Chapter-3

Methodology

3.1. Background (Evidences from M. Phil. Research)

In the previous chapter; from the review of literature it is found that discrimination either perceived or experienced is associated significantly with psychological problems and scientific studies based on the western population have proved the extent of the correlation between discrimination appraisal and the mental health consequences. The curiosity to explore the intricacies of discrimination with related aspects prevalent in Indian society have paved the path for numerous researches in the arena of sociological, economic, political and psychological discussions. The discussions were based on the interpretations and imaginations of the sociological realities whereas there was ardent need to quantify the extent of appraisal of discrimination and prove it statistically by providing robust associations of discrimination with the other correlates of socio-psychological issues. Therefore with this concern and particularly to know the extent of discrimination, a brief but qualitative research was conducted at M.Phil.\(^3\) level on the population of OBCs students who were studying at higher education level. This research turned over with valuable and remarkable results along with ample space for further exploration. Thematic analysis of this research yielded various inquisitive themes and condensed subject matter with significant aspects of socio-psychological concerns which are responsible for the appraisal of discrimination during higher education. Therefore learning this research and the field experiences; where the argumentative, emphatic and accuses of partiality towards the specific community by the enthusiastic and young students of other communities, who were not included in this research, has given sparkling but pristine experiences to include them collectively for further research exploration. Thus the previous field experiences and the need to know the overall scenario of discrimination in Indian society specifically during higher education propelled researcher to conduct a research on discrimination and mental health related problems among the students of higher education inclusive of students

\(^3\) M. Phil. dissertation is submitted in the year 2010 to Tata Institute of Social Sciences, Mumbai on the issue of discrimination in higher education and its impact on educational attainment: a study of OBC in Uttar Pradesh. The dissertation is available in hard as well as in soft copy at Sir Dorabji Tata Memorial Library, TISS.
from all communities with different socio-economic background, from different and general courses and from different parts of Uttar Pradesh currently studying in the universities of Uttar Pradesh (U.P.).

3.2. Statement of Problem:
In this research exploration, the state of U.P. is purposely selected because of its low (0.490) Human Development Index (HDI) in comparison to several other states of this country (Meghalaya report on HDI 2008) and of its high population with strong practice of discrimination based on caste and community. The reviewed literature has provided the insights to explore the intricacies of discrimination and mental health particularly in Indian context and more importantly among the population of students who are at their higher studies. It has been noticed that there are a few studies on caste based discrimination in social, economic, political and in educational fields; however there are very few or no studies on the issue of perception and experiences of discrimination and its impact on the mental health. The discussion of the same issue is lacking in the literature as well as in the empirical exploration. Thus it is proposed to conceptualise to have more emphasis on the research questions that- what are the demographic and socio-economic background factors along with one’s caste which determine the appraisal of discrimination in educational settings with its consequences on mental health? What are the common appraisal of psychological, physical and health behavioural problems of students in higher education induced by various stressors? Are there any underlying factors / patterns which determine the appraisal of such problems? What are the patterns of reported health problems of students belonging to different communities, different universities and different courses? Attempt has been made to answer these questions through this empirical exploration.

The present statement of problems and discussion based on the review has provided the rationale for the present research-

1. First, there is a clear need to develop strong scientific understanding about stress and mental health related problems among the students pursuing their higher education and their correlation with discrimination prevalent at large in Indian society.

2. Second, community health status of socio-economically poor people is always in the verge of national health schemes and providing platform for
the national level discussion on the health issues. Thus, it is necessary to have a scientific exploration to understand the pattern of health and mental health status of students belonging to different communities while they are pursuing their higher education.

3.3. Universe of the Study:
The study is based on the students pursuing higher education therefore the geographical area of study is restricted to the urban sector because most of the higher educational institutions are situated in urban areas. In this study, earlier it was proposed to include three state universities of U.P. one from the capital city of Lucknow, other from Bundelkhand Region and another from the Ruhilkhand region but later on, the need has arisen; to include one central universities because U.P. has highest number of Central Universities and also to get a good representation of students across the state. Therefore the Central University located at Varanasi city has been included. Thus four universities have been covered in the study. Altogether students of these universities form universe of the study and providing good representation of the students of entire state. These universities attract students from different socio-economic background, rural-urban habitat and students from different communities and castes. Therefore the complete heterogeneous universe for the study is easily available in these universities which are highly conducive for the issue undertaken to probe into.

3.4. Objectives:
The broad objective of the study is to explore and analyse the issue of discrimination during higher education along with its consequential impact on the mental health of students. The specific objectives of study are as given below-

1. To prepare the socio-demographic profile of students
2. To explore and analyze the experiences and perceptions of discrimination among students along with its consequences on mental health.
3. To assess the stress, depression and anxiety level among students due to discrimination in higher education and examine co-relation with their socio-demographic background.
4. To reveal the degree of differential effects based on educational institutions and courses of study and social discrimination, on their stress and mental health related problems.

3.5. Hypotheses:
Based on the literature, the following hypotheses are formulated in order to provide the probable answers to the aforesaid research questions and to testify the objectives. The hypotheses are-

1. Rural and lower community background determines the poor-socio-economic status and the lower educational background of the family.
2. Heightened level of stress appraisal at higher education level will be due to rural habitat with lower economic background of the family.
3. The more the perception of discrimination during higher education would lead to greater appraisal of stress symptoms and mental health problems.
4. Perception of discrimination would be mediated differently through caste, economic status of family and the permanent habitat of the family.
5. The higher levels of vulnerabilities and acute perception of discrimination would be strongly associated with extended episodes of discriminatory experiences and consequently psychological upheaval along with dire subsequent threats to mental well-being.
6. Higher level of discrimination perception, anxiety symptoms and depression appraisal would be among the students of Science Courses irrespective of their caste-communities and economic background than compare to the students of Commerce and Arts.

3.6. Variables:

Independent Variables- Social Discrimination, Socio-Demographic profile

Dependent Variables- Stress and Mental Health

3.7. Methodology:

3.7.1. Methods: The study is broadly based on the quantitative approach because several students have been surveyed about their discrimination perception and mental health problems studying in to different universities located in U.P. It would be appropriate to call it survey study because in survey studies the investigator generally
takes a cross-sectional group or cross-community for analysing social and psychological process and exactly the same procedure have been adopted in this research concern. The students from different categories, communities and different courses have been surveyed which separately forms a distinct sections. Therefore the present study is based on the cross-sectional correlation design. In addition to that the qualitative approach is also adopted to explore the thematic association of discrimination with mental health consequences.

3.7.2. Sample Size and Sampling Method: In the present study, region-wise four universities from Lucknow, Jhansi, Bareilly and Varanasi of Uttar Pradesh are included because Lucknow is the capital city of U.P. and University-I attracts students from Purvanchal and eastern U.P. University-II is in the Bundelkhand region which is a bigger region of U.P. and it attracts students from this region. University-III attracts students from the Northern part of U.P. The University-IV is the central university and was the educational hub of U.P. with its glorious long history of education. These four universities have been covered to get good representative sample where discrimination issues and students number is relatively high. Method for selection of sample is Multi-stage Stratified-Systematic sampling because regional specific four universities have been chosen, then within each university Undergraduate (U.G.) and Post-graduate (P.G.) students from final year of study are selected. Again course-wise undergraduate category was stratified into three groups that are-B.A., B.Sc. and B.Com, similarly post-graduate category stratified into M.A., M.Sc. and M.Com. Within each course to get statistical representative number, 30 students (without any biasness towards their health) are selected systematically. Thus the proposed total sample was- 4 [Universities] x 6 [Courses] x 30 [students from each course] = 720 students. Hence from each university systematically 180 students have been surveyed and studied about their stress and related mental health problems. Therefore the sample size is n=720. Due care was taken so that the students from each community that is – SC, OBC and General have been included in the sample. Thus again the total number of students from each course have been sub-divided into 10 from SC, 10 from OBC and 10 from General category. Hence, 10 students from each category, each course and from each university have been selected systematically. Therefore the total sample according to proposed plan was- 4 [Universities] x 3 [community] x 6 [Courses] x 10 [Students from each community and each course] = 720 students.
The actual distribution of students with university, community and course-wise, which is surveyed, is recorded as per the pro-forma given in table-3.1.

**Table-3.1. Sample representation with respect to University, Course and Community**

<table>
<thead>
<tr>
<th>University</th>
<th>Course</th>
<th>M.A.</th>
<th>M.Sc.</th>
<th>M.Com.</th>
<th>B.A.</th>
<th>B.Sc.</th>
<th>B.Com</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University-I</td>
<td>SCs</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>7</td>
<td>10</td>
<td>9</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>OBCs</td>
<td>9</td>
<td>10</td>
<td>7</td>
<td>11</td>
<td>7</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>General</td>
<td>14</td>
<td>10</td>
<td>13</td>
<td>12</td>
<td>13</td>
<td>10</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>180</td>
</tr>
<tr>
<td>University-II</td>
<td>SCs</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>OBCs</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>General</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>180</td>
</tr>
<tr>
<td>University-III</td>
<td>SCs</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>OBCs</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>General</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>180</td>
</tr>
<tr>
<td>University-IV</td>
<td>SCs</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>OBCs</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>General</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>180</td>
</tr>
<tr>
<td>Grand Total of Total</td>
<td></td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>720</td>
</tr>
</tbody>
</table>
Map-3.1. Geographical Area of Study

India
Map-3.2. Four Universities from Uttar Pradesh

University-I

University-II

University-III

University-IV
In the present study of stress and mental health related problems, UG and PG students of various social communities are included for recording the various relevant parameters of depression and anxiety as per table-3.2, given below:

**Table-3.2. Course and Community-wise Representation of Students**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>240</td>
</tr>
<tr>
<td>OBC</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>240</td>
</tr>
<tr>
<td>SC</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>240</td>
</tr>
<tr>
<td>Grand Total</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>720</td>
</tr>
</tbody>
</table>

In addition to that, around 35 in-depth interviews have been conducted with the students on their experiences and perceptions of discrimination in order to support the quantitative data and to get more insights. For this activity again the students have been selected conveniently and purposefully with their consent. Of the total interviewees, 80 percent (28) are male and 20 percent (7) are female. Caste-wise distribution indicates that 40 percent (14) are SC, 25.7 percent (9) are OBC, 31.4 percent (11) are from General category and one is from ST community. The unit of analysis is individual student pursuing courses at PG and UG levels.

**3.8. Tools for Data Collection:**

The objectives and statements of problems demanded various measures for collection of data. Therefore for each variable an independent measure is used. A pilot survey of field is done and the pretesting of measures is also done which has given relevant inputs to modify the measures and methodology to derive insightful findings. Then after, a detailed questionnaire was developed for data collection which contained Standardised Scales, Inventories, Checklist for quantitative data and, Interview guide is used to collect qualitative data by soliciting their experiences and perception of discrimination. The details descriptions of measures are given below-
Stress and Mental Health Related Problems: The checklist containing several symptoms of physiological and psychological problems was developed to screen out the problems.

Perceived Discrimination Scale for Students - is developed by Kushwaha & Wankhede (2012) in Hindi as well as in English language, to know the degree of perceived discrimination during higher education in Indian context (Appendix-B for Development and Standardisation of scale). Scale consists of 12 items capturing the various sources of discrimination one may confront during higher education. Each item of the scale has five answer choices: Never True=1, Slightly True=2, Sometimes True=3, Highly True=4 and Always True=5. The respondents are free to mark one of the five points against the items which they feel true for them and experiencing in higher education. The internal consistency of scale is 0.84 and the content validity is 0.62.

Beck Anxiety Inventory- Originally developed by Dr. Aaron. T. Beck (1988) to assess the anxiety is translated into Hindi and re-standardised in the population of students (Appendix-C). This translated inventory consists of 20 items which are the symptoms of anxiety intended to measure the severity of anxiety among the students with somatic and cognitive symptoms of anxiety. Each item has four possible answer choices: Not at All= 0, Mildly (It did not bother me much)= 1, Moderately (It was very unpleasant but I could stand it)= 2, Severity (I could barely stand it)= 3. The respondents were free to mark one of the four points against the item symptoms which they were experiencing last few days. The estimated internal consistency (reliability) of inventory is 0.88 and the estimated content validity is 0.614.

Beck Depression Inventory- Created by Dr. Aaron T. Beck (1961) is a 21 questions multiple-choice self report inventory. This inventory was translated into Hindi and then re-standardised on students population whereby it is found that out of 21 questions, 5 questions are not applicable for the general population of students and thus those items were eliminated (Appendix-D). Therefore Hindi inventory consists of 16 questions measuring the severity of depression. Each question has a set of at least four possible answer choices ranging in intensity. Respondents were free to choose the statement of ranging intensity of a thought which describe them best. The
calculated internal consistency (reliability) of Hindi questions is 0.86 and the content validity is 0.67.

**Interview Guide**- It was a set of broad questions in order to explore the experiences of discrimination during higher education. The schedule contains some warm up questions and then core questions. Each question is capable of seeking information and sufficient enough to provide full insights for the further probe (Appendix-A).

### 3.9. Data Collection:

Data collection for this research exploration was most exciting, encouraging and experiential. The data collection exercise was started just after the standardisation of scales, checklist and construction of interview guide. The venture had started in the month of September 2011 and in this process, first of all, the university situated in the capital city of Lucknow was covered. The formal permission of interaction with students as well as for data collection was sought from the Dean, Students welfare of the University. The Dean was co-operative and supportive.

It would have been cumbersome to select students randomly because in any educational institution to take permission in order to procure secondary data is a big task. Thus beforehand it was decided to go for systematic sampling and to interact with the students who were willingly ready to take part in this research. In this way there was no need of random sampling rather research demanded the systematic sampling for selection of the sample. In addition to that the reasons behind adoption of systematic sampling were that the issue of discrimination and mental health is quite sensitive with intricate tenderness of availability of information. Nobody would like to talk or provide views and opinions on the subject matter unless one has trust on the researcher. In this regard, therefore; it was decided to meet students directly and extend a request to participate in the research by telling them about the research purpose, objectives and informed consent so that they would be aware of research fully, prior to become a participant in the research.

By visiting to the Arts, Science and Commerce faculty of the particular university, more than two hundred students were covered and surveyed about their perception of discrimination, stress appraisal and mental health problems. The reason behind being surveyed, more than two hundred students, was to get equal representation of students from each community (Caste) and from each course. In society in general and in the
educational institutions in particular, it is very offensive to ask someone about ones caste. Therefore in order to avoid this particular sensitive issue, researcher simply distributed questionnaire after knowing the course they were pursuing. Along with distribution of questionnaire, the respondents were asked to read the instructions carefully; written on the each section of questionnaire. In the questionnaire there was a column which was seeking information about the caste of the students and based on this information researcher used to sort out the questionnaire in order to maintain the equal representation of each community. If, in case, the representation of community happens to be unequal, then researcher intentionally tried to identify the students of that particular caste and course by taking help of other students with whom the researcher got filled the questionnaire and developed rapport.

The above stated procedure and process of data collection was adopted for other universities and almost the similar procedure of data collection was adopted for the university situated in Bundelkhand Region, Ruhilkhand Region and at the Central University. In this way altogether around 720 students were covered and this took the duration of four to five months. The adventure of data collection was started in September 2011 from the university-I located in Lucknow and completed with the University -IV located in the city of Varanasi. Almost one moth time was spent to survey each university. Interviews were conducted with the students of Lucknow University to know more details accounts of discriminatory practices in the university and their problems as well as opinions about the issues. Most of the interviews are conducted with the students, with prior appointment who were residing in the hostels because they were easily accessible, freely available and willing to share their opinions with researcher. The voice recording of each interview is done and each interview lasted around 15 to 20 minutes. The Central University is covered in the month of August, 2012 by fallowing the same procedure of data collection as it was adopted at other universities.

While seeking their approval for filling the questionnaire, usually it is told to them that this questionnaire is small questionnaire and it would be hardly taking your 10 to 15 minutes and along with that it is also assured that they will enjoy this activity because questions there in are interesting.
It was also decided to take some physiological parameters to know the current health status of students and therefore it was proposed to take the blood pressure and current weight. In this course, to measure blood pressure researcher used electronic sphygmomanometer and to measure weight the digital weighing scale were used. It was noticed that these two devices were the central attraction among the students to be agreed upon filling the questionnaire and voluntarily becoming the part of research exploration. Most often it happened that students willingly came to the researcher to fill the questionnaire and got their weight and blood pressure measured. So these electronic devices helped researcher not only measuring the blood pressure and weight of students but also attracted students to take part and fill the questionnaire attentively. Thus the usages of these devices helped researcher.

All the questionnaires filled by the students in the presence of researcher and doubts were clarified during filling the questionnaires. Most of the time, the questionnaires were filled in the university playgrounds, botanical gardens, lawns, outside various departments and classrooms, university canteens, libraries, vehicle and cycle stands and in the hostels. It was intentionally avoided to take help from any teacher to get access of class and get questionnaire filled because in this procedure the information provided by students would be biased, socially desirable and unrealistic. For instance in University-II, the researcher on the pretext of Dean’s request went to a class room with teacher and distributed questionnaire among the students. In this place researcher noticed that because of teacher’s request students unwillingly agreed. Later when researcher checked the questionnaires, it was found that the information provided be the students was incorrect, socially desirable, and false and fake with leaving many questions blank. This has happened because of lack of proper communication and poor rapport of researcher with the students. Researcher discarded entire questionnaires from inclusion in the sample and then after never went to a class room, in order to fill the questionnaires.

3.10. Field Experiences:
The experiences of field were mixed. Most of the time the experiences were pleasant, encouraging, fascinating and surprising but few of the experiences were emotional, depressive, touchy and shocking. The data collection began from University-I where students were very supportive, co-operative and even some of them became my intimate friends. They raised so many questions about the discriminatory practices
during higher education with discussion on refined and conspicuous solutions to these problems. During data collection researcher met different types of students among them some were active student leaders, some of them were very bright students and totally focused on the studies, few of them were rowdy in nature whose solely aim was to involve in petty fights and quarrels taking place in the university premises. They were happy to be involved in such activities. Also some of the students were ideologically revolutionary and wanted to bring revolutionary changes in the education system particularly in teaching and learning practices of this university. An astonishing experience which deserves to be mentioned here that researcher filled the questionnaire from the student leader who was infamous for criminal activities and had dominance in the hostel where he lived. Then, it was realised that if you are faithful to your work, hardworking and genuine in your task, affiliated to renowned institute and pious in behaviour then everybody will help you out in your venture.

At University-II, the administration persons were very supportive and there was no problem of permission for interaction with students and collection of data. The Chief Proctor, the Dean Students Affairs and the Dean of Social Sciences were very nice and showed benevolent behaviour to the researcher with their required satisfactory support and co-operation. It was very surprising to see the proper dress code for boys and girls students. Even there was different dress code for different courses like Arts students dress was altogether different than that of the students of agriculture. It was also astonishing to know that university provides applied courses and stood first rank among the other state universities of Uttar Pradesh. Students were also very supportive, sociable, agreeable, talkative and curious to provide ample information on the issue of discrimination. Here, most of the students were surprised to know that researcher came from Mumbai to the university just to fill the questionnaire only! Some of the students shared their opinions on the contemporary politics, corruptions, multi- crores scams and at large prevalent discriminatory practices of this region. One of students was very interested to join T.I.S.S. and motivated to conduct a research on the victims of drought prone area of this region. He wanted to explore the causes behind the suicides of farmers of this region. Altogether the experiences of this university were satisfactory and enthusiastic.

The experiences of data collection at University-III were also inspiring and full of potential moral lessons. It is worth mentioning here that one day one of the students
asked researcher to show his proper letter and identity card for the authentic revelation before filling up questionnaire. This was the only incident where researcher was asked for proper identification. An incident of this university is quite stunning to mention here because one of the head of departments snatched the entire filled questionnaires from the researcher which had been filled by the students of his department. He refused to return those questionnaires after several requests made by researcher and also blamed that several questions of the questionnaire are offensive in nature. This was the completely contrast experience for researcher to interact with the Head of the Department. Overall the information provided by the students of this university was quite interesting and enhancing the overall findings. Never the less the students were co-operative as well as supportive.

It was also interesting to observe that most often students belonging to general category were very interested to take part in this research and after that the students belonging to OBC category. The students from the SC category were in the last pedestal of their interest to take part in this research. However it is also noticed that students from SC category were hesitant as if someone is trying to seek their caste identity and that is why they refused to participate. Most of the time, only those SC students took part that were from either educated family or coming from advance family background. In order to take personal interviews it was easy to take appointment from boys whereas it was near to impossible with the girls’ students. Finally few interviews have been conducted with the girls who are loaded with reliable and potential information on the concerned issue.

At the university-IV, the experiences of data collection were insightful, interesting and inspiring together. In this university while interacting with students, very interesting thing emerged about the social reality of the university campus. Here most of the students have reported the dominance of Brahmin, Thakur and Bhumihar at the university and this practice is highly prevalent among the teachers as well as among the students. Several students have reported that if “your name titles carrying surnames of upper castes then you won’t face any problems and your work will be done on the priority basis”. Some of the hostellers told that “if you are Bhumihar you will be given preference for the hostel allotment and on many other official related issues”. It was the unique experience for researcher to learn about the discriminatory practices prevalent in the university which were reported by the students in general.
It was the opportunity where researcher mingled with students of different ideology with different character backgrounds. These experiences not only enhanced researcher potential to adjust with the strange situations but also given a strong lesson to grow academically, socially, intellectually and emotionally.

3.11. Data Analysis:

The collected information based on the 720 students of three state universities and one central university is edited, coded and fed into the computer for further statistical analysis. With the help of S.P.S.S. (Statistical Package for Social Sciences) software the cross-tabulation, simple frequencies tables and co-relational statistical analysis is done. Most of the research objectives demand for advance statistical analysis therefore accordingly with the help of software, the reliability of each scale is analysed by computing Cronbach Alpha. To find out the significant relationship among variables the Regression analysis (Ordinary Leas Square method) is done so that the impact of several variables on the discrimination perception and mental health problems could be figured out.

The collected qualitative data in the forms of recorded interviews have been transcribed and translated into English for the further analyses. On the basis of qualitative data the thematic analysis is done so that common themes could be identified which are playing vital role on the perception of discrimination and consequently threatening the overall mental health of students pursuing higher education.