such a reputed university which provides an excellent opportunity to its student to achieve their dream. She is pleased to know

about the placement record of the university and hopes to get a decent job for her as well.

Case Study 10: Alok, son of Mr. B. Singh is a resident of Jehanabad and currently working as Vice-President with a renowned multi-national company in USA. He belongs to general category. His father is small farmer and their family lives in a small village, in Jehanabad district. He belongs to a poor family with very low irregular source of income. His father had taken loan from money lenders and banks to support his son's study. Alok has completed his secondary and higher secondary examination from a government school located in his village. After completing his 12th standard, he shifted to Delhi for graduation. He had not only successfully completed his graduation in Economics from Delhi University, but also got admission in one of most prestigious institute in economics in India for post graduation. After Post graduation he has completed his doctorate degree from USA. His decision to go outside Bihar after class twelfth proved to be boon for his career and life. He would have never achieved this success if he graduated from any university in the state. Some of his friends, who decide to complete their study in Bihar, are still struggling hard for their subsistence.

Case Study 11: Ajit Kumar, son of Mr. R. P. Das is a resident of Bhagalpur district, completed his school education from a reputed boarding school located now in Jharkhand. He belongs to OBC category. He pursued his MBA from a reputed institute located in Hyderabad, Andhra Prasad. During his MBA study he came to know about the various opportunities existing in private sector. He is now working in an MNC in Pune at senior position. He got an opportunity to work in Canada and earn good money. He gives

credit for his growth in career to MBA degree acquired in Hyderabad. It gave him exposure and polished his soft skills which helped in bagging a decent job opportunity in a big firm.

Case Study 12: Tariq Ali is son of Late Md. Rafiq Ali, resident of Gaya district. He belongs to minority community. His family income is very low and he somehow managed to complete his school education in his village only. Thereafter, he moved to Delhi for higher studies. He took coaching classes to support his education in Delhi University. It was a tough living for him as he was able to earn only subsistence level. Somehow he managed to complete his education. He was preparing for various competitive examinations for government jobs. Due to his stay in the vicinity of university campus, he was able to know about all the new vacancies in government sector. He managed to clear many examinations and finally he is now posted in a research wing of army. He stressed that due to his stay and education in Delhi, he got this opportunity to work with one of the most respectable organization of the country.

6.2.4 Section IV

This section presents the details of discussion held with various stakeholders like educationists, principals and policy makers. More than 30 such persons were contacted to find out the problems and the likely solution in the higher education. The central theme of the discussion revolved around factors which led to deterioration in the education system and also to find out the measures which can improve the situation. It also provides the opinion of parents or guardian of students belonging to the state of Bihar. It discusses issues relating to the backwardness of higher education and the likely

measures to correct the situation as provided by above mentioned stakeholders.

Stakeholders expressed their view on various aspects of education sector. It was highlighted that there is need to pay attention to expanding higher education in a manner which ensures an adequate supply of high skilled labour and also greater inclusiveness of access. In view of the fast-changing domestic and global economy, the importance of knowledge as the critical input in the process of development, and improved prospects for rapid growth has increased. The faster growth of the economy has thrown up shortages of technically qualified people. At the same time, a large segment of graduates seems inadequately equipped to meet the changing needs of the emerging labour market. Higher education sector in Bihar is crumbling due to poor accessibility, high inequality, low quality and lack of effective governance. Lesser availability of colleges has resulted into mismatch between demand and supply in the state. There are acute regional, social and gender imbalances with respect to access to higher education reflected in variation in enrolment ratios. Besides, there are large variations in the standards and quality of education imparted in the universities and colleges. The difficulty in attracting qualified persons to teach in institutions of higher education is one of the most important constraints on expanding higher education. One of the reasons for such a situation is gross under-funding to the higher education system i.e. universities and colleges. Government apathy and lack of political will was opined as major reason behind the poor performance of education sector in the state. It was asserted that due to lesser availability of quality choices in the sector, large number of students are migrating to other states. It was also stressed that although the quality of students is good but they fail to perform at national level.

Lack of exposure and less opportunity were cited as major factor behind the low confidence of student of Bihar.

The discussants also suggested some measures which if used effectively, can address the existing problem in the higher education system in Bihar. Many colleges are running without any development assistance from the UGC. This issue can be addressed with specific funding arrangements through the combined efforts of the Centre, States, and those running these institutions. However, mere quantitative expansion will not deliver results. There is a need to make concerted efforts for improving the quality of higher education by removing the gaps in physical infrastructure and academic standards. The objective of quantitative expansion can be achieved through expansion of existing institutions, both government and private; creation of new government funded universities and colleges and facilitating/ removing barriers in creation of new universities and colleges. The Expansion and up gradation of Universities/Colleges/Centres of Excellence will also address regional, gender and social inequalities. There is need to support for inclusive education with focus on access and affordability in SCs, STs and Minority concentration districts. The objective of inclusiveness can be achieved through reduction of regional imbalances; support to institutions located in small towns and educationally backward areas and support to the institutions with larger student population of OBCs, minorities and physically challenged. Quality Improvement is in many ways the most challenging task. It can be brought through restructuring academic programmes to ensure their relevance to modern market demands; greater emphasis on recruitment of adequate and good quality teachers and complete revamping of teaching/learning methods improving by shifting from traditional repetitive experiments to open ended design oriented work for

encouraging invention and innovation. Also, institutional reforms in the governance structure are extremely important. Restructuring Polytechnic education to accelerate vertical mobility and ensure market relevance is necessary. The scope of attracting private participation in education sector should be explored. Considering the status of higher education sector in the state and in view of the challenges of the time, there is a need for an urgent and proactive endeavour. A multi-dimensional approach is required to bring back this derailed sector on the right track.

6.3 Comparative Analysis

Information collected through interviews, FGD and questionnaire methods clearly indicate that institutions outside are far better than institutions within Bihar. Table 6.17 presents a comparative picture about quantity and quality of higher education system. Physical access to higher education is an important indicator which can be examined by considering total number of colleges running in the region. The number of colleges for higher and technical educations in Bihar is highly inadequate as compared to other states in the country. This is supported by the fact that, in terms of availability of colleges per lakh population i.e. College-population Index, Bihar's position is amongst the lowest in the country with only 5.5 Colleges per lakh population (UGC, 2008). The situation is more alarming in case of technical education, where the number of colleges is highly insufficient. Apart from the limited coverage, the existing institutions are in extremely bad shape due to lack of infrastructure, modern equipment and qualified teachers. Laboratories are in extremely bad shape without modern equipment and qualified trainer. Libraries are not equipped with good and quality journals and books. Computer center although existing in colleges in

Bihar but number of computers per student is very less. There is no adequate internet facility. The entire university system in the state is facing a serious resource crunch, with poor internal resource mobilisation and sole dependence on the state government grants. As a result, in recent years vacancies in most of the colleges and universities have gone up significantly. More than fifty per cent of the existing sanctioned strength of teaching staff is lying vacant in the State. Moreover, the ongoing courses have very limited scope and demand in the labour market. The method of teaching in the state is still very theoretical with no provision of project work and field study. Institutions in the state are still running conventional courses in routine style. The concept of placement cell is new for colleges and they have failed to establish placement cell for the benefit of students. Colleges have negligible linkage with industry and they are acting like a factory which is producing unproductive graduates.

In contrast to above situation prevalent in Bihar, most colleges in other parts of the country exhibit a much better situation in terms of almost all indicators like physical infrastructure, support facilities, learning resources, etc. These colleges understand the current demand of both industry and students and accordingly update themselves on regular basis. These colleges keep them creative, active and competitive in terms of quality and delivering services to the students and the society at large. They cater to the needs of the industry by producing qualified and skilled labour force. Comparatively, institutions in Bihar are worse off in terms of both quality and quantity than institutions outside Bihar.

Table 6.17
Comparative Picture of Institutions

Particulars	In Bihar	Outside Bihar
Availability of Institutions	Very Less	Large
Physical Infrastructure	Poor	Good
Condition of Laboratory	Available, but without modern equipment	With modern equipment
Computer learning Center	Low capacity, not accessible for all	Good, easily accessible to all
Learning resources (Libraries/Journals/Books)	Very poor, without good Journals	Good, with new journals and books
Course Curriculum	Outdated	Updated
Pedagogy	Very theoretical	Practical, with project work and field study
Availability of Teachers	More than 50 per cent posts vacant, no alternate arrangement	Posts vacant but arrangement of qualified guest faculties
Research Facility	Negligible	Satisfactory
Conferences/workshops	Very few	Regular
Placement Cell	Not present	Active
Linkages with industry	No linkage	Close linkage with industry

6.4 Reasons for Out-migration: A Discussion

The stated hypothesis of the present research is that irrespective of other factors, lesser availability of choice in the educational services and poor quality is mainly responsible for outflow of students from Bihar. The

analysis of primary as well as secondary data and also comparative study of institutions reveals that higher education system in the state is in extremely bad situation. Number of institutions for general and professional education is highly inadequate resulting into a mismatch between demand and supply. Apart from inadequate quantity, institutions in the state are crumbling due to poor quality. Due to lesser availability of choices, large numbers of students are migrating to other states in search for admission into technical and professional courses (Bhushan & Rustagi, 2011). Findings of the primary data reveal that students from diverse background are going out of the state in search of better education. The percentage of students willing to relocate to other parts of the country is very high. Data on household survey reveals that about 87 per cent of the respondents' are willing to pursue higher education outside the State of Bihar. The willingness to migrate for higher education is not affected by the income level, community or family occupation of the sample respondents. Respondents gave various reasons for choosing other state over their own State. The major reason as evident from the primary data which influence the decision of respondents for out-migration is the lack of quality education facility in the state. Other reasons include better options available outside the state and prospects of getting better job. It was found that about 62 per cent of respondents cited the lack of proper education facility as the primary reasons for going outside the State. Seventy per cent of students are not satisfied with the curriculum, 85 per cent said curriculum are theoretical and outdated, not revised to meet current demand of the economy. Responses about different parameters of infrastructural facilities clearly indicate the availability of gaps. Placement cell is not working to its capacity and there is lack of research facilities and awareness among students. It is evident from the data that opportunities in

higher and technical education in Bihar are restricted and in the state of desperation resulting into migration of large number of students to other state. Lack of quality institutions coupled with less availability of choices is mainly responsible for driving out students from the State.

Thus, the findings of the primary data support the hypothesis that irrespective of other factors, lesser availability of choice in the educational services/ poor educational services is mainly responsible for this outflow. The hypothesis of the study as mentioned in the Research Methodology Chapter i.e. chapter 3 holds true. Limited choices as well as low quality in higher education have big influence on the trend of students moving out of state in search of better education.

6.5 Conclusion

The reasons for poor higher education system and out migration of students have been explained with the help of primary data analysis. The objective is to explore the factors responsible for out-migration. It was found that irrespective of family, socio-economic and cultural back ground that students are willing to go out of the state in search of better education. Hypothesis of the research has thus, been proved with the help of primary data analysis. Also, comparative analysis of students studying within and outside Bihar has been carried out to understand the relative situation of colleges in Bihar. It was observed that those students who have studied outside state are relatively better off than those who have studied in the state. Discussion with key stake holders threw light on the underlying problems and their likely solutions.

Higher education system in the state is suffering from multiple inter - related problems like low accessibility, poor quality, irrelevant and outdated

syllabus, etc. There is thus, an urgent need to review and gear up the higher educational institutions for both quantitative and qualitative improvement. The next chapter will focus on some of the major issues related to the sector.