



CPRHE Research Report Series
Diversity and Inclusion in Higher Education

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Centre for Policy Research in Higher Education

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**Diversity and Inclusion in
Higher Education:
A Study of Selected Institutions
in Bihar**

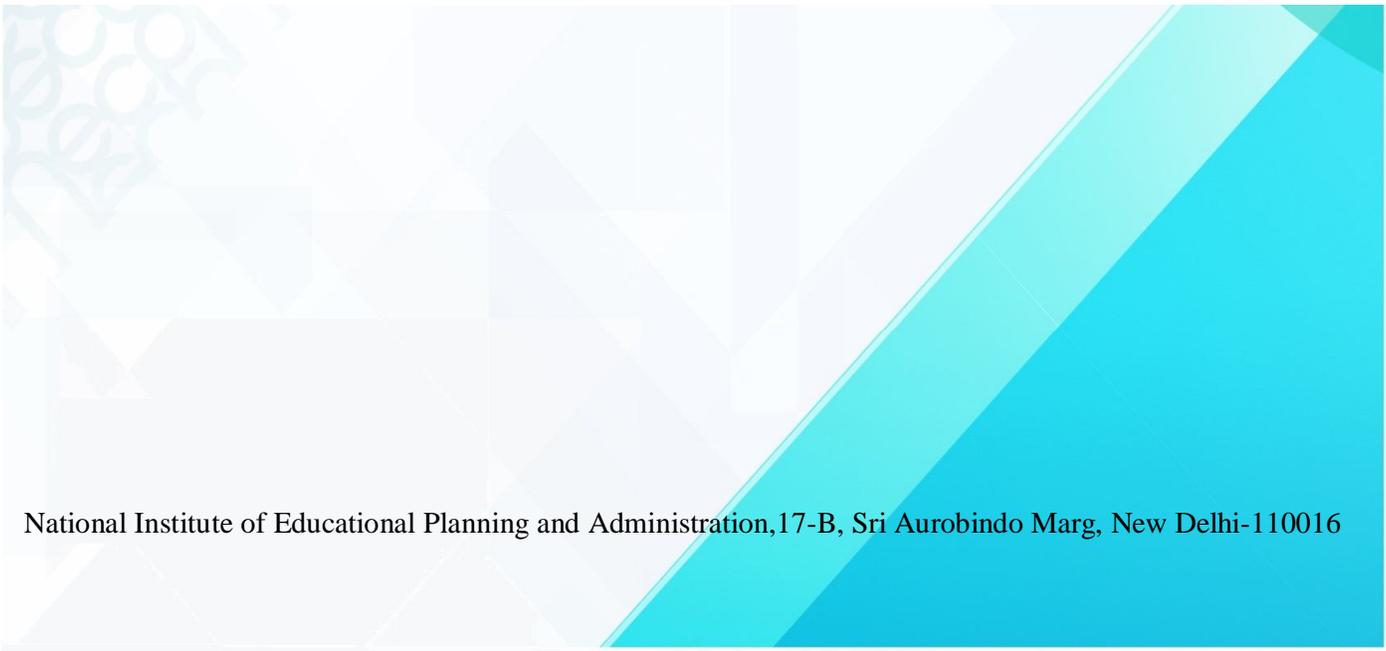
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Preface

The Centre for Policy Research in Higher Education (CPRHE) is a specialised Centre established in the National Institute of Educational Planning and Administration (NIEPA). It is an autonomous centre funded by the UGC and its activities are guided by an Executive Committee which approves its programmes and annual budgets.

The Centre promotes and carries out research in the area of higher education policy and planning. Ever since the Centre became fully operational in July 2014, it has been carrying out research studies in the thrust areas identified in the perspective plan and the programme framework of the Centre. The thrust areas for research include access and equity, quality, teaching and learning, governance and management, financing, graduate employability and internationalization of higher education. At present the Centre is implementing research studies in selected institutions in all major states of India.

The present research on diversity and discrimination in higher education institutions is one of the important studies initiated by the Centre in selected institutions in the states of Bihar, Delhi, Karnataka, Kerala, Maharashtra and Uttar Pradesh. The study analyzes the nature of student diversity in the campuses; forms of discrimination experienced by students and institutional mechanisms to deal with diversity and discrimination. This research report is based on the analysis of the empirical evidence generated from all the institutions selected for case studies in Bihar.

The study is funded by the ICSSR. We would like to thank Professor Thorat, Chairperson, ICSSR for funding the study and for his sustained advice. The Project Advisory Committee guided the progress of the study in its meetings at different stages of implementation of the study.

We would like to thank Professor Tilak, the Vice Chancellor, NIEPA and Professor Govinda, former Vice Chancellor, NIEPA for their keen interest, support and advice in the course of implementation of the study.

The case studies were carried out by research teams located in each of the institutions selected for the study. I appreciate the efforts put in by the case study authors, my colleagues Dr. Nidhi S. Sabharwal and Dr. C.M. Malish of the CPRHE to coordinate the research activities effectively and other members of the CPRHE for extending their support.

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Chapter 1

Introduction

Introduction to the Chapter

Education can be instrument of change. The universities play an important role in imparting democratic values and promoting democratic norms of behaviour. UNESCO's World Declaration on Higher Education for the 21st Century (1998) underlines the mission of Higher Education as training young people in the values which form the basis of democratic citizenship (Article 1e). It prepares young minds to become effective citizens by enhancing students' knowledge regarding issues pertaining to inequalities, poverty, discrimination, injustices, and inculcating democratic values of equality, liberty, fraternity and skills needed to participate in effective democratic engagement.

Higher education has an important role to play in creating just democracy, cooperation among diverse peoples, instil values of democratic engagement and a sense of social responsibility in citizens. Commenting on the role of education, Jawaharlal Nehru observed, *'No subject is of great importance than that of education. It is the men and women in a country that make and build a nation and it is education that is supposed to build those men and women.'* Nehru set the goal of nation building before the education system of the country, but it would require reform in education - unlearning of undemocratic values is as important as learning of democratic ones. Ambedkar viewed education as an instrument that cultivates democracy in the society, strengthens the roots of democracy and brings about social transformation. According to Ambedkar, the roots of democracy in society lie in social relationship in terms of associated living between people who form the society. Social transformation included a way of life for people that will promote equality, justice and fraternity.

The literacy rate of Bihar has improved significantly during the last decade, from 47.0 percent in 2001 to 61.8 percent in 2011. This implies an increase of 14.8 percentage points during the decade. It is heartening to note that this decadal increase is not only the highest among all the decadal growth rates in Bihar since 1961, it is also the highest among all the states for the decade 2001-11. In Bihar, the 2011 Census recorded male literacy at 71.2 percent and female literacy at 51.5 percent, recording a gender disparity of 20 percentage points.

The Gross Enrolment Ratio (GER) in higher education in Bihar is 12.9 percent which is calculated for the age-group of 18-23 years. For scheduled castes it is 8.3 percent and 12.1 percent for scheduled tribes respectively. GER for male population in Bihar is 14.2 percent and 11.5 percent for females, showing a difference of 2.7 percentage points. In case of SC Males, it is 10.0 percent and 6.5 percent for SC females, showing a gap of 3.5 percent point. Similarly for ST male and female it is 13.3 percent and 10.8 percent respectively. The disparity here is of 2.5 percentage point. This indicator is definitely pointing towards positive change where the gap between male-female enrolments is least among ST students compared to other two groups. Out of the three categories, according to the data of AISHE¹, the female

¹ All India Survey on Higher Education, Ministry of Human resource Development, GoI.

enrolment is lower in SC category. This is an alarming indicator for the state and needs to be looked upon. Thus a closer look in the policies initiatives is needed to bring uniformity in state enrolment.

Literature review on Diversity, Discrimination and Equity in Higher Education

Sustaining and assuring a welcome environment while incorporating a diversity of voices, knowledge, and experiences in the educational and academic process is of paramount importance to schools and universities. As they may differ, it is important to examine and understand how various factors related to diversity are experienced with non-majority groups. Diversity in education encompasses students from many races, genders, and socioeconomic backgrounds; students who speak a variety of languages; and students from many cultures (Aud, Fox, & Kewal Ramani, 2010). Diversity is also increasing in higher education, with a higher percentage of women than men enrolling in and graduating from college (Kleinfeld, 2009; Snyder & Dillow, 2010).

Campus climate is the interplay among people, processes, and institutional culture and represents important aspects of an organization including perceptions, expectations, satisfactions, and dissatisfactions of the people who make up the academic community (Cress & Hart, 2002). Presently, diversity and campus climate is a major concern of colleges and universities (Hart, 2008). In the past two decades, the number of faculty and students with gender, racial, disability, and religious differences has increased (Gurin, 1999; Holley, Larson, Adelman, & Treviño, 2008; Locks, Sylvia, Hurtado, Bowman, & Oseguera, 2008). Colleges can help students acquire knowledge, values and skills needed to participate in democratic engagement that bridges the gap between ideals in the Constitution and lived realities. The Indian State also views higher education as a long-term social investment for the promotion of economic growth, cultural development, social cohesion, equity and justice.

The higher education sector in India has experienced an unprecedented expansion in recent decades. India is now in the stage of massification in Higher Education with the aim of increasing Gross Enrolment Ratio (GER) to 30% by 2020 (Varghese, 2015). The expansion has been accompanied by diversification of the sector in terms of institutions, students, sources of financing and the nature of programmes of study offered. The focus on providing equitable access to educational opportunities to all has meant that the Indian higher education campuses have moved from relatively homogeneous to more diverse.

With widening diversity, students bring with them ideologies, values, and differing ways of dealing with others. While diversity provides a unique opportunity to students to experience its richness, it also poses challenges of living in a socially inclusive way. The nation's long standing legacies of caste, gender, and class antagonism replicate on campuses as well. Studies indicate that social and peers groups are formed around 'identities', with a divide in social relations on caste, ethnic, class, linguistic, regional, and religious lines. Exclusionary behaviours also bring discrimination and psychological and physical violence for low castes and women (Thornton 2010, Ovichegan 2013).

Despite the increase in diversity, minority students do not always feel included. Stigmatized students often perceive barriers to education and certain career paths due to their minority

status (Luzzo & McWhirter, 2001; McWhirter, 1997; Mooney & Rivas-Drake, 2008). For instance, a high percentage of racial minority college students perceive racial discrimination and isolation from nonminority peers (Mooney & Rivas Drake, 2008). Additionally, female students are less likely than male students to see themselves taking future science and engineering courses and pursuing careers in science and engineering fields, and many girls (and boys) believe that science and engineering are less suitable for women than for men (Jones, Howe, & Rua, 2000; Malcom, 2008). These types of negative perceptions persist into higher education.

There is also research on the educational and social value of a diverse campus as having a positive effect on students' learning as it relates to campus climate (Gurin, Dey, Hurtado, & Gurin, 2002; Hurtado, Milem, Clayton-Pederson, & Allen, 1998; Maramba, 2008). Research supports the premise that students learn better in a diverse educational environment and exposure to diversity develops and supports a more active and engaged thinking process (Gurin, 1999; Holley et al., 2008; Locks et al., 2008).

A welcoming campus climate means an acceptance of faculty and students who bring varied perspectives, experiences, attitudes, and styles to campuses that positively affect teaching and research. Making students feel welcome is a key aspect of the validation process (Locks et al., 2008). A "sense of belonging," welcoming climate, a perceived social cohesion, or peer support is paramount to social integration and experiences to diverse students (Hausmann, Schofield, & Woods, 2007). Considerations may range from an understanding of diversity issues to a connection with students that represent different races and ethnicities. Ensuring a greater possibility of creating a welcoming environment is embedded in efforts to embrace, accept, and understand differences and realize the need for diversity.

Research Questions

Broadly the research questions were:

1. What is the extent of diversity in the Higher Education Institutions of Bihar?
2. What are the nature and forms of discrimination in Higher Education Institutions?
3. What are the institutional policies and strategies to address diversity and discrimination?

Objectives of the Study

Diversity, discrimination and equity are three aspects which play an important role in education. The goal of higher education of imparting knowledge and career preparation needs to be combined with a third national goal of bringing equity in the higher education. The study also tries to develop an understanding on the matter of discrimination and diversity and develop policy and system module of education for democracy and civic responsibility. The objectives of the study are:

- To build up an understanding on the nature of diversity in terms of caste, religious, region and gender belonging and their implications for teaching, civic learning and democratic engagement,

- To study the opportunities offered by the diversity by the presence of diverse student population on the higher education campuses,
- To study the consequences of exclusionary behaviours and discrimination associated with diversity on civic and democratic learning of the students and on the academic performance of the students,
- To suggest policies and practices to deal with diversity and discrimination associated with gender, caste, regions and other identities,
- To suggest reforms in curriculum to enhance the civic learning and democratic engagements by the students on the issue of diversity, differences and discrimination and to equip them with relevant knowledge,
- To suggest new methods of teaching and pedagogy which involve group –interaction and inter-group dialog inside class and on campus give skill and enhance student and teacher’s capacity to deal with diversity, differences and discrimination and to promote civic learning, democratic engagement /action and citizenship,

The current research project aims to fill the knowledge gap on the role of higher education in creating a just democracy, cooperation among diverse peoples, democratic engagement and instil a sense of social responsibility among citizens, and, the role of colleges to help students acquire knowledge, values and skills needed to participate in democratic engagements that bridge the gap between ideals in the Constitution and lived realities.

Database and Methodology

The data used for the study is based on primary and secondary sources.

Primary Data: The primary data were collected through questionnaires and group discussions and student diaries, from three institutes, i.e., (i) University (Patna University), (ii) Government College (Patna College, Science College and Magadh Mahila College). The various primary data sources were (1) Sample Survey (2) In-depth interviews (3) Group discussions (4) Faculty profile (5) Student Diaries.

(1) Sample Survey: The sample consists of the information from 500 students, selected by the method of stratified sampling method, in order to get adequate information from each discipline, such as Science, Humanities, and Languages. The selected subjects were Commerce, Economics, English, History, Hindi, Management, Mathematics, Science (Physics, Chemistry) and Political Science. Due representation has been given to Under Graduate (UG) and Post Graduate (PG) streams. Out of 500 students, 165 students were from graduate level and 335 from post graduation level.

(2) Exhaustive Interviews: 19 exhaustive interviews were conducted among institutional leaders, administrators, teachers, faculty in charge of various cells/committees and student leaders.

(3) Group Discussions: Total 15 focused group discussions were held, out of which 2 were conducted by NUEPA team and other Focus Group Discussions (FGDs) of female

candidates, SC/OBC candidates, minority girls and research scholars were conducted by the survey team.

(4) Faculty Profile: In order to find out the diversity and professional development of the faculty, we collected the information from 13 teachers, dean of Student Welfare and 5 Head of the departments.

(5) Student Diaries: 11 students' diaries were collected from the SC students of Government College and university to extract experience of students from such backgrounds.

Secondary Data: Data on number of students in Higher Education in Bihar, social group wise have been taken from All India Survey on Higher Education (AISHE). Other data regarding the profile of the students were collected from the admission register of the respective institutions. Websites of the institutes, college diaries and other government publications were also used to draw out the information for writing the report.

Methodology

Both qualitative and quantitative methods have been used for analyzing the facts. The data have been calculated using SPSS. The Compound annual growth rate was also used for analyzing the changing structure of the students. The study will probe into diversity dynamics of the selected higher education institutions. The study has been conducted in Patna College, Science College, Magadh Mahila College and Patna University. For quantitative answers, a comprehensive set of questionnaires were prepared, whereas for qualitative answers, focused group discussions were held. In this FGD, the groups were interviewed on the basis of different questions related to classrooms, teachers, adhoc teachers, peer, sitting arrangements, and library facilities, social and economic groups. The study is based on empirical data. The study tries to explore out the facts which have remained unrecognized till date. The ultimate outcome of the study is to bring in limelight the students difficulties and create a friendly environment for higher education in the country.

Structure of the Chapters

This report has 11 chapters including the introductory one, which includes literature review, rationale of study, objectives and methodology. The second chapter deals with the social history of democratization in Bihar specifying the education, literacy and its development. Structure of governance and management of higher education in Bihar are also discussed in this chapter. Profile of the institutions is dealt in third chapter. Chapter four is meant for analyzing campus diversity and changing structure of students and teachers in the university and colleges, using the secondary data from the institutions. The profile and initial experience on campuses using student survey have been analyzed in fifth chapter. The sixth chapter includes the analysis of diversity and academic experiences of the students. The various factors which determine peer group formation, choice of best friends, intergroup interaction, etc. are discussed in chapter seven. Based on the faculties' interviews, the teachers' views on teaching diverse student groups are discussed in chapter eight. Chapter nine deals with an analysis on the diversity, governance, management and professional development. Institutional response to diversity, equity and quality is discussed in 10th chapter. Chapter 11 concludes the report with a summary and policy messages.

Chapter 2

Social History of Democratization in Bihar State

Historical Background

Education in India has history dating back to 1500 B.C. Until the arrival of the British in India literacy was widespread. As late as 1882 even the Hunter Commission had admitted that despite the “comparative inferiority of indigenous institutions, we consider that they possess both vitality and popularity”. They had recommended that the primary education be offered through the medium of mother tongue. It also suggested that the local funds should mainly be utilized for primary education. But not much came out as a result of these recommendations.

Against this background by the time India attained freedom the educational scene had become fairly dismal. As a legacy free India inherited a backward economy and a loosely knit elitist educational system – widespread superstitions, backward traditional culture and a general disinterest were the causes of India’s educational backwardness. After independence, the Constitution adopted in 1950, had several provisions with regard to the reform in the Indian educational system. Article 45 of the Indian Constitution reads, “The state shall endeavor to provide within a period of 10 years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of 14 years”- a goal yet to be attained.

The Task

The magnitude of the task being faced both by the people and the government could be seen in the extent of illiteracy India has. The tackling of this job becomes further complicated by the fact that the nation has neither the funds nor the facilities readily available. Over the past Five Year plans the government realized that apart from funds and other resources a good deal has to be done for the socio-economic upliftment of the under privileged before education becomes meaningful and inviting to them. Therefore different schemes were introduced and implemented from time to time with the allocation of funds. There was substantial increase in the gross enrolment ratio (GER) and in the quality also. This progressive trend in education continued up to mid 1970s.

With the result that the academic quality and performance declaimed sharply and taken a back seat for a long time. But now the situation is improving fast with the coming of the new government. Lots of schemes and incentives have been introduced with the passage of time leading to improvement.

Evolution of Higher Educational System in the Bihar State – Education, Literacy and Development

Bihar has been a major centre of learning and house to the universities of Nalanda (5th Century B.C) and Vikramshila which later declined with the passage of time. Bihar saw a revival during the later part of the British rule when they established a university at Patna along with other centers of learning, Patna College, Science College, Law College, Prince of

Wales Medical College (Now Patna Medical College and Hospital, running under Aryabhata Knowledge University).

Modern Bihar has an inadequate educational infrastructure creating a mismatch between demand and supply. The problem is further compounded by increases in population. The craving for higher education among the general population of Bihar has led to migration of the student community from the state. This has led to a flight of students to seek educational opportunities in other states, such as New Delhi, Kota (Rajasthan) and Karnataka, even for graduation level college education.

In spite of the meager investment on education in Bihar, compared to other poorer Indian, the students have done well. National institutes of learning such as IITs, IIMs and AIIMS, IISER, NISER have had a good representation from Bihar.

From the British times, Bihar has had a system of district schools (called Zila Schools) located at the headquarters of the older districts of Bihar. During the late 1970s and early 1980, the state government took over management of most privately run schools. This adversely affected school education in the state, because the state government was ill equipped to manage the schools through its bureaucrats who were trained for law and order duties. Though the state accorded these schools government recognition, the standard started to fall. The state did not take over the schools run by the Christian missionaries and these schools provided a fillip to quality education in Bihar.

The number of private schools, including Missionary schools run by Christian Missionaries as well as Madarsas or schools run by Muslim clerics has increased in the post liberalization era. Most of the schools in Bihar are affiliated with the Bihar School Examination Board (BSEB, Patna), while the Kendriya Vidyalaya and a few other elite schools including the Christian Missionary Schools are affiliated to the ICSE and CBSE boards. A recent survey by the National University of Educational Planning and Administration (NUEPA) has determined that only 21% of all primary school teachers in Bihar have completed the matriculation or 10th standard. However, Bihar Government has recently implemented a series of reforms in its primary education sector which includes mandatory digitization of all state run schools. In spite of the poor condition of schools in Bihar, students are performing better and satisfactorily in comparison to other economically better of states of India.

Higher Education

Apart from school education there are many prominent academic institutions of national and international repute, since British Raj. The number has been increasing continuously. After coming to power, Nitish Kumar led government opened the Chanakya National Law University, a national law university and a B-school, Chandragupta Institute of Management. Both these institutes have attracted students from not just within Bihar but also students from far flung states. The Patna University in Bihar was established in 1917 and is the 7th oldest university of the Indian sub continent.

As on date, there are six engineering colleges for boys and due for girls in public sector and nine others in the private sector in Bihar. The overall annual intake of these technical institutes offering engineering education to students in Bihar is nearly 4559. The process to

create infrastructure for three new engineering colleges—one each in Madhepura, Begusarai and Sitamarhi has started. The Bihar government is also starting new medical college in Bihar. Patna has emerged as a major centre for engineering and civil services coaching. The major private IIT – JEE coaching institutes have opened up their branches in Bihar and this has reduced the number of students, who go for example to Kota and Delhi for engineering and medical coaching.

Quantitative Expansion – Regional and Group Disparities

The state is still lacking behind in higher educational institutes. In a population of 10.4 crore, out of which 1.18 crore is in the age group of 18-24 years, there are only 22² universities. This really shows that the condition of higher education is miserable in the state. Regarding quantitative expansion, there are only 2 Central university, 3 institute of national importance, 14 state university, 1 state open university and one government deemed university. There are few private deemed universities also but their information is lacking in the data of 2014-15, which shows loop holes in collection of proper data also (Table 2.1).

Out of total , majority of students enrolled were from OBC group (41.3 percent), followed by 9.7 percent of SC students, 8.9 percent of Muslims students and other minority class and persons with disability were same in share (0.1 percent). Regarding gender disparity still the data shows that female students are behind male students. Out of all (14.12 lakh), 5.9 lakh students were female and 8.2 lakh were male. In all categories, female lagged behind. Only in other minority communities, female outnumbered male. In teachers also, 24.6 percent were OBC, followed by Muslims and SC. But the condition is alarming for ST teachers (Table 2.2).

So it could be inferred that though we are moving towards eradication of discrimination and embracing diversity but still the system shows that deprived class is still deprived and needs to be taken care of. The caste that is emerging as a majority both from secondary and survey data is OBC. Regarding group disparity, it is seen that Patna the state capital has highest number of graduates, followed by Bhojpur and Munger. The percent of graduates range between 1.57 percent in Kishanganj to 9.51 percent in Patna. Thus, along with social even the regional disparity needs to be addressed (Table 2.3)

Structure of Governance and Management of Higher Education in Bihar State

Governance in higher education is the means by which institutions for higher education (tertiary or post-secondary education) are formally organized and managed (though often there is governance is the way in which universities are operated. Governing structures for higher education are highly differentiated throughout the world, but the different models nonetheless share a common heritage. Internationally, tertiary education includes private not-for profit, private for profit, and public institutions governed by differentiated structures of management.

Governance and management of post-secondary institutions becomes even more diverse with the differences in defining the relationships between higher and tertiary education (university

² AISHE, 2014-15

education), postsecondary education, technical and vocational education and community college models of education. The issues are complicated by current debates over collegial and shared forms of governance contrasted to corporate and business forms of institutional governance.

The concept of governance in postsecondary education predominantly refers to the internal structure, organization and management of autonomous institutions. The internal governance organization typically consists of a governing board (board of regents, board of directors), the university president (executive head, CEO) with a team of administrative chancellors and staff, faculty senates, academic deans, department chairs, and usually some form of organization for student representation. In the United States, state institution governing boards often emphasize the concept of citizen governance in recognizing that board members serve a civic role for the institution. Management structures themselves have become increasingly complex due to the increasing complexity of intra organizational and governmental relationships. Whether college and university education, adult education, technical or vocational education, educational administration presents complex challenges at all levels of private and public education.

As universities have become increasingly interdependent with external forces, institutions are accountable to external organizational relationships such as local and federal governments, equally in managing business and corporate relationships. The nature of the managing relationships characterize whether governance is corporate and business oriented or defined more by a collegial shared form of governance. "Governance" in this sense is discussed by Kezar and Eckel, who define it at the macro-level of policy decision making. Kezar and Eckel suggest different decision-making functions. In this way, governance is sometimes defined at difference to the internal management of institutions. Throughout the world, many national, state and local governments have begun to establish coordinating and governing boards as both buffer and bridge to coordinate governance and institutional management.

With the complexity of internal structures, the external relationships between institutions and local, state, and national governments are evidently equally differentiated given the different forms of government in the international system (making the concepts of governance for postsecondary education pluralistic in its broadest sense and usage). External governing relationships depends much on institutions, government policy, and any other formal or informal varying degrees of interdependence with, and legislated commitments to the external stakeholders, local and national government.

Higher Education

Higher education plays a vital role in preparing students for the employment market and active citizenship both nationally and internationally. By embedding race equality in teaching and learning, institutions can ensure that they acknowledge the experiences and values of all students, including minority ethnic and international students. Universities in Scotland first published the Race Equality Toolkit: learning and teaching in 2006 in response to strong demand from the universities in Scotland for guidance on meeting their statutory obligations.

Gender Equity in Education

Gender equity practicality refers to both male and female concerns, yet most of the gender bias is against women in the developing world. Gender discrimination in education has been very evident and underlying problem in many countries, especially in developing countries where cultural and societal stigma continue to hinder growth and prosperity for women. Global Campaign for Education (GCE) followed a survey called "Gender Discrimination in Violation of Rights of Women and Girls" states that one tenth of girls in primary school are 'unhappy' and this number increases to one fifth by the time they reach secondary schools. Some of the reasonings that girls provided include harassment, restorations to freedom, and an inherent lack of opportunities, compared to boys. United Nations Educational, Scientific and Cultural Organization (UNESCO) understand Education as a "fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits."

UN Special Rapporteur Katarina Tomasevki developed the '4A' framework on the Right to Education. The '4A' framework encompasses availability, accessibility, acceptability and adaptability as fundamental to the institution of education. And yet girls in many underdeveloped countries are denied secondary education. Figure on the right shows the discrepancies in secondary education in the world. Countries such as Sudan, Somalia, Thailand and Afghanistan face the highest of inequity when it comes to gender bias.

Gender-based inequity in education is not just a phenomenon in developing countries. A *New York Times* article highlights how education systems, especially public school systems, tend to segregate. Boys and girls are often taught with different approach which programs children to think that they are different and deserve different treatment. However, studies show that boys and girls learn differently and therefore should be taught differently. Boys learn better when they are kept moving while girls learn better sitting in one place with silence. Therefore, segregation of gender for this reasoning promotes gender equity in education as both boys and girls have optimized learning.

Causes of Gender Discrimination in Education

VSO (Voluntary Service Overseas) is a leading independent international development organization that works towards eliminating poverty and one of the problems they tackle is gender inequity in education. VSO published a paper that categorizes the obstacles (or causes) into:

- **Community Level Obstacles:** This category primarily relates to the bias displayed for education external to the school environment. This includes restraints due to poverty and child labour, soil-economic constraints, lack of parental involvement and community participation. Harmful practices like child marriage and predetermined gender roles are cultural hindrances.
- **School and Education System Level Obstacles:** Lack of investment in quality education, inappropriate attitudes and behaviours, lack of female teachers as role models and lack of gender-friendly school environment are all factors that promote gender inequity in education.

Impact of Gender Discrimination on the Economy

Education is universally acknowledged as an essential human right because it highly impacts the socio-economic and cultural aspects of a country. Equity in education will increase the work force of the nation therefore increasing national income, economic productivity and GDP (Gross Domestic Product). It reduces fertility and infant mortality, improves child health, increases life expectancy and increases standards of living. These are factors that allow economic stability and growth in the future. Above all, female education can increase output levels and allow countries to attain sustainable development. Equity in education of women also reduces the possibilities of trafficking and exploitation of women. UNESCO also refers gender equity as a major factor that allows for sustainable development. An article published by *The Economist*, which says:

"Looking at recently-published UN statistics on gender inequality in education, one observes that the overall picture has improved dramatically over the last decade, but progress has not been even (see chart). Although the developing world on average looks likely to hit the UN's gender-inequality target, many parts of Africa are lagging behind. While progress is being made in sub-Saharan Africa in primary education, gender inequality is in fact widening among older children. The ratio of girls enrolled in primary school rose from 85 to 93 per 100 boys between 1999 and 2010, whereas it fell from 83 to 82 and from 67 to 63 at the secondary and tertiary levels."

Table 2.1: Type wise University in Bihar and All India

State	Central University	Central Open University	Institute of National Importance	Others	State Public University	Institute under State Legislature Act	State Open University	State Private University	State Private Open University	Deemed University Government	Deemed University Government Aided	Deemed University Private	Grand Total
Bihar	2		3		14	1	1			1			22
All India	43	1	69	6	316	5	13	176	1	37	11	79	757

Source: AISHE, 2014-15

Table 2.2: Social Group wise Distribution in Bihar

Category	Male	Female
Student Enrolment		
All	821332	597369
Scheduled Caste	84257	52896
Scheduled Tribe	9115	7192
other Backward caste	342679	243742
Persons with Disability	1541	489
Muslim	73741	52572
Other Minority Communities	636	647
Teacher		
All	22803	4523
Scheduled Caste	441	61
Scheduled Tribe	95	50
Other Backward caste	5723	996
Persons with Disability	46	8
Muslim	2933	45
Other Minority Communities	28	27

Source: AISHE, 2014-15

Table 2.3: Quantitative Expansion of Regional and Group Disparities

Age Group 18-24	Total Persons	Total Males	Total Females	Educational level - Technical diploma or certificate not equal to degree - Persons	Educational level - Technical diploma or certificate not equal to degree - Males	Educational level - Technical diploma or certificate not equal to degree - Females	Educational level - Graduate & above - Persons	Educational level - Graduate & above - Males	Educational level - Graduate & above - Females	Educational level - Unclassified - Persons	Educational level - Unclassified - Males	Educational level - Unclassified - Females
Patna	724515	388398	336117	1433	1106	327	68937	40353	28584	3836	2333	1503
Nalanda	328145	170792	157353	534	482	52	16531	11276	5255	1263	721	542
Bhojpur	322816	175904	146912	320	286	34	20447	13922	6525	882	518	364
Buxar	192970	102946	90024	212	195	17	11545	7663	3882	417	257	160
Rohtas	340497	182123	158374	856	784	72	27719	18173	9546	775	438	337
Kaimur	174771	91637	83134	242	214	28	11020	7375	3645	609	306	303
Gaya	516022	263722	252300	1532	1266	266	20951	13596	7355	97	61	36
Jehanabad	128586	66036	62550	643	566	77	5458	3698	1760	17	5	12
Arwal	77518	40456	37062	152	141	11	2780	2024	756	122	73	49
Nawada	262561	133369	129192	482	423	59	9438	6564	2874	52	29	23
Aurangabad	286260	149551	136709	1225	1115	110	12704	8454	4250	50	31	19
Saran	444009	240748	203261	333	302	31	24734	16535	8199	1092	653	439
Siwan	380881	202484	178397	325	279	46	17234	11056	6178	1979	1123	856
Gopalganj	280099	141834	138265	224	184	40	12428	7501	4927	926	468	458
W. Champaran	404037	219128	184909	293	252	41	12497	8362	4135	1636	963	673
E. Champaran	527813	286405	241408	272	236	36	16680	11546	5134	2460	1509	951
Muzaffarpur	546928	304151	242777	411	329	82	27840	17171	10669	2806	1654	1152
Sitamarhi	369066	199757	169309	150	105	45	11353	7573	3780	2100	1303	797
Sheohar	69437	37574	31863	30	25	5	1740	1215	525	268	160	108
Vaishali	404607	224402	180205	385	342	43	19343	13005	6338	1195	649	546
Darbhanga	447751	245408	202343	278	228	50	19278	12879	6399	1887	1165	722
Madhubani	492188	263439	228749	271	232	39	22543	16175	6368	2103	1272	831
Samastipur	486524	260600	225924	439	381	58	19786	12832	6954	1520	889	631
Begusarai	351030	189615	161415	284	223	61	16015	10272	5743	1654	978	676
Munger	166145	93220	72925	270	228	42	10247	6363	3884	565	311	254
Sheikhpura	71210	36604	34606	108	96	12	2533	1763	770	353	184	169
Lakhisarai	113964	60673	53291	184	150	34	3711	2542	1169	317	152	165
Jamui	208657	107345	101312	291	260	31	5210	3743	1467	30	14	16
Khagaria	187420	100635	86785	222	167	55	5690	3838	1852	1048	590	458
Bhagalpur	359385	201558	157827	571	433	138	20759	13117	7642	1314	773	541
Banka	228368	122437	105931	259	203	56	6172	4325	1847	2902	1825	1077
Saharsa	207892	105979	101913	91	80	11	6990	4614	2376	981	533	448
Supaul	232112	116399	115713	95	83	12	5716	4076	1640	1427	787	640
Madhepura	212728	108195	104533	75	63	12	5275	3663	1612	1132	589	543
Purnia	363885	189590	174295	150	118	32	9589	6207	3382	2456	1449	1007
Kishanganj	188931	100130	88801	116	76	40	2963	2028	935	1618	871	747
Araria	303445	158537	144908	82	61	21	6103	4399	1704	3453	2012	1441
Katihar	352380	188432	163948	161	127	34	9069	5880	3189	2236	1156	1080
BIHAR	11755553	6270213	5485340	14001	11841	2160	529028	345778	183250	49578	28804	20774

Source: Census 2011

Chapter 3

General Information

Introduction

Bihar has a glorious past and it has been a major centre of learning. There were Universities of Nalanda (one of the earliest universities of India) and Vikramashila University. That tradition of learning which had its origin from the time of Buddha or perhaps earlier, was lost during the medieval period. Bihar saw a revival during the later part of the British rule when they established a University at Patna along with other centres of high learning, viz. Science College, Patna, Prince of Wales Medical College (Now Patna Medical College and Hospital), and Bihar Engineering College (Now National Institute of Technology, Patna). This early lead was lost in the post independence period when the politicians from Bihar lost out in the race of getting centres of education established in Bihar.

Patna University was established in the year 1917 and it functioned as affiliating and examining body for over 30 years. On January 2, 1952 it was converted into a purely teaching -cum-residential University with the territorial jurisdiction over Metropolitan Patna. It is one of the oldest Universities in the Country. In Bihar it is the first, and in the subcontinent, it is the seventh oldest University.

We have selected three institutions namely Patna University, Patna Science College and Patna College for our case study. This chapter aims to provide profile of institutions and all relevant information viz. detailed information, courses etc.

Patna University

The Patna University has 31 postgraduate departments in the faculties of Science, Social Sciences, Humanities, Education, Commerce, Law and 10 constituent colleges. There are 4 Institutes maintained by the University e.g. Institute of Psychological Research & Services, Institute of Public Administration, Institute of Music, and Institute of Library and Information Science. College of Arts & Crafts is fully devoted to the course of fine arts and has been imparting teaching in painting, sculptures etc. A Faculty of Fine Arts has also been started and is located on the campus of College of Arts & Crafts. Directorate of Distance Education (DDE) is a separate unit catering to the needs of large number of students who are unable to get admission as regular students in Colleges or are in service in some institutions.

The University is also running the Master of Business Administration Course in the Department of Applied Economics and Commerce, the Department of Personal Management and Industrial Relation is having post-graduate Diploma courses in Industrial Safety Management and Rural Management and Welfare Administration. These are self-financed courses.

The Population Research Centre is working in the Department of Statistics with the assistance of Ministry of Health and Family Planning, Government of India. It is a Centre for Population Studies & Publication Health. The Patna University Computer Centre has conducted Post Graduate Diploma in Computer Application (PGDCA) course from the session 2008-09. P.G. Diploma in Bio-Informatics course at the Centre is likely to be started

from the next session. Master in Computer Application (MCA) started after the approval of Hon'ble Chancellor in the Department of Statistics, Patna University. Patna College, Science College, Magadh Mahila College, B. N. College, Patna Women's College and Vanijaya Mahavidyalaya, have also opened post-graduate departments in the various subjects on the approval of the State Government and are running under the College administration. These post-graduate classes were started on the demand of the students and the public in general and to defuse the crisis of the admission in higher courses.

The existing number of students in the university P.G. Departments, Colleges and Institutes is more than 18,741 and the number of teachers is 448 out of sanctioned post of 1004. At present the teacher student ratio is 1:42. If all vacant post were filled up then this ratio will become 1:18. The students of the Patna University have done fairly well at the national level test conducted by the U.G.C. and C.S.I.R. and also done well in the U.P.S.C and the state level competitions.

S. No	Name of the University	Area of Campus(in Hectares)			No. of Buildings	Students and faculty Strength			Is University connected by Optical Fiber? If so, Bandwidth Available	Does the university has LAN	Does the university has WI-FI?	Remarks
		Open Area	Covered Area	Total Area		Students	Faculty	Total				
1.	Patna University, Patna-800005, Bihar, India, 0612-2670531	43.47	30.01	73.38	65	34996	347	35343	Yes 1 Gbps	Partially	No	*Only P.U Computer center and P.U main office have been connected to LAN. Three Colleges also have partial LAN

The above Table gives the relevant information about the University. Area of campus of University is around 73.38 hectares and has around 65 buildings. Total strength of student is around thirty five thousand and at present 347 faculties is working in the University. Teacher-Student ratio is more than hundred which reflect shortage of faculty members in the University. Internet connectivity is partially available in the campus.

Courses at PG level/information about teachers and students

Name of the Course	Subject	Male students	Female Students	Total	No. of teachers Available	Vacant Seat
M.A	Hindi	26	45	71	05	05
M.A	Sanskrit	06	09	15	05	NA
M.A	Maithli	00	02	02	03	NA
M.A	Urdu	13	20	33	05	NA
M.A	Bengali	15	04	19	03	NA
M.A	Arabic	16	02	18	02	02
M.A	Persian	15	03	18	02	03
M.A	English	--	--	73	06	03
M.A	Philosophy	11	17	28	03	NA
M.A	History	73	64	137	12	NA
M.A	Ancient History	51	20	71	12	NA
M.A	Political Science	--	--	87	06	NA
M.A	Geography	28	26	54	10	03
M.A	Economics	66	26	90	03	06
M.A	Psychology	14	43	57	06	NA
LLM	Law	--	--	25	03	03
M.Com	Applied Economics and Commerce	57	52	109	06	05
MBA	Applied Economics and Commerce	39	35	74	06	05
M.A	Sociology	23	86	109	05	04
M.A	PMIR	34	17	51	06	08
M.A	Rural Studies	39	11	50	11	NA
M.Sc	Mathematics	33	33	66	03	07
M.Sc	Statistics	14	02	16	04	10
M.Sc	Zoology	09	39	48	08	NA
M.Sc	Physics	65	38	103	05	NA
M.Sc	Botany	02	14	16	08	08
M.Sc	Geology	21	04	25	08	11
M.Sc	Chemistry	16	35	51	09	NA
M.Ed	Education	17	18	35	03	NA
MLIS	Library Science	13	10	23	02	NA
P.G Diploma	Public Administration	18	02	20	07	NA

Patna College



Against the background of the resolution of Governor General Lord William Bentinck's Council in 1835 and the Despatch of Sir Charles Wood in 1854 together with the desire and demand of liberal and enlightened Indian modern educational system was introduced in India and it found its way in Bihar in the form of Patna College.

The evolution of Patna College is synonymous with the history of the growth of modern education in Eastern India. The foundation of the college in 1863 was inspired by the British effort to promote higher education in India after the historic Act of 1858, and also by the spirit of the new learning and new awakening that emerged as a result of the Indian Renaissance of the 19th Century.

Interestingly, the college is the mother of all the colleges in Patna University, the seventh oldest university in the country as it gave birth to Law College, Engineering College, Science College, Training College and Prince of Wales Medical College. Starting as Patna Collegiate School in 1862, Patna College was born on January 9, 1863. The College was housed in the Dutch Factory building of the 17th Century and it still carries exquisite wall sculptures, meticulously executed. In fact, present day Patna College is a cluster of beautiful buildings presenting a melange of Gothic, Romanesque and Renaissance architecture.

After its establishment in 1863, Patna College began to grow with the generous donations from some royal houses particularly Darbhanga Maharaj and landed aristocrats of the region. The first two principals J.K. Rogers (1863 – 1866) and J.W. Mc Crindle (1867-80) fully dedicated themselves to the development of the college in its formative stage. The B.A. classes began in 1865 and history was made when the first batch of graduates passed out in 1868. By the end of the 19th Century, Patna College was better equipped than any other college of the Eastern India, except the Presidency College of Calcutta. By 1909, the College possessed all the facilities of a full fledged residential college. The creation of the separate

province of Bihar in 1912 and the rapid urbanization of Patna had their impetus to the growth of the college. The foundation of Patna University in 1917 gave further impetus to the growth of Patna College. Post graduate classes formally began in the college in July 1919.

Among the leading alumni of closing years of the 19th Century and beginning of the 20th Century was Dr. B.C Roy, the eminent doctor and the first Chief Minister of West Bengal after Independence. Sachchidanand Sinha, one of the makers of modern Bihar, graduated in 1882. Ganesh Dutta Singh another highly venerated personality of modern Bihar graduated from Patna College in 1896. Among the famous alumni of early decades of the 20th Century, mention must be made of three prominent personalities for their contribution to the cause of the freedom struggle and nation-building. These were Jay Prakash Narayan, Anugrah Narayan Singh and Sri Krishna Sinha. Among other prominent alumni of the College were B.P.Sinha, Chief Justice of Patna High Court later Chief justice of the Supreme Court of India, Abdul Samad Khan, an educationist and two jewels of the Indian literary world, Ramdhari Singh Dinkar and Annada Shankar Ray.

From 1920s onward, the college paid attention to serious researches and produced many scholars who earned international reputation like JadunathSarkar, Subimal Chandra Sarkar, S.H.Askari, K.K Dutta, and Ram Sharan Sharma, one of the most famous and widely read Indian historians, V.P. Verma, Chetkar Jha, Pandit Ramavatar Sharma, Anand Mishra, Azimuddin Ahmad, Gyanchand, Gorakh Nath Sinha, B.R.Mishra, P.Dayal and L.N. Ram. During the College Centenary Celebration in 1963, the then Principal of the college proud stated “Most of the persons of all India fame, who belonged to Bihar were products of Patna College”. Undoubtedly majority among Bihari men of eminence, nationally and internationally in the fields of politics, literature, Social Sciences, law and justice and administration which includes some IAS toppers are Patna College alumni.

Mission

The mission of Patna College is the following: to make inspiring intelligentsia of Patna College, mentally tough, emotionally strong & intellectually sharp so that they can float quite efficiently and actively in the ever flowing and vast stream of technological advancement; to inculcate a work culture among the student which not only enables them to perform in different competitions with flying colours but also to raise themselves to enviable heights in their career; to develop a problem solving aptitude & an analytical frame of mind; to pursue the endeavour to nurture the young talent; to enable the Patna University students to settle down with a different career which is intellectually challenging, professionally satisfying, socially prestigious & financially rewarding

Courses and Program Currently Offered

Name of the course	Subject	Seat Available	Male	Female	Total
B.A	English	--	27	21	48
B.A	Sanskrit	--	NIL	NIL	NIL
B.A	Persian	--	2	2	4
B.A	Arabic	--	3	2	5
B.A	Geography	--	75	25	100
B.A	Political Science	--	90	10	100
B.A	Sociology	--	11	15	26
B.A	Statistics	--	3	1	4
B.A	Mathematics	--	5	3	8
B.A	Hindi	--	12	9	21
B.A	Maithli	--	NIL	NIL	NIL
B.A	Urdu	--	5	4	9
B.A	Economics	--	72	30	102
B.A	History	--	81	22	103
B.A	Psychology	--	18	12	30
B.A	Philosphy	--	9	6	15
B.A	Ancient Indian History	--	1	NIL	1

Sanctioned Post of Teachers

Department	No. of Sanctioned Post	Present Strength	Vacant Posts
Hindi	06	03	03
Sanskrit	02	01	01
Psychology	05	01	04
Pol. Science	04	04	00
English	10	05	05
Philosophy	04	03	01
History	04	02	01
Geography	07	04	03
Urdu	03	00	03
Persian	02	02	00
Arabic	02	00	02
Economics	05	02	03
Sociology	03	03	00
Maithili	02	01	01
Bengali	02	00	02
Mathematics	02	00	02
Principal	01	01	00
Total	64	32	32

Patna Science College



Patna Science College, a constituent unit of Patna University, was established in 1927. Initially it was opened as the Science Department of Patna University. It began functioning independently from 1928 when its foundation stone was laid by Lord Irwin on 15 November 1928. Since then Patna Science College has been recognized as a premier institution of higher learning in science stream in India. The College is centrally located in Patna, the capital of Bihar, occupying an area of approximately 28.32 acres of land containing separate blocks for different science departments.

The college has five hostels that include Faraday House, Cavendish House, Newton House, Ramanujam Bhawan and C.V. Raman Hostel named after world famous scientists and mathematician. Besides, there are two playgrounds, gymnasium and an administrative block, which houses the Principal's Office, College Office, Main Library and Mathematics, English and Hindi Departments. This block also has three big lecture-halls and many practice rooms. Patna Science College has twelve well equipped laboratories, which are located in Botany, Chemistry, Geology, Physics and Zoology Departments. Geology Department has four laboratories while each other department has two laboratories. The main College Library has a rich and varied collection of important books related to Science and Arts. It also has a large study hall. Other than the main library, there are independent libraries in each department, which contain books relevant to the departments. The College offers B.Sc. Honours in Botany, Chemistry, Geology, Mathematics, Physics, Statistics and Zoology. Apart from the usual B.Sc. Honours courses, it also imparts teaching in various Vocational and Professional courses under self-financing scheme that include B.Sc. Honours in Bio-technology, B.Sc. Honours in Computer Applications – popularly known as the BCA course, B.Sc. Honours in Environmental Science. Though primarily a science teaching institute, Patna Science College has always had a full-fledged language teaching unit comprising Hindi Department and English Department right since its inception. Each department also has facilities for conducting research in respective subjects.

The College has a great legacy and has been striving continuously to maintain and improve it. It has been the breeding ground for the future scientists, researchers and administrators. It can boast of distinguished alumni holding very high positions in diverse fields of Science, Medicine, Engineering, Banking, Administration, etc. in India and abroad.

Programme and Course offered at UG level.

Name of the Course	Subject	Seats Available
B.Sc	Chemistry	110
B.Sc	Botany	80
B.Sc	Geology	65
B.Sc	Mathematics	90
B.Sc	Physics	110
B.Sc	Statistics	65
B.Sc	Zoology	80
B.A	Hindi	NA
B.A	English	NA

Information regarding students

Course	No. of Male Student	No. of Female Student	Total
B.Sc (2012)	456	123	579

Governance and Management of the College and the University

Patna College and Patna Science College is affiliated with Patna University.

Administration at University Level

- Chancellor
- Vice –Chancellor
- Pro-vice Chancellor
- Financial Advisor
- Dean, Student's Welfare
- Proctor
- Registrar

Summary

Patna University is the seventh oldest university in the country, with the richest of academic traditions. The best students from all over the eastern region and abroad have always sought to be educated in this University. But in recent past University lacks some basic infrastructure facilities. There is huge shortage of teaching faculties. More than fifty percent seat is lying vacant. University has just has three colleges, which have a seal from the accreditation body. The NAAC accredited colleges of the university are Magadh Mahila College (grade A), Patna Women's College has been reaccruited with grade 'A' and College of Arts and Crafts (grade B). Premier institutions such as Patna College, Patna Science College, B N College and Vanijya Mahavidhyala did not even apply for a NAAC grade in the past five years. UGC could stop grants to colleges and universities, which are not NAAC accredited. University is trying hard to regain its past glory and rise to new heights through modernization and all-round development.

Chapter 4

Diversity and Discrimination in Higher Education Campuses: An Empirical Analysis

Introduction to the Chapter

Diversity remains a crucial issue for the higher education. Campuses are laboratories for diversity that continue to evolve over time. As diversity efforts in higher education have come under greater analysis and continue to grow, the need to ascertain the impact of diversity initiatives and the value of diverse populations on campuses has also grown. Fortunately, in recent years there has been much research into diversity and its impact on students — research that addresses this need is based on benefits of diversity beyond intuitive conclusions to include quantitative and qualitative based findings. Professor Daryl Smith and the group reviewed hundreds of studies and concluded that research consistently shows that institutional and structural initiatives in the name of diversity have numerous educational and social benefits for students. The strength, productivity and intellectual capability influences the diversity of educational institutions and human resources.

Student Diversity in the Campus (University and College)

Current status: Nature of Diversity amongst the Student Groups in the Selected University and College (2013-14)

In order to comment on current status, we need to look open the changes that took place in the university and colleges over the period of time. The data has only been collected from government colleges and university. According to the sample size, 67 percent students are from university and 33 percent from colleges (Table 4.1). In order to analyse the diversity over among students, different aspects like social group, caste, location, gender, income group and other prospects have been given significance. The details can be seen in Table 4.2.

Gender, Social Group, Religion, Disability, Region, Residential Location, Class and Occupation

Gender: More than half of the students (52.6 per cent) were girls in the selected institutions. In University, highest share is that of girls (90.5 percent). This means that boys are moving out to other states for Higher education at PG level. However, the share of boys is higher in UG level (59.1 percent). In order to address this gender disparity in both the cases, focused steps must be taken.

Social Group: At PG level, 47 percent of the students were from OBC category followed by general and Economically Backward Classes (EBC). Similarly, in UG level, OBC category was the highest (48 percent) with general and SC category forming other two large categories. In UG level, EBC students constituted 11 percent whereas, there was no student from ST category.

Religion: Majority of students (88.0 per cent) in the sample universities were Hindus, followed by Muslims (11.0 per cent) and Christian (1.0 per cent). Similarly, the proportion of Hindu students was higher in government colleges (85 per cent), followed by Sikhs (8.0 per cent) and Muslims (4.0 per cent). There was also a small group of Jain students (1.0 percent).

Place of Residence: A remarkable thing to be noted is that the percent of students coming from urban places was highest compared to rural areas for university. But in graduation level, the share of rural students (55 percent) was highest compared to urban. This higher share of rural areas shows that urge for higher education is also increasing in rural areas. However, urban share is lesser than rural, as more and more students from urban Bihar prefer to go to other states and better institutions for higher education.

Differently Aabled: The National Policy for Persons with Disabilities, 2006 (PWD) articulated the need for mainstreaming the persons with disabilities in the general education system through inclusive education, identification of children with disabilities through regular surveys, enrolment in appropriate and disabled friendly schools till successful completion of education. More recently the RTE Amendment Act (2012) stated that “disadvantaged groups” includes children with disabilities and thus all the rights provided to children belonging to disadvantaged group shall apply to children with disabilities also. Thus, this study on diversity also includes students with physical disability. According to Census in 2001, there were 2.19 crore persons with disabilities in India who constituted 2.13 percent of the total population. This data increased to 2.67 crore persons constituting 2.21 percent of the total population in 2011. This includes persons with visual, hearing, speech, locomotors and mental disabilities.

In Bihar, 23.31 lakh persons are disabled according to the Census 2011, out of which 13.4 lakh are male and 9.8 lakh are female. Out of the sample size of 500, 15 were physically challenged, of which 80 percent students were in PG stream and 20 percent in UG stream. Thus, it could be said that reservation of seats for physically disabled have helped the students to attain higher goals in education.

Income Group: Out of all income groups, highest percentage of students was coming from Rs. 10,000 to 25,000 and Rs.25000 to 50,000 groups. This shows that majority came from middle class or lower middle class.

Chart 4.1: Distribution of UG Students in Government Colleges by religion (in Percentage)

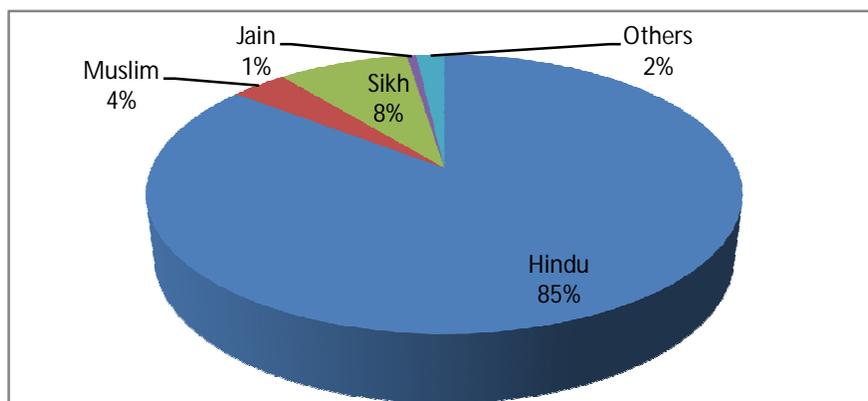
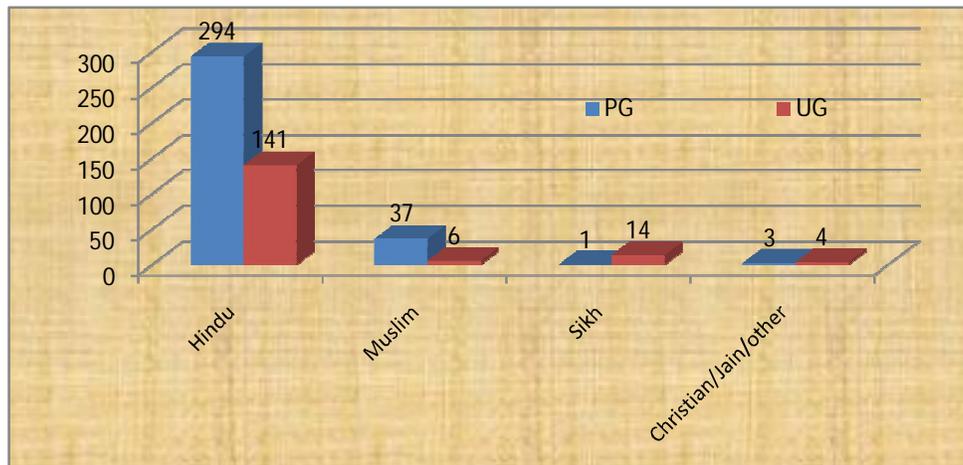


Chart 4.2: Distribution of UG and PG students by Religion (in no.)



Thus, overall one could see that the number of females are more than that of males at levels with some exceptional cases. Even students with urban background are higher than students coming from rural background. However, more students coming from rural areas in UG level shows awareness of higher education in rural areas. Regarding social group, highest number of students comes from OBC group, forming the largest caste group in Bihar. Most of the students come from middle income group. Thus, while analysing current status one can say that although not excellent but Bihar is also striding towards better future in higher education.

Changing Nature of Diversity of the Students (2008-09 and 2013-14)

To find out the role of diversity in past, the data for two intervals from different corners have been compared i.e. 2008-09 and 2013-14 (Table 4.3)³. However, as the data is collected college and university registers on the basis of so compounded annual growth rate can only be calculated for compositional changes.

Gender: When compared to 2008-09 enrolment, we could see that there was not much change in the trend. In 2008-09, the number of enrolment of girls' student in PG level was higher than boys and same pattern is followed in 2013-14. While calculating compound annual growth rate, we find that there is a small increase of 0.08 percent in the enrolment of females but for males the progress is disappointing, as there is decline in the number of enrolment by 0.02 percent. Though the number is very meagre but the trend which it points to is alarming.

Social Group: For social group, the enrolment figures show that the feeling of inclusiveness is showing its results. Between 2008-09 and 2013-14, there is increase in enrolment of SC by 0.04 percent, ST by 0.43 percent and OBC by 0.35 percent, whereas there is decrease in the enrolment growth rate of EBC and general students. Thus, it is clear that the dream which big leaders like Mahatma Gandhi, Pandit Nehru had dreamt 70 years ago, are coming on ground.

³ Due to unavailability of information about under graduate students, only statuses of post graduate students have been compared.

Religion: As seen from the Table 4.3, the growth trend is shown in enrolment of Hindu and Muslim students. Fortunately, the compound annual growth rate for Muslim is higher than that of Hindus.

Faculty Diversity

Faculty is a single most critical factor responsible for the development of overall quality and excellence in higher education in State universities/colleges. In order to ensure that expansion drive in higher education is sustained, initiatives shall be taken to attract and retain the best talents as faculty resources. Indian higher education system has 50th rank in world according to the U21 ranking. Directions of development in higher education in the past were set by Commissions, Committees and the National policies on higher education. Good Faculty is a must for any higher education institution aspiring for quality. An Indian Higher Educational Service should be developed along the lines of IAS. A new Human Resource Development Policy shall be evolved to facilitate this. This could assure that there is continuous infusion of young blood in to the teaching cadre; which is not happening at the moment. As the Colleges are the feeding sources of the Universities, a better coordination in their working and activities is very much required. The participation of the teaching faculty through a democratic process should be ensured.

Faculty Diversity

On the basis of survey done in colleges and university, it was observed that there are 41 male and 20 female faculties. The professors also included associate and assistant professors.

Gender Disparity: The disparity between male and female teacher is quite evident from the share of faculty in the higher education system. The parity between male female teachers is 34.4 percentage points. This big gap shows that initiative needs to be taken to bring more and more female in the education stream. There should be balance between appointment of male and female faculty (Table 4.4).

Rural-Urban Disparity: Another remarkable difference is seen in urban – rural perspective. The share of teachers from rural background is very small (8.2 percent) compared to the teachers from urban areas.

Inter State Disparity: The faculties from within State were more than from other states. Thus, this also needs to be looked upon. Faculty from other states also means more and more openness in the system.

Disability: In the present sample size there was no disabled teacher. But for inclusive and equal growth of education, these people should also be put in the streamline.

Social Group: Out of the four groups, SC, ST, OBC and General, majority of the faculty belong to General category, followed by OBC and SC. Faculty from ST group are not present in the selected sample.

Religion: Religion wise, only Hindus and Muslims topped the list. The share of other religions like Christian, Sikh etc. were relatively missing.

Summing Up

In this section we have looked at the variation on the basis of gender, religion, social group, income, inter-state and intra-state disparities in undergraduate and post graduate level. We have also dealt upon faculty characteristics. Some of the remarkable points that comes out from this chapter are: The girls out number boys in enrolment in higher education. The enrolment in university is higher for girls. In social groups, OBC form the first big group followed by General, whereas the share of SC and EBC was 12 and 10 percent respectively. The share of ST was still negligible in higher education⁴. When comparing with 2013-14 with 2008-09 data, the trend showed that the rate of growth of enrolment is higher in girls. The SC, ST and OBC show positive growth in enrolment whereas, general and EBC shows negative growth. In religion wise distinction, the Compound Annual Growth Rate (CAGR) for Muslims is higher than that of Hindus. Thus, one can say that the discrimination in higher education may end in coming decade and the society will present an ideal picture of inclusiveness. But for faculties the situation is still alarming. There is no data for ST faculty or disabled faculty which shows that only reservation of seats may not be the solution. Thus to promote healthy diversity in Higher Education, a balanced society growing on the lines of inclusive development is need of the hour.

Table 4.1: Distribution of students by selected institutions (2013-14)

Type of Institution	Number of Students	Percentage Share
University	335	67
Government Colleges	165	33
Total	500	100

Table 4.2: Distribution of students according to different characteristics (2013-14)

(Figures in No.)

Variables	PG	UG	TOTAL
Religion			
Hindu	294 (87.8)	141 (85.5)	435 (87)
Muslim	37 (11)	6 (3.6)	43 (8.6)
Sikh	1 (0.3)	14 (8.5)	15 (3.0)
Christian	2 (0.6)	0 (0)	2 (0.4)
Jain	1 (0.3)	1 (0.6)	2 (0.4)
Others	0 (0)	3 (1.8)	3 (0.6)
Total	335 (100.0)	165 (100.0)	500 (100.0)
Social Group			
SC	28 (8.4)	33 (20.0)	61 (12.2)
ST	6 (1.8)	0 (0)	6 (1.2)
OBC	139 (41.5)	80 (48.5)	219 (43.8)
EBC	38 (11.3)	13 (7.9)	51 (10.2)
General	124 (37)	39 (23.6)	163 (32.6)
Total	335 (100.0)	165 (100.0)	500 (100.0)
Area			
Rural	112 (33.4)	91 (55.2)	203 (40.6)
Urban	223 (66.6)	74 (44.8)	297 (59.4)
Total	335 (100.0)	165 (100.0)	500 (100.0)

⁴ The share of ST in population of share of Bihar is only 1.3 percent.

Gender			
Male	97 (29.0)	140 (84.8)	237 (47.4)
Female	238 (71.0)	25 (15.2)	263 (52.6)
Total	335 (100.0)	165 (100.0)	500 (100.0)
Differently Abled			
Differently abled	12 (3.6)	3 (1.8)	15 (3.0)
Total	335 (100.0)	165 (100.0)	500 (100.0)
Income Group			
Less than or equal to 5000	16 (4.8)	31 (18.8)	47 (9.4)
5001-10000	64 (19.1)	46 (27.9)	110 (22.0)
10001-25000	113 (33.7)	40 (24.2)	153 (30.6)
25001-50000	91 (27.2)	33 (20.0)	124 (24.8)
50000 and Above	51 (15.2)	15 (9.1)	66 (13.2)
Total	335 (100.0)	165 (100.0)	500 (100.0)

Note: The figures in the parenthesis denote percentage

Table 4.3: Distribution of students according to different characteristics
(in no.)

Different Characteristics	2013-14		2008-09		CAGR of PG
	PG	UG	PG	UG	
Religion					
Hindu	294	141	247	NA	0.04
Muslim	37	6	22	NA	0.11
Sikh	1	14		NA	-
Christian	2	--		NA	-
Jain	1	1		NA	-
Others	--	3		NA	-
Social Group					
SC	28	33	23	NA	0.04
ST	6	--	1	NA	0.43
OBC	139	80	31	NA	0.35
EBC	38	13	67	NA	-0.11
General	124	39	147	NA	-0.03
Area					
Rural	112	91		NA	-
Urban	223	74		NA	-
Gender					
Male	97	140	105	NA	-0.02
Female	238	25	164	NA	0.08
Differently Abled					
Differently Abled	12	3		NA	-

Table 4.4: Percentage Distribution of Faculty in Patna University in (UG and PG) by Subject wise (2013-14)

Faculty	Gender		Area		Social Group			Religion		Total
	Male	Female	Rural	Urban	General	OBC	SC	Hindus	Muslims	
Economic	58	42	17	83	83		17	75	25	100
Political Science UG	67	33		100	67	33		67	33	100
Geography UG	67	33		100	67	22	11	78	22	100
Sociology	100			100	67	33		67	33	100
Persian	50	50		100	100			50	50	100
Botany	67	33		100	100			100		100
English	100			100	100			100		100
History	25	75		100	100			75	25	100
Sanskrit	100			100	100			100		100
Maithili	100			100		100		100		100
Philosophy	67	33	33	67	67	33		100		100
Mathematics	50	50		100	100			100		100
M.com	71	29		100	100			100		100
Psychology	100			100		100			100	100
Hindi	75	25	25	75	25	75		100		100

Chapter 5

Students' Survey: Profile and Initial Experience on Campus

Introduction to the Chapter

Initial experience in campus is very important for a student. For some students the transition to university or college represents a challenging hurdle, while for others it is an intimidating gulf. The overriding issue for universities in their responses to the changing first year student population is how to induct large numbers of students into the world of higher learning while meeting a wider range of student needs. The initial days in college are also important for new alliances and friendships. The initial experiences teach an adolescent how to mix up with other friends coming from different culture and economic and social background. Their ability to adapt the new atmosphere is much more dependent upon the capacity of the new campus to incorporate fully and unconditionally students coming diverse backgrounds. The initial experience in campus plays a major role in shaping the personality of a student.

This chapter mainly focuses on current academic profile and the diverse character of classrooms in terms of the caste, ethnic, religious, regional and gender identities of the students. The extent to which such diversity outlines teaching practices inside the classrooms and the impact of the same on the larger objectives of civic learning and democratic engagement will also be discussed in this chapter.

Current Academic Profile

The present survey was conducted at PG and UG level. Students of master degree in science, arts and commerce were interviewed and the results revealed the trend followed by the students. The current academic profile relates to informations regarding level of study, course of study, departments and subjects being studied both at UG and PG level. It also talks about marks obtained and differences studied by gender and social background.

Level of Study: The present study is based on the students of Under-Graduation and Post Graduation. Of the total sample size of 500, 335 were from PG classes and 165 from UG classes. In UG level, 39 students were from science stream and in PG level it was 64. About 77 students were also from commerce in PG level. But the subject which dominated the group was ARTS (Table 5.1).

Year of Study: In the sample size, both in PG level and UG level, majority of students were from 2nd year. However, in PG , the students were also from 1st and 3rd year (Table 5.2).

Course of Study: At PG level, At UG level: The PG wise classification (Table 5.3) shows that maximum number of students (39 percent) opted for MA courses followed by those who opted for M.Com (15 percent). In graduation also 25.2 percent students were enrolled in BA courses. In Social group maximum students enrolled in BA courses were from OBC (50 percent), followed by 21.4 general and 20.6 percent SC students. Similar was the case in PG. So in totality, the sample size had highest representation of OBC students (43.8 percent) , followed by general students (32.6 percent). Among male and female students, highest representation was of female students (52.6 percent) . But when analysed by level, male enrolment was highest in graduation level, whereas female enrolment was highest in PG

level. Thus, this proves the fact that male students are moving out to other states for higher education and female students are staying behind which leads to higher enrolment in PG level. Only 15.4 percent opted for professional course like M.Com but this course also represented higher female representation (69 percent). In physically challenged students also, Arts was the main choice. Male representation in BSc was higher than females but in PG level, female student accounted for 63 percent.

The data strongly reveals the poor condition of higher education in Bihar due to which male students move out to other states and girls stay behind because of cultural rigidities. Religionwise as revealed from Table 5.3, one can say that students mainly belonged to Hindu religion, followed by Muslims. The share of other religion like Christian, Sikh and Jain were negligible. Majority of the students (9.4 percent) were from the urban background. But when seen on the basis of course, in UG level, maximum students in Arts were from rural background and in science, majority belonged to urban region. But in PG level, maximum students were from urban background. This point also pinpoints the loopholes of higher education. Due to lack of good universities and infrastructure in districts, students are moving to State capital to complete their graduation and follow higher education. Majority of students were from households having monthly income below Rs. 25000. Among the degree students, majority were from BA stream (Table 5.3). Caste wise analysis shows that Hindus and Muslims dominate among other religions. Second majority was of students between income group of Rs 25001 to 50000. So middle class dominated the group.

Department of Study: At PG level, At UG level

Out of the 8 subjects in PG level, Botany, Mathematics, Commerce, Economics, Geography, Sociology, English and Hindi, maximum students were enrolled in Commerce and Economics i.e. 23 and 26 percent respectively. On the basis of gender perspective, it is clear that more females go for Economics (25 percent) followed by commerce (22 percent) and Sociology (20 percent). In State, 51 percent students at PG level are enrolled in Arts, followed by Commerce (28 percent) and Science (21 percent). Regarding Male students, it is observed that 67 percent of the students are in Arts stream, whereas only 48 percent girls are in arts stream. Subjects like Geography and Sociology also has weak student strength. While comparing, girls and boys, it was seen that number of boys enrolled in Sociology were higher than that of girls in UG level but percent of girls was higher in PG level.

Religionwise, higher percentage of hindu students were enrolled in Economics and Commerce at PG level and Sociology and Economics at UG level. Similarly, Muslim respondents accounted for 48 percent in English PG level, followed by 41 percent in Commerce. In Botany also, Muslim respondents had a share of 33 percent. The subjects like Geography and Hindi also had students from Sikh and Jain/Christian community. In social group, SC students had highest share in Geography (UG), ST students had highest share in Economics and Mathematics (PG), OBC students in Commerce, Geography and Sociology, EBC students in English and General students in Economics. Thus, it could be said that the choice of Arts subject is higher than science and second choice is that of vocational courses. Rural students share was highest in Geography (45 percent) at UG level and in Economics (23 percent) at PG level. In urban, students had highest share in Economics (27 percent) at

PG level and (31 percent) at UG level. On the basis of income also, students coming from the households having income between Rs. 10,000 to Rs. 50,000 had highest choice for Economics and Commerce (Table 5.4).

Percentage of Marks Obtained last year

Based on Table 5.5, it is seen that average marks obtained by students at PG level were 69 percent, of which share of females was 0.73 percentage points higher than males. But in UG, the share of marks was higher for male students. In totality, female students were 1.43 percentage points higher in scoring marks than boy students⁵.

Gender, Socio-Economic, Religious Profile and Family Background

The New Education Policy is trying to identify number of issues related to higher education ,but placed main focus on four major issues related to higher education. These include expansion in higher education through higher enrolment, equal access to all, that is inclusiveness in higher education, promotion of quality and excellence and offering relevant education. The family background is a major contributor in higher education. It is the family income that decides the fate of a student.

Gender: A gender wise analysis shows that a more than 50 percent of the representation is that of females (52.6 per cent). On the basis of social group analysis, one can say that major share of female students come from OBC group (40 percent) followed by general (37 percent). Moreover, income wise classification shows that majority of students come from income group of Rs. 10,001 to Rs. 25000 (32 percent) (Table 5.6).

Social and Religious Background: An acute problem that still persists and pulls the state backward is the low percentage of students from the EBC and SC categories in higher education (graduation level). Despite a large number of remedial measures taken in the different Plan periods, there exists a surprising difference in enrolment among different groups. It is notable that the enrolment percent in the SC category is one-fifth that of the other category students. Out of the four categories i.e. General, OBC, EBC and SC, the percentage enrolment of EBC students is less (8 percent), whereas, that of OBC is highest (49 percent). In case of General, the enrolment percentage is 24 percent which is also less compared to the OBC group (Table 5.7 a).

In post graduation level, the social group includes General, OBC, EBC, SC and ST. The data is more alarming in post graduation level, as the share of EBC, SC and ST is the least compared to the other two categories. Out of 100 percent, 78 percent students belong to general (37 percent) and OBC (41 percent) group. Out of the three categories i.e. EBC, SC and ST, least is the share of ST (2 percent). When compared with graduate level, it is seen that share of general students is increasing, whereas, there is decrease in the share of OBC and SC. An exciting point to be noted is that there has been increase in the share of EBC students in post graduation level (5.7 b).

⁵ Due to non-availability of data, the table could not be explained with different range of marks.

Occupation, Income and Highest Educational Level of Father and Mother

Parent's education is a determining factor in education of a ward. Therefore, the class and occupation of the students in the selected sample size was determined based on their parent's education. In UG level, out of the total sample size of N=165, it was observed that 42 percent of parent (father) who were in government jobs, had completed graduation level and 50 percent parents (father) completing this level were in private jobs. In addition to this, 56 percent were self-employed in either agricultural or non-agricultural pursuits. Nearly, one-fourth of the parents either completing secondary level or having professional degree were in private jobs. However, parents who were illiterate or had completed primary level (upto 5th standard) or secondary level were non-agricultural labourers on daily wages or casual labour. Out of the parents having PG degree, majority were in government regular jobs, whereas, few others having the same degree were self-employed either in agricultural or non-agricultural pursuits. Thus from Table 5.8 a, it could be inferred that parents (father) who are illiterate or have education upto secondary levels are in lowly paid jobs. On the other hand, parents having graduation or PG degree are in white collared jobs. Regarding mother of the student, 58 percent mothers having graduation or post-graduation degree had regular government jobs. However, mothers having lower degrees or illiterate were homemakers or engaged in agricultural pursuits (Table 5.8 b). Thus, data show that students in graduation level had either agricultural or service background. It is definite that their occupational background will also influence their behaviour.

In Table 5.9 a & b, shows the education and occupation of the parents of students in postgraduate level. About 34 percent of the students have graduate father and 36 percent of them have father doing regular Government jobs. Only 2 percent students have illiterate father. Nevertheless, mother's education was not so remarkable. The education level of mother remained between secondary to graduate level. Only, 23 percent students had father completing post graduation and 8 percent students have mother completing post graduation level. Thus, it is definite that the higher education of students is ultimately related to the educational level of their parents.

Differently Abled: The Constitution of India ensures equality, freedom, justice and dignity of all individuals and completely mandates an inclusive society for all including persons with disabilities. In the recent years, there have been vast and positive changes in the perception of the society towards persons with disabilities. It has been realized that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measures. According to Census in 2001, there were 2.19 crore persons with disabilities in India who constituted 2.13 percent of the total population. This data increased to 2.67 crore persons constituting 2.21 percent of the total population in 2011. This includes persons with visual, hearing, speech, locomotors and mental disabilities. In Bihar, 23.31 lakh persons are disabled according to the Census 2011, out of which 13.4 lakh are male and 9.8 lakh are female.

Based on the sample size selected, the percent of total disabled students in under graduate level is 1.8 percent and 3.6 percent is postgraduate level. One can see that the percent of female is higher in UG level and lower in PG level. Thus, in order to bring these students in

the mainstream, diversifications and special interventions in colleges and universities are required (Table 5.10).

State, Rural/ Urban, Mother Tongue: The graduate level has only students from Bihar. However, the percentages of rural students were higher than urban, showing intra-state migration. Krugman (1993) suggests that the presence of a particular site settled may skew further development in vicinity in its favour, via agglomeration, which has been proved by Core-Periphery (CP) Model of the New Economic Geography (NEG) theory in many theoretical literatures (e.g. Fujita, Krugman and Venables, 1999). Based on this theory, it can be said that as students from state capital are moving out to other states for higher education, vis-a-vis, students from districts are moving towards state capital based on core-periphery formula of development taking place in core.

Diversity of students in post graduation level shows inter-state variation. There are students from different states like Andhra Pradesh, Haryana, Jharkhand, Karnataka, Punjab, Uttar Pradesh and West Bengal. Although, when analysing the share it is observed that the highest share of students is from Bihar (80.9 percent). Students from Andhra Pradesh have the second largest share of 6.9 percent, followed by Jharkhand and UP. However, West Bengal (0.6 percent), Haryana, Karnataka and Punjab (0.3 percent) had negligible shares.

In **Table 5.11 (a)** analyses that, out of 165 Graduate students, 55 percent were from rural areas of Bihar and 45 percent came from urban areas. This higher share of rural areas shows that urge for higher education is also increasing in rural areas. However, urban share is lesser than rural, as more and more students from urban Bihar prefer to go to other states and better institutions for higher education.

In **Table 5.11 (b)**, it is observed that urban share (67 percent) is higher than rural share (33 percent). Out of the eight states selected for the study, the share of urban students is higher in Andhra Pradesh, Jharkhand and West Bengal. However, for Bihar and Uttar Pradesh, the share of rural students is higher than that of urban. Regarding the states like Haryana, Karnataka and Punjab, the rural share is nil or zero. Thus, for Bihar the picture is same for under graduate, as well as post graduate students.

More than 90 percent of students' in the sample size spoke Hindi as mother tongue however, few students from other state also spoke Bengali, Kannada etc.

Education of Siblings: The education of a family is also affected by the education of siblings. Mainly, the education of elder siblings effect a lot. According to the Table 5.12, average age of brother or sisters was between 22 to 25 years in Post Graduation level. In the present sample size, only 26 percent of students had their brothers/sibling having post graduation or above degree. The share of male sibling having PG degree or more was higher than female. A little more than one-fifth, (28 percent) male siblings had professional degree. Only very few female siblings had professional degree. Out of the total sample, maximum siblings had graduation degree (30 percent). Only 2 percent male siblings had ITI/ITC diploma. The siblings having primary and secondary degree were negligible. Out of all the responses, the share of no response was highest.

In UG level, in which the average age of siblings is between 10 to 19 years. Out of all the grades, the siblings having graduation degree were more than 30 percent. Siblings having post graduation degree varied between 4 to 14 percent. Siblings with professional degree ranged between 3 to 14 percent. Regarding ITI/ITC Diploma, the share of siblings was zero. The siblings with primary or secondary degree ranged between 1 to 34 percent. However, the share of illiterate sibling was negligible. Thus, it is clear that not only the child who has been surveyed is coming for higher education. In fact, he belongs to family where all the members are either literate or have professional degree. Both the tables show that students coming for PG or UG have educated siblings.

Higher education in Bihar is influenced by income and family background of the students. It is the income and educational level of parents that determine the level of education, his/her ward will achieve. A gender wise analysis shows that a more than 50 percent of the representation is that of females (52.6 percent). On the basis of social group analysis, one can say that major share of female students come from OBC group (40 percent) followed by general (37 percent). The data is more alarming in post graduation level, as the share of EBC, SC and ST is the least compared to the other two categories. Out of 100 percent, 78 percent students belong to general (37 percent) and OBC (41 percent) group. Out of the three categories i.e. EBC, SC and ST, least is the share of ST (2 percent). Parents (father) who are illiterate or have education up to secondary levels are in lowly paid jobs.

The study reveals that students in graduation level had either agricultural or service background. It is definite that their occupational background will also influence their behaviour. Another remarkable factor is that, only 2 percent students have illiterate father. Nevertheless, mother's education was not so significant. Diversity of students in post graduation level shows inter-state variation. In the sample size, highest share of students were from Bihar (80.9 percent). Students from Andhra Pradesh (AP) have the second largest share of 6.9 percent, followed by Jharkhand and UP. Another point that arises from study is the growing importance of higher education in rural areas. However, urban share is lesser than rural, as more and more students from urban Bihar prefer to go to other states and better institutions for higher education.

More than 90 percent of students' in the sample size spoke Hindi as mother tongue however, few students from other State also spoke Bengali, Kannada etc. The education of a family is also affected by the education of siblings. Mainly, the education of elder siblings affects a lot. In the present sample size, only 26 percent of students had their brothers /sibling having post graduation or above degree. The share of male sibling having PG degree or more was higher than female. A little more than one-fifth, (28 percent) male siblings had professional degree. Only very few female siblings had professional degree. Both the sample sizes show that students coming for PG or UG have learned siblings.

Pre-College Background: Type of School and Academic Background

The role of education in pulling the households out of poverty in developing countries is very forcefully articulated. It is also suggested that poverty also constraints schooling investments (Glewwe and Jacoby, 2004). It is argued that access to basic education improves labour productivity, lowers income inequality and promotes growth and development. Consequently,

virtually all governments allocate a considerable share of their budgets to public expenditure on elementary education, more in the case of developing countries.

A similar pattern is also observed in India. Through various government-sponsored schemes, there have been attempts to universalize the school enrolment at the primary levels in India. As a consequence, a secular increase in the literacy levels and access to primary schooling has improved considerably in recent times. However, many, if not most, primary school students drop out before they are able to complete their schooling. The underprivileged, such as females, those belonging to lower social castes and lower economic classes tend to be less likely to be enrolled in school, and this tendency increases as schooling levels increase. Unlike enrolment and access to basic schooling, post-higher secondary enrolment has not got the attention it deserves despite its favourable impacts on enhancing individual's ability to adapt and change and to engage in different types of work (Nelson and Phelps, 1966). Education outcomes are powerfully linked to individual as well community factors. Individual factors like aptitude, motivation, gender, household income, birth order and, very importantly, parents' and especially mothers' education are some of the factors that could affect enrolment in upper levels. Along with these, a range of community factors that impact all levels of education are the availability of roads, public transport, water, and electricity reaching all children with accessible schools (World Bank, 2002). Thus primary and secondary school location, management type, syllabus, type of school i.e. single sex or co-ed etc. plays an important role in determining further aim.

Primary School: Location- Rural/Urban: For the information on the location of schools of under graduate students in tenth, it is observed from Table 5.13 that 56 percent of schools from which the students completed their 10th are located in urban areas. Another remarkable phenomenon regarding the 10th class data shows that more female (60 percent) students have completed their education in urban areas compared to boys (55 percent). Totally, the students completing education from urban areas were higher than that of rural (44 percent). Like UG level, in PG also the percentage of students completing 10th from urban areas was higher than rural. About 85 percent female students had completed their 10th in urban areas. On the other hand, in male students 56 percent had completed their 10th from rural areas compared to rural areas (44 percent).

Secondary School: Management Type/ Syllabus, Co-ed/ Single Sex, marks obtained⁶:

Regarding the type of schools, it is seen that 73 percent have studied in co-education and only 27 percent belong to single sex schools. From gender point of view, there is only 1.6 percentage point difference in co-educated schools between girls (72 percent) and boys (74 percent). However, the girls' percentage is slightly for single sex schools (28 percent) compared to boys (26 percent). For type of school for PG level students, about 70 percent had co-education and the contribution of boys was highest in this (93 percent). Table 5.13 (i) shows management type and syllabus of undergraduate students in class 10th. Management type confirms that 70 percent of students completed their board from Government schools, followed by privately unaided (16 percent) and privately aided (14 percent). Compared to boys (69 percent), more girls (72 percent) complete their boards from government schools.

⁶ Marks obtained mentioned in table 5.13

This data also confirms the fact of differentiation between girls and boys. As boys get importance in a family for all issues, so they are sent to private schools for better education compared to girls. As substantial number of students are in government schools, so they follow state government syllabus. More than one-third of students (37 percent) had CBSE syllabus, while very few students had ICSE and other courses. In Table 5.12 (i), half of the students in PG have completed their 10th in Government schools, one-third is from private – aided and small shares of 12 percent are from private-unaided school. However, the share of boys from government schools (81percent) is higher than girls (43 percent). In addition, 43 percent girls were from private-aided schools. However, this was against the old notion that compared to girls more and more boys are sent to privately aided schools. In the same manner, regarding the distribution of syllabus also 56 percent had state government syllabus, followed by CBSE. In PG level, 74 percent of boys studying had state government syllabus in 10th, 39 percent girls in PG level had CBSE syllabus in 10th.

Higher Secondary: Rural/Urban Management Type/ Syllabus, Co-ed/ Single Sex/ Marks obtained/Streams

Three-fourth of the students in the sample size had their plus two degree in urban areas. The percentage of female students was higher in rural areas (28 percent) and the percentage of male students was high in urban areas (76 percent) (Table 5.14).

About the average marks obtained by students in two levels, it is found that marks in 12th are higher than that of 10th. The marks of male students are 1.0 percentage point higher than female students in 12th standards. However, girls got higher marks than boys in 10th level. On the basis of Table 5.13, it is seen that average marks obtained by students at PG level were almost same in 12th and 10th level. The total marks obtained by students in 10th and 12th level were 63 and 64 percent respectively.

From the survey of selected colleges, it emerges that more than three-fourth of the students of under graduate level (83 percent) had science in plus two. About 13 percent were from Humanities and only 3 and 1 percent from Commerce and other streams (Table 5.15). In Table 5.14, the students in PG level were from science, humanities, commerce and others. About half i.e. 56 percent male and 49 percent females had science in 12th. Next were commerce 22 percent males and 30 percent females. The third share was that of humanities and other stream had a negligible share. In PG level students, the students from government schools completing 12th was 67 percent, out of which major share was that of male students. Next were students from private aided schools. In this, females topped the list. There was small share of students from private – unaided schools (Table 5.15).

Both in UG and PG level, maximum students (76 percent) are from government schools. Only 13 percent are from privately aided and 10 percent from privately unaided school. Like the previous, even here the percentage of girls (80 percent) students completing 12th from government schools is higher than boys (75 percent).

Overall Analysis

The analysis points out that diversity is continuously increasing in higher education regarding urban and rural, social group, gender, inter-state, intra-state and religion. The data for 2013-

14 (primary data collected) indicates significant rural and urban disparities. The share of rural enrolment was higher in undergraduate level being 55 percent, whereas, urban enrolment was 67 percent in post graduate level respectively – the GER for urban students was higher in post graduation level and higher for rural in UG level.

There are wide gender disparities in terms of access to higher education. Access is generally lower for girls as compared to the boys. However, gender disparity is alarming in UG level (69.7 percentage points). On the other hand, in PG level the percentage of girls was higher than that of boys (81.6) which are really a sign of progressiveness. It needs to be recognized that although the enrolment rate are generally lower for the females compared to the males; the females belonging to the lower castes and some religious groups suffer more acutely in accessing higher education than other female.

Inter-caste/tribe disparities are the most prominent. It is obvious that general and OBC, the two dominating groups of social category lead the group in UG and PG level. It is, thus, evident that the SCs, the STs, suffer from lower access to higher education.

There is another feature about access to higher education, which the studies bring out quite clearly. The access to these social groups varies within the respective religion to which they belong. Therefore, the SCs, the STs, and the OBCs suffer unequally as religious group. In 2013-14, Hindus formed the biggest group (86 percent), followed by Muslims (3.6 percent). In PG also, the same trend was followed.

Differences in the enrolment are also equally evident across occupational groups in the rural and the urban areas. It is evident that lower levels of education of parents play a detrimental role in ward's education. It is seen that mostly parents having graduation degrees and having government jobs or white collared jobs send their children for higher education.

Lastly, there are perceivable differences in enrolment rates among disable students. Compared to others, the share of disable students is relatively less. It is 1.8 percent in under graduate level and 3.6 percent in post graduation level.

The 11th Five Year Plan recognized the problem of multiple natures of disparities in enrolment rate and proposed policy measures to enhance their access to higher education. It brought the inclusiveness in higher education at the centre of our higher education policy. Inclusive education essentially requires an increased access to higher education to these multiple groups who suffers from lower access to higher education. The approach and strategy thus, formulates policies and schemes for the STs, the SCs, the OBCs, girls, minorities particularly the Muslims, physically challenged persons, semi-nomadic and de-notified and the poor (Thorat, 2008).

Choice of Career at Post-Secondary, College and Course

Post-Secondary career choice: Pursue Higher Education; Search for job and source of help for guidance

The information shows that at UG level, only 24 percent of students think of searching job after post secondary, whereas, 74 percent think of going for higher studies. The percentage of boys and girls are almost same in this case i.e. 76 percent respectively. This is definitely a

positive indicator. Students' interest in higher education may lead to development of an educated and strengthened society instead of lowly paid workers. Regarding post-secondary career choice, it is observed that almost three-fourth of the students in PG level opted for higher education and only 28 percent had selected the option of aspiring for job. From gender perspective, it is seen that 74 percent male and 69 percent females wanted to pursue higher education after higher secondary (Table 5.16).

Source of Help for Guidance

Before joining college or university, 31 percent in UG level and 27 percent in PG level had attended career guidance. For UG level students, 12 percent got guidance in school, 10 percent in neighbourhood associations and religious forums, 15 percent in community associations, 22 percent in commercial centres and 19 percent got it from college website. However, related to females more males (34 percent) had career guidance before joining college. In case of girls, they got more guidance in their community or commercial centres (Table 5.17).

In post graduation level, the students pointed out the role of college website and school as major institutions of career guidance. However, here also more male students had taken career guidance compared to females. Regarding girls, school and own college was the major source of information (Table 5.18).

Choice of Course and Source of Help

The factors that helped in choice of course and were source of help were also given importance in this study. For under graduate students, the main factor which influenced them in selection of course was family members (68 percent), followed by friends at school and internet (39 percent), next weight-age was given to media (34 percent), teachers in school (31 percent), next importance was given to friends outside school (29 percent), college website (25 percent), teacher in coaching (24 percent), people in the neighbourhood (19 percent) and religious and caste community were given 13 percent and 12 percent respectively. Conversely, except family members, females varied from males regarding other factors. Females gave more importance to internet irrespective of males who gave more importance to friends at school (Table 5.19).

In postgraduate level more importance was given to internet (76 percent), followed by media (74 percent) and family members (68 percent). Both male and female students gave importance to different variables like internet, media etc. in same order (Table 5.20).

Reasons for Admission

Out of various reasons, first choice of subject (79 percent), college (68 percent) and affordable fees (61 percent) were the main reasons for students taking admission in the present college or university (Table 5.21) for students in UG level.

Next importance was given to hostel facilities, entry requirements matching with marks and home place. In case of PG students, choice of subject (77 percent), college (64 percent) and entry requirements matching with marks (53 percent) were the main reasons for students

taking admission in the present college or university (Table 5.22). Affordable fees, hostel facilities and home place were the other important reasons.

Availing Reservation for Admission

The policy of reservations for the socially deprived groups such as the scheduled castes and tribes has undoubtedly opened the doors of higher education for them, although their level of access to institutions of professional, vocational and technical education has remained poor. It is rather well-known that fewer men and women from the ranks of the SCs are fortunate to seek higher education in India. However, the participation of SCs in higher education has registered significant improvements since 1991 largely owing to implementation of reservation policy in institutions of higher and professional education.

From Table 5.23 and 5.24 for UG and PG level students, it is clear that more and more OBCs, SCs and STs are coming in higher education net. Out of the total reserved category, 36 percent in UG level and 21 percent in PG level got admission in open merit. In UG level, 56 percent female OBC and 16 percent SC female got admission in colleges taking the benefit of reservation policy. However, in PG level only 5 percent SC took the privilege. Another think that respondents pointed out was, they had to pay extra money than written in the form to be admitted in the college. About 15 percent students were victim of this dilemma, both in UG and PG level. Compared to girls, the share of boys were higher, at both UG and PG, in paying extra fees for getting admission in college of choice.

Given that a part of the gap that is observed between social groups and gender at the level of higher education is due to lower numbers and quality of pass outs from the school system due to higher drop out and segmented quality, there is a need for improving the quality of schooling and retention of students from the marginalized sections through enhancing the performance of the schooling cycle. The task is to be addressed by the school system. India being a country of the sub-continental size with a population above 1 billion, the quantitative expansion of education (i.e. accessibility dimension) is of paramount importance to mitigate disparities across regions, gender and social strata in the field of education. This should be given due consideration. Access to higher educational opportunities continues to bear the stamp of multiple dimensions of inequalities that characterize our society: gender, caste, religion, class, locality and disability.

Future Plans soon after Completing your Degree : Universities partakes the challenge of higher education all over the globe. There is an unprecedented rise in the number of university students, their changing social profile, rise of interconnected networks of knowledge facilitated by new technologies, greater integration of world economy, increasing recognition of cultural plurality and the emergence of new problems that defy existing solutions define the context of higher education all over the globe. In the coming decades, India can play a major role in balancing the fast growing global demographic skew due to an increasing preponderance of an aging population, and can emerge not just as a knowledge creating country but also as knowledge provider. This context is pressing for a fresh thinking on future university as a place for the generation and transmission of knowledge and values. Such a rethinking needs to go beyond issues of design, organization and resources of the future university and take on foundational questions like what is knowledge, why do we need

it, how do we acquire it and what are the limits to what we know. In responding to its own unique challenges, the state can shape global response to the much talked about 'crisis of higher education'.

Moving in these lines, the study tries to identify the future plans of students after they complete the degree (Table 5.25). The questions were asked about pursuing higher studies, preparing for competitive exams, attending skill training institution or programme, looking for private or public sector jobs, pursue vocational courses, going to native place or getting married. Out of all these, 78.8 percent in PG and 87.9 percent in UG level said that they will pursue higher studies and 83.9 percent in PG and 87.9 percent in UG level said that they will prepare for competitive exams. Comparing between male and female candidates, it is seen that 75.3 percent of females and 80.3 percent of male students in PG and 86.4 percent female and 96.0 percent male in UG said that they will pursue higher studies. Similar was the case for preparing for competitive exams. Contrary to this, very few students said that they would go to their native place or like to get married.

Initial Days in College

College efforts through Orientation Programmes: According to the Table 5.26, in undergraduate level, 26 percent got fresher's party at the time of joining the college. In male students 26 percent reported about the party and 28 in female students had got fresher's party. In the initial days, 47 percent had orientation programme, 43 percent had attended the orientation programme. Out of the total size, 61 percent were made aware of rules, regulations and code of conduct. 64 percent got the information for library facility, 38 percent for scholarships etc, and 39 percent about job prospects of course. Thus, out of all the variables, the rules, regulations and codes of conduct and library facility are the main influencing factors. For girls, along with these two factors, course on job prospectus are also important. For boys, however, the information on library facility was most important in initial days. For PG students also, most important issues were information on rules, regulations and code of conduct and library facility. Nevertheless, boys gave more importance to information about library (48 percent), whereas for girls information on rules and code of conduct were important (49 percent) (Table 5.27).

Information in Initial Days

The Table 5.28 shows percentage distribution of respondents at UG level in getting information on different social issues in initial days of college. UG students give more importance to information on anti-ragging, rules and regulations (51%), next importance is given to information about other batch mates (42 %) and rules against caste or gender based ragging and students from different branches get a little less than 40 percent as consent (39%). Information on cells or communities for welfare and placement opportunities gets 38 and 37 percent respectively. It is noteworthy factor is that both male and female students give highest priority to Anti Ragging Rules and Regulations, whereas less importance is given to sex wise information.

Table 5.29 shows percentage distribution of respondents in getting information on different social issues and placement opportunities for PG students. Out of the eight indicators,

information on all students from first year (38 percent) and anti-ragging rules (36 percent) were the main issues of attraction. Other information like students each branch (33 percent), placement opportunities (26 percent), committees and cells for welfare issues (24 percent) were also certain deciding factors.

Initial Experiences

Regarding problems faced by students in the initial days of college and university, the indicators selected were I felt welcomed, found the new place interesting, felt nervous and had inferiority complex, Social and culture life of campus was strange for me, Found it difficult to form peer group and felt I was deliberately ignored. In UG level, a large number of the students found the college a new and interesting place (36%). About 22 % of students had strange feeling for social and cultural life of campus. However, only 4% felt deliberately ignored and 11% found it difficult to form peer group. Only 11 % students reported of nervousness and inferiority complex. Both males and females felt the college interesting and very few (5%) males and females felt deliberately ignored.

Same is the case for PG students (Table 5.30). In this category also, welcome feeling and new and interesting place got highest support i.e. 23 percent and 31 percent respectively. Issues like difficulty in forming peer group, 7 percent and 5 percent students supported nervous feeling and feeling of ignorance respectively. Same like UG, here also students both males and females found the university an interesting place.

Thus, it can be inferred that students have a positive attitude towards their new institution. Diversity is not at all a problem for them. According to responses, it is clear that they do not face any problem in forming peer group and can easily adjust in the new environment.

In next lot of issues, about one-fourth (25%) students were positive for the problem that restrooms are unavailable and campus is not safe (Table 5.30) about 19 percent students supported Searching for students of my background to avoid feeling of out of place and 10 percent found it difficult to cope up with the classroom teaching. A small number of students (7 percent) found it hard to adjust with the new environment and had difficulty in following the instructions. In these issues also, both girls and boys gave highest agreement for non-availability of restrooms.

In PG level also, Table 5.30 restroom non-availability and insecurity was given highest priority. Only some students (4%) had difficulty in following classroom instructions.

In Table 5.30, the problems like the teacher addressed to other types of students and not to the social background I belong to, the instructions were simple and easy to follow, Study materials are too expensive, difficult in dealing with the subjects, Cost of living campus is too high and the classrooms were inaccessible etc. were also addressed. A substantial number of students 44 and 57 percent respectively said that the instructions were simple and easy to follow. In UG level, issues like teacher addressed to other types of students and not to the social background I belong to and difficulty in dealing with the subject got less importance. But in PG level, cost of living in campus is high was agreed by only 4 percent. The views of girls and boys were same.

Qualitative Approach

On the basis of focused group discussion, it was discovered that family and friends were the main motivation for taking admission in colleges. They chose the subject according to their liking. Some of the students said that they have no idea of SC/ST cell and anti-discrimination cells in colleges. Out of the sample selected, few complained of being forced by the family members to join women's college.

The faculties were mostly supportive and never made any discriminative comments. But most of the students had to face infrastructural deficiency. Except few, proper library and study room was missing in most of the colleges and university. The library is not well equipped with books, academic and good journals, magazines and computer facilities. Due to lack of human resources, even lending of the books get affected. There is lack of proper common room for girls and toilets with basic facilities. Regarding orientation courses, most of the students got this information from internet, their colleges or peer group etc. another problem which was mainly faced by the girls is the problem of commuting. As there is no proper bus facility availed by the college, so they have to face great problems all weather round while coming to college.

Some students also complained that the naming of hostels as welfare hostels makes the discrimination clear. Thus this issue should be addressed while formulating the new education policy. Even there is huge lack of facilities for disabled students. Due to support by Central and state government and different higher education schemes, the enrollment of OBC, SC and ST has increased but still a bog gap exists between General, OBC and SC/ST students. All these issues must be looked upon while forming the policy.

Career option is another major challenge before the students. Most preferred options were bank jobs. Few also wanted to try their luck in UPSC. Few also wanted to opt for academics or social welfare sector. Basically, all students wanted to go for government jobs though few showed their inclination towards private sector.

Summing Up

Initial experience in campus is very important for a student. For some students the transition to university or college represents a challenging hurdle, while for others it is an intimidating gulf. The present survey was conducted with a sample size of 500 at PG and UG level. Students of master degree in science, arts and commerce were interviewed and the results revealed the trend followed by the students. The current academic profile relates to informations regarding level of study, course of study, departments and subjects being studied both at UG and PG level. It also talks about marks obtained and differences studied by gender and social background. The sample has more than 50 percent of female representation. On the basis of Social group analysis, one can say that major share of female students come from OBC group followed by general. Moreover, income wise classification shows that majority of students come from income group of Rs. 10,001 to Rs. 25000. An acute problem that still persists and pulls the state backward is the lower percentage of students from the EBC and SC categories in higher education (graduation level). Despite a large number of remedial measures taken in the different Plan periods, there exists a surprising difference in enrolment

among different groups. It is notable that the enrolment percent in the SC category is one-fifth that of the other category students. Out of the four categories i.e. General, OBC, EBC and SC, the percentage enrolment of EBC students is less, whereas, that of OBC is highest. In case of General, the enrolment percentage is 24 percent which is also less compared to the OBC group. The educational level of students is also guided by the education of parents. Most of the students going for higher education have graduate parents. In initial days of college, at UG level, a large number of the students found the college a new and interesting place (36%). About 22% of students had strange feeling for social and cultural life of campus. However, only 4% felt deliberately ignored and 11% found it difficult to form peer group. Only 11% students reported of nervousness and inferiority complex. Both males and females felt the college interesting and very few (5%) males and females felt deliberately ignored.

Same is the case for PG students (Table 5.29). In this category also, welcome feeling and new and interesting place got highest support i.e. 23 and 31 percent respectively. Issues like difficulty in forming peer group, 7 percent and 5 percent students supported nervous feeling and feeling of ignorance respectively. Same like UG, here also students both males and females found the university an interesting place. Thus diversity should not be seen as source of division. In fact, throughout our nation's history, religious and ethical values have served as forces of unity. Many institutions already host strong civic engagement, service-learning, or diversity programs, providing a unique set of assets to build sustainable interfaith cooperation. But to capitalize on these assets, colleges and universities need a shared vision and institutional leaders who advance this important goal.

Table 5.1: Distribution of respondents by Level of Study

Level of study	university	Government college	Total
B.A	0	126	126
B.SC	0	39	39
M.A	194	0	194
M.SC	64	0	64
M.COM	77	0	77
Total	335	165	500

Table 5.2: Distribution of respondents by year of study

Year of study	Post Graduate	Under-Graduate	Total
1 st Year	2 (100)	0 (0)	2 (100)
2nd Year	309 (65.2)	165 (34.8)	474 (100)
3rd Year	24 (100)	0 (0)	24 (100)
Total	335 (67)	165 (33)	500 (100)

Note: Figures in the parenthesis are percentages

Table 5.3: Distribution of respondents by gender, physical disability, religion, caste, area and income group

Variables	B.A	B.SC	M.A	M.SC	M.CO M	Total
Male	110 (87.3)	30 (76.9)	49 (25.3)	24 (37.5)	24 (31.2)	237 (47.4)
Female	16 (12.7)	9 (23.1)	145 (74.7)	40 (62.5)	53 (68.8)	263 (52.6)
Total	126 (100)	39 (100)	194 (100)	64 (100)	77 (100)	500 (100)
Differently abled	3 (2.4)	--	9 (4.6)	2 (3.1)	1 (1.3)	15 (3)
Total	126 (100)	39 (100)	194 (100)	64 (100)	77 (100)	500 (100)
Hindu	104 (82.5)	37 (94.9)	168 (86.6)	64 (100)	62 (80.5)	435 (87)
Muslim	4 (3.2)	2 (5.1)	22 (11.3)	--	15 (19.5)	43 (8.6)
Sikh	14 (11.1)	--	1 (0.5)	--	--	15 (3)
Christian	--	--	2 (1)	--	--	2 (0.4)
Jain	1 (0.8)	--	1 (0.5)	--	--	2 (0.4)
Others	3 (2.4)	--	--	--	--	3 (0.6)
Total	126 (100)	39 (100)	194 (100)	64 (100)	77 (100)	500 (100)
SC	26 (20.6)	7 (17.9)	14 (7.2)	7 (10.9)	7 (9.1)	61 (12.2)
ST	--	--	3 (1.5)	2 (3.1)	1 (1.3)	6 (1.2)
OBC	63 (50)	17 (43.6)	79 (40.7)	28 (43.8)	32 (41.6)	219 (43.8)
EBC	10 (7.9)	3 (7.7)	23 (11.9)	--	15 (19.5)	51 (10.2)
General	27 (21.4)	12 (30.8)	75 (38.7)	27 (42.2)	22 (28.6)	163 (32.6)
Total	126 (100)	39 (100)	194 (100)	64 (100)	77 (100)	500 (100)
Rural	77 (61.1)	14 (35.9)	63 (32.5)	32 (50)	17 (22.1)	203 (40.6)
Urban	49 (38.9)	25 (64.1)	131 (67.5)	32 (50)	60 (77.9)	297 (59.4)
Total	126 (100)	39 (100)	194 (100)	64 (100)	77 (100)	500 (100)
Less than or equal to 5000	26 (20.6)	5 (12.8)	10 (5.2)	4 (6.3)	2 (2.6)	47 (9.4)
5001-10000	35 (27.8)	11 (28.2)	37 (19.1)	13 (20.3)	14 (18.2)	110 (22)
10001-25000	30 (23.8)	10 (25.6)	63 (32.5)	25 (39.1)	25 (32.5)	153 (30.6)
25001-50000	23 (18.3)	10 (25.6)	52 (26.8)	17 (26.6)	22 (28.6)	124 (24.8)
50000 and above	12 (9.5)	3 (7.7)	32 (16.5)	5 (7.8)	14 (18.2)	66 (13.2)
Total	126	39 (100)	194	64 (100)	77	500 (100)

	(100)		(100)		(100)	
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Note: Figures in the parenthesis are percentages

Table 5.4: Distribution of respondents by Subject-wise enrolment

variables	Botany		Commerce		Economics		English		Geography		Hindi		Mathematics		Sociology		Total	
	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG
Male	2 (2.1)	10 (7.2)	24 (24.8)	--	28 (28.9)	46 (32.9)	3 (3.1)	--	9 (9.3)	58 (41.5)	1 (1.1)	6 (4.3)	24 (24.8)	--	6 (6.2)	20 (14.3)	97 (100)	140 (100)
Female	23 (9.7)	5 (20)	53 (22.3)	--	59 (24.8)	7 (28)	15 (6.4)	--	14 (5.9)	5 (20)	7 (3)	4 (16)	19 (8)	--	48 (20.2)	4 (16)	238 (100)	25 (100)
Total	25 (7.5)	15 (9.1)	77 (23)	--	87 (26)	53 (32.2)	18 (5.4)	--	23 (6.9)	63 (38.2)	8 (2.4)	10 (6.1)	43 (12.9)	--	54 (16.2)	24 (14.6)	335 (100)	165 (100)
Hindu	25 (8.6)	13 (9.3)	62 (21.1)	--	87 (29.6)	51 (36.2)	--	--	23 (7.9)	43 (30.5)	--	10 (7.1)	43 (14.7)	--	54 (18.4)	24 (17.1)	294 (100)	141 (100)
Muslim	--	2 (33.4)	15 (40.6)	--	--	2 (33.4)	18 (48.7)	--	--	2 (33.4)	4 (10.9)	--	--	--	--	--	37 (100)	6 (100)
Sikh	--	--	--	--	--	--	--	--	--	14 (100)	1 (100)	--	--	--	--	--	1 (100)	14 (100)
Christian/jain	--	--	--	--	--	--	--	--	--	4 (100)	3 (100)	--	--	--	--	--	3 (100)	4 (100)
Total	25 (7.5)	15 (9.1)	77 (23)	--	87 (26)	53 (32.2)	18 (5.4)	--	23 (6.9)	63 (38.2)	8 (2.4)	10 (6.1)	43 (12.9)	--	54 (16.2)	24 (14.6)	335 (100)	165 (100)
SC	3 (10.8)	--	7 (25)	--	7 (25)	11 (33.4)	--	--	3 (10.8)	13 (39.4)	--	2 (6.1)	4 (14.3)	--	4 (14.3)	7 (21.3)	28 (100)	33 (100)
ST	--	--	1 (16.7)	--	2 (33.4)	--	--	--	--	--	1 (16.7)	--	2 (33.4)	--	--	--	6 (100)	--
OBC	11 (8)	3 (3.8)	32 (23.1)	--	30 (21.6)	27 (33.8)	--	--	13 (9.4)	32 (40)	2 (1.5)	4 (5)	19 (13.7)	--	32 (23.1)	14 (17.5)	139 (100)	80 (100)
EBC	--	3 (23.1)	15 (39.5)	--	--	3 (23.1)	18 (47.4)	--	1 (2.7)	7 (53.9)	4 (10.6)	--	--	--	--	--	38 (100)	13 (100)
General	11 (8.9)	9 (23.1)	22 (17.8)	--	48 (38.8)	12 (30.8)	--	--	6 (4.9)	11 (28.3)	1 (0.9)	4 (10.3)	18 (14.6)	--	18 (14.6)	3 (7.7)	124 (100)	39 (100)
Total	25 (7.5)	15 (9.1)	77 (23)	--	87 (26)	53 (32.2)	18 (5.4)	--	23 (6.9)	63 (38.2)	8 (2.4)	10 (6.1)	43 (12.9)	--	54 (16.2)	24 (14.6)	335 (100)	165 (100)
Rural	9 (8.1)	5 (5.5)	17 (15.2)	--	26 (23.3)	30 (33)	2 (1.8)	--	15 (13.4)	41 (45.1)	4 (3.6)	6 (6.6)	24 (21.5)	--	15 (13.4)	9 (9.9)	112 (100)	91 (100)
Urban	16 (7.2)	10 (13.6)	60 (27)	--	61 (27.4)	23 (31.1)	16 (7.2)	--	8 (3.6)	22 (29.8)	4 (1.8)	4 (5.5)	19 (8.6)	--	39 (17.5)	15 (20.3)	223 (100)	74 (100)
Total	25 (7.5)	15 (9.1)	77 (23)	--	87 (26)	53 (32.2)	18 (5.4)	--	23 (6.9)	63 (38.2)	8 (2.4)	10 (6.1)	43 (12.9)	--	54 (16.2)	24 (14.6)	335 (100)	165 (100)
Less than or equal to 5000	2 (12.5)	--	2 (12.5)	--	3 (18.8)	7 (22.6)	--	--	2 (12.5)	15 (48.4)	1 (6.3)	4 (13)	2 (12.5)	--	4 (25)	5 (16.2)	16 (100)	31 (100)
5001-10000	7 (11)	3 (6.6)	14 (21.9)	--	10 (15.7)	14 (30.5)	2 (3.2)	--	6 (9.4)	20 (43.5)	1 (1.6)	2 (2)	6 (9.4)	--	18 (28.2)	8 (17.4)	64 (100)	46 (100)
10001-25000	8 (7.1)	5 (12.5)	25 (22.2)	--	36 (31.9)	14 (35)	4 (3.6)	--	9 (8)	11 (27.5)	3 (2.7)	5 (12.5)	18 (16)	--	10 (8.9)	5 (12.5)	113 (100)	40 (100)
25001-50000	6 (6.6)	5 (15.2)	22 (24.2)	--	21 (23.1)	13 (39.4)	7 (7.7)	--	3 (3.3)	10 (30.4)	3 (3.3)	--	13 (14.3)	--	16 (17.6)	5 (15.2)	91 (100)	33 (100)
50000 and above	2 (4)	2 (13.4)	14 (27.5)	--	17 (33.4)	5 (33.4)	5 (9.9)	--	3 (5.9)	7 (46.7)	--	--	4 (7.9)	--	6 (11.8)	1 (6.7)	51 (100)	15 (100)
Total	25 (7.5)	15 (9.1)	77 (23)	--	87 (26)	53 (32.2)	18 (5.4)	--	23 (6.9)	63 (38.2)	8 (2.4)	10 (6.1)	43 (12.9)	--	54 (16.2)	24 (14.6)	335 (100)	165 (100)

Chart 5.1: Number of P.G and UG level Student by Subject and Sex

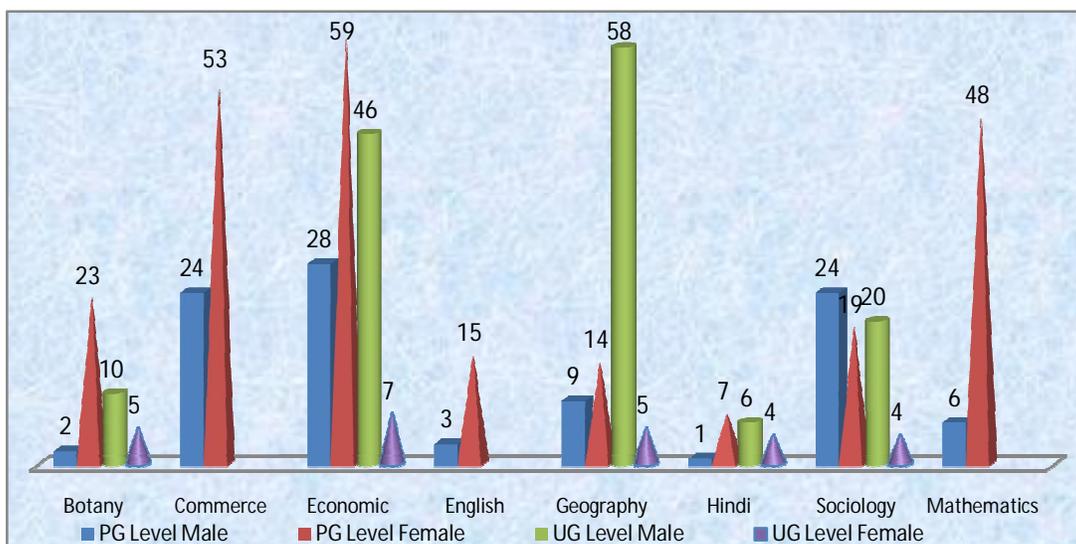


Table 5.5: Average Marks obtain by respondents in the last year

	PG	UG	Total
Male	68.79	66.27	67.30
Female	69.52	61.22	68.73
Total	69.30	65.51	68.05

Table 5.6: Distribution of respondents by social group and socio economic variables

Variable		SC	ST	OBC	EBC	General	Total
Male	Less than or equal to 5000	11 (33.3)	1 (3)	12 (36.4)	4 (12.1)	5 (15.2)	33 (100)
	5001-10000	9 (14.3)	1 (1.6)	34 (54)	3 (4.8)	16 (25.4)	63 (100)
	10001-25000	10 (14.5)	0 (0)	33 (47.8)	5 (7.2)	21 (30.4)	69 (100)
	25001-50000	8 (17.4)	0 (0)	18 (39.1)	3 (6.5)	17 (37)	46 (100)
	50000 and above	3 (11.5)	0 (0)	14 (53.8)	3 (11.5)	6 (23.1)	26 (100)
	Total	41 (17.3)	2 (0.8)	111 (46.8)	18 (7.6)	65 (27.4)	237 (100)
Female	Less than or equal to 5000	2 (14.3)	1 (7.1)	4 (28.6)	1 (7.1)	6 (42.9)	14 (100)
	5001-10000	5 (10.6)	1 (2.1)	24 (51.1)	3 (6.4)	14 (29.8)	47 (100)
	10001-25000	7 (8.3)	1 (1.2)	28 (33.3)	11 (13.1)	37 (44)	84 (100)
	25001-50000	4 (5.1)	0 (0)	29 (37.2)	15 (19.2)	30 (38.5)	78 (100)
	50000 AND ABOVE	2 (5)	1 (2.5)	20 (50)	6 (15)	11 (27.5)	40 (100)
	Total	20 (7.6)	4 (1.5)	105 (39.9)	36 (13.7)	98 (37.3)	263 (100)
Total	Less than or equal to 5000	13 (27.7)	2 (4.3)	16 (34)	5 (10.6)	11 (23.4)	47 (100)
	5001-10000	14 (12.7)	2 (1.8)	58 (52.7)	6 (5.5)	30 (27.3)	110 (100)
	10001-25000	17 (11.1)	1 (0.7)	61 (39.9)	16 (10.5)	58 (37.9)	153 (100)
	25001-50000	12 (9.7)	0 (0)	47 (37.9)	18 (14.5)	47 (37.9)	124 (100)
	50000 and above	5 (7.6)	1 (1.5)	34 (51.5)	9 (13.6)	17 (25.8)	66 (100)
	Total	61 (12.2)	6 (1.2)	216 (43.2)	54 (10.8)	163 (32.6)	500 (100)

Table 5.7a: Social Group and Religion of Students and their Parents in Graduate Level
(Number)

Student Social Group					Total
	General	OBC	EBC	SC	
Hindu	36 (25.5)	66 (46.8)	6 (4.3)	33 (23.4)	141 (100)
Muslim	0 (0)	0 (0)	6 (100)	0 (0)	6 (100)
Sikh	0 (0)	14 (100)	0 (0)	0 (0)	14 (100)
Jain	0 (0)	0 (0)	1 (100)	0 (0)	1 (100)
Others	3 (100)	0 (0)	0 (0)	0 (0)	3 (100)
Total	39 (23.6)	80 (48.5)	13 (7.9)	33 (20)	165 (100)
Student Mother's Social Group					Total
	General	OBC	EBC	SC	
Hindu	34 (24.1)	66 (46.8)	6 (4.3)	33 (23.4)	141 (100)
Muslim	0 (0)	0 (0)	6 (100)	0 (0)	6 (100)
Sikh	0 (0)	14 (100)	0 (0)	0 (0)	14 (100)
Jain	0 (0)	0 (0)	1 (100)	0 (0)	1 (100)
Others	3 (100)	0 (0)	0 (0)	0 (0)	3 (100)
Total	37 (22.4)	80 (48.5)	13 (7.9)	33 (20)	165 (100)
Student Father's Social Group					Total
	General	OBC	EBC	SC	
Hindu	34 (24.1)	66 (46.8)	6 (4.3)	33 (23.4)	141 (100)
Muslim	0 (0)	0 (0)	6 (100)	0 (0)	6 (100)
Sikh	0 (0)	14 (100)	0 (0)	0 (0)	14 (100)
Jain	0 (0)	0 (0)	1 (100)	0 (0)	1 (100)
Others	3 (100)	0 (0)	0 (0)	0 (0)	3 (100)
Total	37 (22.4)	80 (48.5)	13 (7.9)	33 (20)	165 (100)

Note: figures in the percentage denote percent share

Table 5.7 (b): Social Group and Religion of Students and their Parents in Post-Graduate Level
(Number)

Student Social Group						Total
	General	OBC	EBC	SC	ST	
Hindu	123 (42)	137 (47)	1 (0)	28 (10)	5 (2)	294 (100)
Muslim	0 (0)	0 (0)	37 (100)	0 (0)	0 (0)	37 (100)
Sikh	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	1 (100)
Christian	1 (50)	0 (0)	0 (0)	0 (0)	1 (50)	2 (100)
Jain	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	1 (100)
Total	124 (37)	139 (41)	38 (11)	28 (8)	6 (2)	335 (100)
Student mother's Social Group						Total
	General	OBC	EBC	SC	ST	
Hindu	123 (42)	137 (47)	1 (0)	28 (10)	5 (2)	294 (100)
Muslim	0 (0)	0 (0)	37 (100)	0 (0)	0 (0)	37 (100)
Sikh	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	1 (100)
Christian	1 (50)	0 (0)	0 (0)	0 (0)	1 (50)	2 (100)
Jain	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	1 (100)
Total	124 (37)	139 (41)	38 (11)	28 (8)	6 (2)	335 (100)
Student father's Social Group						Total
	General	OBC	EBC	SC	ST	
Hindu	123 (42)	137 (47)	1 (0)	28 (10)	5 (2)	294 (100)
Muslim	0 (0)	0 (0)	37 (100)	0 (0)	0 (0)	37 (100)
Sikh	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	1 (100)
Christian	1 (50)	0 (0)	0 (0)	0 (0)	1 (50)	2 (100)
Jain	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	1 (100)
Total	124 (37)	139 (41)	38 (11)	28 (8)	6 (2)	335 (100)

Note: figures in the percentage denote percent share

Chart 5.2: Social Group and Religion of Students at Post-Graduate and Graduate Level

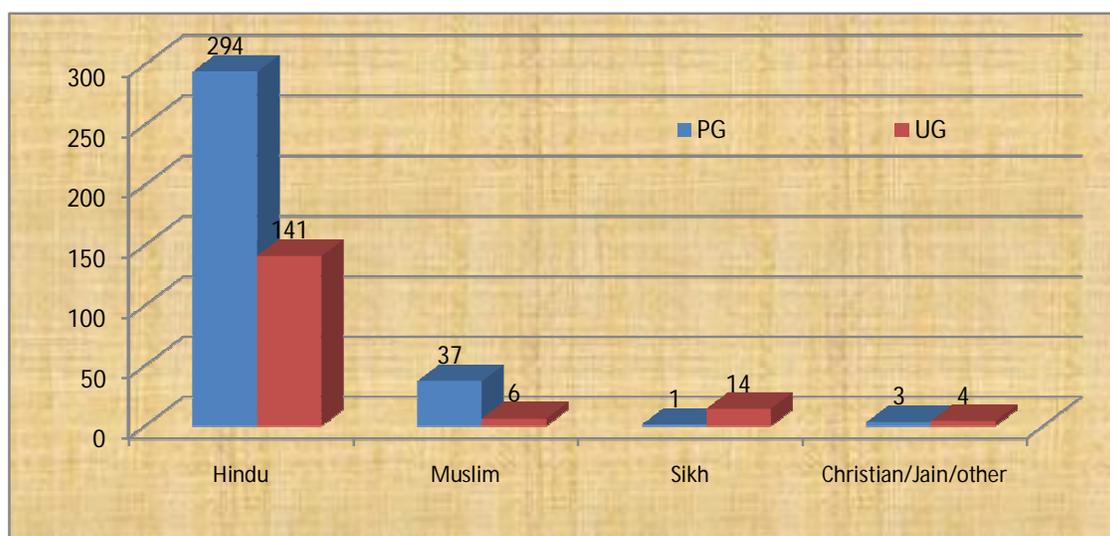


Table 5.8 a: Occupation of Father by Education

	Illiterate	Primary Complete (up to 5thSTD)	Secondary	Plus Two	Diploma	Graduate	Professional Degree	P.G	Total
Self - Employed in Agriculture	3 (5.9)	5 (9.8)	10 (19.6)	15 (29.4)	1 (2)	14 (27.5)	1 (2)	2 (3.9)	51 (100)
Self - Employed in Non-Agriculture/ Business person	3 (7.9)	2 (5.3)	8 (21.1)	8 (21.1)	2 (5.3)	11 (28.9)	0 (0)	4 (10.5)	38 (100)
Non- Agriculture labour on daily wages/casual labour	1 (33.3)	1 (33.3)	1 (33.3)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (100)
Regular Wage (Govt)	0 (0)	0 (0)	6 (11.5)	5 (9.6)	1 (1.9)	22 (42.3)	2 (3.8)	16 (30.8)	52 (100)
Regular Wage (Private)	0 (0)	0 (0)	1 (25)	0 (0)	0 (0)	2 (50)	1 (25)	0 (0)	4 (100)
Other	0 (0)	1 (5.9)	4 (23.5)	2 (11.8)	1 (5.9)	6 (35.3)	0 (0)	3 (17.6)	17 (100)
Total	7 (4.2)	9 (5.5)	30 (18.2)	30 (18.2)	5 (3)	55 (33.3)	4 (2.4)	25 (15.2)	165 (100)

Note: figures in the percentage denote percent share

Table 5.8 b: Occupation of Mother by Education

	Illiterate	Primary Complete (up to 5thSTD)	Secondary	Plus Two	Diploma	Graduate	Professional Degree	P.G
Self - Employed in Agriculture	1 (25)	1 (25)	0 (0)	2 (50)	0 (0)	0 (0)	0 (0)	4 (100)
Self-Employed in Non-Agri/Busin	0 (0)	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	1 (100)
Regular Wage (Govt)	0 (0)	0 (0)	3 (25)	2 (16.7)	0 (0)	3 (25)	4 (33.3)	12 (100)
House -Wife	20 (14.7)	30 (22.1)	40 (29.4)	26 (19.1)	1 (0.7)	16 (11.8)	3 (2.2)	136 (100)
Other	4 (33.3)	0 (0)	4 (33.3)	4 (33.3)	0 (0)	0 (0)	0 (0)	12 (100)
Total	25 (15.2)	31 (18.8)	47 (28.5)	35 (21.2)	1 (0.6)	19 (11.5)	7 (4.2)	165 (100)

Note: figures in the percentage denote percent share

Table 5.9 a: Education of Father by Occupation

	Education of Father								Total
	Illiterate	Primary Complete (up to 5th STD)	Secondary	Plus Two	Diploma	Graduate	Professional Degree	P.G	
Self-Employed in Agriculture	2 (4)	5 (11)	8 (18)	13 (29)	1 (2)	9 (20)	2 (4)	5 (11)	45 (100)
Self-Employed in Non-Agri/Busin	3 (4)	7 (8)	11 (13)	18 (22)	0 (0)	34 (41)	0 (0)	10 (12)	83 (100)
Non-Agri Daily Wage/Causal Labour	1 (100)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (100)
Regular Wage (Govt)	1 (1)	7 (5)	15 (11)	13 (9)	3 (2)	51 (36)	9 (6)	43 (30)	142 (100)
Regular Wage (Private)	0 (0)	6 (14)	7 (16)	2 (5)	0 (0)	13 (30)	4 (9)	11 (26)	43 (100)
Other	0 (0)	2 (10)	2 (10)	0 (0)	0 (0)	6 (29)	2 (10)	9 (43)	21 (100)
Total	7 (2)	27 (8)	43 (13)	46 (14)	4 (1)	113 (34)	17 (5)	78 (23)	335 (100)

Note: figures in the percentage denote percent share

Table 5.9 b: Education of Mother by Occupation

	Education of Mother							Total
	Illiterate	Primary Complete (up to 5 th STD)	Secondary	Plus Two	Graduate	Professional Degree	P.G	
Regular Wage (Govt)	0 (0)	1 (3)	4 (11)	9 (26)	9 (26)	1 (3)	11 (31)	35 (100)
Regular Wage (Private)	0 (0)	0 (0)	0 (0)	0 (0)	2 (100)	0 (0)	0 (0)	2 (100)
House -Wife	23 (8)	48 (16)	90 (30)	53 (18)	66 (22)	2 (1)	15 (5)	297 (100)
Other	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (100)	1 (100)
Total	23 (7)	49 (15)	94 (28)	62 (19)	77 (23)	3 (1)	27 (8)	335 (100)

Note: figures in the percentage denote percent share

Table 5.10: Comparative Profile of Disabled students to General students

Students	Differently abled (in Percentage)		Total Sample Size (No.)	
	Under Graduate	Post Graduate	Under Graduate	Post Graduate
Male	1.4	4.1	140	97
Female	4.0	3.4	25	238
Total	1.8	3.6	165	335

Table 5.11 (a): Statewise Graduate Student by Religion and Sex

(Figures in No.)

		Religion					Total
		Hindu	Muslim	Sikh	Jain	Others	
Rural	Male	73 (51.8)	1 (16.7)	8 (57.1)	-	2 (66.7)	84 (50.9)
	Female	7 (5.0)	-	-	-	-	7 (4.2)
	Total	80 (56.7)	1 (16.7)	8 (57.1)	-	2 (66.7)	91 (55.2)
Urban	Male	45 (31.9)	3 (50.0)	6 (42.9)	1 (100.0)	1 (33.3)	56 (33.9)
	Female	16 (11.3)	2 (33.3)	-	-	-	18 (10.9)
	Total	61 (43.3)	5 (83.3)	6 (42.9)	1 (100.0)	1 (33.3)	74 (44.8)
Total	Male	118 (83.7)	4 (66.7)	14(100.0)	1 (100.0)	3 (100.0)	140 (84.8)
	Female	23 (16.3)	2 (33.3)	-	-	-	25 (15.2)
	Total	141(100.0)	6 (100.0)	14(100.0)	1 (100.0)	3 (100.0)	165 (100.0)

Note: The figures in the parenthesis denote percentage

Table 5.11 (b): Statewise Post Graduate Student by Religion (Rural)

			Religion					Total
			Hindu	Muslim	Sikh	Jain	Other	
Rural	Andhra Pradesh	Male	-	-	-	-	-	-
		Female	5 (100)	-	-	-	-	5 (100)
		Total	5 (100)	-	-	-	-	5 (100)
	Bihar	Male	49 (92.5)	3 (5.7)	-	-	1 (1.9)	53 (100)
		Female	38 (88.4)	5 (11.6)	-	-	-	43 (100)
		Total	87 (90.6)	8 (8.3)	-	-	1 (1)	96 (100)
	Haryana	Male	-	-	-	-	-	-
		Female	-	-	-	-	-	-
		Total	-	-	-	-	-	-
	Jharkhand	Male	1 (100)	-	-	-	-	1 (100)
		Female	2 (100)	-	-	-	-	2 (100)
		Total	3 (100)	-	-	-	-	3 (100)
	Karnataka	Male	-	-	-	-	-	-
		Female	-	-	-	-	-	-
		Total	-	-	-	-	-	-
	Punjab	Male	-	-	-	-	-	-
		Female	-	-	-	-	-	-
		Total	-	-	-	-	-	-
	Uttar Pradesh	Male	1 (100)	-	-	-	-	1 (100)
		Female	6 (100)	-	-	-	-	6 (100)
		Total	7 (100)	-	-	-	-	7 (100)
West Bengal	Male	-	-	-	-	-	1 (100)	
	Female	-	-	-	-	-	-	
	Total	-	1 (100)	-	-	-	1 (100)	
Total	Male	51 (91.1)	4 (7.1)	-	-	1 (1.8)	56 (100)	
	Female	51 (91.1)	5 (8.9)	-	-	-	56 (100)	
	Total	102 (91.1)	9 (8)	-	-	1 (0.9)	112 (100)	

Note: The figures in the parenthesis denote percentage

Statewise Post Graduate Student by Religion (Urban)

			Religion					Total
			Hindu	Muslim	Sikh	Jain	Other	
Urban	Andhra Pradesh	Male	-	-	-	-	-	-
		Female	18 (100)	-	-	-	-	18 (100)
		Total	18 (100)	-	-	-	-	18 (100)
	Bihar	Male	37 (92.5)	3 (7.5)	-	-	-	40 (100)
		Female	108 (80)	24 (17.8)	1 (0.7)	1 (0.7)	1 (0.7)	135 (100)
		Total	145 (82.9)	27 (15.4)	1 (0.6)	1 (0.6)	1 (0.6)	175 (100)
	Haryana	Male	-	-	-	-	-	-
		Female	1 (100)	-	-	-	-	1 (100)
		Total	1 (100)	-	-	-	-	1 (100)
	Jharkhand	Male	-	-	-	-	-	-
		Female	15 (100)	-	-	-	-	15 (100)
		Total	15 (100)	-	-	-	-	15 (100)
	Karnataka	Male	-	-	-	-	-	-
		Female	1 (100)	-	-	-	-	1 (100)
		Total	1 (100)	-	-	-	-	1 (100)
	Punjab	Male	-	-	-	-	-	-
		Female	-	1 (100)	-	-	-	1 (100)
		Total	-	1 (100)	-	-	-	1 (100)
	Uttar Pradesh	Male	1 (100)	-	-	-	-	1 (100)
		Female	10 (100)	-	-	-	-	10 (100)
		Total	11 (100)	-	-	-	-	11 (100)
West Bengal	Male	-	-	-	-	-	-	
	Female	1 (100)	-	-	-	-	1 (100)	
	Total	1 (100)	-	-	-	-	1 (100)	
Total	Male	38 (92.7)	3 (7.3)	-	-	-	41 (100)	
	Female	154 (84.6)	25 (13.7)	1 (0.5)	1 (0.5)	1 (0.5)	182 (100)	
	Total	192 (86.1)	28 (12.6)	1 (0.4)	1 (0.4)	1 (0.4)	223 (100)	

Note: The figures in the parenthesis denote percentage

State-wise Post Graduate Student by Religion (Total)

			Religion					Total
			Hindu	Muslim	Sikh	Jain	Other	
Total	Andhra Pradesh	Male	-	-	-	-	-	-
		Female	23 (100)	-	-	-	-	23 (100)
		Total	23 (100)	-	-	-	-	23 (100)
	Bihar	Male	86 (92.5)	6 (6.5)	-	-	1 (1.1)	93 (100)
		Female	146 (82)	29 (16.3)	1 (0.6)	1 (0.6)	1 (0.6)	178 (100)
		Total	232 (85.6)	35 (12.9)	1 (0.4)	1 (0.4)	2 (0.7)	271 (100)
	Haryana	Male	-	-	-	-	-	-
		Female	1 (100)	-	-	-	-	1 (100)
		Total	1 (100)	-	-	-	-	1 (100)
	Jharkhand	Male	1 (100)	-	-	-	-	1 (100)
		Female	17 (100)	-	-	-	-	17 (100)
		Total	18 (100)	-	-	-	-	18 (100)
	Karnataka	Male	-	-	-	-	-	-
		Female	1 (100)	-	-	-	-	1 (100)
		Total	1 (100)	-	-	-	-	1 (100)
	Punjab	Male	-	-	-	-	-	-
		Female	-	1 (100)	-	-	-	1 (100)
		Total	-	1 (100)	-	-	-	1 (100)
	Uttar Pradesh	Male	2 (100)	-	-	-	-	2 (100)
		Female	16 (100)	-	-	-	-	16 (100)
Total		18 (100)	-	-	-	-	18 (100)	
West Bengal	Male	-	1 (100)	-	-	-	1 (100)	
	Female	1 (100)	-	-	-	-	1 (100)	
	Total	1 (50)	1 (50)	-	-	-	2 (100)	
Total	Male	89 (91.8)	7 (7.2)	-	-	1 (1)	97 (100)	
	Female	205 (86.1)	30 (12.6)	1 (0.4)	1 (0.4)	1 (0.4)	238 (100)	
	Total	294 (87.8)	37 (11)	1 (0.3)	1 (0.3)	2 (0.6)	335 (100)	

Note: The figures in the parenthesis denote percentage

Chart 5.3: Statewise Post Graduate Students in Percentage

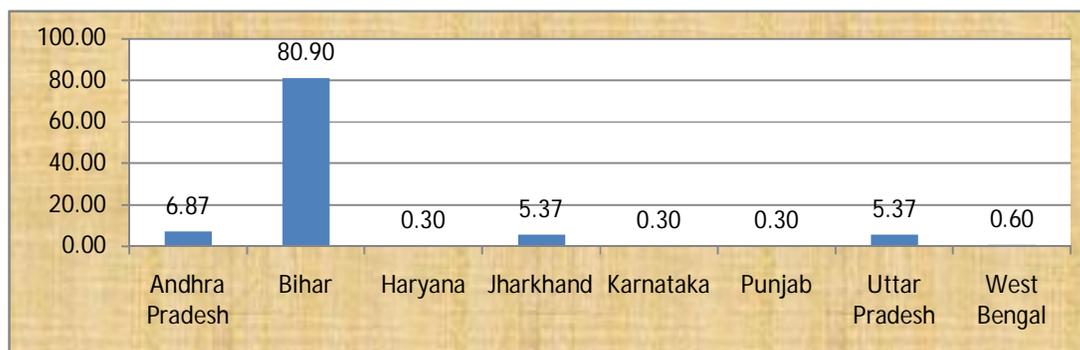


Chart 5.4: Graduate Students in Percentage

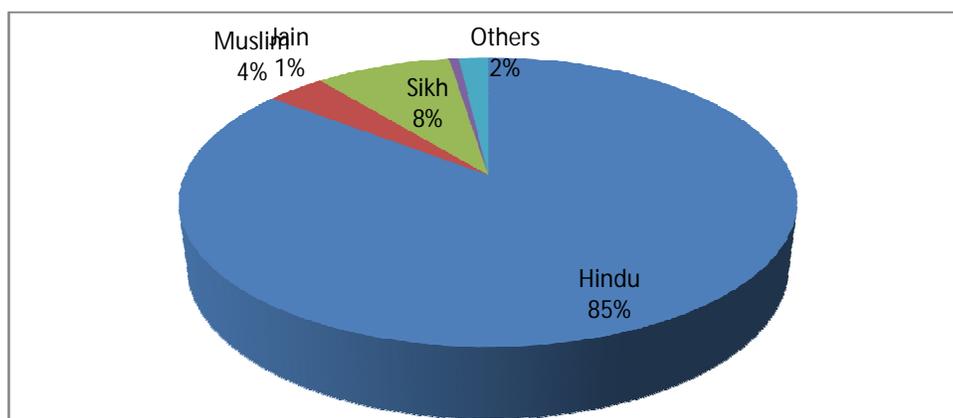


Table 5.12: Education Level of the Sibling

Gender of Sibling	Sex	Average Age of Sibling	Primary Complete (up to 5th STD)	Secondary (up to 10th STD)	Plus Two or Higher Secondary	Diploma ITI / ITC	Graduate	Professional Degree	Post Graduate & Above	N.R	Total
PG											
Sibling 1	Male	25.0	1 (1)	11 (7)	15 (9)	0 (0)	45 (28)	44 (28)	41 (26)	2 (1)	159 (100)
	Female	24.2	0 (0)	2 (1)	4 (2)	0 (0)	40 (23)	10 (6)	19 (11)	101 (57)	176 (100)
Sibling 2	Male	22.2	5 (5)	9 (8)	17 (16)	2 (2)	33 (30)	26 (24)	14 (13)	3 (3)	109 (100)
	Female	23.0	0 (0)	10 (4)	10 (4)	0 (0)	26 (12)	10 (4)	16 (7)	154 (68)	226 (100)
UG											
Sibling 1	Male	19.5	2 (1.4)	47 (33.6)	17 (12.1)	0 (0)	41 (29.3)	19 (13.6)	13 (9.3)	1 (0.7)	140 (100)
	Female	17.1	2 (8)	7 (28)	4 (16)	0 (0)	9 (36)	2 (8)	1 (4)	0 (0)	25 (100)
Sibling 2	Male	11.7	3 (2.1)	8 (5.7)	17 (12.1)	1 (0.7)	31 (22.1)	4 (2.9)	10 (7.1)	66 (46.4)	140 (100)
	Female	10.6	1 (4)	4 (16)	2 (8)	0 (0)	5 (20)	1 (4)	1 (4)	11 (44)	25 (100)

Table 5.13: Percentage Distribution of Location, type of school for Students

		UG			PG		
		Male	Female	Total	Male	Female	Total
Location of School (10th class)	Rural	45.0	40.0	44.2	55.7	15.5	27.2
	Urban	55.0	60.0	55.8	44.3	84.5	72.8
Type of 10th School	Co-education	73.6	72.0	73.3	92.8	60.1	69.6
	Single Sex	26.4	28.0	26.7	7.2	37.0	28.4

Table 5.13(i): Percentage Distribution of management type and syllabus of schools for Students

		UG			PG		
		Male	Female	Total	Male	Female	Total
Management type of School (10th)	Gov	69.0	72.0	70.0	81.0	43.0	54.0
	Private-Aided	13.0	20.0	14.0	9.0	43.0	33.0
	Private-Unaided	18.0	8.0	16.0	9.0	13.0	12.0
Syllabus class (10th)	State board	58.0	64.0	59.0	74.0	48.0	56.0
	CBSE	38.0	32.0	37.0	20.0	39.0	33.0
	ICSE	4.0	0.0	3.0	4.0	10.0	8.0
	Others	1.0	4.0	1.0	2.0	3.0	3.0

Table 5.14: Percentage Distribution of location, career choice and average marks obtained in schools of Under Graduate Students

		UG			PG		
		Male	Female	Total	Male	Female	Total
Location of Plus two School	Rural	24.3	28.0	24.8	27.8	9.7	14.9
	Urban	75.7	72.0	75.2	72.2	90.3	85.1
Average number of Marks obtain by Students	Plus two	62.0	61.0	61.9	62.4	63.2	63
	10th class	53.2	57.2	53.8	63.7	63.8	63.8

Table 5.15: Percentage Distribution of Stream and Type of Management

		UG			PG		
		Male	Female	Total	Male	Female	Total
Stream of Plus Two	Science	84.0	76.0	83.0	56.0	49.0	51.0
	Humanities	11.0	20.0	13.0	14.0	13.0	14.0
	Commerce	4.0	0.0	3.0	22.0	30.0	27.0
	Others	1.0	4.0	1.0	8.0	8.0	8.0
Management type of institute (Plus Two)	Govt	75.0	80.0	76.0	89.0	58.0	67.0
	Private-Aided	14.0	12.0	13.0	7.0	32.0	24.0
	Private-Unaided	11.0	4.0	10.0	4.0	11.0	9.0

Table 5.16: Percentage Distribution of students according to search for job/pursuing Higher Education

		UG			PG		
		Male	Female	Total	Male	Female	Total
Post Secondary Career Choice	Pursue higher education	76.4	76	76.4	74.2	68.5	70.1
	Search for Job	23.6	24	23.6	25.8	28.6	27.8

Table 5.17: Percentage Distribution of sources for selecting course of study (UG)

Sex	Attend any career guidance	Who organized Career Guidance					
		School	Neighbourhood Association	Religious forums	Caste/Community Associations	Commercial centres	College website
Male	34	11	10	9	14	23	20
Female	12	12	12	12	20	20	12
Total	31	12	10	10	15	22	19

Table 5.18: Percentage Distribution of sources for selecting course of study (PG)

Sex	Attend any career guidance	Who organized Career Guidance					
		School	Neighbourhood Association	Religious forums	Caste/Community Associations	Commercial centres	College website
Male	37	27	11	10	6	16	27
Female	23	23	10	11	11	16	19
Total	27	24	10	11	10	16	21

Table 5.19: Percentage Distribution of prospects of course students study by Sex (UG)

	Family Members	People in the Neighbourhood	Friends at School	Friends outside school	Teachers in school	Teacher in coaching	Through Media	Religious	Caste Community	From Internet	College website
Male	69	21	43	31	34	25	37	13	12	41	26
Female	68	8	20	20	16	16	16	12	8	32	20
Total	68	19	39	29	31	24	34	13	12	39	25

Table 5.20: Percentage Distribution of prospects of course students study by Sex (PG)

	Family Members	People in the Neighbourhood	Friends at School	friends outside school	Teachers in school	Teacher in coaching	Through Media	Religious	Cast Community	From Internet	College website
Male	63	27	37	29	39	33	68	11	11	71	26
Female	70	26	32	24	35	28	77	13	15	78	30
Total	68	26	34	25	36	29	74	13	14	76	29

Table 5.21: Percentage Distribution of reasons taking admission in this college students study by Sex (UG)

	First Choice of Subject	First Choice of college	My home / place of residence	Able to afford the fees	Entry requirements match with my marks	All friends are here	College is more welcoming to social group I belong to	Because the certificate is with this college	Did not get admission in any other college	This college has hostel facilities
Male	81	66	29	62	49	16	31	18	17	49
Female	68	80	44	56	36	20	28	24	28	48
Total	79	68	31	61	47	16	31	19	19	48

Table 5.22: Percentage Distribution of reasons taking admission in this college students study by Sex (PG)

	First Choice of Subject	First Choice of college	My home/place of residence	Able to afford the fees	Entry requirements match with my marks	All friends are here	College is more welcoming to social group I belong to	Because the certificate is with this college	Did not get admission in any other college	This college has hostel facilities
Male	88	67	32	65	61	25	35	25	21	47
Female	72	63	33	47	49	20	23	20	19	34
Total	77	64	33	52	53	21	27	21	20	38

Table 5.23: Percentage Distribution of Benefit from reservation by Sex (UG)

	Benefit from the Reservati on Policy	Under Category have been admitted					Admission under reservation despite ranked in the merit list	Paid extra fee in addition to that is listed in the brochure
		Open merit	OBC	SC	ST	Other		
Male	46	40	39	16	1	4	30	15
Female	36	12	56	16	0	16	32	12
Total	45	36	41	16	1	6	30	15

Table 5.24: Percentage Distribution of Benefit from reservation by Sex (PG)

	Benefit from the Reservation Policy	Under Category have been admitted					Admission under reservation despite ranked in the merit list	Paid extra fee in addition to that is listed in the brochure
		Open merit	OBC	SC	ST	Other		
Male	49	19	44	10	1	26	31	22
Female	40	22	45	5	1	26	25	13
Total	43	21	44	7	1	26	27	15

Table 5.25: Future Plans after completing degree

	PG Students	UG Students
Pursue Higher Studies		
Female	75.3	86.4
Male	80.3	96.0
Total	78.8	87.9
Prepare for competitive exam		
Female	73.2	86.4
Male	88.2	96.0
Total	83.9	87.9
Attend sift skill training institution programme		
Female	55.7	63.6
Male	63.9	60.0
Total	61.5	63.0
Look for private sector employment		
Female	46.4	50.0
Male	61.3	64.0
Total	57.0	52.1

Look for public sector employment		
Female	74.2	85.7
Male	82.4	92.0
Total	80.0	86.7
Prepare for competitive tests		
Female	77.3	84.3
Male	82.4	92.0
Total	80.9	85.5
Pursue job oriented certificate course (technical / vocational course)		
Female	49.5	57.1
Male	67.2	72.0
Total	62.1	59.4
Go to my native village		
Female	18.0	24.0
Male	16.0	36.0
Total	17.5	29.5
Will get married		
Female	0.0	0.7
Male	18.5	29.0
Total	18.5	14.9

Table 5.26: Percentage Distribution of getting information in Initial Days by Sex (UG)

	Welcome party at time of joining	Formal orientation programme during initial days	Invite orientation programme during initial days	Attend orientation programme	Rules regulation and code of conduct	Library facility	Scholarships, fellowship, internship	Job prospects course
Male	26	50	49	46	63	66	37	38
Female	28	28	20	24	48	52	40	44
Total	26	47	45	43	61	64	38	39

Table 5.27: Percentage Distribution of getting information in Initial Days (PG)

	Welcome party at time of joining	Formal orientation programme during initial days	Invite orientation programme during initial days	Attend orientation programme	Rules regulation and code of conduct	Library facility	Scholarships, fellowship, internship	Job prospects of course
Male	39	32	33	35	45	48	26	21
Female	37	41	39	37	49	46	32	26
Total	38	39	37	37	48	47	30	24

Table 5.28: Percentage Distribution of getting information in Initial Days (UG)

	Placement opportunities	Anti Ragging Rules and Regulations	Rules against caste, ethnicity, gender based ragging	Committees and cells that deals with variety of welfare issues	All first Year Students	Students each branch	Students of each social group	Sex wise
Male	37	51	38	39	44	41	31	12
Female	36	48	44	32	36	28	28	16
Total	37	51	39	38	42	39	31	13

Table 5.29: Percentage Distribution of getting information in Initial Days (PG)

	Placement opportunities	Anti Ragging Rules and Regulations	Rules against caste, ethnicity, gender based ragging	Committees and cells that deals with variety of welfare issues	All first Year Students	Students each branch	Students of each social group	Sex wise
Male	18	28	25	25	31	25	29	10
Female	29	39	25	24	41	36	21	17
Total	26	36	25	24	38	33	23	15

Table 5.30: Distribution of respondents by Initial experiences of students

	I felt welcomed		found the new place interesting		felt nervous and had inferiority complex		Social and culture life of campus was strange for me	
	PG	UG	PG	UG	PG	UG	PG	UG
Male	64 (66)	79 (56.4)	81 (83.5)	104 (74.3)	33 (34)	51 (36.4)	30 (30.9)	78 (55.7)
Female	153 (64.3)	13 (52)	168 (70.6)	17 (68)	47 (19.7)	9 (36)	66 (27.7)	13 (52)
Total	217 (64.8)	92 (55.8)	249 (74.3)	121 (73.3)	80 (23.9)	60 (36.4)	96 (28.7)	91 (55.2)
	Found it difficult to form peer group		Felt I was deliberately ignored		It was hard to adjust		Restrooms were not available	
Male	26 (26.8)	46 (32.9)	18 (18.6)	27 (19.3)	27 (27.8)	45 (32.1)	51 (52.6)	66 (47.1)
Female	43 (18.1)	12 (48)	24 (10.1)	8 (32)	45 (18.9)	11 (44)	95 (39.9)	12 (48)
Total	69 (20.6)	58 (35.2)	42 (12.5)	35 (21.2)	72 (21.5)	56 (33.9)	146 (43.6)	78 (47.3)
	Did not feel safe in the campus		Searching for students of my background to avoid feeling of out of place		It was difficult to follow the class room		Difficult to follow classroom instructions compared to other students	
Male	34 (35.1)	70 (50)	32 (33)	56 (40)	22 (22.7)	51 (36.4)	24 (24.7)	32 (22.9)
Female	71 (29.8)	11 (44)	43 (18.1)	10 (40)	34 (14.3)	8 (32)	27 (11.3)	7 (28)
Total	105 (31.3)	81 (49.1)	75 (22.4)	66 (40)	56 (16.7)	59 (35.8)	51 (15.2)	39 (23.6)
	The teacher addressed to other types of students and not to the social background I belong to		The instructions were simple and easy to follow		Study materials are too expensive		Difficult in dealing with the subjects	
Male	25 (25.8)	23 (16.4)	78 (80.4)	109 (77.9)	38 (39.2)	60 (42.9)	31 (32)	46 (32.9)
Female	17 (7.1)	12 (48)	189 (79.4)	15 (60)	41 (17.2)	11 (44)	38 (16)	9 (36)
Total	42 (12.5)	35 (21.2)	267 (79.7)	124 (75.2)	79 (23.6)	71 (43)	69 (20.6)	55 (33.3)
	Cost of living campus is too high		The classrooms were inaccessible		College has officials who regular speak about the value of equality and social justice		College is sensitive to regional / language and culture differences	
Male	16 (16.5)	43 (30.7)	24 (24.7)	47 (33.6)	45 (46.4)	77 (55)	43 (44.3)	62 (44.3)
Female	18 (7.6)	7 (28)	44 (18.6)	8 (32)	107 (45)	12 (48)	56 (23.5)	7 (28)
Total	34 (10.1)	50 (30.3)	68 (20.4)	55 (33.3)	152 (45.4)	89 (53.9)	99 (29.6)	69 (41.8)
	College has a lot of tension around social differences and divisions		College addresses concerns of women students		I felt I could not stay on to study in this college			
Male	43 (44.3)	65 (46.4)	48 (49.5)	66 (47.1)	23 (23.7)	49 (35)		
Female	44 (18.5)	8 (32)	138 (58)	9 (36)	35 (14.7)	9 (36)		
Total	87 (26)	73 (44.2)	186 (55.5)	75 (45.5)	58 (17.3)	58 (35.2)		

Chapter 6

Diversity and Academic Experiences of the Students

Introduction

In all, there is a need for the enlargement of diversity and adaptive capacity of higher education and training system to respond to the changing economic environment. This is not only desirable to ensure that higher education institutions continue to be relevant, but it is an essential step enabling them to enjoy greater autonomy within a framework of greater self-responsibility. The objective of diversity is to promote creative thinking in a healthy atmosphere. By its very nature academic standards cannot be maintained or improved without some kind of diversity. A focus on the diversity along with enforced self-regulation holds greatest potential for the efficient functioning of the higher education system. Thus, diversity and academic experiences of students are intertwined factors which lead to holistic development of a student. For discussing the diversity objectives, data collected through survey have been extensively used. This chapter tries to find out how the diversity in gender, social group, religion etc. influences the academic career of a student.

Classroom Seating Arrangements

Seating arrangement is generally over looked in all the studies but the distribution of seating arrangement also has a major impact on academic career. The seating arrangements for PG and UG Student by sex are presented in Table 6.1. More than 90 percent of students of PG and UG attend classes regularly. Most of the students choose middle row for sitting. While comparing PG and UG data one may see that, class toppers in PG like to sit in front, whereas toppers of UG prefer to sit in middle. When comparing boys and girls, it is seen that, in PG level 58 percent of girls prefer to sit in middle compared to 48 percent for boys. Regarding class toppers in PG level, it is observed that compared to girls (10 percent) more boys like to sit at the back seats (20 percent). In UG level, however, compared to girls more boys prefer to sit at middle rows as evident from Table 6.1. Thus, Table 6.1 compels us to consider that choice of rows also plays a determining role in students' career.

Education leads to both qualitative and quantitative enhancement. On the basis of qualitative reasons, the nature of student's i.e., how free they are in class room, how free they are with teachers and their peers could be assessed. Table 6.2 presents the percentage distribution of PG and UG students according to preference of factors. For the choice to select row, compared to females, male students are more responsive in PG level. But in UG level, higher percentage of girls goes for better sitting place compared to boys. But the gap is not very big. In getting more attention from teacher, in both the levels, female students are more concerned compared to the male students. Preference of the rows for proper understanding of lecture and discussions is more in girls compared to boys at both the levels. It is notable that although girls give more preference to all these factors, even boys percentage share is only slightly lower but not a major gap. However, the in sitting with friends, both at UG and PG level, the boys have the highest share compared to girls. Very few students gave importance to medical/other physical reasons, fear of harassment from other students and sitting with own community peers. So the reasons like attention of teachers and lecture are major issues

for selecting seats. This brings out the fact that irrespective of other factors like caste, community, fear of harassment etc. students give higher importance to career which will be strengthened only when they have good marks.

The quantitative figures very much meet with the qualitative answers collected by FGD where students think of taking up UPSC or other competitive exams after completing their course.

Teacher Sensitivity towards Diversity of Student Identities

Teachers in the universities and colleges generate and disseminate knowledge through organic linkages with each other as also with the students through a facilitating physical and academic environment. Teachers should be unbiased and knowledgeable. Table 6.3 shows the percentage distribution of Teacher Sensitivity towards Diversity of Student Identities. At both UG and PG levels, most of the students say that they do not face any discrimination from the teachers in any form. Compared to the shaded part of questions like teachers make derogatory remarks, caste based jokes, gender based jokes etc. 70 and 67 percent of boys and 72 and 74 percent of girl students at UG and PG level said that teachers encourage them to ask questions. Regarding question on how teachers encourage them to participate in debates and discussions, more than 70 percent students in the two levels said that all teachers have positive response. Even when interviewed about teacher's attitude towards them, they said that teachers never discriminate on the basis of caste, creed or social background. However, the only grievance which they noted was – the ad hoc teachers are more approachable than the permanent teachers. So, overall it could be said that there is very negligible discrimination, as recorded from the field survey results.

After 81 years of independence, still the marginalized classes, like the Scheduled Castes (SCs), Scheduled Tribes (STs), are treated as socially and educationally backward classes. The Directive Principles of State Policy under the Constitution also put an obligation on the state to “promote educational and economic interests of SC and ST and other weaker sections, and protect them from social injustices and all forms of exploitation” by enacting appropriate laws and policies. These provisions were translated into laws and policies by the state, such as in the Protection of Civil Rights (PCR) Act 1955, followed by the Prevention of Atrocities (PoA) Act 1989, and the Reservation Policy (RP) applicable in legislature, employment and education in 1950. While the purpose of anti-discrimination laws is to ensure equal citizenship rights to the SCs and STs, that of the RP is to provide protection against discrimination in the spheres of employment, education, and legislature to ensure a fair share in these for the SCs and STs and to bring about an improvement in their economic and educational status. These two policies have been in operation for about 60 years. However, unlike other policies for the poor, the RP faces constant resistance in one form or another, mainly from all influential quarters. The most recent campaign against it originated in political quarters with the suggestion that caste should be replaced by economic criteria for the implementation of reservation. While the suggestion was immediately withdrawn, academicians continue to put forth old and new arguments, disregarding theoretical and empirical considerations for RPs. The most frequent criticisms against this policy are: that the RP has achieved limited success in solving the problems of the SCs/ STs; that the

economically better off among the SCs and STs have benefited more than the weak; that since RP has achieved only limited success in helping the poor among the SCs/STs, caste should be replaced by economic criteria for reservation; that the policy has encouraged inefficiency; and that there is a need to set limits for RPs (Thorat et al., 2007).

After reading this excerpt by Dr. Thorat, one is bound to think that are we still equal or there is some difference? Students belonging to deprived classes are looked down by other students as they are gaining the privilege of reservation. Although the answers of group discussion and survey data in Patna University and colleges bring out positive picture where very few students complain of derogatory remarks, offensive, caste based jokes etc. by the teachers. For equality in education, even this difference must not be there. Educational institutions should be place of learning and not fear.

Summary

Students gave positive response towards teacher's sensitivity regarding encouragement and participation in discussions but a small share of students also said that they feel uncomfortable due to derogatory or caste based remarks by the teacher. Regarding all the responses based on comments like gender, sentimental jokes etc. the percent of female students who felt this difference was more than male students.

Sensitivity to Student Diversity in Curriculum Transaction

The issue of offering relevant education also poses serious concern. It was recognized that relevant education would involve three aspects. It involves imparting of scientific knowledge to the students on the subject so that we create knowledge society with scientific approach and mind. Beside knowledge it also involves imparting of skill and working knowledge, and thereby develops human resource necessary for economic development. And finally relevant education also involve providing value education so that education serve as an instrument of creating citizens who cherish value of democracy, secularism, fraternity, and equality. Teachers are the focal point of a class room. It is the response of a teacher which builds up confidence in students.

An interesting variation of responses, particularly in terms of the caste, class and regional backgrounds of the students, could be observed in this regard. On the basis of FGD, it came out that casteism was evident. The students belonging to minority or lower class faced discrimination from upper class teachers. They were of the opinion that students belonging to backward class or minorities have different behaviour. Especially in Bihar, it is general thinking that the people who belong to minorities or backward caste have narrow thinking; they have a low level of thinking and are unable to think big. They said that some upper caste person was filling guilty after spending time with small caste people. They were very sad to report that they had to accept these views, otherwise their progress may get hampered. The students said that instead of encouraging student for class discussions or assignments, the faculties remain confined to their responsibilities. Respondents said that teachers in the private coaching are discouraging them by focussing their study only to achieve cut-off marks. The private coaching classes are also creating a feeling among the SCs that they don't

have to learn or prepare beyond a level as they will already get jobs even if they get lower marks due to reservation.

The classroom interaction is very important dimension in present educational system. Table 6.4 shows that out of the three responses, only 36 percent male and 24 percent female in UG and 47 percent male and 45 percent female in PG said that teachers include them in class discussions. Regarding responses on teachers' encouragement for working together in group assignments and respect of different beliefs, the share ranged between 51 percent to 78 percent.

Summary

So, one major point that arises from this response is that, the students' answer in group discussions does not match with their questionnaire answers. This contradiction shows that there is some concealed issue which is still unexplored. One can be peer group pressure. Thus, teacher should try to interact with students personally so that they feel free to share anything with teachers.

Equality in Provision of Academic Support

Many nations have social inequality, but nowhere else in the world inequality has been as extremely dominated by the institution of caste as in the India. It is a known fact that education is closely linked to development. Historical evidences in this regard indicate that Dalit community has been excluded from the whole process of education since centuries. After the formation of the Constitution of India, education was supposed to be made "accessible to all". "The State shall promote with special care the educational and economic interests of the weaker sections of the people and in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation." Untouchability was declared abolished under Article 17. Accordingly, avenues had been opened to these people to enter into modern and secular sectors of development which are based on rationality as against the tradition and religion. As a result, the philosophy of equality and equal opportunity was cherished during the period. However, as revealed by many studies, restricted access to education has been a matter of great social concern ever since the notion of equality of educational opportunity gained recognition as a basic human right.

Studies have established that access to and performance in education continues strongly to be a function of social background-caste, class, race and sex are the major factors that operate. The UNICEF and UNESCO (2014) have reported that Dalit girls have the highest primary school exclusion rate in India. The report also indicates that half of the pre-school aged Dalit children are not attending school and the contributing factors to higher rates of exclusion are deep-rooted social inequalities and poverty among dalits (Scheduled Castes). The report also stated that, humiliation, harassment and abuse by upper caste teachers towards children from scheduled castes de-motivated the children to stay in school. Similar is the case with Higher Education. The students have to face humiliation or hatred either from teachers or their peer groups.

Teacher has an important place in student's life. Their behavioural attributes count a lot for the students. Table 6.5 gives response of the students in PG and UG on the basis of few selected questions. One could see from Table 6.6 that for responses like attention in classroom, comparison with others, clarifying doubts and more attention my teachers of own background, more than half of the students said that they feel positive. Between 60 percent to 78 percent respondents in female students both in UG and PG classes feel that the teachers from their own background are more helpful. Similarly, 66 percent boys in UG and 71 percent boys in PG think the same. However, regarding responses on receiving academic support and participation in academic discussion, three-fourth of the students gave negative answer. On question of keeping idle in the laboratory and not allowed to work even if allowed to enter, less than fifteen percent gave positive response. Even for question on under rating the ability, very few students ranging between 8 to 15 percent had the view that their ability is under rated.

Summary

Majority of the students were of the view that they rarely received any academic support from the teachers. On questions of giving equal attention like other students in academic discussion, more than 75 percent students opined that they felt neglected in academic discussions. However, on question of sitting idle or not allowed to enter the laboratory, only 6 percent and 14 percent male students and 4 percent and 8 percent female students in UG and PG told that they feel this attitude. Overall, one can assess that though there were some differences but student were satisfied with teachers behaviour. But a thing that came out from FGD was that the teachers whom they feel are friendly are mainly visiting or ad-hoc teachers.

Classroom Interaction

The classroom is the central point of the higher educational structure; the social and academic integration which occurs therein is a major feature of the learning experience (Kritsonis, 2004). According to Vincent Tinto (1993), for students who commute to college, especially those who have multiple obligations outside the college, the classroom may be the only place where students and faculty meet, where education in the formal sense is experienced. For those students, in particular, the classroom is the crossroad where the social integration and academic integration convene. Thus, it is evident that the classroom setting is important, especially as it may shape academic integration and social integration.

The classroom interaction is another important dimension in present educational system. About teacher's identifying students by name, at UG level, 47 percent male and 36 percent female said that they are always called by name. Similarly, 52 percent male and 67 percent female in PG also have the same view. Regarding Teacher's Encouragement to ask questions and participate in discussions, more than 70 percent said that teacher always encourages them for this (Table 6.6).

Summary

Classroom interaction is very important for teacher and students. If teacher identifies student by name that means that teacher is paying attention towards him or her. Even regarding teacher's encouragement, students' responses were quite positive.

Guidance and Time Given by the Teacher for Feedback

Teachers normally give one-to-one time on academic matters (Table 6.7). But males and females both were of the opinion that teachers rarely gave them one-to-one time on academic matters. Less than 30 percent girls (28 percent) and 36 percent boys at UG said that they had one to one interaction on academic matters. In PG level, 44 percent male and 45 percent female said that had one to one interaction on academic matters. It is compulsory for each student to submit a thesis under the guidance of one faculty. So this is a regular practice. Regarding the question on frequently guided by a faculty member in research/project, less than 50 percent of UG students and 50 percent and above of PG students opined that they faced no problem. On question of visiting teacher without inhibitions in his / her office / staff room to discuss academics issues, the response was between 60 to 66 percent. In this case, the response from male and female students at both the levels remained between 60 to 66 percent. Regarding directly getting doubts clarified from faculty during or ends of class, the response of male (UG + PG) was 61 percent and 63 percent respectively. But in case of female, only 48 percent in UG said that they met teacher to clarify their doubts, whereas 72 percent female in PG said that they feel free to meet teacher after class to clear their doubts. On the issue of Faculty providing feedback on academic progress, less than 40 percent students in UG level gave positive response but in PG level, this was more than 50 percent. Very few students opined that they were allotted separate time to meet faculty compared to others. However, the response of boys was higher than girls.

Summary

Teacher's role is to monitor and improve. Overall, teacher's feedback contributes to creating a knowledge-rich student output. Thus teachers should be easily available. But from the group discussions, it came out that only temporary teachers are approachable and easily accessible. Regarding permanent teachers, students feel that they could not be easily approached. Answer shows that in totality, a student is satisfied by teacher's guidance.

Inter-Personal Relationship with Teachers

Interpersonal relationship with teachers showed a blend of responses. Respondents felt free to interact informally with faculty members outside the class room frequently; although the response remained below 50 percent (Table 6.8). However, teachers seldom encouraged students to discuss their personal issues. Regarding both the questions, the positive response was less than 50 percent.

Summary

The response which came out from data also matches with FGD where respondents were disappointed by the fact that faculties just come to class and deliver lectures, they never try to find out that the students are following it or not. They confine only to their responsibility of engaging classes. In their opinion teachers should be a counsellor who guide them and with whom they feel comfortable in sharing or discussing the problems. The respondents were of the view that there were very few teacher of that kind in their college or university.

Equality in Evaluation

Majority of students (81 percent in PG and 71 percent in UG) thought that teachers evaluated their examination paper fairly. In UG, only 48 percent girls thought that evaluation of paper was fair, but this response was 81 percent for UG girls. A significant proportion of respondents (39 percent in UG and 40 percent in PG) were of the opinion that they got a chance of reevaluating examination papers (Table 6.9). However, the chance for reevaluation was higher among boys in UG level (42 per cent) whereas, only 28 percent girls felt that they got chance to re-evaluate their papers. More than 80 percent students in PG and 87 percent in UG thought their results were not declared with delay. Compared to females the share of male students was high for delay in declaration of results.

Teachers Support to build Leadership Qualities

The issues related to building of leadership qualities in students got mixed responses. On question like my teacher delegate academic responsibilities to me, the response for male and female was equal i.e. 32 percent in UG level but in PG level, male (47 percent) dominated female (39 percent) in positive response. On question about teacher encouraging students to participate in extra- circular activities, female responses were higher in PG level (70 percent) and lower in UG level (48 percent). However, male response was between 55 to 67 percent in both the levels. The question I am selected as a leader in group/ team work got responses between 40 to 63 percent. Here also, the share of male students was higher in positive response. Juillerat (1995) determined students who participate actively in their learning experience possess higher satisfaction rates than less involved students (Table 6.10). Thus it is teachers' responsibility to engage each and every student in a class so that nobody is left behind from acquiring knowledge. This is indeed a remarkable point and needs to be sorted out.

Students Library Experience

The library has been seen as the 'heart of the university' serving the academic community. The library has a prominent role to play in supporting higher education to fulfil objectives of its parent institution. Students in higher education are to be provided with the facilities necessary for mastering the subject matter, techniques, skills, habits of thought, and methods of work in their chosen field. Classroom instructions alone will not provide all the opportunities needed for attaining all these complex educational objectives. It is here that libraries come to help students. The university library is a collection of sources, services and the building in which it is housed. It provides access to various resources in order to support teaching, learning and research activities (Vishala & Bhandi, 2009). Thus, library is an important source of information for students. From Table 6.11, one can make out that only 22 percent and 38 percent in PG level and 10 percent and 33 percent in UG level gave positive responses for the two questions. So this is an encouraging indicator which shows that major proportion of students does not feel discriminated against.

Students Experience about Administration

The SC students registered a complaint in FGD that scholarships were not disbursed on time. However, according to sample size, 11 percent students in PG and 17 percent in UG felt that

they got scholarships on time. In addition, compared to boys, the percentages of girls were higher in both the levels, who felt that availability of scholarship is on time. Only 22 percent students in PG and 33 percent in UG felt that they experienced rude behaviour from administration. That means three-quarter of students were satisfied by administration. Similarly, the experience of harassment while receiving fellowship/stipend/any other administrative support was not highly reported. A large majority (86 percent in PG and 79 percent in UG) were of the opinion that they did not experience harassment while receiving fellowship/stipend/any other administrative support. But as clear from FGD, it has to be noted that though the rate is low, SC/ST respondents had comparatively higher rate of experience of harassment (Table 6.12).

Students own Learning Strategies for Academic Progress

More than 60 percent respondents frequently search the internet if they are not clear about some issue taught in the classroom (Table 6.13). However, females had comparatively higher tendency to search internet (68 percent in UG and 73 percent in PG) when compared to males (63 and 65 per cent). Similarly, about frequent visit to the library if they were not clear about what was taught in the classroom, the response of females was higher than that of male. Students gave importance to clarity of subjects taught in the class. Only (24 percent in UG and 15 percent in PG) a small proportion were not worried if they were not clear with some issues taught in the class. Similarly, 21 percent males in UG and 31 percent males in PG did not bother about the difficult issues taught in the class. Majority of respondents (above 64 percent) frequently resort to their friends to discuss about the doubts outside the college, if the subjects taught in the class are not clear. However, response from girls was higher than that of boys. About visiting the library if not clear about some issues taught in the classroom, the share of female respondent was higher than male respondents in both the levels (Table 6.13). In conclusion one can say that, generally the respondents followed their own learning strategies for academic progress, i.e., relating to internet materials and library. Gender wise analysis showed that for improving self learning method, girls comparatively use internet and library facility more than boys.

Summing up

This chapter was an attempt to understand diversity and academic experiences of the students. The diversity was already measured, and expressed, in terms of their caste, class, and gender. However this diversity gathers more meaning and relevance in the context of its impact on the learning outcomes and the various strategies adopted and implemented in order to make classroom learning more effective.

The chapter analyses right from Classroom sitting arrangement to academic progress. It even tries to picture out the use of academic pedagogy. Regarding sitting arrangements, most of the students choose middle row for sitting. Generally class toppers like to sit in front or middle row. Girls like to sit in front row whereas; boys prefer to sit at back. Students said that they were free with teachers; they do not make caste based jokes. Students who belonged to the reservation categories did not confront situations where, as used to be the case in the past, their caste names or that they managed to get admission through reservation quota were publicly made a point of mockery by other students. With regard to sensitivity to student

diversity in curriculum transaction, their teachers generally included various perspectives of different cultures in the classroom discussions/assignments. Teachers rarely provided academic support to the students equally, but they gave more importance to academic discussions and question-answer session. While clarifying the doubts, equal attention was given to each section of the students.

Overall, there existed a good relationship between the teachers and students. But, at the same time, SC/ST respondents, males and poorest respondents felt that relatively they got lower rate of encouragement from their teachers. With regard to the providing research guidance, teachers responded well. Students could meet their teachers without much shyness. But here also, certain groups like SC/ST and boys stood behind in getting these facilities when compared to their counterparts.

We can see a gender difference in interpersonal relationship with teachers, where girls kept comparatively good interpersonal relationship. Teachers gave equal attention to all students in evaluation.

Teachers played well in building leadership qualities among the students. Students were motivated to participate in extra-curricular activities. Separate seats were not earmarked for students or groups of students in the reading halls inside the libraries. But, reported that there was differential timing regarding issue of book or journals or magazines. Generally, the respondents did not experience any rude behaviour from the officials while paying the fees, or accepting fellowship/stipend.

Usually the respondents followed their own learning strategies for academic progress, i.e., relating to internet materials and library. Gender wise analysis showed that for improving self learning method, girls were ahead in using internet and library.

The drive to make higher education socially inclusive has led to a sudden and dramatic increase in numbers of institutions without a proportionate increase in material and intellectual resources.

There are many basic problems facing higher education in state today. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances. Research in higher education institutions is at its lowest ebb. There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are under enrolled and have extremely poor infrastructure and facilities with just a few teachers. In order to improve all these, state need to dig deep into the roots of Higher Education.

This chapter highlights almost all the dimensions of a student's pedagogy. A view that comes up clearly from the chapter is that the students have good relations with their peer, teachers and feel free in their classroom and campus. There is no social discrimination as such and every student is free to think about his or her future.

Table 6.1: Percentage Distribution of students attending the class by Sex

	Regularly attend classes	PG student					
		Sit in the class room			Class toppers normally sit		
		Front	Middle	Back	Front	Middle	Back
Male	91	36	48	16	36	36	28
Female	95	37	58	5	58	32	10
Total	94	37	55	8	52	33	15
UG student							
Male	94	36	50	14	32	53	15
Female	92	76	24	0	36	48	16
Total	93	42	46	12	33	52	15

Chart 6.1 (a): Percentage Distribution of students attending the class (PG)

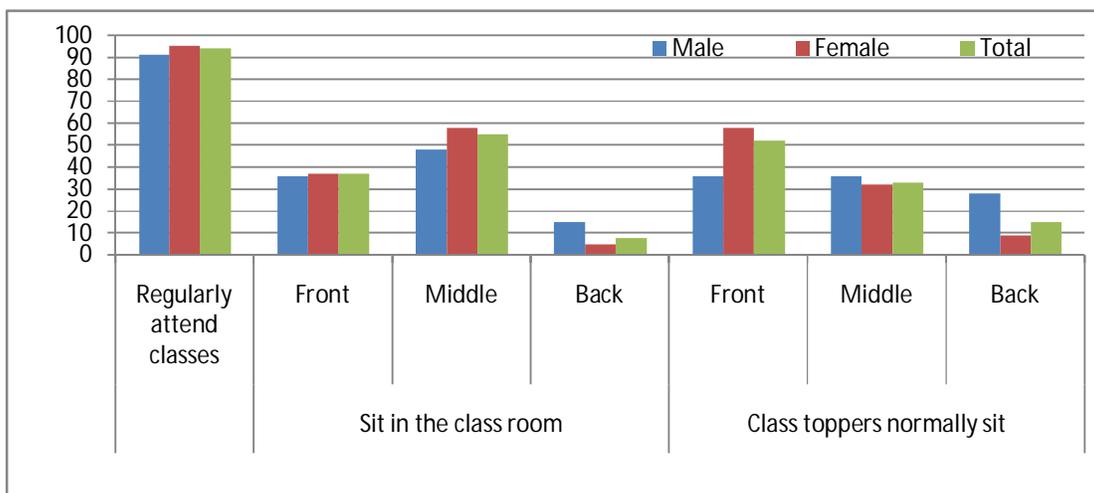


Chart 6.1 (b): Percentage Distribution of students attending the class (UG)

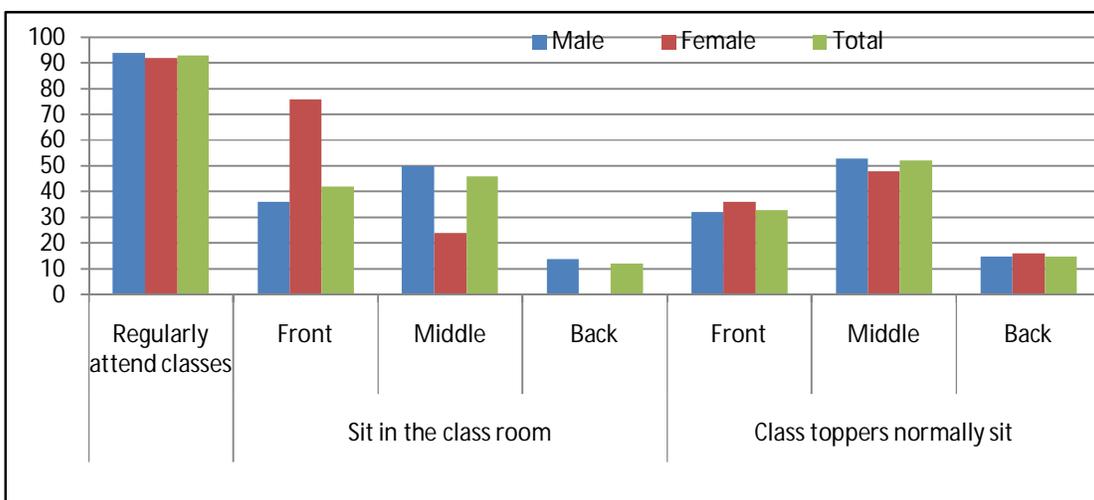


Table 6.2: Percentage Distribution of students according to reasons for the choice

	Choice to select the row	To get more attention from teachers	Lecture and discussions would be more audible	Due to medical / physical reasons	Fear of harassment from other students	To sit with friends	No particular reason	Sit according to their own community
PG student								
Male	88	48	59	9	16	52	42	14
Female	81	59	61	13	11	47	36	21
Total	83	56	60	12	13	49	38	19
UG student								
Male	84	57	66	14	16	51	36	22
Female	88	64	68	12	12	48	20	20
Total	85	58	67	14	16	50	34	22

Table 6.3: Percentage Distribution of respondents according to Teacher's Sensitivity

Indicators	UG		PG	
	Male	Female	Male	Female
My surname is announced verbally in the class	2	4	3	6
I am labelled as reserved category in the class	4	8	2	5
Remarks in the class room based on caste, region identity	3	0	9	5
My teacher makes caste based jokes	1	4	5	3
My teacher makes gender based jokes that are offensive	3	8	0	4
My teacher makes derogatory jokes that hurt regional sentiments	3	8	4	4
Derogatory remarks are passed for me	1	8	2	6
Most of the teachers encourage questions in the class	70	72	67	74
Teacher Encourage me to ask questions and participate in discussions	70	76	73	78

Table 6.4: Percentage distribution of respondents according to student diversity in Curriculum Transaction

Indicators	UG		PG	
	Male	Female	Male	Female
My teacher includes various perspectives of different cultures in class discussions / assignments	36	24	47	45
My teacher encourages students from different social background to work together in group assignments	51	60	60	68
My teacher encourage students to respect different beliefs	65	68	70	78

Table 6.5: Percentage distribution of respondents according to provision of Academic Support

Indicators	UG		PG	
	Male	Female	Male	Female
I received academic support from my teachers in comparison with other students	25	32	29	26
My teacher gives equal attention to me in comparison with others during Class	7	12	10	8
My teacher gives equal attention to me in comparison	65	56	61	73
My teacher gives equal attention to me in comparison with others in monitoring my performance and giving feedback	61	56	65	68
My teacher gives equal attention to me in comparison with others in while clarifying my doubts	65	60	69	77
Teacher from my own background give me more attention than other teachers	66	60	71	78
My teacher under rates my academic ability	15	8	13	13
I am kept idle in the laboratory and not allowed to work even if I am allowed to enter	6	4	14	8

Table 6.6: Percentage distribution of respondents according to Classroom Interaction

Indicators	UG		PG	
	Male	Female	Male	Female
My teacher can identify each student by their name	47	36	52	67
Teacher Encourage me to ask questions and participate in discussions	70	76	73	78
In my opinion most of the teachers encourage questions in the class	70	72	67	74

Table 6.7: Guidance and Time Given by the Teacher for Feedback (%)

Indicators	UG		PG	
	Male	Female	Male	Female
My teacher gives me one to one time on academic matters	36	28	44	45
I have been guided by a faculty member in research / projects	31	40	50	63
I am able to visit my teacher without inhibitions in his / her office / staff room to discuss academics issues	61	60	63	66
I directly get doubts clarified from faculty during or end of class	63	48	65	72
Faculty provides me with feedback on academic progress	37	28	60	63
I am allotted differential time to meet faculty as compared to other students	18	12	17	9

Table 6.8: Inter-Personal Relationship with Teachers (%)

Indicators	UG		PG	
	Male	Female	Male	Female
I feel free to interact informally with faculty members outside the class room	49	48	41	43
My teacher encourages students to discuss their personal issues	37	28	44	30

Table 6.9: Equality in Evaluation of Examination Papers (%)

Indicators	Evaluation of Examination Papers		
	Do you think that teachers evaluate your examination papers fairly	I was not given a chance of re-evaluation examination papers	My results were declared with a delay
PG student			
Male	81	39	25
Female	81	39	18
Total	81	39	20
UG student			
Male	75	42	14
Female	48	28	8
Total	71	40	13

Table 6.10: Teachers Support to build Leadership Qualities

Indicators	UG		PG	
	Male	Female	Male	Female
My teacher delegate academic responsibilities to me	32	32	47	39
My teacher encourages me to participate in extra-circular activities	55	48	67	70
I am selected as a leader in group/ team work	63	60	50	40

Table 6.11: Percentage Distribution of library issues

Indicators	Access to the library			
	PG student		UG student	
	Separate seats are earmarked for students or a group of students	There is differential timing regarding issues of book or journals or magazine	Separate seats are earmarked for students or a group of students	Differential timing regarding issues of book or journals or magazines
Male	23	36	9	32
Female	22	39	16	36
Total	22	38	10	33

Table 6.12: Students Experience about Administration

	Experience of rude behaviour from administration	Schedule for release of fellowship/scholarship	Experience of harassment while receiving fellowship
PG Student			
Male	26	9	20
Female	21	12	11
Total	22	11	14
UG Student			
Male	36	16	21
Female	12	24	16
Total	33	17	21

Table 6.13: Students own Learning Strategies for Academic Progress

Indicators	UG		PG	
	Male	Female	Male	Female
I search the internet if I am not clear about some issues taught in the classroom	63	68	65	73
I visit the library if I am not clear about some issues taught in the classroom	55	76	58	60
I discuss with friends outside college if I am not clear about some issues taught in the classroom	64	68	67	70
I do not bother if I am not clear about some issues taught in the classroom	22	24	31	15

Chapter 7

Social Life of Students in Campus

Introduction

Social life of students in campus is affected by peer behaviour. In the Indian system of higher education, government colleges are required to reserve seats for students from lower caste groups. These groups are historically disadvantaged and under represented among highly educated. On the average, the school educational outcomes are lower than higher caste students. The government of India requires public institutions of higher education to admit students from lower caste groups under reservation quotas with an aim of increasing their representation in the pool of higher educated. Access to colleges can help open better economic opportunities post college and could reduce social and economic distance among caste groups. Thus, the policies formed must be aimed to promote economic and social mobility and lead to positive peer dynamics.

A few studies have addressed peer effects among different ethnic groups in colleges and explored the implications of such interactions. Arcidiacono and Vigdor (2010) examine whether affirmative action policies result in tangible benefits for majority race students in the US, and find no beneficial effects for majority students. Arcidiacono and Nicholson (2005) examine peer effects in medical colleges. The major empirical issue in these studies is that the students are not randomly selected into the colleges they join. In the Indian setting, the numbers of slots offered to minority students are fixed, but the academic achievement level coming into the college varies. Duncan et al (2006) have examined the effects of exposure to racially diverse peers in colleges using random assignment to dorm rooms on attitudes towards minorities. This study does not focus on effects of peer dynamics on academic achievement.

According to the study done by Sekhri Shittal (2011), better peer quality of the high caste students has a negative effect on the performance of the low caste students, and likewise better peer quality of the low caste students also negatively effects the performance of high caste students, with more pronounced effects on high achievers in both groups. In contrast, the peers of one's own caste group have a positive effect within each group.

To examine the nitty-gritty of peer response, this chapter deals in detail the factors responsible for the formation of peer group, social life of student in the campus, political involvement etc. Peer group is formed on the basis of similar interests, age, social status, caste etc. In peer group members are influenced by each other. In colleges peer group formation is very evident. One important reason may also be the intellectual and academic capabilities of students.

Basis of Peer Group Formation

Peer group formation is guided by factors like caste, tribe, economic status, school from where one has studied, region, religion and subjects. Table 7.1 indicates the percentage distribution of interaction in campus by male and female students. In P.G level out of different indicators like caste, region, hostel, religion, economic background etc. most of the

students like to interact with students of their own subject. 61 percent students said that they like to interact with the students of their own subject. Second highest priority was school from where they studied (34 percent). Third important factor was intellectual level (31 percent) followed by hostel and region. However, other indicators like religion, caste, tribe and economic status have least preference. Similar trend was seen for students at UG level. Gender wise also, the answer of the share of respondents was almost same or very close to the share of their counterpart.

Table 7.1: Percentage Distribution of interact in campus by Sex

Indicators	Whom do interact in the campus								
	Students who belong to my own caste	Students belong to my own tribe	Students match with my economic status	Students from school where I studied	Students from my region I am coming from	Students from my hostel	Students belong to my religion	Students with my own intellectual level	Students from my own course/ subjects
PG student									
Male	8	9	14	35	22	25	19	32	62
Female	16	14	14	34	21	21	17	31	60
Total	14	13	14	34	21	22	17	31	61
UG student									
Male	16	17	19	39	31	24	21	47	75
Female	4	8	16	32	12	12	8	28	68
Total	15	16	19	38	28	22	19	44	74

Choice of Best Friends

Best friend is an important part of our life. Human being is a social animal and cannot survive without friends. In order to observe the influences of a friendship circle, how individuals respond within these circles and the process of choosing friends, one should consider the various facets associated with these interactive spaces such as the caste, tribe, economic status, region, religion, etc. Table 7.2 i and 7.2 ii show percentage distribution of best friend and their religion by sex in PG and UG level respectively. Students from same discipline find it very comfortable to connect with each other and thus become good friends. Male and female students are more comfortable with same sex and thus become good friends.

One of the major factors determining the interaction in the campus is the familiarity of the students with their own course and subjects. 53 percent to 60 percent think that student from their own class and course could be best friends. Second priority for friendship was gender. More than 50 percent boys think that they can make good friends with male only. Similar was the case for female like first indicator. Thirdly, as there were more Hindu students in the class, so more than 60 percent students had Hindu peer. In social group also, as leading group was general class so 33 to 48 percent had general class friends. The next leading number was OBC, so 23 to 29 percent had OBC friends followed by SC and ST Groups. However, student having same discipline but from other class, also had less preference.

Similarly, even at UG level 7.2 ii, students had preference for similar discipline in their own class (50 to 70 percent). Next was preference for same gender, followed by religion where more than 58 percent had friends from Hindu religion followed by Muslims. The only difference which came out in UG level was, the students having OBC friends (2 to 38 percent) was higher than General class friends (16 to 36 percent). Thus this shows that OBC is the leading group in UG level which is another good indicator of diversity and shows that this may lead to decrease of social discrimination.

Table 7.2 i: Percentage Distribution of Best Friend (PG)

		Social Group					Religion				Sex		Branch/Discipline		
		SC	ST	OBC	General	Don't know	Hindu	Muslim	Christian	Don't know	M	F	My class	My Discipline but from other class	Other Discipline
Male	Friend-1	12	2	24	39	23	62	13	1	24	75	25	58	12	30
	Friend-2	9	3	24	36	28	63	11	0	26	64	36	62	7	31
	Friend-3	8	5	28	31	28	65	8	2	25	53	47	60	6	34
	Friend-4	11	6	22	30	31	61	12	0	27	54	46	52	8	40
	Friend-5	7	1	26	28	38	57	12	0	31	51	49	52	5	43
Female	Friend-1	5	1	26	44	24	73	11	0	16	8	92	61	11	29
	Friend-2	7	1	24	40	29	64	15	1	19	6	94	55	11	34
	Friend-3	5	1	30	32	32	65	12	1	22	10	90	57	12	31
	Friend-4	3	3	24	34	37	65	10	3	23	11	89	56	13	32
	Friend-5	4	1	23	36	36	65	9	0	25	12	88	54	13	33
Total	Friend-1	7	1	25	43	24	70	12	0	18	28	72	60	11	29
	Friend-2	7	1	24	39	28	64	14	1	21	23	77	57	10	33
	Friend-3	6	2	29	31	31	65	11	1	23	22	78	58	10	32
	Friend-4	5	4	23	33	35	64	10	2	24	23	77	55	11	34
	Friend-5	5	1	24	34	37	63	10	0	27	23	77	53	11	36

Table 7.2 ii: Percentage Distribution of Best Friend (UG)

		Social Group					Religion				Sex		Branch/Discipline		
		SC	ST	OBC	General	Don't know	Hindu	Muslim	Christian	Don't know	M	F	My class	My Discipline but from other class	Other Discipline
Male	Friend-1	11	4	39	19	27	74	7	1	17	77	23	70	9	21
	Friend-2	6	6	31	19	36	61	11	3	25	71	29	61	9	29
	Friend-3	6	6	29	23	37	64	9	2	26	66	34	55	11	34
	Friend-4	13	7	26	13	41	60	7	1	32	54	46	58	6	36
	Friend-5	8	4	24	19	46	56	9	1	34	64	36	52	7	41
Female	Friend-1	4	8	36	32	20	72	16	8	4	20	80	68	12	20
	Friend-2	4	0	52	20	24	68	8	0	24	20	80	56	0	44
	Friend-3	8	0	36	36	20	80	4	0	16	36	64	60	12	28
	Friend-4	4	8	40	16	32	64	16	0	20	20	80	48	20	32
	Friend-5	4	4	32	16	44	68	0	0	32	32	68	40	12	48
Total	Friend-1	10	5	38	21	26	74	8	2	15	68	32	70	9	21
	Friend-2	6	5	35	19	35	62	11	2	25	64	36	61	8	32
	Friend-3	6	5	30	25	35	66	8	2	24	62	38	56	11	33
	Friend-4	12	7	28	13	40	61	8	1	30	48	52	56	8	35
	Friend-5	7	4	25	18	46	58	8	1	33	59	41	50	8	42

Proximity Matrix

Proximity is a measurement of the similarity or dissimilarity, of a pair of objects. A proximity is a *similarity* if the larger the value for a pair of objects, the closer or more alike. Positive sign indicate similarity whereas, Negative sign indicate dissimilarity. Table 7.2 (a) to 7.2 (c) are generated on some assumptions like Agree strongly agree, somewhat disagree etc. The correlation matrix in Table 7.2 (a) shows that in PG level, Hindu students would give first priority in making friendship to Hindu students, second priority will be given to Christians and third priority to Muslim friends. Even in the case of Muslims, first preference will be given to Muslim friends, followed by Christian and finally the Hindu friends. Similarly, for Christian, the first preference will be for Christian friends, followed by Muslims and lastly Hindu. Similar is the trend for UG students.

In Table 7.2 (b), in PG level, SC student will prefer other SC students for friendship, second choice would be ST students, followed by General and OBC. For ST students after ST, preference will be for SC followed by General and OBC. Similarly, for OBC, it is OBC followed by SC and General and last preference is for ST friends. In case of General students, after General, it is ST followed by SC and OBC. The results are specifically based responses of the sample size that was selected for the study. In UG level, however SC students will give second preference to General, followed by ST and OBC. ST peers will give next preference to SC, followed by SC, OBC and General. OBC after OBC peer would like to make friends with General group peers, followed by SC and finally ST. General would like to make friends with General, OBC, SC and then ST.

Regarding friendship according to course or subjects, students would like to make friendship with students of their own discipline in their class; next preference will be for students of same discipline from other class and least is the preference for other discipline in PG level. But in UG level, regarding distinction of my class, there is strong correlation with students from other discipline, followed by students of my Discipline but from other class. Same is the reading for my discipline from other class which has strong correlation with students from other discipline. Students from Other Discipline also have strong correlation with same Discipline but from other class (7.2 (c)).

Thus, one can say that it is similarity among students which leads the peer group in friendship. More than social discrimination, the peer group decision is dominated by human psychology.

Table 7.2 (a): On the Basis of Religion

Religion	Correlation between Vectors of Values					
	PG students			UG students		
	Hindu	Muslim	Christian	Hindu	Muslim	Christian
Hindu	1.000	0.119	0.742	1.000	0.251	0.256
Muslim	0.119	1.000	0.769	0.251	1.000	0.560
Christian	0.742	0.769	1.000	0.256	0.560	1.000

Table 7.2 (b): On the basis of Caste

Social Group	Correlation between Vectors of Values							
	PG students				UG students			
	SC	ST	OBC	General	SC	ST	OBC	General
SC	1.000	0.848	0.203	0.531	1.000	0.416	0.374	0.529
ST	0.848	1.000	0.022	0.693	0.416	1.000	0.042	0.095
OBC	0.203	0.022	1.000	0.106	0.374	0.042	1.000	0.793
General	0.531	0.693	0.106	1.000	0.529	0.095	0.793	1.000

Table 7.2 (c): On the basis of my own course/subjects

Students	Correlation between Vectors of Values					
	PG students			UG students		
	My class	My Discipline but from other class	Other Discipline	My class	My Discipline but from other class	Other Discipline
My class	1.000	0.787	0.686	1.000	0.073	0.188
My Discipline but from other class	0.787	1.000	0.314	0.073	1.000	0.534
Other Discipline	0.686	0.314	1.000	0.188	0.534	1.000

Intergroup Interaction on the Campus

Campus climate mostly depends on student's behaviour. Campus environment as it relates to interpersonal, academic, and professional interactions. In a healthy campus climate, individuals and groups generally feel welcomed, respected, and valued by the university/college. India is a multi religion, multi caste, multi linguistic country. Thus the campus of Patna University and colleges is also a mixture of religion, caste, class, language and regions.

The interaction between different gender, region, religion, caste and economic status is presented in Table 7.3.

Students mostly (65 percent students) prefer to interact and feel comfortable with the students who are belonging to the same subject or same course followed by the school mates (35.4 percent) and same intellectual level (35.6 percent). So, it is quite natural that tendency of interaction of student with their own subject or course is highly appreciated. One should note that the interaction is mostly derived by the same subject or course and off campus interactions. Students feel comfortable to interact with their own caste and hesitate to interact with other caste and community. The reason is that the marginalized students and student of low income status feel discriminated and hesitate to interact with the student of General caste and high income status. However, caste is not a major factor to interaction. Only 14.2 percent students prefer interaction with their own caste varies from 19.7 percent (SC) to 5.9 percent (EBC). Not much variation seen in respect of interaction across gender and region. Nevertheless, interaction on different dimensions given in the table is varied across religion, social group and economic status. The factors that matters for the interaction of students in the campus are the own subject, intellectual levels and off campus interactions. The two biggest determinants are own subject (65.0 percent) and intellectual level (35.6) which are the prime interest of the students in the college or University. Interaction among students in the campus is mostly determined by the course / subject followed by intellectual level and off campus interaction. However, interaction among students is least dependent on caste, economic class, gender, region and religion.

Table 7.3: Intergroup Interaction on the Campus by Students of PG and UG

Variable	Interact								
	Students who belong to my own caste	Students belonging to my own tribe	Students match with my economic status	Students from school where I studied	Students from my region I am coming from	Students from my hostel	Students belong to my religion	Students with my own intellectual level	Students from my own course/ Subject
Male	31 (13.1)	33 (13.9)	41 (17.3)	89 (37.6)	64 (27)	57 (24.1)	48 (20.3)	97 (40.9)	165 (69.6)
Female	40 (15.2)	35 (13.3)	38 (14.4)	88 (33.5)	52 (19.8)	53 (20.2)	42 (16)	81 (30.8)	160 (60.8)
Total	71 (14.2)	68 (13.6)	79 (15.8)	177 (35.4)	116 (23.2)	110 (22)	90 (18)	178 (35.6)	325 (65)
Rural	29 (14.3)	32 (15.8)	33 (16.3)	75 (36.9)	50 (24.6)	56 (27.6)	40 (19.7)	79 (38.9)	136 (67)
Urban	42 (14.1)	36 (12.1)	46 (15.5)	102 (34.3)	66 (22.2)	54 (18.2)	50 (16.8)	99 (33.3)	189 (63.6)
Total	71 (14.2)	68 (13.6)	79 (15.8)	177 (35.4)	116 (23.2)	110 (22)	90 (18)	178 (35.6)	325 (65)
Hindu	69 (15.9)	66 (15.2)	72 (16.6)	160 (36.8)	109 (25.1)	103 (23.7)	86 (19.8)	160 (36.8)	279 (64.1)
Muslim	2 (4.7)	2 (4.7)	3 (7)	13 (30.2)	5 (11.6)	5 (11.6)	4 (9.3)	10 (23.3)	28 (65.1)
Sikh	0 (0)	0 (0)	2 (13.3)	3 (20)	2 (13.3)	2 (13.3)	0 (0)	5 (33.3)	12 (80)
Christian	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (50)	2 (100)
Chain	0 (0)	0 (0)	1 (50)	1 (50)	0 (0)	0 (0)	0 (0)	0 (0)	2 (100)
Others	0 (0)	0 (0)	1 (33.3)	0 (0)	0 (0)	0 (0)	0 (0)	2 (66.7)	2 (66.7)
Total	71 (14.2)	68 (13.6)	79 (15.8)	177 (35.4)	116 (23.2)	110 (22)	90 (18)	178 (35.6)	325 (65)
SC	12 (19.7)	11 (18)	12 (19.7)	30 (49.2)	17 (27.9)	16 (26.2)	17 (27.9)	25 (41)	41 (67.2)
ST	1 (16.7)	0 (0)	1 (16.7)	2 (33.3)	1 (16.7)	2 (33.3)	1 (16.7)	1 (16.7)	4 (66.7)
OBC	34 (15.5)	36 (16.4)	39 (17.8)	74 (33.8)	56 (25.6)	57 (26)	37 (16.9)	86 (39.3)	150 (68.5)
EBC	3 (5.9)	4 (7.8)	4 (7.8)	18 (35.3)	9 (17.6)	7 (13.7)	5 (9.8)	13 (25.5)	34 (66.7)
General	21 (12.9)	17 (10.4)	23 (14.1)	53 (32.5)	33 (20.2)	28 (17.2)	30 (18.4)	53 (32.5)	96 (58.9)
Total	71 (14.2)	68 (13.6)	79 (15.8)	177 (35.4)	116 (23.2)	110 (22)	90 (18)	178 (35.6)	325 (65)
Below 5000	9 (19.1)	8 (17)	7 (14.9)	16 (34)	12 (25.5)	12 (25.5)	12 (25.5)	17 (36.2)	28 (59.6)
5001-10000	18 (16.4)	24 (21.8)	23 (20.9)	34 (30.9)	31 (28.2)	29 (26.4)	23 (20.9)	45 (40.9)	72 (65.5)
10001-25000	18 (11.8)	14 (9.2)	24 (15.7)	57 (37.3)	30 (19.6)	31 (20.3)	23 (15)	49 (32)	105 (68.6)
25001-50000	21 (16.9)	19 (15.3)	19 (15.3)	46 (37.1)	30 (24.2)	25 (20.2)	22 (17.7)	45 (36.3)	77 (62.1)
50000 and Above	5 (7.6)	3 (4.5)	6 (9.1)	24 (36.4)	13 (19.7)	13 (19.7)	10 (15.2)	22 (33.3)	43 (65.2)
Total	71 (14.2)	68 (13.6)	79 (15.8)	177 (35.4)	116 (23.2)	110 (22)	90 (18)	178 (35.6)	325 (65)

Life in the Hostel

Some of the colleges of Patna University have hostel facility. Hostel facility is there for Magadh Mahila College for girls and Patna College for Boys. Even few boys with some criteria can avail this facility at PG level. But one thing that affected life of hostellers was quarrel between hostellers specially boys. This created an environment of insecurity and affected academic atmosphere. Another problem which girls' faced is that boys of hostel commented on girls so they have to leave college campus immediately after class. These things came out of FGD and needs to be addressed accordingly. Table 7.4 indicates percentage distribution of hostel allotted to students of various castes and whether room is allotted by institute or student can select their own room. It is very clear from the table that students at PG level have freedom to select their room as 71 percent male students were able to select their room and 29 percent male got their room allotted by the Institute. Female also got room of their choice as 82 percent female students were able to select room and 18 percent got room by institute. Regarding type of hostel allotted, it is seen that only 1 percent

in PG and 6 percent in UG live in specific ST hostel. Similarly, in SC hostel, only 2 percent students were staying at UG level. Even regarding specific girls' and boys' hostel, 15 percent and 10 percent at PG level and 8 percent and 18 percent at UG level availed this facility. Thus, majority of student stay together in hostel irrespective of their caste, which is according to the survey, 69 percent at PG level and 60 percent at UG level. However, at UG level institute play important role in allotment of room as 30 percent students got room allotted by the institute.

Table 7.4: Percentage Distribution of type of Hostel and Room Allotted

PG	the type of hostel allotted						My room is allotted	
	Boys	Girls	SC	ST	General	Mixed	By the institute	I can select my own room
Male	22	0	1	3	10	64	29	71
Female	0	21	0	0	3	71	18	82
Total	10	15	0	1	5	69	21	79
UG								
Male	21	0	1	6	5	64	29	16
Female	0	36	4	8	8	40	36	24
Total	18	8	2	6	5	60	30	17

According to Table 7.5, students prefer to stay with their batch mate or classmates at hostel. At PG level 24 percent and at UG level 32 percent students stay with their classmates. Caste and religion being the factor of selection of roommates is less as only 12 percent and 13 percent students at UG and PG level choose roommates of the same caste likewise only 10 percent students at PG level and 15 percent students at UG level choose roommates of their religion. Regarding some other reasons which affects selection of roommates and it is 43 percent at PG level but at UG level it is very less and contributes only percent.

Table 7.5: Percentage Distribution of Roommate Allotment

	Roommate					
	My class/ batch	Caste	my ethnicity	Religion	my Region	any other specify
PG						
Male	26	12	9	18	7	36
Female	23	11	13	16	12	45
Total	24	12	12	16	10	43
UG						
Male	28	14	14	24	16	4
Female	52	12	16	20	12	0
Total	32	13	14	24	15	3

In hostel, the percentage of students eating meal together is 25 percent at PG and 33 percent at UG (Table 7.6). Students' participation in hostel committee is better at UG level (30 percent) than PG level (17 percent). In hostel committee, the participation of students of UG level are better than PG level and similar trend continues on the question of whether students are member of any informal group.

Table 7.6: Percentage Distribution of Experience during meal time and Participation in the hostel committee

	Do all students sit together and eat meals in the hostel	Are there separate eating places in the campus for different groups of students	Is there a hostel committee	Are you a member of the hostel committee	Are you part of any informal groups/ clubs in hostel
PG					
Male	30	14	22	9	11
Female	24	13	15	6	10
Total	25	14	17	7	10
UG					
Male	31	19	30	23	16
Female	48	28	32	16	8
Total	33	21	30	22	15

Percentage distribution of basis of formation of clubs has been shown in Table 7.7. 55 percent of PG students are not part of any informal group in which 19 percent students don't like to be part of such group and 10 percent students fear that joining any such group would reveal their identity. 45 percent students are part of informal groups. The various factors that comprise these groups are caste (13 percent), Religion (11 percent), Ethnicity (8 percent) and issue based (15 percent). At UG level, 27 percent students' do not like to be part of any such group and 33 percent wish to keep good relationship with others.

Table 7.7: Percentage Distribution of Basis of the formation of clubs in the hostel

	Are the informal groups based on your own					If you are not a part of any informal group, why are you not participating any such group			
	Caste	Religion	Ethnicity	Region	Issues-based	I don't like to be part of such group	My group is not active like others	I am afraid my identity would be revealed if I join	I wish to keep good relationship with all
PG									
Male	7	6	2	6	13	21	7	8	21
Female	15	13	11	11	15	18	10	11	16
Total	13	11	8	10	15	19	9	10	17
UG									
Male	17	16	13	14	24	25	19	16	29
Female	20	16	12	12	20	40	20	36	52
Total	18	16	13	14	24	27	19	19	33

In FGD, respondents said that they were not interested in knowing social background of their classmates. For them caste is not a deciding factor in friendship. Respondents were not aware of UGC regulation 2012 about Equity in Higher Education Institutions. Respondents told that they got help from their family for pursuing higher education and in the department also, they

got help from their teachers. Social group of teachers made no difference. All faculties were very supportive in classroom.

Likewise, marginalized students were not discriminated in hostel also. As evident from the Table 7.8, only 26 percent students at PG level and 21 percent students at UG level complained that they are treated separately in utilizing the sports facilities. Less than a quarter of male and female students answered in negative about being treated separately. There is also very few students who answered in affirmative on the question of segregation from others in hostel reading room canteen etc. Overall most of the students both at UG and PG level have denied on being treated separately in hostel, sports, reading room etc.

Table 7.8: Percentage Distribution of students on the basis of Marginalised Group

Variables	Male	Female	Total
PG Students			
Students are treated separately in utilising the sports facilities	14	15	15
Segregation from others in hostel, reading room canteen etc.	21	27	26
Ragging targeted at their social background	19	17	18
Marginalized group are not allowed to cultural program	27	24	25
UG Students			
Students are treated separately in utilising the sports facilities	16	24	18
Segregation from others in hostel, reading room canteen etc.	20	24	21
Ragging targeted at their social background	18	16	17
Marginalized group are not allowed to cultural program	24	28	24

Thus, it could be said that in totality the life in hostel is peaceful. Only things like quarrel and teasing etc. should be controlled

Level of Involvement in Co-Curricular Activities on Campus

All respondents complained about the lack of co-curricular activities of the department. There was no sports activities, no club activities etc in the department. They highlighted that their department seldom organises cultural or literary activities. There is acute shortage of facilities like good sports ground, canteen, students' club, well equipped library and toilets etc. According to Table 7.9, only 30 percent in PG level and 34 percent at UG level said that they had participated in extra-curricular activities like sports, cultural programmes, debates etc. On question of did you get an opportunity to be a part of organising a cultural event, more than 50 percent in PG and more than 40 percent in UG agreed that they were organising events. The difference between male and female respondents regarding this variable was almost same. Only 26 percent in PG and 29 percent in UG thought that they are a member of clubs or society in the campus. 31 percent in PG and 13 percent in UG said they are not member of any formal group and 14 percent in PG and 35 percent in UG do not like to be a part of any such group. About 20 percent students' in PG and 16 percent in UG were afraid to join the group as their identity will be revealed. Thus co-curricular activities are must for students' along with studies.

Table 7.9: Percentage Distribution of Involvement in campus Activities

Variables	Involvement in campus Activities					
	Please tell us about your extracurricular activities	Did you get an opportunity to be a part of organising a cultural event	Are you a member of any extracurricular activity groups / clubs / society in the campus	If you are not a part of any formal group, why are you not participating in any such groups	I do not like to be part of such group	I am afraid my identity would be revealed if I join the group
PG student						
Male	32	56	34	30	11	22
Female	29	52	23	31	15	19
Total	30	53	26	31	14	20
UG student						
Male	33	41	29	14	34	16
Female	40	40	32	8	36	20
Total	34	41	29	13	35	16

On the question of group formation, respondents replied that they have friends from the entire category and casteism is not affecting them. According to most of them the caste or social background they belong to does not matter for them and they all are happy to reveal their caste. They interact comfortably and without any notice with people irrespective of their social background. Their teachers never discriminate them on basis of their social background, caste and creed.

Nature of Participation in Co-Curricular Activities on Campus

This section is specially highlighted on marginalised group students. On the basis of Table 7.8, less than a quarter of students, felt that they were treated separately in utilising sports facility. Compared to male, more females thought (15 percent in PG and 24 percent in UG) they were discriminated while using sports facility. Similarly, less than 20 percent of students thought that their social group was targeted while ragging. About a quarter of students complained that they were not allowed to attend the cultural programme because of their social group. Although a small section faced the discrimination, but still this needs to be chalked out to promote healthy environment.

Education is a pretty broad concept that surpasses the four walls of a classroom. The core aim of education is to foster all round development of a Student. All round development essentially means intellectual, physical, moral, sensible and social development. All round development can be achieved only through education. Education plays a fundamental role in the making of a man and his development as a culturally well developed social animal. To fulfill these objectives, there is a prime need of striking a balance between syllabus, curriculum, books and also co-curricular activities beyond that.

Awareness about Campus level Committees/Cells

Awareness is very important in today's life, whether it is in colony or in college. Students should be aware of things happening around them. The female respondents were in favour proper working of the committees on the issue of Gender sensitization. One of respondent shared her experience of being molested in school days but when she complained about it to school authority, no action was taken .Such act creates fear among victims and encourages other to repeat such things. One respondent, however, were of opinion that such committees should be for male also, they are also being harassed but cannot raise voice due to mindset of the society. Females sometime misuse their rights, respondent stressed on proper investigation and punishment.

Table 7.10 comprise question asked about awareness of UGC regulation, awareness on the forms of discrimination, appointment of anti discriminatory officers etc. 47 percent students at PG and 48 percent students at UG level were aware of UGC regulation 2012. Awareness about the form of discrimination and appointment of anti discriminatory officer are higher at UG level as 33 percent and 42 percent respectively. UG Students are more aware about the forms of discrimination compared to the students at PG level (31 percent and 33 percent). Only 19 percent students at PG level are aware of function of Anti discrimination officer while at UG level 27 percent were aware about functions of anti discrimination officer. On checking the share of all variables, it is seen that awareness about all the indicators is less than 50 percent. Thus this shows that awareness among students is still lagging and they are not even aware of the facilities they are availing.

Total 7.10: Percentage Distribution of Awareness of Discrimination Officer by Sex

Variables	Aware of the UGC Regulation, 2012	Awareness on the forms of discrimination	Aware of Anti-Discrimination officer appoint	Is there an Anti Discrimination officer appointed	Aware of function of Anti Discrimination officer
PG Students					
Male	48	33	38	14	19
Female	46	30	31	13	19
Total	47	31	33	13	19
UG Students					
Male	49	34	46	26	26
Female	44	24	20	24	32
Total	48	33	42	26	27

Level of Political Participation

Political participation plays an important role in students' life. The students having political image i.e. students' who are part of student cabinet or are connected to some other political parties enjoy other responsibilities also. According to the Table 7.11, 67 percent students at PG level are aware of presence of student political organizations in College. But in UG level, only 17 percent students are aware about presence of political organization in college. This shows that students at PG level are more attentive about things happening around them. About 60 percent in PG and 78 percent in UG knew about Student Union in college. But on question about holding any post, only 16 percent said that they held a post in student's union.

Regarding question on membership of such organisation, 18 percent students in PG and 28 percent in UG said that they were member of such organisation but regarding holding a post the share was below 20 percent. Another remarkable issue was that in most of the indicators, the gender disparity is quite evident. Mostly male students dominate the share.

Total 7.11: Percentage Distribution of level of political participation

Variables	Student political organization in college	Contact with Anti Discrimination officer	Member of such organization	Held any post in organization	Student Union in college	Held any post in college union
PG Students						
Male	67	18	25	21	68	13
Female	66	16	15	17	57	16
Total	67	16	18	18	60	16
UG Students						
Male	16	81	31	14	79	13
Female	20	64	12	8	72	36
Total	17	79	28	13	78	16

Thus, it is seen that political participation is mainly seen in boys whereas, girls are still lagging behind. But out of all the variables, the question of student union got maximum response.

Summing up

Through focus group participation students expressed a variety of experiences .Two overarching themes emerged. The first theme focused on classroom experiences, which included the levels of individual attention students received, the amount of interaction with faculty and staff, the quality of learning experiences, and coursework difficulty. The second theme centered on the student life balance, which encompassed financial concerns, social networks and support, and support from campus service. Academic and social integration are the keys for students in making campus connections. In order to improve student’s quality and nurture their potential traits, the faculty and administration should stand up with shoulder to shoulder. Peer group formation is very common at this age, but it is not on the basis of caste only. They form a group on the basis of their convenience of study and another important thing is compatibility among the students. Social background of classmates was not important. For students, revealing caste does not matter for them. The thing which students were lagging was awareness and political participation. So, the college and university administration must think about this seriously. Absence of co-curricular activities was concern of every respondent. There was no sports activities, no club activities etc in the department.

Chapter 8

Teachers' Views on Teaching Diverse Student Groups

Introduction to the Chapter

Faculty is the single most critical factor responsible for the overall quality and excellence in higher education. The capacity building and capability enhancement of students depend upon faculties. As the learner-oriented method and access to higher education expands, the diversity of students coming from different backgrounds. By placing the student at the centre of the learning process, the approach on the one hand has enabled institutions to devise new and innovative ways to reach diverse learners, and on the other, helped students discover and exercise their distinctive learning styles to chart an educational pathway that is personally meaningful and relevant. Teacher reflects the socio-cultural ethos of the society. No one can rise above the level of a teacher is a common saying. Thus, to improve higher education, both government and community should endeavour together to motivate and inspire teachers on constructive lines.

Social Profile of Teachers

Students are closest to the faculty so their behaviour could be rightly assessed on the basis of faculty's views. They are the right person to comment on the changing nature of students. Teachers should have freedom to innovate appropriate methods of communication with the students and to undertake relevant activities needed for the upgradation of the students.

Students are closest to the faculty so their behaviour could be rightly assessed on the basis of faculty's views. They are the right person to comment on the changing nature of students.

Diversity does not mean diversity among students; it is also applicable for teachers. The teachers in Patna University and colleges also have gender difference, caste difference, religious and social group difference and even regional difference. Table 8.1 shows the percentage distribution of teachers in the Higher education sector of Bihar. This is based on a sample size but on this basis entire trend could be evaluated. As already mentioned, the diversity could be seen from different angles.

Out of the total faculties interviewed, most of them belonged to urban area, only in subjects like Economics, philosophy and Hindi, a small percentage i.e. 17 percent in economics, 33 and 35 percents in Philosophy and Hindi respectively. Thus, the scarcity of rural share is clearly visible from the teachers' share. Secondly, regarding gender disparity it is seen that in Sociology, English, Sanskrit, Maithili and Psychology, there were only male faculties. In Political science, Geography, Botany and Philosophy, there was 34 percentage points gender disparity. In M.com, it the gender disparity was 42 percentage points. In addition, the disparity was almost half in Hindi However, in Persian and mathematics, there was no gender disparity. The department had same number of male and female teachers. In economics also, the gender disparity was only 16 percentage points. In contrast to this, History had highest number of female teachers. Thus, along with orientation of talented teachers, even importance should be given on selection of female faculties. Until and unless, this gap is reduced, the education policy cannot be claimed to be holistic. Most of the faculties in the selected subjects belonged to Hindu religion, followed by Muslim. But other religion like

Christian, Buddhism, Sikhs etc. were missing. In all the subjects, Hindu had highest share. The gap was half in economics, History and more than half in geography. The difference was 34 percentage points in Political science and sociology. In subjects like botany, English, mathematics, philosophy, there were no Muslim faculties. In Persian, the share of Hindu and Muslim was equal. Another remarkable point to be observed was that Psychology only had Muslim faculty. Another factor that needs attention was the distribution of teachers based on social group. The highest share of post was occupied by General category, followed other backward castes. The share of SC teachers was not even one-fourth. Only economics and geography had 17 and 11 percent of SC teachers. Thus, the gap shows that still the SC group is lagging behind even in faculty distribution.

Profile of student population of college and university

Teachers were of the view that student population in colleges and university generally come from different religions like Hindu, Muslim, Sikh, Christian and Jain etc. But the percentage distribution in Table 4.1 and 4.2 for PG and UG level (already discussed in chapter 4) shows that Hindus engaged the major share followed by Muslims, whereas the share of other three were very meagre. In rural areas, the share of Muslim students was lower (24.3 percent) than Hindus (33.0 percent) in rural areas but in urban areas, surprisingly the share of Muslim students (75.7 percent) was higher than that of Hindus (59.2 percent). Along with Hindu and Muslim students, there were few Christian students also from rural areas. Mainly students from all religions found in the sample size belonged to urban areas.

Regarding state wide diversity, it was seen that in PG level, there were students from Andhra Pradesh, Bihar, Jharkhand, UP, West Bengal in rural areas. Students coming from other states mainly belonged to Hindu religion. Few students from Muslim religion, even less than one-fourth came from rural areas of West Bengal for higher education in Bihar. The students in urban areas were from AP, Haryana, Jharkhand, Karnataka, Punjab, UP and West Bengal. In urban region also, maximum number of students were from Hindu and Muslim community. The social group of students has also been discussed in previous chapters, so in this chapter, the social and behavioural aspect of marginalized class will be discussed in detail.

Views on Changing Student characteristics

Majority of the faculty members shared that socio-economic and cultural background of students has changed over a period of time. It was generally accepted that the campus has become diverse in terms of caste, religion, economic class and region. This changing diversity was viewed differently by different faculty members. The faculty had a view on the quality of the new entrants.

One set of view was that since cut off marks for the admission has gone up, 'academic standard', IQ and "merit of the student' has improved. The contrasting view was that the quality of students is deteriorating. Some faculty observed that student characteristics has changed as SC/ST/OBC students take admission as there is relaxation in the cut off marks. Contrary to the observation on improvement in quality and standards among the students in general, quality of students coming from reservation quota were viewed as inadequate. Similarly, according to one faculty from social science, 'before...even reservation students

used to be well off...now changing”. The logic behind the argument clearly indicates biasness and insensitivities towards the idea of diversity.

Another observation was on economic background of students. A faculty member from commerce said “now a day, students come from middle class. They themselves arrange tuition fee”. Increase in number of students who can afford the tuition fee is gradually increasing. Although few observed about ‘qualitative change in knowledge’ and ‘IQ’ among the students, mere possession of bookish knowledge and instrumental approach to education that aims at “getting degree and job’ were some of the concerns raised by faculty members.

Those who did not find any change in student characteristics are young faculty members who have fewer years of experience in the college.

Views on Social and Behavioural aspects of Students from Marginalised Groups

Since the days of yore, the weaker sections of the society, which now constitute the scheduled castes and scheduled tribes, remained in the bottom of the hierarchy. They were socially deprived, discriminated against and exploited. For centuries they faced the consequences of rigid caste system and a feudal set-up. However, we have made remarkable progress in post – independence era. A slew of progressive schemes have been launched both by central and state government, to bring them in the forefront. Education is one of the main instruments which can bring equalization in the society. With educational upliftment, the plight and problems of socially and economically disadvantaged class would get resolved and fade away.

A number of teachers and students cutting across disciplines who belong to the Dalit community and are teaching and studying in different universities and colleges say that a very different kind of social exclusion, discrimination and humiliation exists on the campuses of higher education in India. Discrimination crops up many a time in its ancient and crude form of caste discrimination such as not sharing a room (hostel rooms for Dalit students and staff rooms for Dalit teachers), not sitting at the same dining table or drinking water from the same tap used by Dalits. New forms of discrimination have been added such as upper caste hostel mates not allowing Dalit students to put up posters of their icons in the hostel rooms, discrepancies in grades of Dalit students when graded by upper caste teachers, professors and university employees not signing scholarship forms of Dalit students, and Dalit student names being displayed with their categories. Yet, most of the time discrimination and humiliation is very subtle and sophisticated. It is disguised in the ornamental and metaphorical language used, body gestures, and in the garb of implementing objective institutional rules. It is the individual experience - each being so different and unique that it is difficult to develop a typology. However, we can still evolve a typology on the basis of similarities and repetitive experiences of Dalits on campuses. For instance, a number of students have revealed with pain that they are referred as *sarkari damads* (government’s sons-in-law) or *sarkari Brahmins* (government Brahmins) or *Jaat Wali* (belonging to particular caste) by upper and backward caste students in different universities. In different colleges of the state, Dalit girls with deep anxiety have spoken about how they are ridiculed by the question “*Quote se aye ho ya kothe se*” (Have you come via reservation quota or brothel?) In the same vein, another set of Dalit students, from different universities across the

nation, have complained that they have been denied a PhD or MPhil supervisor for months together. Or that their supervisor forced them to change their PhD research topic after they had worked on it for two or three years. Or that the supervisor delayed returning the thesis chapters with comments, or that supervisors did not send the thesis for evaluation to external examiners or the students were awarded the PhD degree three or four years after final submission of the PhD thesis.

The system of quota-based reservation for admission in educational institutions with a view to correct the injustices done to certain castes and classes of people in the past is unique. This has been in practice for scheduled castes (SC) - 15 per cent quota and scheduled tribes (ST) - 7.5 per cent quota throughout the country since independence. Later, some states also introduced quota-based reservation for other backward classes (OBC) - 27 per cent quota. There have been costs (in terms of loss of efficiency) and benefits (in serving equity objectives) of this policy; however equity efficiency trade off has seldom been empirically studied. Out of the total students, 43 percent in PG and 45 percent in UG benefited from reservation policy. In both, PG and UG level, admissions under OBC quota are highest compared to SC/ST and other quotas. Out of total seats, 21 percent in PG and 36 percent in UG got admission through general quota. Regarding benefit from reservation policy, in both PG and UG level, boys outnumbered girls. Less than 25 percent students reported about paying less fee in addition to that listed in the list. From the behaviour of the data, it could be observed that, reservation of the seats have been dominated by OBC caste compared to other castes.

As institutions of higher education engaged in teaching, research and the spread of knowledge, Higher Educational Institutions (HEIs) are well placed to reflect on, become sensitized to and oppose all forms of discrimination and harassment, especially sexual and mental harassment in campuses across the country. Claims of equality, dignity and the ability to live, work and study without fear of harassment are intrinsic ingredients of this moment. Thus the study also focused on discrimination in campus, ragging, segregation in hostels, canteens etc. It could be said that, education has played its role and awareness had very much eased the situation. In of all the indicators, higher percentages of students say that they are not facing any kind of discrimination. However, if we see the percentage distribution of students, it is segregation from others in hostel and reading rooms which has less number of response compared to other indicators. But even this is almost 50 percent. From Group discussion also, the same points come up.

Perception of Teachers on Discrimination in Campus

In the perception of the teachers, in last one decade or so, the students are coming from lower strata of the society. As it is seen over the years that majority of them are very poor academically. There is no discriminatory behaviour seen in the college campus and also students from the marginalised section are having the same strength and stamina to carry out their studies as the general students, provided that there initial socialisation and schooling is good. But Students, those who are coming from the lower strata need special attention to bridge the gap with the students who are coming from the upper strata.

Views of Teachers in Teaching Diverse Student Groups

Teachers have a general observation that students who are admitted through reservation policies, they are very poor in their performance except for few exceptions. It is helpful to know social background of students as teachers can change his teaching accordingly. Another view was that the learning behaviour of marginalized communities cannot be generalized. It varies from student to student. Regarding learning requirement of students, teachers said that we do not divide them on the basis of caste etc. rather we segregate them in different level and then try to meet their requirement.

Faculty stressed that there is no issue of discrimination either on caste and religion basis in this college. Socially and economically backward students have full access to library and faculty also administers their progress time to time. Poor economic status is a major hurdle in learning for students belongs to socially and economically disadvantaged group.

Teachers said that transparency in admission processes, good infrastructure are the main strength of the college while less faculty members and lack of sports trainer are some of the weak aspects .

Besides teaching and academic activities teachers are also involved in research publications and guidance. As far as the socio- economic and cultural background of college students is concerned, it comprises of students from lower and medium groups of society. Reservation benefits are given to OBC, SC, ST and other differently abled students. They have been provided with fee relaxation, stipends, scholarships and they are availing facilities of free books from departmental, college & university libraries.

Generally, it is an assumed behavioural aspect of students from lower strata of society that they will be weak, nervous and incompetent. It is worthless to relate students' abilities to his caste. At first, all students must be made to feel proud of their caste and community to which they belong, and later they must be motivated and encouraged to be in the mainstream of activities. They have same intellectual skills and calibre to excel in life as other general students, provided their initial schooling and socialisation is good. Students those who are coming from marginalised section are also attentive in class and they perform well in all activities and internal exams. Teachers should advocate adoption of new teaching methods as the orthodox teaching methods are not helping student to achieve their goal. Most of the students are form backward communities, the socio economic background of these students are very poor and they are not very confident. Thus, college should be helpful for students to built confidence as lack of teaching faculties and syllabus pressure does not allow time for all this. According to professor, the major hurdle in learning outcome of students belongs to socially and economically disadvantaged group is their unwillingness to learn. Most of the students in his department are from reserved category and thus discrimination is not the issue in his department.

According to faculty in English, people lying on the margins of the society are still deprived of opportunities for education by the reason of their economic inability to meet the expenses of study in terms of books and hostel accommodation. Prof. believes that all students from

the depressed class should be given free education and accommodation with the view keeping them apace with the mainstream of the society.

Class Room Transaction and Academic Interactions

For a meaningful interaction, commitment of time and resources from both the academics and the students and also the higher education institutions is important. This would involve setting up sector specific membership (both from administration and academia) based networks to ensure specific skills (including generic skills) required in particular sectors that are met on a continuing basis. These networks would also compile and collate high quality intelligence and make it generally available to all for making informed decisions.

Expertise and Facilities Information and Interface System – This module would provide an interface between the academics and the society, in particular to help continuously monitor the relevance of various curricula offered by the universities to the industry and the society as a whole. While the system covers various levels of e-enabling such as information, interaction, transactional and collaborative, this sub-system facilitates and promotes collaborative activities, for better use of limited facilities, facilitating and improving industry/Society interfaces.

At present majority of students are coming from middle class and lower middle class and marginalised section of society. College ensures full transparency in admission process as marks obtained in common admission test are displayed at notice boards and cut- off list for non test courses are also being displayed. Institution considers the need of every section of people. As most of the students are from rural background, majority of them are very poor academically. Although, there is no discriminatory behaviour seen in the college campus and also students from the marginalised section are having the same strength and stamina to carry out their studies as the general students, provided that their initial socialisation and schooling is good. But students, those who are coming from the lower strata need special attention to bridge the gap with the students who are coming from the upper strata. The students who are weak academically have been given facility of tutorial classes and extra time if they ask for. Institution also cater to the needs by providing them benefits as per their needs, like economically weaker sections are given financial assistance in terms of scholarships and similarly to the other sections. According to the teacher's view, one should know the social background of students as teachers can change their teaching accordingly. A general observation among the students who are admitted through reservation policies is that they are very poor in their performance except for few exceptions.

There is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for socio-cultural and economic development, and for building the future, for which the younger generations will need to be equipped with new skills, knowledge and ideals. Everywhere higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff development, skills-based training, enhancement and preservation of quality in teaching, research and services, relevance of programmes, employability of graduates, establishment of efficient co-operation agreements and equitable access to the benefits of international co-operation. At the same time, higher education is

being challenged by new opportunities relating to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and controlled. Equitable access to these technologies should be ensured at all levels of education systems.

From Table 8.2, it is clear that economic status, religion, gender or any other indicator were not hindrance for the students in higher education. About 11 percent of students reported facing problems for this. But larger numbers of students were for conduction of interview in local language and training for interview. However, in PG level, 32 percent students voted for training.

Non-Class Room Student Engagement

The teachers were of view that syllabus should be revised periodically. Institution had positive approach towards students. Below average students are generally addressed while imparting lecture and special attention was given to those students who show poor academic performance. They are encouraged to raise questions, and clear their doubts. Students are also allowed to meet teachers after class, if they are not getting their subject properly. This is basically done to motivate them which can cultivate interest in their studies. Students are encouraged to interact in non- class room format to discuss their subject issues but are never encouraged to discuss their personal issues. But definitely personal issues must be sorted out, so that they can feel comfortable and relaxed in their studies. College is not having any informal policy on non-class room interactions with students.

Promotion of Human Values

There is lack of formal feedback mechanism from students on institutional performance. There is lack of enrichment courses or welfare programmes to promote human values among students in the currently functioning departments. For a better training towards a better citizen and human being, it is necessary to provide proper guidance and examples of role models. But all these are lagging and needs to be addressed.

Co-curricular Engagement

Regarding cells, there is no equal opportunity cell at the college, neither any anti-discriminatory officer appointed at college level. Although college campus is free from gender biasness, but there is no gender sensitization committee working at the college level. College is definitely lacking in terms of co-curricular activities at post graduation level, and also there is lack of other facilities like co-ordination and environment for the overall development of students. Institution must ensure holistic development of students which means along with teaching other activities of sports and social services must be included. There are no staff development programmes and nothing like gender sensitization committee being run by the department. All respondents were critical of and complained about infrastructural facilities and co-curricular activities of the department. They highlighted that their department seldom organises cultural or literary activities. There is acute shortage of facilities like good sports ground, canteen, students' club, well equipped library and toilets.

Summing Up

From the chapter it is clear that majority of teachers feel unhappy because there is lack of proper infrastructure and co-curricular activities in the college. There is need of adoption of modern equipment, establishing language labs for fulfilling the learning requirements of different types of students. Students are future of a country, thus inculcation of human values in them is the prime need of hour but most of the colleges are not thinking in these lines.

Presently, majority of students are coming from middle class and lower middle class and marginalised section of society. In order to help those students, institution gives the facility of tutorial classes and caters their financial assistance in terms of scholarships. College ensures full transparency in admission process as marks obtained in common admission test are displayed at notice boards and cut- off list for non test courses are also being displayed . In the last one decade or so, the students are coming from lower strata of the society. As it is seen over the years that majority of them are very poor academically. There is no discriminatory behaviour seen in the college campus. The students from the marginalised sections also have same strength and stamina to carry out their studies as the general students, provided that their initial socialisation and schooling is good. But Students, those who are coming from the lower strata need special attention to bridge the gap with the students who are coming from the upper strata.

One of the main issues that came out from the study was the lack of permanent faculty. Most of the colleges have very few regular faculties and others' were ad hoc or guest faculty. Thus, due to this lacuna, education system is suffering a lot. Another issue is of old syllabus. Teachers remarked that syllabus should be changed periodically. As far as the issue of providing remedial courses are concerned, there is no any provision by the Bihar government. So, there are no any remedial courses offered by the college department.

College is not having any gender sensitization committee neither institution is having college level student union. Student union exists at university level. They are supported by political parties and are political in nature. They remain functionless most of the time but at times membership drives are initiated by them at the college campus. There is no equal opportunity cell at the college, neither any anti- discriminatory officer appointed at college level. There is no discriminatory behaviour reported whether with the women candidate or with the marginalised section, in the department till date.

There is lack of co-curricular activities at post graduation level. Seminars, symposiums and science workshops are organised regularly at national and international level. Institution promotes these activities through college notices and class announcements. Participation of students in these activities is up to 90-95 percent of the attendance.

There is no student feedback mechanism taken up on curriculum and institution performance. But at times, students themselves approach in a non-formal set up for their feedback. Teachers had general observation that students who were admitted through reservation policies were very poor in their performance except for few exceptions. They think that students those who are coming from the marginalised section of society are weak in academics and are having low potential. Students have been given reservation benefits

following reservation norms provided by the rule of law from Bihar government. Students are enjoying benefits of fee relaxation, stipend, free books and scholarships. But some said that this assumption is not correct; even those students can do well in studies if they are well monitored. It totally depends upon student's aptitude.

About complaints, teachers said that they have increased in recent years, but most of the cases are fake. Students complain directly on the helpline number. Teachers said that with proper infrastructure and young faculties, ragging and other complaints will reduce. Faculty does not face any problem as being faculty in-charge of the cell but as students compromise in most of the cases so college administration is not able to take appropriate action. There is no issue of conflict among various committees as each committee has their own work to do. Some faculty is member of various committees so there is no problem in coordination among various committees.

Campus level activity is looked and pondered seriously if any incidence occurs. But there is hardly any case reported till date today. Student political union are there at the university level, but they are functionless according to the view point of some of the faculty members. They are running for their political achievements.

From FGD it came out that some of the teachers are worried about the quality of students taking admission in the college. The overall academic environment is degrading. But general perception of teachers towards marginalised community students is very fair and they believe that students from marginalised community can do better in their studies.

Learning and behavioural aspect of students admitted through reservation is not much different from general category students but students admitted through reservation must be equipped with proper study materials. The teachers were of view that reservation policy is not achieving its desired goal as no effort has been made by the government to give students quality education at school and university level.

According to a professor, the major hurdle in learning outcome of students belonging to socially and economically disadvantaged group is their unwillingness to learn. Professor encourages all the students to participate in class room discussion by asking question relating to society, literature and contemporary problems. The Professor considered personal discussion important and its outcome is also very good.

Some teachers also complained about decline in quality of teachers and students. Things were deteriorating fast in this state. The opportunities were relatively better at other places than at this place.

Students are encouraged to interact in non-class room format to discuss their subject issues, they are never encouraged to discuss their personal issues. But definitely personal issues must be sorted out, so that they can feel comfortable and relaxed in their studies. College is not having any informal policy on non-class room interactions with students.

College tries to inculcate holistic development of students which means more than teaching and includes other various activities of sports and social services. There is lack of many co-curricular activities which is necessary for holistic development of students. There is also no

enrichment programmes, neither any other activities promote human values among students. There is nothing significant done to promote human values and personality development.

A close interaction between the teachers and the students in the evaluation of the progress of learning is desirable, so that teaching-learning process is not superficial. It would be desirable to offer orientation programmes covering sports, cultural know-how and other vocational courses to teachers to update their professional knowledge and skills. Integrated approach by involving experts from different fields with major focus on sharing of experiences in a holistic framework and having dialogues at different levels such as: at core committee level and at sub - committee level is desirable. Multidisciplinary curriculum must be developed with a view to cater to the needs and fulfilment of expectations of learners, teachers' parents, employers and society in general. Decentralization must be encouraged with a broad framework of University system.

However, most efforts to promote quality and excellence shall go in vain but for the availability of suitably qualified and quality faculty. University education, and the mode of learning whilst at university, will need to prepare students for entry in a competitive environment and equip them with appropriate skills, knowledge, values and attributes to thrive in it. There is a strong drive to build and create knowledge together with an understanding of working life and reformulate the concept of knowledge in learning situations. Universities across the globe are increasingly pressed to find ways of proving their worth not only in the preparation of students, but also how they are linked to business and industry. Learning rooted in working life could help institutions to interpret and respond pedagogically to the challenges of this environment, using other forms of teaching and learning patterns, like project-based learning. Higher education can no longer be owned by a community of disciplinary connoisseurs who transmit knowledge to students. Both the complexity and uncertainty of society and the economy will require institutions to continuously adapt while upholding quality standards. In practice, institutions will have to learn how to best serve the student community. Students have become the focal point of the learning approach in many areas of the world. At the same time, students appear to have become more sensitive to equality of treatment and demand to be provided with equal teaching and learning opportunities, to be assessed fairly and get the education they deserve for job and social inclusion. The expansion of higher education providers along with the diversification of student types put the issue of equity at the very centre of quality issues.

With this view of learning, the role of higher education teachers is therefore changing. In addition to being, first and foremost, a subject expert acquainted with ways to transmit knowledge, higher education teachers are now required to have effective pedagogical skills for delivering student learning outcomes. They also need to co-operate with students, colleagues from other departments, and with external stakeholders as members of a dynamic learning community.

Table 8.1: Percentage Distribution of Faculty in Patna University in (UG and PG) by Subject wise

Faculty	SC	OBC	General	Hindus	Muslims	Male	Female	Rural	Urban	Total
Economic	17		83	75	25	58	42	17	83	100
Political Science		33	67	67	33	67	33		100	100
Geography	11	22	67	78	22	67	33		100	100
Sociology		33	67	67	33	100			100	100
Persian			100	50	50	50	50		100	100
Botany			100	100		67	33		100	100
English			100	100		100			100	100
History			100	75	25	25	75		100	100
Sanskrit			100	100		100			100	100
Maithili		100		100		100			100	100
Philosophy		33	67	100		67	33	33	67	100
Mathematics			100	100		50	50		100	100
M.com			100	100		71	29		100	100
Psychology		100			100	100			100	100
Hindi		75	25	100		75	25	25	75	100

Table 8.2: Percentage Distribution of students by different indicators

	Economic Status	My Religion	My Gender	Other	Interview conduct in local language	Training for interview will help students
PG Student						
Male	7	11	10	9	28	40
Female	9	10	11	13	17	28
Total	9	10	11	12	20	32
UG Student						
Male	18	20	16	13	21	11
Female	16	24	24	16	20	12
Total	18	21	17	13	21	11

Chapter 9

Diversity and Governance and Management and Professional Development

Introduction

Around the world, the higher education is under pressure to change. It is growing fast and its contribution to economic success is seen as vital. The universities and other institutions are expected to create knowledge; to improve equity; and to respond to student needs – and to do so more efficiently. They are increasingly competing for students, research funds and academic staff – both with the private sector and internationally.

The government of Bihar has been working towards development with justice. In this context, the University also identified diversity in governance, management and professional's development. For success of any professional institution and to fulfill their goals and ambitions, it is mandatory for them to keep good governance and efficient management with fullest diversity. Bihar needs a high quality higher education sector with a range of educational institutions servicing different communities and varied requirements. The challenge for the Indian higher education sector is how to achieve greater diversity, based on individual strengths and which are relevant to the economic growth of their regions and in the best interests of their students. These diversities may only become conscious when diversity maintained in governing body, management and academicians. Governing body should include the expert from different area i.e. research, commercial, management, civil society etc. It should also maintain the different dimensions of gender, social, age etc. within the governing body. This may be resulted the better and inclusive governance in the institution.

The regulatory framework to reduce ambiguity in rules and regulations for governing the higher education system, a centralized repository/portal should be developed with all the rules and regulations governing higher education system for easy and efficient access. There is a need for swifter system for seeking approvals for any matters.

One of the issues raised in the interview was the concern about governance arrangements in the university. Attention was focused on whether governing body members had the skills needed to oversee the university which has been evolved into large, complex and sophisticated organisations. Universities now had to deal with complex private and public sources, managed budgets, and were involved in a wide variety of operations in teaching and learning, research, and engagement with external entities.

To deal with above challenges, some key points should be taken into consideration for well functioning governance body:

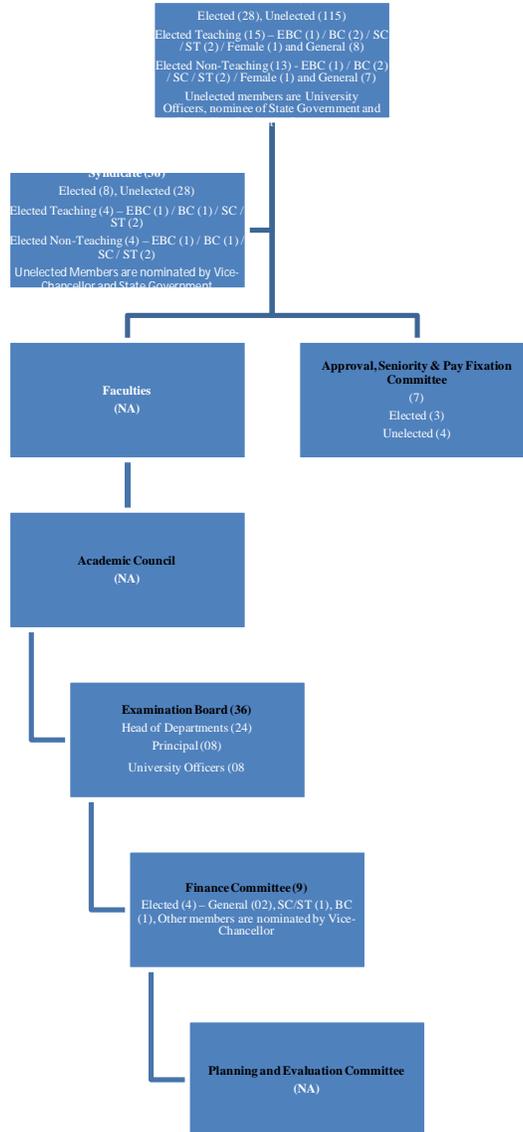
1. The role and responsibilities of the governing body should be clarified,
2. Duties of members and sanctions for their breach to outline standards of conduct members are expected to follow, and the removal of members who do not meet those standards,
3. A process for election and nomination in accordance with skills and expertise,

4. A limit should be fixed for the members on the size of the governing body,
5. A requirement that some members have financial and commercial expertise,
6. Provision for induction programmes and professional development of members,
7. A requirement for codified grievance procedures and release of an annual report, and
8. Minimum standards for the oversight of commercial operations.

Faculty Diversity in Governance and Management Structures

The University has different authority to take swift and smooth decision on their respective matters. These matters send to the syndicate for assessment and after approval of the syndicate it place against the senate for final approval. After approval of the senate, it is implemented. Senate is the ultimate authority which approves the any matter of the institution. Syndicate assist the senate to see the matter before place it before senate. Financial Committee manage the financial matters like allocation of funds, utilisation of allocated fund with proper monitoring and transparency; Academic Council deals with the research and development and curriculum development etc; Examination Board is responsible for taking examination on time, result etc; Planning and Evaluation Committee deals with overall plan like infrastructure of the institution, library, modern facilities, computerisation etc; Approval Seniority and Pay Fixation Committee evaluate the faculties and staff for upgradation of post and seniority, fixation of payment and consideration of the case of the retired person.

The selection of members of senate and syndicate are elected and non-elected. Senate has 23 elected and 120 non-elected members; out of 143 members. Non-elected members are university officers, nominee of State Government, nominee of the Chancellor and students' representatives. Elected members belong to teaching as well as non-teaching staffs. Out of 15 teaching members, 3 belonging to SC/ST, 2 from BC, 1 from EBC, 1 reserve for female and all others belongs to general categories. As regards to non-teaching elected members, seven from general category, one female, one EBC, two BC and two from SC/ST community. While member of syndicate also come through the same election process and through nomination of Vice Chancellor and state government. The organisational chart depicts the diversity within the governance and management Authority.



Most governments now allocate funds to universities on a lump-sum or block grant basis, rather than by detailed itemisation of budgets. There have also been clear moves toward introducing or increasing tuition fees, output-oriented budget allocation, and performance contracting systems. These changes have paralleled the other aspects of more autonomous, but more accountable and good governance.

Ensure that the discrimination is covered by institutional equal opportunities policies and that this is communicated effectively to all staff and students. Raise awareness about unfair age, caste, discipline, gender etc. discrimination, stereotyped and ageist attitudes through training, and other initiatives, to ensure understanding among all staff of the negative consequences of these discrimination and to promote a culture that values diversity which promote organisational and cultural change.

Provide guidance to managers to deal effectively with ageist attitudes and incidents of unfair of any type of discrimination. Use staff satisfaction surveys to monitor perceptions of unfair

gender, caste and discipline discrimination among staff and take action when appropriate. Use the Equality Impact Assessment process to raise awareness about unfair these discrimination and to eliminate it from employment policies and practices.

The size of the governing body is also matter for taking decision smoothly and timely. Further, there were doubts about the ability of governing bodies to monitor effectively universities' commercial operations. The review considered that governing bodies could exercise this control more effectively if their members had greater proficiency in commercial activities. It became clear that universities' best interests were served by taking note of developing best practices in corporate governance which could help ensure their ongoing sustainability.

The University may introduce some yearly recognition award programme for Mentorship, Diversity Community Service and Institutional Service. These awards may attract the faculty to take them with a fullest energy and emerge with some innovative efforts. The Diversity Awards for faculty and staff will be served as a vehicle to raise the awareness and importance of diversity at and to honor those who demonstrate a significant commitment to creating an inclusive environment and the delivery of concrete outcomes.

Views on level of Representation and Participation in Governance and Management

Universities contend with complex relationships with state government, central government and other stake holders as well as ethical issues, their duty of care for students, intellectual property protection, academic integrity... and much more, all under constant media and public scrutiny. Further, concern was the tendency for many governing body members to represent interest groups, rather than serving the interests of the university as a whole. Now a day as world of the education has changed a lot and responsibility and role of the institution. So the governing body of the institution has to change accordingly. The curriculum should be based on recent development and according to need of the market. So that student can easily cope up with the demand of the job market.

The governance encompasses analysis in the broadest terms of how higher education is governed. Governance comprises a complex web including the legislative framework, the characteristics of the institutions and how they relate to the whole system, how money is allocated to institutions and how they are accountable for the way it is spent, as well as less formal structures and relationships which steer and influence behaviour.

The decision processes also vary substantially. Some institutions are dominated by strong presidents. Some have strong faculty and collegial participation. Some allow students a strong voice in the decision-making process. Some are bound by state system regulations and have little decision-making latitude. Some are virtually dominated by the local communities that they serve. But it should be like participation and representation in governance and management from faculty, student, government, civil society etc. So the interest of everyone should be taken into consideration.

Faculty, students, and administrators jointly need to participate in the decisions relating to the future of their community. The crux of the matter is to maintain a high degree of participation and yet to carry on as efficiently as possible the management function.

Participation in decision making is often discussed as a desirable feature of a strong professional faculty. Faculty are the experts, and should be allowed to apply their expertise to the institution's decision process. We should also check whether department run by consensus or does a small clique dominate. It is also necessary that the decision making in the institution is more democratic not highly centralized. On the issue of departmental decision making, consensus of the faculty members could make comprehensive decision and everyone feel ownership on that. They may very enthusiastic and energetic on those decisions which taken on the consensus basis.

If the faculty within a collegial structure are to participate meaningfully in the decisions, they must also take some measure of responsibility for the consequences of these decisions. A collegial enterprise requires that members of the collegium have sufficient identity with the structure that they not only help establish its direction and form but also participate in the outcome of decisions in the long-term experience of the institution. At a time when faculty demand more involvement in decision making, faculty must also be prepared to take more responsibility for the continued welfare of the institution.

Status of Access to Professional Development Opportunities

The practices at the Harvard University, the Dean meets with junior faculty on a regular basis, including periodic lunch meetings, and discusses with them ways in which the School can better support their development, and teaching and research efforts. After discussion and assessment by the governance authority, they plan to offer or sponsor developmental activities, such as the research methodology course, refresher course, training programmes, seminar series, leadership Skills for Engineering and Science Faculty course, technological training etc. This type of engagement and professional development programme should be sponsored or organise for the faculty members. The focus of these opportunities should be professional development and mentoring, in particular to skill building and special projects. These important efforts will have to continue over the coming years, especially given this community's importance in providing necessary teaching capacity to staff our greatly expanded active learning course portfolio, which will be increased over the few years as the number of ladder faculty numbers have stayed about constant. This thing may replicate in our university system also.

In the recent past the University has arranged several seminars, workshops, training programme, research methodology courses and refresher courses. Very recently, the Department of Economics has endeavor its first Journal. The University also published the number of journals of different faculties.

Views on Access to Professional Development Opportunities

Each governing body must make available a programme of induction and professional development for members to build the expertise of the governing body and to ensure that all members are aware of the nature of their duties and responsibilities. At regular intervals the governing body must assess both its performance and its conformance with these Protocols and identify needed skills and expertise for the future. The academic and non academic human resources should be trained for better and updated technology. In this connection

department of management people should take training on leadership and decision making ability. The librarian should be trained for new library software to manage the library online. Accounts department personnel should be trained for accounting softwares. Academician should be taken training on their related fields like – social science softwares, research methodology programmes etc. These trainings and technological benefit enhance the opportunity of professional development. This should be targeted to every faculty and staffs for their career on rotational basis or bulk training programme arranged or sponsored by the university.

Views on the Working Conditions of Faculty

Traditionally, regulatory bodies in Indian higher education have been focused on monitoring inputs. Universities were assessed on the size of built-up land, number of books in their library, funds spent on computers and so on instead of on student learning outcomes, their employment readiness or performance in standardized tests. A conscious effort to reverse this anomaly has been made over the years by linking public funding with performance variables. Attempt has also been made to shift the thrust from consumption of allocated funds to outcomes from utilized funds, effecting, at the same time, greater autonomy in the use of allocated funds as well as greater institutional responsibility towards their effective utilization. The working conditions of faculty in the institution could be diversified, transparent. Faculty should provide work freedom, autonomy participation in decision making process of the respective department. Faculty needs development opportunity, timely payment, promotions, participation in decision, interaction with the student, research and development opportunity etc. Further on this regards, university may take survey on regular interval for assessment of the working environment and can be changed accordingly. Working condition for any institute is dynamic which may vary time to time and differ from place to place.

Summary and Analysis

In our present technological society higher education has become an essential commodity. The symbols and slogans of success are set in educational terms. Higher education has become a central economic commodity, more important even than capital. The best and ideal education could be provided with diversified governance and management. Diversity in governance and management provides transparent and equal opportunity to all. It is also necessary for the interest of faculty to take them in the decision process to feel their ownership and participation. They may take responsibility by own because of participation in the decision process. Institution should also have regular programme for professional development for teaching as well as non-teaching staffs to equip with latest technology in the respective fields. The syllabus of the educational institute should be change time to time and with incorporation of new and updated issues. It is also necessary to have a job placement cell for the pass out and final year students. The quality education comes from the working conditions of the faculty. It is depend on the autonomy, freedom, participation in the decision process, development opportunities, promotions, timely payment, etc. It will need to regulate the higher education, to adopt policies that promote national objectives, to provide incentives

to stimulate appropriate improvements, the resources needed to meet public goals for higher education, and to ensure equality of opportunity and equity in access.

Chapter 10

Institutional Response to Diversity, Equity and Quality

Introduction

Strong culture of diversity and equity based on values and principles of fairness, inclusiveness and respect help fostering growth of students in the institutions. Diversity and equity helps to improve environment of the college, enhance innovation and assist in supporting students to achieve their educational goals. This can be done by providing equal opportunity by removing barriers to participation and implementing initiatives which aim to promote inclusiveness and address imbalances in all aspects of education, promoting clear and accountable policies and practices to engender trust between teachers and students and ensuring that students are aware of their rights and responsibilities.⁷ Institutions must provide strong leadership, articulate clear goals and maintain supportive institutional policy to develop better interaction with students.

Diversity and equity is an important strategic priority for an organization as it takes exceptional individuals with different talents and perspectives to continue to deliver high quality education to more people in innovative ways.⁸ Institutional initiatives are essential to stop caste-based discrimination and support the lower caste students to empower and attain a degree. Higher education institutions in the United States (U.S.) are pioneer in innovative initiatives and research to address issues of discrimination and campus climate.

Structure and Core Function of the Cell / Committees.

Gender Sensitization Cell

Objectives: The Cell has been instructed to spread the message of Gender Equality in order to eliminate gender bias and gender insensitivity through Seminars, Poster Display, Organising Exhibitions, Submitting Memorandums, Arranging Marches, Dharnas and if required take Agitational Programmes.

The Cell has also been mainly entrusted with taking up cases of harassment and atrocities on female teachers, employees and girl students, enquire and take appropriate action against the culprits.

Action: The Cell will recommend action against the perpetrators of such offences to the Principal / Head of the Department / Disciplinary Committee / Officials of the University / Vice- Chancellor. The Cell may also approach directly to the local police and other relevant bodies. The action should be initiated within 24 Hours of the complaint.

Complaints: The victim of any incidence of atrocity or harassment can approach any of the members of the Cell, who will report the matter to the Secretary / Chairperson, who will initiate enquiry and recommend action. If found necessary meeting of the General Body of the Cell be convened to discuss the complaint.

⁷ Ruch, C. P., and E. P. Trani. "Scope and Limitations of Community Interactions." Metropolitan Universities, I (1990-91), 27-39.

⁸ Rathod Bharat accessed at <http://www.countercurrents.org>

Members of the Cell: The Cell shall constitute 14 members including 3 student members. The teacher members will be drawn from Colleges and Departments of the University keeping in view the convenience of operation.

The Cell shall be headed by a Chairperson, Vice-Chairperson and a Secretary who will be executive authority. In addition to the above said 14 members, the Chairperson can co-opt two members which will raise the strength of the Cell to 16 members. In case of any difference of opinion the decision of the Chairperson shall be final.

Office: The office of the Cell shall be situated at Lady Teacher's Club inside the Patna College Campus with proper infrastructure. A display board will be fixed at an appropriate location near the office carrying information about the Cell. A complaint box shall also be fixed at the gate to receive the complaints. The office work will be looked after by a part-time staff appointed from amongst the working staff of the College / Department / University.

Budget: The budget of the Cell for the coming year will be 100,000/- (one lac) to be revised from time to time. The operation of the account shall be the responsibility of the DSW, office.

Selection/dismissed of Member of the Cell: The Vice-Chancellor, Patna University shall be the sole authority for selection / dismissal of the members of the Cell.

Tenure: The tenure of the Cell shall normally be 3 years.

Anti-Ragging Committee

Objectives.- To prohibit any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student, or indulging in rowdy or indiscipline activities by any student or students which causes or is likely to cause annoyance, hardship or psychological harm or to raise fear or apprehension thereof in any fresher or any other student or asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other student, with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student; and thereby, to eliminate ragging in all its forms from universities, deemed universities and other higher educational institutions in the country by prohibiting it 3 under these Regulations, preventing its occurrence and punishing those who indulge in ragging as provided for in these Regulations and the appropriate law in force. 3. What constitutes Ragging - Ragging constitutes one or more of any

Structure: - Anti ragging committee is not centralized at university level. Different colleges have their own committees which look after the complaints. A senior teachers is appointed In-charge of the committee.

Discipline Committee

Objective

The Committee is responsible for resolving complaints against students and student organizations and to decide the appropriate Institute response.

Discipline committee is constituted at college level to look after the grievances of students. A senior faculty is made In-charge of the committee and other teachers are appointed to assist.

Student Welfare cell

Objectives

This Cell also looks after the genuine needs, requirements and grievances or complaints of the students, if any. This cell is headed by Dean, Students' Welfare.

Career and Counselling cum Placement Cell

The specific objectives of Career and Counselling cum Placement Cell are to:

- Create awareness among students regarding available career options and help them in identifying their career objectives.
- Guide the students in developing skills and job-search strategies required to achieve their career objectives.
- Identify suitable potential employers and help them achieve their hiring goals.
- Organize activities concerning career planning.
- Act as a bridge between students, alumni and employers.
- Take feedback from industry and provide inputs for curriculum.

Students Grievances Redressal Cell

Objective: - Some colleges have a Grievance Redressal Cell to redress the grievance of its stakeholders. The students approach the cell to voice their grievances regarding academic matters health services, library and other services. A Student may send her grievance to the Principal over email or put the note in the Grievance box located near the Principal's office. The cell redresses the grievances by sorting out the problems promptly and judiciously.

Function of Cells/Committees

Cells/Committees have a Faculty In-charge and various others members. Students with any grievances can directly report to the concerned In-charge. During our group discussion we asked students whether they are aware of the functioning of various cells / committees in the university. Most of them replied in negative. University does not have a proper feedback mechanism system nor the detail about these cells are available anywhere. Shortage of faculties is an important issue. Teachers are engaged in academic activities and hardly get enough time for other activities. Colleges and university does not maintain a proper record of complaints. Most of the cells are without In-charge and thus not functional at all. Professor wants involvement of young faculties for cells and committees, as young teachers are more close to students and thus are able to solve problems immediately. Most of the young

faculties are on ad-hoc basis and do not want any involvement in these activities. Most of the cells have become defunct

Levels of Complaints received by Cells/Committees

University expects that anyone wishing to make a complaint does so personally in written to In-Charge of the concerned cell/Principal. Most of the cases belong to Ragging of students.

Prof. Jayanti Sircar is Faculty In-charge of anti-ragging cell and member and In-charge of various other cells in Patna College. In the opinion of Dr. Sircar, lack of faculties and infrastructure is the main problem. Many students take back their complains in case of ragging etc. So it becomes very hard to punish the culprit most of the time.

The complaints have increased in recent year, but many cases are fake. Students complain directly on the helpline no. provided by UGC, but when it comes to college we do not find any complainant. With proper infrastructure and young faculties ragging and other complaints will reduce. Young faculties are aware of many things and they can give round in college efficiently which will help in reduction of ragging.

Faculty does not faces any problem as being faculty in-charge of the cell but as students compromises in most of the cases so college administration is not able to take appropriate action. There is no issue of conflict among various committees as each committees have their own work to do. Some faculty is member of various committees so there is no problem in coordination among various committees.

Faculty In-charge stresses on the requirement of young faculties. Young faculties will solve problem more efficiently. They can give round in college often.

Challenges and Suggestions for Improvement of the Functioning of the Cell

Shortage of faculties in the college is the main challenge in smooth functioning of the cell in University. Senior teachers are already overburdened with academic responsibility and hence they did not get enough time to look after other jobs. Faculties In-charge of cells are required to make round in college campus on regular basis. Apart from this encouraging students to express their grievances / problems freely and frankly, without any fear of being victimized will encourage students to state their problems. There should be suggestion/complaint Box installed in front of the Administrative Block in which the Students, who want to remain anonymous, put in writing their grievances and their suggestions for improving the Academics / Administration in the College. The cell formally should review all cases and should act accordingly as per the Management policy. The cell should give report to the authority about the cases attended to and the number of pending cases, if any, which require direction and guidance from the higher authorities.

Institution Policy on Diversity and Equity

Equality and Diversity works to make the institutional culture of the University respectful and inclusive of what there is in common and where it differ. It works to remove organisational barriers and hurdles created consciously or unconsciously against some groups, so that all have a fair chance to progress and develop. Patna University infrastructural and manpower constraints are making it difficult to achieve desired goal. Although there are

cells and committees formed in the University/ Colleges but students are not much aware of it. Some of them who are aware are not willing to make any complaint with these cells/ Committees due stoic effort of University Officials. As already stated it is mainly due to shortage of manpower and proper infrastructure facilities.

Views on Regulations and Practices of Institutional Leaders in Promoting Quality Educational Experience and Equity

Universities are serving a more heterogeneous student population now than ever before. The concept of flexibility is particularly should be emphasized with issues related to the students with such heterogeneous population. Teachers can help in promoting quality educational experience and equity by changing the belief and perceptions of the colleagues, offering alternative ideas to refute long held belief, overcoming the fear of failure etc. Disprivileged students should be provided with extra time and they should be encouraged. These students didn't get proper academic care at their home as their parents are not educated enough and therefore any guidance from the faculty part will boost student's moral. A better access to study material, lab, and library would be very beneficial for them. Many teachers are of view that teachers should work effectively in inclusive arrangement and they need proper attitude and values, knowledge and understanding so that problems of the students can be dealt effectively. At the university a shared culture and ethos based on attitude toward welcoming a diversity of learners in classroom and meeting the diverse need in education is crucial. This could be guided by teachers with a vision for promoting quality educational experience and equity that includes clear thinking regarding meeting the diverse need of students.

Policies that promote quality educational experience need to address attitudes towards learners with diverse needs, as well as propose action to meet their needs. Such policies outline teacher, organisation and support structure/service level responsibilities.

Student Unions, Political Organisations and Informal Groups

The Patna University Students Union is the umbrella students' union at Patna University. Last election of PUSU was held in 2012 after several years. Since then no election has been held in the University. PUSU lacks basic infrastructure in the university. Representatives are not much aware of their duties and rights.

However there are many Political Organisations in the University. The student wing of almost all important national and state level party is present in the university. These Political organizations has limited themselves to disrupt the classes, take out the possession etc. only and thus has not added anything positive for the sake of students and the University. There are only few Political Organisation who fight for the right of students. In absence of Student Union the role of these organizations has become very important but these organizations are hang by its own tail.

Views on Extension and Co-Curricular Activities and Institutional Social Responsibility

A Chinese proverb very aptly states, **“Teach me, and I will forget. Show me, and I might remember. Involve me, and I will never forget.”**

Education is a pretty broad concept that surpasses the four walls of a classroom. The core aim of education is to foster all round development of a Student. All round development essentially means intellectual, physical, moral, sensible and social development. All round development can be achieved only through education. Education plays a fundamental role in the making of a man and his development as a culturally well developed social animal. To fulfill these objectives, there is a prime need of striking a balance between syllabus, curriculum, books and also co-curricular activities beyond that.

But these activities are very limited in the University except few women colleges where it is held on the regular basis. University has not given importance to these activities at PG level and even at UG level students are not motivated enough to participate in co-curricular activities. Lack of teaching faculty is perhaps one of the important reasons behind this as the teachers are overburdened with their academic engagement and they seldom find time to do other activities.

Views on student Feedback Mechanism

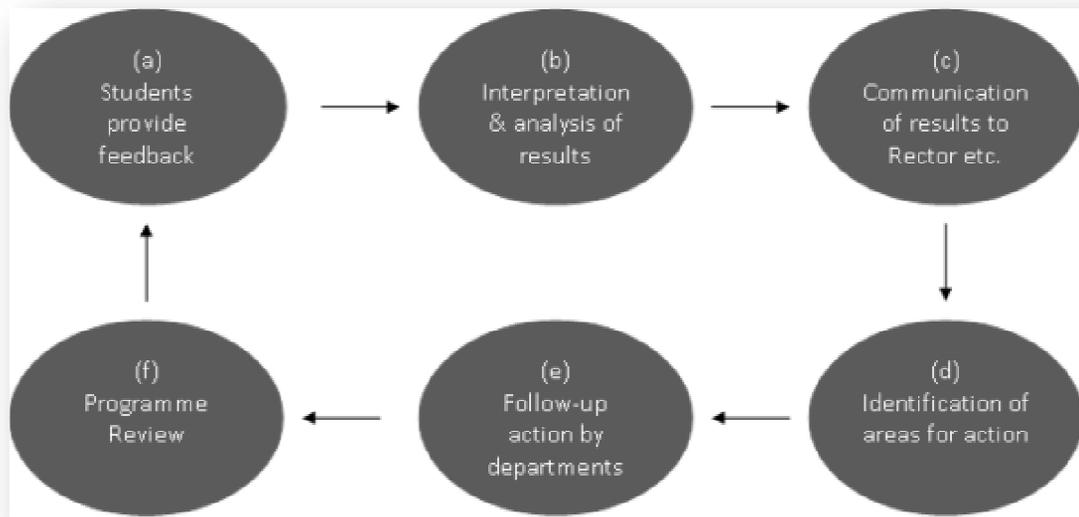
Student feedback system is a critical element of internal quality assurance and is of growing concern in the higher education community. Student Teacher Consultation are one of the principal mechanisms used within the University to evaluate the student experience on programmes, and to communicate to students details of actions, but many institutional leaders has stated during interviews that student feedback mechanism is very weak.

Summary

Patna University is to transform the University into a modern 21st Century institution and a national centre of excellence. This will be achieved by developing physical and ICT infrastructure and human resources. The University will be a student-centric centre of learning, and therefore, modernization of teaching and pedagogy (skill based learning) should be the main objective. The Patna University will also seek to provide a conducive environment where top quality research could be pursued. Patna University is conscious of its commitment to provide assistance to weaker sections of the society, to achieve acceptable levels of literacy, and to impart skills to the underprivileged. It hopes to give a renewed thrust to areas like Information and Communication Technologies (ICT), Agriculture and Agricultural Informatics, Biotechnology and Bio-Informatics, Management Studies, Rural Development, Disaster Prevention and Management, Environmental Science, Journalism and Mass Communication etc. The University has started new faculties, departments, centers and start new Post-Graduate Courses and initiate research in some of these thrust areas.

Across the country, Government Universities are facing, among other issues, a severe shortage of teachers. Shortage of teachers becomes a matter of serious concern in Patna University and it hinders many developmental objective of University. The functioning of the cells and committees are also not very smooth at the university due to this acute shortage.

Many other activities like co-curricular activities are also being affected due to the same reason.



Student feedback mechanism is an important system of the university. Universities can get proper complaint of the students through feedback mechanism and thus helps university official to be aware of the problem it is facing. But the officials are not much concerned about this problem as it involves huge manpower but as has been stated earlier university lack acute shortage of the human resource and thus making difficult for the university to carry out their most important day to day works. Student now a days have many problems which not only concern their study but also their overall academic performance. Higher Education for Civic Learning and Democratic Engagement: A study of diversity and discrimination in Higher Educational Institutions tries to explore these problems as it has its root in many others.

Chapter 11

Summary and Conclusion

Introduction to the Chapter

Today, hundreds of colleges and universities recognize the educational value of diversity and view student and faculty diversity as an essential resource for optimizing teaching and learning. In order to increase access and expand institutional diversity, many colleges and universities have long engaged in such activities as the recruitment of underrepresented students, high school mentoring and tutorial programs, articulation agreements with community colleges, need-based financial aid awards, and caste-sensitive admissions policies. Tools such as these are indispensable to achieving a diverse campus environment. Taking caste and social group origin into account in admissions decisions is one of the most controversial of these practices. Discussions about diversity in higher education today are filled with contradiction and paradox. Legal challenges and ballot initiatives in the country threaten the growing commitment to diversity in higher education. Yet in more and more arenas, the importance of diversity is highlighted. A 1998 national opinion poll sponsored by the Ford Foundation's Campus Diversity Initiative shows that over 90 percent of the public believe that diversity is important and that higher education has an important role in fostering it (Smith Daryl G AND Schonfeld Natalie B,2000).

In the previous chapters, we have discussed the nitty-gritty of the diversity and discrimination in Higher Education Institutions in Bihar and its reflections on civic learning and democratic engagement. To study this angle of diversification, we had selected colleges and university but all from government sector. Data are collected from students, teachers, management in-charge of different cells and head of the institutions using structural questionnaire and interview schedule, on various aspects particularly diversity and discrimination, equity, access and quality in Higher Education. Special importance has been given to the marginalized groups.

This chapter is the summary of the study. The chapter discusses about the students and faculties reaction on diversity in general and group specific experiences With regard to attainment of professional development; no specific case of diversity is reported as the faculties are getting an equal opportunity. Institutional response to diversity, equity and quality is narrated with reference to the formation of different cells/committees and its functions. Finally the findings of this study and suggestions as a road map for diversity and equity in Higher Education campus are given.

Diversity in Students and Faculty

The analysis on the diversity of students and faculty in the selected institutions shows that as far as social aspects are concerned females, general and other backward caste group and Hindu students dominated in these institutions. The second highest proportion after Hindu is that of Muslims. The reason behind this may be that population of Bihar has such structure, where Hindu form the major group followed by Muslims. It was also found out that the enrolment of SC/ST students is comparatively low at the PG level when compared to their UG enrolment. A very large majority of the students was from rural area. With regard to the

syllabus, almost all students followed state syllabus which was not reviewed periodically. Out of a total number of 500 students, 335 were from PG and 165 from UG. The dominance of Hindu religion and general and OBC caste was also seen in faculties who were mainly from urban areas. Students in Higher Education were mainly from Bihar followed by very negligible share of students from Jharkhand, UP, AP and West Bengal. This shows that Higher Education system of Bihar not able to cater to the needs of Higher Education that is generally demanded for.

General and Group-Specific Experiences of Students on Campus

In order to understand just how diversity matters and what university administrators can do so that our institutions benefit from diversity, we try to summarize the findings of research in this area in relation to four dimensions of diversity: (1) access and success of underrepresented students, (2) campus climate and intergroup relations, (3) education and scholarship, and (4) institutional viability. These dimensions are critically linked to one another and to the diversity of people involved. In our examination of these four dimensions, we find it both exciting and reassuring to note that institutional activities and efforts in these areas, when intentionally planned and done well, have significant positive outcomes. These outcomes are relevant for deprived students, students who represent other kinds of diversity, students in general, the institution, and society.

While looking into general and group specific experiences of students at campus, the variation was looked into on the basis of gender, religion, social group, income, inter-state and intra-state disparities in undergraduate and post graduate level. Same is seen in faculty characteristics. Some of the remarkable points that comes out from the study are: The girls out number boys in enrolment in higher education. The enrolment in university is higher for girls. In social groups, OBC form the first big group followed by General, whereas the share of SC and EBC was 12 and 10 percent respectively. The share of ST was still negligible in higher education⁹. When compared with 2013-14 with 2008-09 data, the trend showed that the rate of growth of enrolment is higher in girls. The SC, ST and OBC had positive growth in enrolment whereas, general and EBC had negative growth. In religion wise distinction, the growth rate for Muslims is higher than that of Hindus. But for Faculties the situation is alarming. There is no data for ST faculty or disabled faculty which shows that only reservation of seats may not be the solution. Thus to promote healthy diversity in Higher Education, a balanced society growing on the lines of inclusive development is need of the hour.

Group specific responses of the marginalised students revealed that although there was no such clear discrimination but still few students felt that they were discriminated in some facets. Few of the respondents were of the view that one can avail equal opportunity, only when they have reservation which helps them to get equal opportunity everywhere. They also felt that discrimination of caste is more in rural areas compared to urban. Students did not face any discrimination in the University. None of them heard any derogatory remarks from teachers and students about reservation policy or for being a SC student they need less mark to qualify in examination. Regarding question on peer group, the Respondents said that they

⁹ The share of ST in population of share of Bihar is only 1.3 percent.

had friends from all the section of the community and Group is not formed on the basis of caste, however there might be some students who do not like to mingle with but it is not evident. One of the reasons behind this less discrimination as pointed out by the respondents may be less enrolment of general category students and thus there is solidarity among SC students. Respondents also said that there are some departments where eighty percent of research students are form reserved category. So this is a good indicator. According to the SC students, the general category students prefer to join professional courses as they are financially strong than SCs. The marginalised group got financial help from the government but they have to face problems in getting the money or may be it keeps on getting delayed. Respondents mainly female thought that education is the main instrument which can bring equality in the society. Along with that other important factors are better infrastructure for backward students and remedial classes.

An interesting thing that came out of the study is that few students also thought that current reservation should be on the basis on income. They told that even in that case also the benefit will be availed by SCs, STs and OBCs as they are financially deprived since very beginning. Many students were not aware of benefits of reservation and complained of improper support system and career counselling. Some also said that these students come from background where parents and relatives are not much educated so reservation makes them less serious toward study. Respondents argued upon proper execution and implementation of government plans for giving more opportunities to reserve category students so that it could bring more equality in the society.

Faculty Views and Response to Diversity

If faculty members view diversity as either unimportant or irrelevant to teaching and learning, they likely will ignore it in their classes, with the result that students will be likely to derive little benefit from diversity.

As research demonstrates, when colleges and universities are serious about including diversity in the curriculum and the classroom, there are definite educational benefits. Not only does this academic engagement have a positive impact on attitudes toward ethnic issues, but it also deepens opportunities to interact with those who are different, enhances cognitive development, and results in increased overall satisfaction and involvement with the institution. A wonderful set of studies done by Patricia Gurin at the University of Michigan demonstrate these relationships quite powerfully. Gurin notes in “New Research on the Benefits of Diversity in College and Beyond: An Empirical Analysis” that students in environments that are structurally and curricularly diverse develop more complex and critical thinking skills and actually learn more. In their studies published jointly by the American Council on Education (ACE) and the American Association of University Presidents (AAUP) on the impact of diversity in college classrooms, Roxanne Harvey Gudeman, Patricia Marin, and Geoffrey Maruyama and Jos Moreno also found that the presence of diverse students enhances the educational experience of all students, leading to the broadening of perspectives, increased exposure to alternative viewpoints, and more complex discussions and analysis.

According to the faculties in Bihar, at present majority of students are coming from middle and lower middle class and marginalised section of the society. College ensures full transparency in admission process as marks obtained in common admission test are displayed at notice boards and cut- off list for non test courses are also being displayed. Institution considers the need of every section of people. Students those who are weak academically have been given facility of tutorial classes and extra time if they ask for. Institution also cater to the needs by providing them benefits as per their needs, like economically weaker sections are given financial assistance in terms of scholarships and similarly to the other sections. They said that seminars, symposiums and science workshops are organised regularly at national and international level. Institution promotes these activities through college notices and class announcements. Participation of students in these activities is up to 90-95 percent attendance.

Some of the governance problems mentioned by the faculties were: lack of co-curricular activities at post graduation level, absence of gender sensitization committee working at departmental level etc. The students are supported by political parties and are very much political in nature. Students remain functionless most of the time but at times membership drives are initiated by them at the college campus. Faculty members also criticised the issue of providing remedial courses, as there is no any provision by the Bihar government. Thus, there are no any remedial courses offered by the department. Even syllabuses are not revised periodically.

Diversity Concerns Related to Faculty from the Marginalised Groups

According to the Focused Group Discussion, the caste or social background the teachers belong to does not matter and they all were happy to reveal their caste. They interact comfortably and without any problem. Neither teachers nor students have any discriminating behaviour towards them.

Institutional Response to Diversity, Equity and Quality

The positive value of diversity in creating an intellectually stimulating and vibrant University community is well understood, and diversity is not just about demographic composition. The organization can benefit when it draws talent from the widest possible pool, but cannot achieve excellence in research and learning if it does not then take advantage of the resulting diversity of opinions and experiences. As an educational institution, it should be especially committed to creating an environment where students and faculty members can successfully pursue their academic pursuits without the hindrance of a negative campus climate. As the intellectual leaders of the community, faculty members have an especially important role to play in creating this inclusive climate. Fostering an inclusive campus climate requires a sustained and long-term commitment which acknowledges that engaging diversity and difference is hard and sometimes uncomfortable work. The experiences on the campus reflect deeply embedded cultural norms that bring with them from society at large. Sometimes these include overt racism, sexism, homophobia, religious bias and other forms of bias; in many cases, however, our behaviours are based on stereotypes or unconscious bias that have a profound impact even when there is no awareness of prejudice. Data from the survey, as well as a variety of qualitative reports, indicate that negative experiences on campus are

disproportionately borne by individuals with minority identities: people of colour, women, members of religious minority groups, low-income and first generation students, people with disabilities, and others. This is fundamentally unfair and inequitable. Universities' traditions, structures and processes, including everything from campus spaces to student organizations, can convey messages about whom and what have been historically most valued socially and academically. We cherish many of our traditions, but as a community, we must also ask ourselves which ones are incompatible with an inclusive climate, and how to adapt others to better serve our entire community equitably. We cannot dismiss the impact of negative messages on minority populations just because the messages are not similarly perceived by the majority. We must also be aware that individuals have complex identities in which experiences based on race, gender, sexual orientation, and other characteristics can overlap and create intensified effects.

Future Plans after Completing Degree

Universities partakes the challenge of higher education all over the globe. There is an unprecedented rise in the number of university students, their changing social profile, rise of interconnected networks of knowledge facilitated by new technologies, greater integration of world economy, increasing recognition of cultural plurality and the emergence of new problems that defy existing solutions define the context of higher education all over the globe. In the coming decades, India can play a major role in balancing the fast growing global demographic skew due to an increasing preponderance of an aging population, and can emerge not just as a knowledge creating country but also as knowledge provider. This context is pressing for a fresh thinking on future university as a place for the generation and transmission of knowledge and values. Such a rethinking needs to also go beyond issues of design, organization and resources of the future university. It should take into account on foundational questions like what is knowledge, why do we need it, how do we acquire it and what are the limits to what we know. In responding to its own unique challenges, the state can shape global response to the much talked about 'crisis of higher education'.

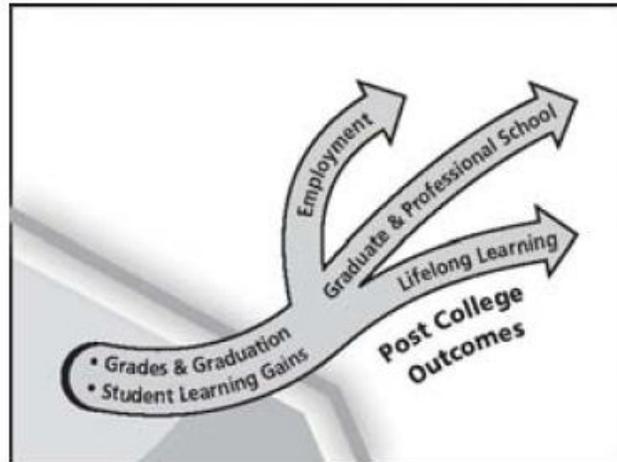
Policy Messages and Road Map for Diversity and Equity in Higher Education Campuses

Enabling a vibrant research and education enterprise for science, social science, technology, engineering and other branches has never been more vital to innovation, economic prosperity and quality of life. We need scientific literacy not only within the global workforce, but also within each and every subgroup in our societies. Moreover, demographics are shifting and human capital among historically underrepresented groups continues to build.

Higher Education: A view

For over a century, higher education institutions have played a major role in furthering knowledge development, building intellectual capital, spurring innovation and improving societal wellbeing. As centres of discovery, it is imperative that 21st Century institutions foster community engagement across the educational spectrum, from pre-kindergarten to graduate school. Effective engagement is achieved through multiple channels: diverse human capacity

building, knowledge generation, innovation and social cohesion. Growing out of a road map on the state of education in the country is essential for each and every unit of education.



Education Road Map for Diversity

The road map on education, promises approach to advancing equity in higher education and community engagement, emphasizing the importance of place-based problem-solving that is attuned to conditions in local communities. As an approach for addressing learning needs of all learners, it implies that all learners, young people – with or without different abilities being able to learn together, through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in a flexible education system that assimilates the needs of a diverse range of learners and adapts itself to meet these needs. Thus to achieve the basic human needs and civic leanings, inclusive education is imperative.

The higher education system has to make a major contribution for Bihar to attain its growth potential thus few sectors on which the state needs to prepare its diversity road map are:

Bihar is the third largest populated state with a population of 10.4 crore (Census 2011), out of which the population of young people between the age group of 18-24 years is 1.17 crore, thus to cater a mass population like this perfect concrete steps are needed, some of the imperatives for this are:

Social Imperatives:

- Additional capacity creation of 40 million to achieve a Gross Enrolment Ratio (GER) of 50 percent
- Affordable access to disadvantaged/ low-income segments
- Reduced disparity in GER across geographies, and economic and social groups
- Better informed and evolved society — improved social indicators (life expectancy, health and sanitation, and law and order)

- Teacher-Pupil ratio should be ideal i.e. 1:60 etc. There should be 2-3 faculties for each subject
- The universities/colleges must be constructed according to the population of the district
- In order to reduce gender disparity and social disparity in faculty posts, position must be reserved for women like other reserved quota of SC, ST, EBC and BC. Needs of physically challenged students should also be taken care of.
- There should be regular appointments after every five years, so that vacant posts for teaching and non-teaching could be filled up

Economic Imperatives:

- Skilled, job-ready and productive workforce that will contribute significantly to India's global
- competitiveness
- Education/skills that enable students to become entrepreneurs
- Graduates with global skills, who can be employed by workforce-deficient countries
- Development of successful economic models at the grass-root (district/block) level through community engagement
- There should be a placement cell which closely interacts with business firms, government organizations and NGOs.
- Need for construction and upgradation of infrastructure like classroom, smart classes, common room, toilets etc. Special attention must be given to the needs of female and physically challenged students. Hostel facility should be enhanced and allotted to students according to academic involvement
- Syllabus must be updated periodically and should be market –oriented
- Digitization of Universities like on-line facilities for admission, registration, e-library, faculty information etc.
- Library facilities should be approachable and up dated

Intellectual Imperatives:

- High-quality research output (in terms of patents, publications and global recognition)
- World-class research eco-systems with adequate infrastructure and capabilities (including availability of funding/researchers)
- Development of State as a destination for higher education for students, faculty, researchers and employers from all over the world
- Inter-college and inter-university extra-curricular activities like debate, sports, cultural programmes etc. must be promoted
- College must organize Faculty Development Programme and Orientation classes

Higher education must function as a core partner for generating knowledge, building intellectual capital, spurring innovation and improving societal wellbeing. However, more must be done. Systemic and transformative change is needed to realize equity throughout the world. Specifically, we need to build upon current efforts to develop and implement an ambitious development strategy for diverse education and workforce that can reach every nation.

Conclusion

For about twenty years, campus atmosphere has been an important theme. Conversations about campus climate engage numerous issues related to gender, social group, traditions, class, sexual orientation, physical ability, and religion. Efforts to enhance access and equity on college campuses through diversity initiatives have numerous implications for campus climate. Indeed, a insight among students that the institution is committed to diversity increases positive perceptions of the climate of the campus. It is noted that students attending desegregated institutions have fewer stereotypes and are less fearful in interracial settings; when they socialize across race and discuss racial and ethnic issues; they are more likely to express greater satisfaction with the college setting and feel better about themselves. This is linked to positive outcomes such as increased student retention. The impact of opportunities for interaction between and among student groups cannot be underestimated. Not only has the research found this to be desired by virtually all students, such opportunities for interaction produce clear increases in understanding and decreases in prejudiced attitudes while also positively affecting academic success and long-term attitudes and behaviours. Thus, there is importance of striking a balance between development of a unified identity among community members, through activities such as campus traditions and rituals, and acknowledgment of the differences between members, through the development and existence of ethnic organizations and support networks. Ideally, when colleges and universities are serious about including diversity in the curriculum and the classroom, there are definite educational benefits. Not only does this academic engagement have a positive impact on attitudes toward racial issues, but it also deepens opportunities to interact with those who are different, enhances cognitive development, and results in increased overall satisfaction and involvement with the institution.

Table 11.1: Forms, Spheres and Examples of Discrimination

S. No.	Forms of Discrimination	Sphere of Discrimination	Examples
Admission			
1	Reasons for Admission	Admission	no interview/counseling before admission interest of parents or elder offspring admission to college provided them with honour in their neighbour hood family and friends motivated them to take admission best college /university of Bihar
2	The process followed for admission	Availability of information	admission information should be updated on website There was no interview/counseling before admission Admission process should be conducive for all students belonging to any social background the official website of the university should be updated and the whole admission process should be online
Teacher Student interaction			
3	Academic guidance and Discrimination	attitude towards students	Teachers never discriminate them on basis of their social background, caste and creed. All teachers are very co-operative, and helpful. Teachers remain confined to teaching only. Teachers are not interested in knowing problems of students. In private coaching, teachers are discouraging them and focus of study only to achieve their goals to get the cut-off marks
4	Teacher's View	lower Strata	majority of students are from lower and marginalised sections of society students are not from the higher income group it is assumed that behavioural aspects of students from lower strata of society will be weak, nervous and incompetent Lack of awareness among lower class of Muslims for education.
5	Student's View	Reservation	gave opportunity to the deprived classes and enhanced in their confidence majority of students are from reserved classes in the college discrimination may not be evident because of this Reservation policy should be framed on the basis of income and not on the basis of the caste. Financial assistance is being provide to students those are availing the facilities of being admitted in reserved category reservation is not uniform and it is dividing the society reservation on the basis of caste should be there until a person gets a job by reservation but his next generation should not get it
6	Nature of teachers	Interaction with students	Ad hoc teachers are more accessible compared to the permanent teachers Ad hoc teachers try to satisfy queries about the subject

Library and Hostel / Infrastructure			
		library	The department subscribes many good journals and magazines but due to lack of space and manpower we are not able to avail the facilities of reading or borrowing journals & magazines.
			library is also not well equipped with e-books and even the text & reference books are not in a sufficient numbers
7	Segregation	Hostel	Socially and economically backward students have full access to library and faculty also administers their progress time to time.
			Most of the respondents did not seem happy with the concept of separate hostel for SCs/STs and minorities. facilities available in such hostels in comparison with general hostel are inferior which in turn worsens stigmatization and make their campus life unhappy
		Infrastructure	university requires improving the infrastructure facilities in the campus including toilet and sanitation
			Infrastructure are not much conducive to women students
			Institution need proper infrastructure facilities of proper classroom, electricity, drinking water and separate washroom for boys and girls
Remedial Coaching			
8	Lack of Provision	Information on Remedial Classes	Remedial classes are also not available in college
			Remedial classes should include teaching of math and reasoning as these things are asked in every competitive examination
			There is no remedial courses offered by the department, neither there is any such provision for the same
			As far as the issue of providing remedial courses are concerned, there is no any provision by the Bihar government
9		Information on Union/SC/ST Cells/Gender and other related Committee	Administration
			Information is rarely provided Not aware of the cells and not functioning students who are involved in union are having very little understanding of student's politics and their awareness is very low
10	Initiative of Administration	Access to Administration	College administration is not very keen to solve this problem of female students
Women			
11	public transportation	scared of eve-teasing	college bus service for safe travel of women students
12	infrastructure Facility	needs of women	not conducive to the needs of women students
13	extra-curricular activity	No proper extra- curricular activity	In women's colleges it is given priority
14	campus	remarks	time to time they are victims of teasing and unpleasant remarks by fellow students
			Boys from hostels comments on girls. Girls don't feel safe in campus most of the time. They leave campus immediately after classes are over.

Future Plans			
15	Selection of jobs	Different fields	prepare for competitive exams
			prepare for public sector job
			I will prepare for NET exam and will try to build my career in field of academics
			pursue higher studies
Co-curricular Engagement			
16	Engagement in extra activity	cultural or sports	no cultural and literary activities in department
			no sport activities, no clubs, no cultural activities, no NSS
			never got an opportunity to participate in any such activity
campus life			
17	in initial days	difficulty in adjustment	learning adjustment
			social and cultural adjustment
			emotional adjustment

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