

Religious Differentials in Educational Attainments

Dr. C. Somashekher

*Professor, Department of Sociology, Bangalore University, Jnanabharathi Campus, Bengaluru – 560056,
Karnataka, India.*

Corresponding Author: Dr. C. Somashekher

Abstract: Education since long has come to be viewed as an agent and an agency of social change and as a harbinger of positive social transformation. In view of its positive implications for the welfare and wellbeing of the masses and thereby for their social and material conditions of existence, education has come to be viewed as an important causative or an explanatory social variable in the analysis of contemporary social reality. Further, education has been viewed as of seminal significance in determining the occupational aspirations and achievements, determining the levels of awareness and empowerment, as well as conditioning the lifestyles and consumption patterns. It has a role to play in the health, hygiene and sanitation status of the communities as well as productive and reproductive behavior of the masses. In view of these implications, the quality of life of people on the one hand and the quality of manpower of a nation on the other are viewed as the functions of education. However, despite its significant socio-economic and psychological implications, causative variable is assured to vary significantly with other non-rational variables such as race, religion, ethnicity, gender and region to which individuals belong not by choice. These variables could be of still greater consequence in societies with traditional order and conservative social milieu like India. It is assumed that, being born into a religion one's opportunities for education have been conditioned and thereby the life chances. Hence, an attempt is made in this paper to ascertain empirically the implications of religious affiliation for educational attainments. It is further assumed that, differentials in educational attainments could be more marked at higher levels owing to universalization of primary education being in practice in India, wherein children irrespective of caste, religion, and income are entitled to free education till the age of 14. Thus, it is the higher education in which the socio-cultural traits of individuals could be of greater consequence and it may be assumed that higher the level of education stronger is the influence of religious affiliation. The findings of the present study are based on the data pertaining to the doctoral students at Bangalore University- Karnataka, India.

Keywords: Education, Gender, Orientation, Religion, Student Scholar

Date of Submission: 26-05-2018

Date of acceptance: 09-06-2018

I. INTRODUCTION

With the advent of national independence and globalization, the educational problem of minorities has assumed urgent importance and new significance. The free Indian people have set for themselves the task of building up of a democratic, progressive, rational life, which surely cannot be achieved when millions of Minority people are illiterate, ignorant and superstitious (Desai, 1969). Education implies the creation of a society free from all forms of inequalities and exploitation, based on individual liberty, social solidarity and co-operation. Thus, education in a given society is viewed as a means to achieve social mobility, to improve one's ascribed status. As everywhere, in India too there is a close link between religion, education, occupation and income. This is more so in relation to higher education. It is often believed that higher education can serve the nation by providing highly skilled manpower and advancing the frontiers of knowledge. Hence, one of the desired objectives before higher education is to achieve a greater degree of effective equality of opportunity for every talented person, irrespective of the stratum to which he or she belongs.

The reports of the Education Commissions and the deliberations in seminars on higher education contain ample proof in this regard. The criticisms cover a wide area, the most serious of them is that our system of higher education has failed to fulfill its desired purpose or the stated goal and that some sort of 'goal displacement' has occurred in this regard. The lot in Indian education is thus ultimately related to the structure of Indian society" (1971: 273). Naik (1965) observes, "At the university stage, more than 70 per cent of the seats are taken by the top 5 per cent of the social strata of dominant religion". Similar views have been expressed by many other researchers (Chitnis, 1974: 207; Gore, Desai and Chitnis, 1970: 15-17; Kamat, 1978a: 260; Kamat, 1978b: 11; Kaul, 1974:34-37; Kaul, 1975: 41; Damle, 1975a: 273-274; Damle, 1975b: 84; Rao, 1975: 130; Mumtaz, 1978: 4; Shukla, 1975: 78; Panchamuki, 1975: 157; Jayaram, 1978a: 185; Jayaram, 1977; Jayaram, 1978b: 9; Palmier, 1975: 168).

The higher education system, for that matter, has become synonym of the university system with its own internal structure and subculture, with its own population divided into different sections. The university education, these days has become quite affordable due to its highly subsidized nature. The concept of private university has already reached the Indian shores with the influence of globalization and secularization. All the universities, deemed universities and institutes of excellence are either State Government supported or Central Government supported, where education is not charged at cost price rendering it affordable to middle and lower middle class people (Charkaborty, 1985). Further, the provision of scholarships to the students from socially and economically backward section renders higher education accessible virtually to those at the rock bottoms of society resulting in a phenomenal increase in the student strength in the institutions of higher learning. As a result of this, proportionate increase has been observed in the strength of research students, known as research scholars, research fellows and doctoral students. It is this section of the academic fraternity which occupies a unique position in the academic hierarchy by virtue of their being neither the part of a student fraternity nor the faculty. They also occupy the position of marginal men serving as the bridge between the two other sections of academic fraternity. Research has now become such an integral and inherent part of higher education imparted by the universities, that the very structure and division of academic work in the universities is designed to promote its productive existence. This has resulted in a phenomenal increase in the number of Ph.D. students in the universities world over (Valimma and Westerheijden, 1995; Pearson, 1996; Hockey, 1996; Nakayama and Low, 1997; Parry, 1998; Wright, 2003).

Statement of the Problem

The present paper addresses itself to several issues pertaining to higher education in the Indian academic context and the status of research scholars belonging to minority communities, so widely debated and speculated in academic circles. In doing so, due consideration is given to the gaps in empirical literature and areas that seem to be lacking in empirical coherence and consistencies as evidenced by the existing literature as well as those aspects that could be of immediate applied significance. The paper focuses on such background factors as socio-religious dimensions, aspirations, orientations and achievements of the university research scholars in the context of the academic profession.

II. METHODS AND FIELD

The findings are based on a study of research scholars carried out in Bangalore University, Bangalore, Karnataka. The data are gathered principally through an interview schedule specifically devised to collect the required information. The data gathered were primarily qualitative in nature. The same were quantified by employing suitable coding and scoring techniques, rendering the data amenable for statistical analysis. The sample for the present study was drawn following the systematic methods of sampling so as to render the sample studied representative of the universe from which it was drawn. The sample of 350 research scholars was chosen at the first step. Hence, the special attention in this paper is given to study the profile of the typical research scholar drawn from minority communities. Correlation, regression and the chi-square are the statistical measures widely employed in analytical and diagnostic studies involving testing of hypothesis. Chi-square is employed in testing the association between the variables and coefficient of the contingent that is, 'C' test, is employed to measure the strength of association. In case of chi-square, 0.05 level of significance was accepted as statistically significant association at respective degrees of freedom. In short, care was taken to see to it that research methods and statistical measures that could suit best the study in arriving at valid, verifiable and reliable generalizations and findings to enhance their predictive value.

Conceptualization

Conceptualization is an indispensable and a crucial methodological issue that lends standardization and clarity to the process of research, as well as a just basis for justification of the findings. It is imperative that every concept and variable used or employed in the study is defined and clarified, as such, these could also be looked upon as the operational definitions of key concepts. Although it may not be possible to define and clarify each and every concept or variable employed in the study, an attempt is made here to conceptualize and operationalize a few important or core variables and concepts employed in the present study.

Socio-Religious Background

The information pertaining to socio-religious background is taken to classify the respondents as of Minorities and Dominant religion. For classifying the respondents as those with Minorities and Dominant religion background, the respondents who identified themselves with Christianity, Islam, Jainism and Buddhism are considered as with Minorities background and the respondents who have been in Dominant religion are invariably from the Hindu religion background.

Social Origin

Social origin is a composite variable employed in this study as a more realistic measure of a respondent's socio-economic background. It is well acknowledged that the status of an individual in any society is no longer uncausal or unidimensional even in the so called traditional societies. With growing societal complexity and trends towards secularization, modernization and liberalization the parameters that determine the status of an individual in society not only have changed but have become multiform. The social status accrues to an individual on the basis of one's possessions commonly valued by the society. Many socio-economic status scales have been evolved incorporating several indices such as occupations, education, caste, land ownership, family size, income and the like. But to have a more integrated and more realistic measure of social background limited variables such as caste, occupation, education and income has to be put together and keep other variables constant as distracters. Hence, for the purpose of the present study, a social origin, scale has been evolved, taking into account the respondents' caste, parental education and family income. Each one of these components have been further graded to ascertain the score of each respondent on each of the components to yield an integrated score to determine their social origin as "high" or "low"

Orientations

There are several other concepts employed in the body of the thesis, which are not explained at length here, owing to paucity of space. Those concepts not explained here are explained briefly wherever they are employed.

Student Scholar

The concept of student scholar used in this thesis refers to a research scholar or research student who is working for his Ph.D. or doctoral degree in full-time or part time research at a post-graduate department of Bangalore University in Karnataka State. The student scholars included in the study are research oriented and functioning in their respective disciplines under the guidance of able scholars or faculty members of Bangalore University. The term student scholar itself suggests that the research scholars or research students are oriented towards becoming scholars in their respective areas of knowledge in the near future. Hence, these are termed as student scholars by following the model of Merton who termed the medical students as student physicians.

III. RESULTS AND DISCUSSIONS

Socio-religious background is an important variable in the sociological analysis owing to its implications and conditioning effect on several social traits of individuals. It is assumed to be determining the educational opportunities, attitudes and orientations, lifestyle and consumption habits, aptitudes and dispositions and even the patterns of marriage and fertility. An attempt, hence, is made in this section to analyze the Minority - Dominant religious background of the research scholars. It is acknowledged that, to be a research scholar, one has to have a relatively high level and grades of educational attainments and an innovative and creative aptitude, that are normally assumed to be going with the Dominant Religion background. However, several empirical sketches have negated this assumption by revealing the fact that, minorities, many a time have more accomplished and committed academicians and professionals. The findings of the present study seem to support the latter view as about 71 (70.6) percent of the respondents studied are from Minorities background. It may also mean that minorities are temperamentally better suited for academics rather than for high profile professions, business or entrepreneurship, where dominant religion could be having an upper hand. The phenomenon could also be attributed to universalization of primary education, subsidization of higher education as well as the policy of protective discrimination in the areas like educational opportunities and employment. Diverse schemes of scholarships, fellowships and studentships appear to be attracting the students from Minorities and lower socio-economic sections of the society to taking to research.

Coming to the gender distribution on Minorities and Dominant religion lines, the findings support the argument presented in the foregoing pages, that is, the women from Dominant religion are more prone to be in research than are Dominant religion men.

Table-1.1 Socio-Religious Background and Gender

| Socio- Background | Religious | Gender | | Total |
|----------------------|-----------|-----------------------------|------------------------------|------------------------------|
| | | Female | Male | |
| Minorities | | 39 (50.00) | 208 (76.47) | 247 (70.57) |
| Dominant Religion | | 39 (50.00) | 64 (23.53) | 103 (29.43) |
| Total | | 78 (100.0) | 272 (100.0) | 350 (100.0) |

$X^2 = 20.45$; d.f. = 1; C = 0.235; Significant at 0.01 level.

The data presented in the table show that among women research scholars half (50 percent) are from the Dominant religion areas and the other half (50 percent) are from Minorities areas. On the other hand, among men research scholars, the proportion of those from Minorities areas is as high as 76.47 percent and the Dominant Religion component is just 23.53 percent. This may reinforce the analysis presented earlier that, males from dominant religion tend to go in search of more prestigious and highly potential professional courses and the minorities with no resources to afford expensive professional courses tend to take to research as the best alternate. The association between the social-religious background and gender was found to be highly significant with ‘C’ value being as high as .235.

A much stronger association was found to be existing between the choice of faculty and the Socio-religious background of the research scholars.

Table-1.2: Faculty and Socio-Religious Background

| Socio-Religious | Faculty | | | | | Total |
|-------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|-----------------------------|------------------------------|
| | Natural Science | Social Science | Humanities | Education | Commerce & Management | |
| Minorities | 42 (48.28) | 136 (80.47) | 45 (70.31) | 18 (90.00) | 6 (60.00) | 247 (70.57) |
| Dominant Religion | 45 (51.72) | 33 (19.53) | 19 (29.69) | 2 (10.00) | 4 (40.00) | 103 (29.43) |
| Total | 87 (100.0) | 169 (100.0) | 64 (100.0) | 20 (100.0) | 10 (100.0) | 350 (100.0) |

$X^2 = 32.97$; d.f. = 4; C = 0.293; Significant 0.1 level.

Among those pursuing Ph.D. in natural sciences, the respondents from dominant religion are in majority (51.72 percent) whereas among those pursuing Ph.D. in social sciences, minorities are in overwhelming majority (80.47 percent). The composition is almost similar even in case of humanities, with 70 (70.31) percent of them being in Minorities background and 30 (29.69) percent being from a Dominant religion background. However, in case of other single discipline faculties considered to be of applied significance, the minorities were in the majority. Hence, the situation could be representing a state of transition with earlier stereotyping fast becoming obsolete or becoming no longer tenable with minorities taking to scientific research of applied nature as well as challenging research in other areas of specialization. The association between the choice of faculty and Socio-religious background was found to be statistically significant at 0.01 level with ‘C’ value being quite high at 0.293. Further, a very close association was found between the social origin and the Socio-religious background, which is in tune with the findings discussed in the foregoing pages.

Table-1.3: Social Origin and Socio-Religious Background

| Social Origin | Socio-Religious Background | | Total |
|---------------|------------------------------|------------------------------|------------------------------|
| | Minorities | Dominant Religion | |
| Low | 181 (73.28) | 40 (38.83) | 221 (63.14) |
| High | 66 (26.72) | 63 (61.17) | 129 (36.86) |
| Total | 247 (100.0) | 103 (100.0) | 350 (100.0) |

$X^2 = 37.05$; d.f. = 1; C = 0.309; Significant at 0.01 level.

The data presented in the table clearly indicate that, the student scholars from Minorities background quite often tend to be from lower social origin and on the contrary, those from Dominant religion background tend to be from the higher social origin. Among the Minorities’ respondents as many as three fourths (73.28 percent) are from lower social origin and only 27 (26.72) percent are from high social origin. It is further evident that among those from Dominant Religion background only 39 (38.83) percent are with low social origin and the remaining 61 (61.17) percent are from higher social origin. Viewed in the light of the earlier findings, it may be stated that, the student scholars are mainly drawn from Minorities men and Dominant Religion women, that is, those who join from Dominant Religion are more often women and those coming from Minorities are men. As such, it may also be stated that, Dominant Religion men and Minority women are underrepresented. Here, the under representation of Dominant Religion men may be by choice, that is the Dominant Religion men not willing to take to research, but on the contrary, in case of Minority women, the

situation could be quite different, that is, Minorities girls are denied of opportunities, do not receive encouragement and support to take to higher education leading to higher academic degrees. In support of this, the association between the two was found to be quite significant with ‘C’ value being as high as 0.309.

With regard to the other background variables the analysis reveals that those coming from Minorities background are more prone to be ideologically oriented than their Dominant Religion counterparts.

Table 1.4: Orientations and Socio-Religious Background

| Orientations | Socio-Religious Background | | Total |
|--------------|------------------------------|------------------------------|------------------------------|
| | Minorities | Dominant Religion | |
| Ideological | 55 (22.3) | 12 (11.7) | 67 (19.1) |
| Intrinsic | 91 (36.8) | 36 (34.9) | 127 (36.3) |
| Instrumental | 101 (40.9) | 55 (53.4) | 156 (44.6) |
| Total | 247 (100.0) | 103 (100.0) | 350 (100.0) |

$X^2 = 6.88$; d.f. = 2; C = 0.139, Significant at 0.05 level.

It may be observed from the table, that true to the general way of life and approach, the student scholars from Dominant Religion background tend to be more instrumental in their orientations (53.4 percent) than their Minorities counterparts. On the other hand, the proportion of those who are ideologically orientated is twice as much among student scholars from Minorities background (22.3 percent) than it is among those from Dominant Religion backgrounds (11.7 percent). The association between the orientation and Socio-religious background is statistically being significant at 0.05 level. Similar trend could also be observed with regard to the social origin of the respondents with those coming from lower social origin being more prone to be ideologically oriented (20.4 percent) than those with higher social origin (17.1 percent). Further, owing to their socio-economic status constraining them to strive for a steady income through employment, those from low social origin were relatively more prone to be instrumentally oriented than those from the higher social origin with better socio-economic status. It may also be observed that, those from higher social origin tend to value the intrinsic satisfaction they derive from recognition, appreciation from research they do than do those from lower social origin.

Achievements

The achievement levels of the respondents focused on this section pertain to the accomplishments of the respondents as student scholars in their research career and as such, they pertain primarily to their academic achievements. The indicators of achievements taken to ascertain the level of the achievements of the student scholars were the number of research paper published, number of conferences, seminars and workshops attended, number of training courses attended, acquisition of additional skills, knowledge and technical know-how, gaining mastery over the subject and methodology, qualifying through tests of proficiency, passing exams and courser and the like. Taking the performance of research scholars on all their parameters, they were classified as belonging to three categories of achievement such as “high”, “moderate” and “low”.

The data also reveal that the scholars had knowledge of working in other research projects as well, in addition to their own research program. About half (49.7 percent) of the respondents had such experience. An equal proportion (51.7 percent) of the research scholars were confident about their ability of handling their subject owing to their mastery over it. As such, the type of research they had embarked upon, according to a majority (76.6 percent) of the student scholars, was applied or policy oriented as well as the combination of applied and basic or pure.

Based on their scores on these variables, the scholars were graded in terms of their academic achievements as those belonging to ‘high’, ‘moderate’ and ‘low’ level of achievement. The findings so arrived at indicate that much against what was found in the case of aspirations the student scholars had modest achievements. It is quite logical to note that, achievements do not always commensurate with the aspirations or ambitions. Aspirations normally represent the highest position a person can think of acquiring and in reality the achievements lag far behind what one aspires. Further, in a competitive world the opportunities are few and aspirants are many and in case of quite a few, aspirations remain aspirations unfulfilled. In view of this, only a small proportion, that is, one fourth (24.6 percent) of the research scholars exhibiting high levels of achievement appears to be logical. The data indicate that 30 percent of the student scholars had achieved that could be termed as low and the remaining about 45 (45.4) percent of the student scholars had moderate levels of achievement. Further, a wide gap between levels of aspirations and achievements could be a cause for concern as it could lead

to a sense of frustration or resignation that could in turn have negative implications for the process and progress of research. However, looking at the negative association between the span of research career as well as stage of research and level of aspiration, we may state that, by the time they reach the final stage of research, having spent four to five or even six years on research, the aspiration level would have come down and in view of thus, the gap between the aspiration and achievement may not be of alarming consequences. Nevertheless, the fact that efforts need to be made to encourage the research scholars to reach higher levels of achievement cannot be lost sight of.

As stated in the foregoing lines, the study further seeks to ascertain the factors that could hold the key in determining the levels of achievement among the research scholars. As was the case with the level of aspiration, the analysis indicates that several variables relating to the personal background of the student scholars were not of much significance in determining the level of their achievement. Age as a personal trait was found to be not significantly associated with the achievement. Contrary to what could be expected, it is the youngest student scholars who had a lower proportion (26 percent) of those with lower achievement than was the case with their older counterparts (33.9 percent). However, in terms of higher achievement, the elder scholars were marginally better off (26.0 percent) than the younger scholars to (23.1 percent). Further, with regard to gender, female scholars were a shade better achievers (28.2 percent) than were the male scholars (23.5 percent). As could be expected, the married scholars, though in small number, appeared to be with lower levels of achievement (20.5 percent) than the unmarried scholars (25.7 percent). Thus, it may be stated that, the level of achievement varies independent of the personal traits of student scholars.

Coming to the background variables, the analysis reveals again that, as has been the case with aspirations, the Socio-religious background is not of much consequence so far as the level of achievements are concerned. However, as expected, those from a Dominant Religion background are higher achievers than are their Minorities counterparts. The proportion of those with low achievement was higher at 32 percent among those from Minorities background compared to 25 (25.2) percent among the urbanites. Conversely, the proportion of high achievers was higher (31.1 percent) among the dominant religion population as compared the corresponding proportion (21.9 percent) among minorities. Similarly, the social origin was found to be not significantly associated with achievement level, though scholars from high social origin were relatively better off (27.9 percent) than those from lower social origin (22.6 percent).

It was also observed that, the Socio-religious background of the research scholars had nothing to do with the level of aspirations among them. It is normally assumed that young, male, unmarried urbanites have higher aspirations in life. But the findings indicate, though not categorically, that it is female and Minorities respondents who are marginally better off in terms of level of aspirations.

It was also noted that the research scholars, with Minorities and Dominant Religion background had a similar level of commitment to research, though, research scholars from Dominant Religion background (49.8 percent) tended to be a little better equipped in terms of commitment than those from Minorities backgrounds (37.7 percent). However, the level of commitment was not found to be significantly associated with age, gender and Socio-Religious background.

IV. CONCLUSION

It could be stated that the research scholars, drawn from minority communities in India, possess some great qualities conducive to the field of research as they are more humble, committed, patient, compatible and faithful. The findings of the study seem to indicate that the research scholars of minorities are found to be influenced by the background aspects such as gender, social origin and faculty. It is the male rather than the female research scholars are more prone to be in the field of research. It could be stated that, males of dominant religions tend to go in search of more prestigious and highly potential professional courses and the minorities with poor social background tend to take to research as the best alternate. In consonance with this finding, it is also found that the under representation of Dominant Religion men may be by choice, that is the Dominant Religion men not willing to take to research, but on the contrary, in the case of Minority women, the situation could be quite different, that is, Minorities girls are denied of opportunities, do not receive encouragement and support to take to higher education leading to higher academic degrees. Coming to deal with faculty, more and more research scholars from minorities have chosen Social Sciences and Humanities for their research purposes. Hence, the situation could be representing a state of traditional with earlier with minorities taking to social research of applied nature as well as challenging research in other areas of specialization. Further, owing to their socio-economic status constraining them to strive for a steady income through employment, those from low social origin were relatively more prone to be instrumentally oriented than those from the higher social origin with better socio-economic status. It may also be observed that, those from higher social origin tend to value the intrinsic satisfaction they derive from recognition, appreciation from research they do than do those from lower social origin.

REFERENCES

- [1]. Chakraborty, Krishna 1985 *The University Student*, Calcutta, K.P.Bagchi and Company.
- [2]. Chitnis, Suma 1974 "Teachers in Higher Education", In Amrik Singh and Phillip G. Altbach. (eds.) *The Higher Learning in India*, New Delhi, Vikas Publishing House, pp.237-249.
- [3]. Damle, Y.B. 1975a "The School and College as a Social System" In M.S. Gore, I.P. Desai and Suma Chitnis (eds.), *Papers in the Sociology of Education in India*, New Delhi, National Council of Educational Research and Training, pp.250-280.
- [4]. Damle, Y.B. 1975b "Higher Education as an Instrument of Social Change and Development", In J.N.Kaul (ed.), *Higher Education, Social Change and National Development*, Simla, Indian Institute of Advanced Study, pp.82-85.
- [5]. Desai, A.R. 1969 *Minorities Sociology in India*, Bombay, Popular Prakashan.
- [6]. Gommers, Lieve and Chris A. M. Hermans 2003 "Beliefs in Action: Teacher's Identity Influences School's Identity"? *International Journal of Education and Religion*, 4, 2, December, pp.186-198.
- [7]. Gore, M.S. et.al., 1970 *Field Studies in the Sociology of Education*, New Delhi, NCERT.
- [8]. Hockey, J. 1996 "Motives and Meaning amongst Ph.D. Supervisors in the Social Sciences". *British Journal of Sociology of Education*, 17, 4, pp.489-507
- [9]. Jayaram, N. 1978b "Higher Education, Inequality and Social Change in India", Paper presented at the XIV All India Sociological Conference, Jabalpur, Jabalpur University.
- [10]. Jayaram, N. 1977 "Higher Education as Status Stabilizer: Students in Bangalore", *Contributions of Indian Sociology*, 11, 1, pp.168-191.
- [11]. Jayaram, N. 1978a "Higher Education as Status Stabilizer: Students in Bangalore". In Satish Saberwal (ed.), *Process and Institution in Dominant religion India*, New Delhi, Vikas Publishing House Pvt. Ltd., pp.169-191.
- [12]. Johnson, Helen and Mike Castelli 2002 "Beyond Orientalism How to Understand the Culture of "Muslim Schools in England: Some Methodological Reflections", *International Journal of Education and Religion*, 3, 1, June, pp.33-45.
- [13]. Kamat, A.R. 1978a "Education and Social Change" In A.B. Shah (ed.) *The Social Context of Education: Essays in the Honour of J.P. Naik*, New Delhi, Allied Publishers Pvt. Ltd., pp.254-271.
- [14]. Kamat, A.R. 1978b "Educational Policy in India: Critical Issues", Paper presented at the XIV All India Sociological Conference, Jabalpur, Jabalpur University.
- [15]. Kaul, J.N. 1974 *Higher Education in India: 1951-71*, Simla, Indian Institute of Advanced Study.
- [16]. Kaul, J.N. 1975 "Higher Education in India: Retrospect and Prospect" in J.N. Kaul (ed.) *Higher Education, Social Change and National Development*, Simla, Indian Institute of Advanced Study, pp.25-33.
- [17]. Mumtaz, A.K. 1978 "Social Stratification and Compulsory Education Strategy During the Sixth Five Year Plan", Paper read at the XIV All India Sociological Conference, Jabalpur.
- [18]. Naik, J.P. 1965 *Educational Planning in India*, Delhi, Allied Publishers.
- [19]. Nakayama, Shigeru and Morris F Low. 1997 "The Research Function of Universities in Japan", *Higher Education*, 34, pp.245-258.
- [20]. Palmier, Leslie. 1975 "Educational Systems of Southern Asia and Social Stratification", In M.S. Gore, I.P. Desai and Suma Chitnis (Eds.) *Papers in the Sociology of Education in India*, New Delhi, National Council of Educational Research and Training, pp.147-172.
- [21]. Panchamukhi, P.R.1975 "Financing of Higher Education in India: An Evaluation", In J.N. Kaul (ed.), *Higher Education, Social Change and National Development*, Simla, Indian Institute of Advanced Study, pp.151-163.
- [22]. Parry, Sharon. 1998 "Disciplinary Discourse in Doctoral theses", *Higher Education*, 36, pp.273-299.
- [23]. Pearson, Margot 1996 "Professionalizing Ph.D. Education to Enhance the Quality of the Student Experience", *Higher Education*, 32, pp. 303-320.
- [24]. Rao, M.S.A. 1975 "Educational, Social Stratification and Mobility" In M.S. Gore, I.P. Desai and Suma Chitnis (eds.) *Papers in the Sociology of Education in India*, New Delhi, National Council of Educational Research and Training, pp.127-146
- [25]. Sacerdote, Bruce and Edward L. Glaeser 2001 "Education and Religion", National Bureau of Economic Research, Working paper, Cambridge, January.
- [26]. Shukla, S.C. 1975 "Higher Education, Social Change and National Development: Notes for a Comparative Study", In J.N. Kaul (ed.), *Higher Education, Social Change and National Development*, Simla, Indian Institute of Advanced Study, pp.75-81.
- [27]. Valimma, Jussi and Don F. Westerheijden 1995 "Two Discourses: Researchers and Policy-Making in Higher Education", *Higher Education*, 29, pp.385-403.

- [28]. Wright, Toni. 2003 “Postgraduate Research Students: People in Context”, *British Journal of Guidance and Counseling*, 31, 2, pp.209-208.

IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved
Journal with Sl. No. 5070, Journal no. 49323.

C. Somashekher. “Religious Differentials in Educational Attainments” *IOSR Journal
Of Humanities And Social Science (IOSR-JHSS)*. vol. 23 no. 06, 2018, pp. 10-17