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

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Preface

The Centre for Policy Research in Higher Education (CPRHE) is a specialised Centre established in the National University of Educational Planning and Administration (NUEPA). 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 Maharashtra.

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, NUEPA and Professor Govinda, former Vice Chancellor, NUEPA 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 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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Prelude

The National University of Educational Planning and Administration assigned the project titled "Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions" to Vasantrao Naik Government Institute of Arts and Social Sciences, (Old Moriss College) Nagpur. The head of the institute, constitute a committee to complete this project work under the leadershipDr. H.A. Hudda Dept. of Economics, Dr. A.V. Talmale Dept. of Geography, Dr. A.C. BankarDept. of Political Science accommodated in committee.

Nagpur research team highly obliged and always remains in indebtedness of NUEPA origination. We are grateful to Professor. N.V.Varghese, Dr. Nidhi Sabharwal and Dr. Malish C.M and entire NUEPA team who involve in this project. The contributionprovided by Professor Varghese is of immense value without which this project would not have been completed.

We, the Nagpur team avail this great opportunity to complete the project work and used the information and guidelines received from NUEPA time to time. Project assistant and co-assistant B.S. Waghale and C.D. Puri worked hard with research team, and taken pain staking efforts to complete this assignment. Research team gives sincere thanks to them.

We also thank Dr. B.P. Daydar Director V.N.G.I.AS.S., Nagpur, head of the institution, R.G. Atram, Director Govt. Institute of Science, Nagpur and Dr. A.V. Gomashe Registrar R.T.M. Nagpur University, Nagpur. Thanks are due to head of the department of Physics, Chemistry, Political Science, Economics and Marathi for cooperation and support. All the faculties members of these three institution supported and co-operated without any delayed and complaints. Dr. J.M. Khobragade Principal Govt. College Gadchiroli encouraged research team on time to time to complete this project work. Dr. P.K. Lakhe, head of the department of Economics deeply co-operated in this task and helped in many counts to complete the project work.

Office of these three institutions equally contributed and cooperated at the time of data collection and final submission of the report. We acknowledge that without their help it would not be possible to collect data and complete the project work on time. Students of these three institutionsextended their full support during data collection process. Research team expresses sincere thanks to those who had involved directly and indirectly to complete this project successfully.

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Introduction

1.1 Introduction

Higher education in India has been undergoing major transformations in last two decades. Indian higher education entered a stage of massification by crossing GER 15% by the turn of the new century. Along with growth of supply conditions, system has been diversified in terms of type of study programmes, mode of delivery and nature of student body enrolled in in colleges and universities. As a result of massification, a greater number of non-traditional learners is entering higher education campuses. Consequently, student body is becoming more diverse in terms of background characteristics such as caste, ethnicity, class, language, gender and regional backgrounds. This study is concerned with changing nature of student diversity in Maharashtra and the ways in which institutions respond to growing student diversity in campus.

1.2 LiteratureReview onDiscrimination and Equity in Higher Education

"Reservation Policy and Personnel Selection", by R.G. Misra and Gurvinder Kaur (1990) presented an objective analysis of reservation policy in personnel selection which is a grave concern to policy makers and administrators. Beginning with the discussion on "VarnaVyavastha" in ancient India, they have briefly traced the history of discrimination against the castes located inlowerhierarchically in Hindu society and efforts made by various social reformers to get rid of this evil. They concluded various efforts made by the Constitution, framers, central and state governments for providing reservations to Scheduled Castes and Scheduled Tribes. They have also discussed the roster system, carry forward rule; special development measures to facilitate entry of these classes in the services and made an attempt to determine their impact.

Aniruth Prasad (1991) postulated has studied implications of reservation policies on Indian society. Haroobhai Mehta and Hasmukh Patel (1991) examined the background of agitations in Gujarat during 1984-85. They highlighted the major issues related to reservation for Scheduled Castes (SCs), Scheduled Tribes (STs) and Other Background Classes (OBCs). They analyzed the historical need for effective implementation of reservation policy. Mandal Commission, in 1970s,advocated need for extending reservation OBCs.

B.K. Roy Burman (1992) discussed the social and political processes during the colonial period, which resulted in the provisions of Constitution, for positive discrimination in favour of the disadvantaged sections of the Indian population. In the context of reservation policies, HirmanmayKarlekar (1992) examined what constitutes social justice and argued that principles of distributive justice are the core of reservation policy.Further, it was suggested that neither caste nor class but the individual has to be the unit for dispensing social justice.

In US, campuses with high proportions of white students provide limited opportunities for interaction across the race and ethnicity and limit students learning experiences with diverse group (Hurtado 1994). In predominantly white institute, minorities such as people

of colour and other minority group is subjected to experience a social stigma in campus spaces (Steele, 1992) which in turn can lead to increased stress on minority students (Prillerman *et al.* 1989; Smedley *et al.* 1993). Institution's proactive stance in increasing the representation of various racial/ethnic groups conveys the massage that the campus maintains a multicultural environment. For example, a study reported that commitment to diversity was a high institutional priority on campuses that had relatively high percentages of Afro-American and Latin students (Hurttado 1990). Thus, the research suggests that campuses that increase enrollment of racial minorities can significantly improve the college experiences of historically under-represented groups. Moreover, diverse student body and diverse faculty lead to significantly more opportunities for all students to learn how to deal with others which has severe implications on post-college life and career of students.

Singh (1996) examined the reports of the Scheduled Castes and Scheduled Tribes commission and Other Backward Classes Commissions of government of India and some judgment of the Supreme Court and High courts on reservation issues to understand role of judiciary in practice of protective discrimination in India. It was concluded that a significant share of Scheduled Castes, Scheduled Tribes and Other Backward Classescontinue to face deprivation in development. Despite the provision of reservations in government and public sector, the share of Scheduled Castes and Other Backward Classes is found to be very low in comparison to higher castes.

Jindal B R and Kaur Sandeep (2001) carried out a study in Bathinda district in Punjab to examine the relative improvement in the educational status of scheduled castesin comparison with non-scheduled caste respondents. They analyzed the socio-economic and psychological consequences of such a situation. A major change in the educational level of both scheduled as well as non-scheduled caste respondents was observed. It increased gradually from one generation to another. Study concluded that as far as higher education of non-scheduled castes are concerned, they were in a better position as compared to their scheduled caste counterparts. Majority of the scheduled caste children studied in government schools. The factors affecting the difference in educational achievement levels of scheduled caste versus non-scheduled caste children came to be the occupation, family income, the family size and type of family. The scheduled caste families were having more favorable attitude towards inter-caste marriage, as compared to non-scheduled caste families. Women education had helped in active and assertive participation in the family decision making process. The study also concluded that the attending of social and religious ceremonies of other castes was significantly higher in the case of scheduled caste as compared to non-scheduled caste households. Majority of both scheduled and non-scheduled caste respondents denied the existence of untouchability in rural areas of Punjab. In their opinion, it was the result of improved level of education among the people. Although scheduled caste respondents had improved their educational and socio-economic status, yet they have a long way to go.

Sheetal Sekhri (2011) has examined peer affectsin general education colleges in India. It was argued that the beneficiaries of affirmative action could gain academically from

positive peer effects, whereas critics argue that they could fall behind due to competition with better prepared peers and also examine different hypotheses in the context of caste-based affirmative action in college admissions in India.

MahendrakumarMeshram and V.J. Nandapurkar (2012) stated in education is the key to development. In the present era of globalization, liberalization and privatization (LPG) availability and accessibility to educational opportunities particularly for SCs and poorer sections of our society are diminishing very rapidly. Dr. Babasaheb Ambedkar has emphatically raised the slogan of 'Educate, Organise and Agitate, 'giving the top most priority to education by giving it first place in his famous slogan. His vision on education has much relevance to the empowerment of Dalits in the postmodern society. The Architect of Indian Constitution Dr. Babasaheb Ambedkar said, "Education is like the milk of lioness. The one, who consumes it, shall not rest without roaring." The dream of Dr. Babasaheb Ambedkar to uplift the deprived people can be achieved by giving equal opportunity of education and social justice to every citizen of India. It is observed that there is absence of political inclination, negligence on behalf of Government mechanism and violation of Directive Principles towards supporting deprived sections of the society.

1.2.1.Impact of discrimination on students

Until recently, very few empirical studies have been carried that could characterize the impact of a perceptual or attitudinal atmosphere on students' development. A new literature has emerged on this issue in recent past. In terms of academic performance, Studies in US showed that students' general perception of discrimination has a significant and negative effect on Afro-American students' grades (Nettles 1988; Prillerman, Myers, and Smedley 1989; Myers and Harrell 1993). Although this finding was significant for all racial/ethnic groups, researchers found that this form of discrimination was particularly detrimental to Afro-American and other minority students. A longitudinal study has found that experience of racial tension in first yearnegatively impacts academic and psychological adjustment of minority students in the subsequent years of college (Hurtado and Spuler 1996),

A study of native American students confirmed that perception of racial hostility was strongly associated with feeling of isolation, although the effect ofracial attitudes on college or grade point average was not decisively significant (Lin, Lacounte, and Elder 1988). Another study found that perceptions of discrimination affect minority students' academic and social experiences on college campuses but did not directly affect their persistence in college (Nora and Cabrera 1996). It was supported by another study which found that the ability to deal with racism had a positive effect in the retention of upper-division Afro--American undergraduates (Tracey and Sedlacek 1985). Another study found lower levels of satisfaction and higher social alienation among Afro-American and Asian-American students who continued until the fourth year than their counterparts who opted to leave the university, presumable for better environments (Bennett and Okinaka 1990). These findings show that institutional need to pay attention on issues of discrimination and hostility on campuses and develop strategies to provide a welcoming and satisfying undergraduate experience. Introducing mechanisms for students to report

and seek redress for these experiences is also important, but campuses must be aware that many aspects of the psychological dimension of the climate go unreported. For example, a study of California State institutions revealed that Asian Pacific-American often do not use formal grievance procedures when they experience discrimination or harassment (Asian Pacific 1994).

Research has begun to further distinguish among the sources and multiple effects of discrimination in college. A study observed that Indo-American students face stereotyping from campus administrative staff with regard to the funding (Huffman 1991). Studies show that administrative staff, as a source of discrimination, can be a key contributor to a diminished sense of belonging among Afro-American and Indo-American students attending predominantly white campuses. These results strongly suggest that administrators can shape the racial climate on their campuses and may unknowingly thwart students' success, the studies call for increased training in cultural sensitivity for administrators and underscore the importance of ensuring that campus policies treat all groups fairly. The same study of predominantly white campuses that had successfully achieved substantial enrollments of Afro-American students found that white students' sense of belonging was negatively affected by a perception of a poor racial climate but was positively tied to having nonwhite friends and perceptions that the campus accepts and respects Afro-American students (Gilliard 1996). Similarly, another study found that white students' persistence in college was directly and indirectly affected by perceptions of discrimination (Nora and Cabrera 1996). These studies show that the campus racial climate becomes important to white students' adjustment on campuses that have achieved some amount of success in diversifying their student bodies. In summary, the research suggests that the perceptions of a discriminatory environment and poor relations among groups is not inconsequential for the success of students of color, and that it also is important for white students on campuses that have achieved relative success in diversifying their student bodies.

Much of the scholarship on discrimination has sought to identify the socio-historical forces that contextualize the experience of Black male students, and exposed inability of institutions to respond to those forces (Kim & Hargrove 2013; Palmer *et al.* 2014; Harper, 2014). Anti-deficit literature has purposely situated the responsibility for student success on the institutions that serve them—a position prior deficit-based literature did not advance (Palmer *et al.* 2014). Placing the onus on institutions to facilitate the success of Black male students, rather than student themselves, is a hallmark of anti-deficit literature—it reifies the analytical framework scholars use to assess the performance of Black male students (Harper *et al.,* 2009; Harper, 2012; Harper 2014). Stated differently, while researchers, of course, maintain that students have agency and a degree of individual responsibility for their collegiate experiences, they rightly contend that disparate graduation rates for Black men cannot be squarely attributed to matters of personal responsibility (Wood 2011; Wood & Essien-Wood 2012).

Thus while there are structural and environmental forces that inhibit a diversity of students from succeeding in college, the overwhelming content of the literature suggests

that there is something unique about the experience of Black men, due to historical trends of race-based discrimination and flawed cultural assumptions about Black masculinity (Harper *et al.* 2009; Harper 2012; Wood & Essien-Wood 2012; Palmer *et al.* 2013; Palmer *et al.* 2014; Harper 2014). Historically Black men have been relegated to a social position replete with employment discrimination, formal and informal educational segregation, and race-based violence (Harper *et al.* 2009). The culminating effects of these instruments of institutional marginalization unequivocally contribute to the disproportionate retention and graduation rates of Black collegiate men; therefore, anti-deficit scholarship has accurately focused on institutional responsiveness, while simultaneously lauding the efforts of successful Black males (Harper *et al.,* 2009; Harper, 2012; Harper, 2014; Palmer *et al.* 2014).

1.3   Present Study

Education is the most powerful means to bring about a lasting social change. Therefore, progress of the country can be measured by level of education attained by its population. The universal right to education, which is a basic to the quality of life wassystemically denied to underprivileged castes in India. Reservation policy has been greatly helpful in raising economic condition and social status of lower castes. There is no doubt on the massive demand for higher education in a country like India. And on the contrary quality education is not accessible to all as it is extremely under-supplied. Consequently, there is stern rationing in admission for seats, particularly in the elite institutions. The issue therefore is not on reservation, but how reservation would be implemented to get the best outcome in the prevailing social circumstances.

The institutions for higher learning weretraditionally overly dominated by the candidates who were mostly from the upper caste. It must be understood that intelligence and talent aren't the monopoly of a few social groups. In fact, it should be spread across the society evenly. The degree of failures in the lower socio-economic class is very high in primary to higher education. The socio-economic and cultural conditions of weaker sections like SC/ST/VJ/NT/OBC and minority communities of the society make it imperative that they should be provided with education and skills. It requires to ensure active participation in higher educational programmes. This will not only supportthem to realize their full potential but also contributes to progress of the good country as a whole. Our country therefore needs to encourage all efforts to higher educate the deprived sections of the population such as SC/ST/VJ/NT/OBC and minorities.

The scope of the present study includesunderstanding the implementation of reservation for improving participation SC/ST/VJ/NT/OBC and minorities in higher education and connection between diversity and discrimination in higher education.

1.3.1   Research questions

Present study is guided by the following research questions.

1.   What is the extent of diversity in the Indian Higher Education Institutions?

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?

The objectives formulated for the study include:

a) To develop an understanding on the nature of diversity in terms of caste, ethnic, religious,region and gender belonging and their implications for teaching, civic learning anddemocratic engagement.

b) To identify the opportunities offered by the diversity by the presence of diverse studentpopulation on the higher education campuses,

c) To assess and evaluate the consequences of exclusionary behaviours and discriminationassociated with diversity on civic and democratic learning of the students and on theacademic performance of the students,

d) To design policies and practices to deal with diversity and discrimination associated withgender, caste, ethnic background, race, regions and other identities,

e) To suggest reforms in curriculum to enhance the civic learning and democraticengagements by the students on the issue of diversity, differences and discrimination and to equip them with relevant knowledge

f) To recommend new methods of teaching and pedagogy which involve group – interactionand inter-group dialog inside class and on campus give skill and enhance student andteacher's capacity to deal with diversity, differences and discrimination and to promotecivic learning, democratic engagement /action and citizenship.

1.3.2 Database and methodology

Study has followed a mixed methodology approach, a combination of quantitative and qualitative approaches, for collection and analysis of data. Primary data were collected from three case study institutes viz., VNGIASS, Nagpur, Government Institute of Science Nagpur and PGTD, RTM Nagpur University. Primary data includes student survey, focus group discussion with student groups, student diary, interviews with heads of the institutions, faculty in-charge of cells and committees and other key informants. Survey was administered among 625 students drawn from B.A. part II, B.Sc. part II, M.A part II and M.Sc. part II. Data in respect of B.A. part II students in the subjects of Marathi, Economics, and Political science; Physics and Chemistry from B.Sc. part II students; Data also from RTM Nagpur university, Department of Marathi, Economics, Political science, Physics and Chemistry were collected on the basis of questionnaire. Secondary data includes data student enrollment, reports and minuses of cells and committees, annual reports, Maharashtra statistical report, and central Govt. gazette and various other sources.

1.4 Organization of Report

After introductory chapter which provides a brief review of literature on diversity and discrimination in higher education and discusses rationale of the study and delineates research question and objective and explains methodological approach and database, the second chapter discusses higher education development in the state of Maharashtra. Third chapter is devoted to discuss profile of caste study institutions. Chapter 4 examines

changing nature of student diversity based on analysis of secondary data. Chapter 5, based on survey carried out in three case study institutions, discusses socio-economic, language, religious, regional and gender background and pre-college educational backgrounds of students. Chapter 6 explains academic experience of students. Social life of students in campus is discussed in chapter 7. Peer group formation, intergroup interaction in the campus life and hostel and level of involvement in co-curricular activities on campus are also discussed. Chapter 8 showcases teacher's views on the social and cultural background of students. Views on changing characteristics of student body and perception on discrimination in campus are also discussed. Chapter 9 discusses governance and management structure of case study institutions and Professional Development opportunities available for faculty members of these institutions. Chapter 10 discusses institutional response to diversity, equity and quality. Structure and function of the cell and committees, compliant received by cell and committee faculties views regarding cell and committees, institutional policies on diversity and equity, views on regulation and practices of institutional leaders in promoting, quality and equity are examined. Chapter 11 recapitulate the core findings of the study and discusses policy massage emerged from the findings.

Chapter 2

Higher Education Development in Maharashtra

2.1 Introduction

This chapter provides a brief overview about the history of higher education development in Maharashtra. It goes deep into role of state, socio-religious group and private sector in development of higher education with a focus on equity and inclusion. Chapter also discusses structure of governance and management of higher education in Maharashtra and state policy and programmes on promoting equity.

2.2 SocialHistory of Democratization in the State – Education, Literacy and Development

Maharashtra is located in the western region of India. It is India's third largest state with respect to size and the second thickly populated state. Mumbai, a cosmopolitan city, is the capital of Maharashtra. It is said to be the entertainment and financial capital of India. History of Maharashtra refers to ancient times.

The recorded history of Maharashtra dates back to third century BC, and during those days, King Ashoka used to rule this region as a part of the Maurya Empire. After the decline of the Maurya dynasty, the Satvahanas ruled Maharashtra during 230 BC to 225 AD. During their reign, Maharashtra experienced great cultural development. The official language of the Satvahana was Maharashtri, which gradually evolved over centuries to take the shape of modern-day Marathi. GautamiputraSatkarni, one of the famous rulers of the Satavahana dynasty, is credited with starting the Shalivahana era; a calendar which is still in usage among a section of the Marathi people.

Vakatas, the Rashtrakutas, Kalachuris, Chalukyas and the Yadavas followed the Satavahanas, and they established their successive regimes in the region. From 753 AD to 973 AD, the region was ruled by the Rashtrakutas, and then by the Chalukyas of Badami. By 1189, Maharashtra was being governed by the Yadavas of Deogiri. The Chinese traveller, Huen Tsang, visited Maharashtra between 640- 641 AD. He was very impressed by the prosperity, administration and the character of local people.

The Delhi Sultanate rulers, Ala-ud-din Khalji and Muhammad bin Tughluq captured some parts of the Deccan in 13th century and ruled over Maharashtra. In 1347, the Bahmani Sultanate of Bijapur took the possession of this region and governed for the next 150 years. During 16th century, the central part of Maharashtra was ruled by Mughals such as Adilshah, Qutubshah and Nizamshah, and the coastal region by Portuguese.

In the beginning of the 17th century, Marathas began to gain political prominence. Shahaji Bhosale, a local general of great ambitions, attempted to establish his independent rule over Maharashtra. His ambitious son, Shivaji Bhosale was successful to govern the state. Chhatrapati Raje Shivaji Bhosale was crowned as the king in 1674. Shivaji continuously battled with the imperialistic designs of the Mughal emperors such as Adilshah and Aurangzeb. Shivaji Raje was the most popular, respected and successful king in the history of Maharashtra.

Shivaji's grandson Shahuji Bhosle got to his throne with the help of Balaji Vishwanath, who outwitted and outmaneuvered RajeSambhaji II Shahuji's competitor to the Maratha throne, and son of Shahuji's aunt Tarabai. RajeSambhaji II was guided by Trarabai herself, who had set up a competing kingdom. But Bajai Vishwanath's ingenuity got the better of the two and Shahuji eventually got his legitimate rule. Balaji Vishwanath later became Peshwa or Prime Minister to Shahuji Bhosle and started having a lot of say in the politics, economy and defence of the state. Shahu Bhosle is also responsible for starting a hereditary lineage of Peshwas. Balaji Vishwanath's son Bajirao I, whom Shahu Bhosle appointed as the successor Peshwa following Balaji Vishwanath's death, controlled Shahu Bhosle and Maharashtra from 1721 to 1740. After Shahuji's death in 1749, Peshwas took absolute control of all aspects of governance. After the defeat in the Third Battle of Panipat in 1761 from Ahmad Shah Abdali, the Maratha confederacy was disintegrated into regional kingdoms. After Panipat, the ex-generals of Peshwa governed the little kingdoms they were offered. However, the Peshwa family continued to rule Pune.

After the arrival of the British East India Company, there were three wars fought between the British and Marathas between 1777 and 1818, which eventually resulted in establishing company's rule in Maharashtra. These wars are known in history as the Anglo-Maratha Wars. The British ruled the region as a part of the Bombay Presidency. However, numerous Maratha states remained as princely states, who owed their allegiance to the British crown. The British rule was marked by several social reforms, improvement in the infrastructure, and also a lot of discriminatory policies, which sparked opposition and resentment from various sections of the Maratha society. At the beginning of the 20th century, the struggle for independence was started by many revolutionaries. Among the important Maratha freedom fighters, the names of Bal Gangadhar Tilak and the Chapekar Brothers deserve special mention.

After the Indian independence in 1947, western Maharashtra and Gujarat were combined as Bombay state. In 1956, the geography of the Bombay state was increased with the inclusion of the predominantly Marathi-speaking regions of Marathwada, from erstwhile Hyderabad state, and Vidarbha region from Madhya Pradesh. In 1960, the Gujarati and Marathi linguistic areas of the former Bombay state were separated, and the present Maharashtra state came into being.

2.3 Higher Education Reforms in Maharashtra

Education is the key to raise the quality of life of an individual as well as the society. Good quality education empowers individual and society to accelerate human development processes. The individuals enhance their own earning potential for livelihood and contribute to the growth of national economy. We are now in an era of rapid economic growth with knowledge becoming an important engine to travel on the path of growth. While this has significantly enhanced opportunities for our young population, we need to urgently address the question of aligning higher education to meet the existing and emerging needs. These also include the question of visualizing and emerging social change in the background of our traditions, time tested value system and aligning the knowledge, skills and humanities.

Maharashtra has had the tradition of sustained engagement with the process of social reforms and empowerment of people through creating wider access to education. There have been several examples, where new initiatives that emerged in Maharashtra were later on adopted in the country as a whole.

We need to recognize the rapid change that is taking place in our societies as a result of new emerging technologies. This is leading to serious questions of ethics and adjustment. Today, the so-called connected society on one side and the digitally illiterate across the digital divide on the other, both constitute major socio economic challenges that can be handled only on the basis of widest possible access to appropriate education delivered urgently.

In the context of the unemployment issue, the education system should produce employment generators rather than employment seekers, leading eventually to greater equity in society. A Higher education framework that facilitates diligent pursuit of knowledge and pushes its frontiers further as well as nurtures a spirit of innovation and technology development; should also be simultaneously helping the employment generation needs. Higher education programs pursued with a mind set of finding appropriate solutions locally are crucial to mobilizing our huge human capital to becoming the engine of development and growth and preventing it from being a drag on the system. Taking into account the fast rising aspirations of our youth in the background of economic growth and an increasingly interconnected world, our higher education system needs an urgent and radical transformation that enables wider access, empowerment, to be the agents of new transformation as, well as livelihood assurance for our youth.

Considering that the population in most industrially advanced countries is ageing, our youth has opportunities not only in India but also in other countries across the world. Investments in higher education when made with astute foresight can result in rich dividends out of our demographic advantage for the individuals concerned as well as the nation at large.

India is already the fourth largest economy of the world in Purchasing Power Parity (PPP) terms. India will soon surpass Japan and then three major players that will define the world economy would be USA, China and India. Further, with its young population that will remain the world's largest productive population for quite some time, India has an opportunity to lead the world like never before and regain her glory as the most prosperous nation of the world that she enjoyed till the 11th century and continued to sustain till the 17th century in spite of several invasions.

World's largest young population, also world's largest pool of scientific and technological manpower, large non-resident Indian Diaspora that has mapped the entire world and earned global acceptability and esteem, progress in science and technology covering atomic energy, space, defense and emerging fields, and particularly India's remarkable accomplishments in Information and Communication Technology (ICT) point towards the emergence of India once again as one of the great nations of the world.

While the 21st century certainly presents a golden opportunity for India, a large majority of Indians (80 cr out of 120 cr) are beset with many burning problems threatening their very

survival. With rapid pace of globalization, the spread and severity of these problems is growing rapidly over last two decades. The complexities of these problems are so high that there exists little ground to believe that our people may be able to overcome many of these severe problems in a foreseeable future by resorting to traditional means and methods.

To assert once more, Maharashtra has had the tradition of playing a leading role in India's socio- economic transformation. What Maharashtra does is emulated by other States in some form or other. The key to the socio-economic transformation is education at all levels and it is in this context of leading India's experience as a potential world-leading nation, that we must look at reforms in Maharashtra's education system, particularly in higher education.

After the reorganization of states on linguistic basis, a bilingual state consisting of Maharashtra and Gujarat was formed in 1956. However, due to public resistance and movement the bilingual state was divided into two separate states of Gujarat and Maharashtra on 1 May 1960. The geographical area of Maharashtra is 308000 sq. km., which is 9.4% of the country's total area of 32,87,000 sq. km.

2.4 Evolution of Higher Education System in the State- Role of State, Socio-Religious Group and Private Sector

Maharashtra at present has nineteen State funded universities under the higher and technical education department. Out of these there is one university each for health sciences and animal and fisheries sciences, four universities for agriculture and thirteen other broad-based universities. The scope of the above-mentioned committees is limited to these thirteen universities. There are as many as 4500 colleges out of them 157 colleges belong to religious social group like minority mainly Muslim, Sikh and Christian affiliated to these 13 universities with approximately half of them affiliated to Pune, Mumbai and Nagpur universities each with as many as 550 to 750 colleges. These larger universities have around 5 lakh students each.Managing such a large system creates a major burden on the universities and leads to distraction from their primary role that is related to the provision of quality education and research.

2.4.1 Role of the state

Education is the key to character building and socio-economic transformation. Done properly, education can empower our huge human capital to be a major constructive force to propel inclusive growth of the nation as a whole. Quality higher and technical education has the potential to cause a quantum jump in economic status of poorer families in a single generation, thereby maximizing the gains of our rich demographic dividend being added at the base of the pyramid. The socio-economic scene is undergoing a rapid change as a result of impact of new technologies, demographic shifts, the growing economy and several other developmental initiatives. Knowledge is now an important factor in economies world over, a trend that is likely to be increasingly dominating the global and national scene. We need to quickly align our education system to the needs of the changing paradigms in the best interests of our socio-economic development while remaining aligned individuals with our cultural values and traditions. These can be handled only on the basis of widest possible access to appropriate education delivered with speed and quality. Urgent actions are

necessary on this front to quickly reduce the disparity gap as we move up the economic growth path, lest serious problems as a result of unfulfilled aspirations surface and create potential threats that might become difficult to contain. Luckily the possibility to widely use modern technologies in education does provide an opportunity to create a wider access to good quality education at a fast enough pace thus enabling us to meet these challenges successfully.

2.4.2 Affiliated colleges

The higher education scene today, however, is dominated by a large number of affiliated colleges. There is a significant variation in the quality of education imparted in these colleges. It is important that depending on the performance of these colleges, they are granted graded autonomy, which should be under a periodic review. This would enable autonomous institutions to innovate and do better within the parameters of their autonomy and at the same time reduce the burden on the university. A flexible credit based modular curriculum, with a degree of harmonization across colleges and later perhaps even across universities, with reasonable choices for students in terms of subjects and teachers/colleges, could make education more aligned to the needs of the students. Such student centric approach facilitated even more by modern ICT and commons processes could in fact enrich education further.

2.4.3 Private education space and entry of foreign universities

India's vast youth population is in search of an access to quality higher education that would enlarge their career opportunities. This has already resulted in very significant enlargement of private sector engagement in higher education. Our demographic dividend has been a matter of considerable interest to several advanced countries that need external human resource to sustain and grow their economy. This enlarged interest in the relatively attractive economics of higher education delivery in India has led to conditions that favour entry of foreign universities in India. The capacity development impact of such an engagement will itself be significant, if we can take due care for value to flow into the higher education sectorin India. While this would change undoubtedly the landscape, it should necessarily be done with a serious due diligence so that institutions of inadequate quality and unscrupulous elements do not enter the Indian higher education scene. The key is to bring in the best and keep the operators of doubtful quality, track record and credentials scrupulously away. One more important initiative would be to permit a company registered under section 25 of the Companies Act, 1956 to be a sponsoring body for establishing self-financed university. This would be a step in the right direction and need to be retained. For a large and diverse country like ours, considering large demand for higher education we should encourage a mix of public as well as private funded Universities with appropriate checks and balances. Over a period of time one could move to develop a framework for Educational Companies under a special Act to promote private investment in higher education.

2.4.4 Quantitative expansion- regional and group disparities

The category-wise enrolment in higher education in Maharashtra during 2004-05 to 2014-15 analyzed as below. The enrolment of all categories students during the year 2004-05 was 1431971 out of that 956721 were male students and their percentage was 66.81%; while

9.50 were SC male students and their percentage was 2.21%. The female enrolment was 577892 of which the percentage was 33.19%. While SC female students were 9.94% and their percentage was 1.59%. In the same year total enrolment of the SC male and female students was 148458 out of that 90981 were male and 57477 female students During the same year the percentage of SC female enrolments was 38.72% and that of male students (21166) it was 69.61% while total ST female enrolment was 9241 and its percentage was 30.39% as compared to SC male enrolment the percentage was lower than male enrolment; while the percentage of female enrolment was higher.

During 2009-10 the enrolment of all category students was 2737264 of which 1716620 were male (62.71%) and 1020644 were female (37.29%). The SC female enrolment was 13.93 and ST female enrolment percentage was 1.89%. During the same year total SC male enrolment was 353179 out of which the male enrolment was 210934 (59.72%) and female enrolment was 40.28%. The total enrolment of ST students was 66437 out of which 47105 male (70.90%) while (29.10%) female. As compared to SC male enrolment to ST male enrolment was declining while SC female enrolment is higher than ST female enrolment. The enrollment of ST female enrolment during the year 2004-05 was higher to ST female enrolment during 2009-10 was declining.

During the year 2012-13 the total enrolment of all category students was 3442626 out of that all categories male enrolment was 1938451 which percentage to the total was 56.30% and SC male enrolment percentage was 11.12% while ST male percentage was 4.40% and OBC was 27.41%. total of all categories female enrolment was 1504225 and its percentage was 43.70% out of that SC female percentage was 11.39% while ST and OBC percentage was 3.46 and 26.68% respectively. During the same year total SC students enrolment was 387191 out of that 215730 male enrolment was there and its percentage to the total SC male students was 55.71%. The total female enrolment of SC students was 171461 and its percentage to the total female enrolment was 44.29%. The total ST students' enrolment was 137476 out of that total ST male enrolment was 85412 and its percentage was 62.12%. The total enrolment of ST female was 52064 and its percentage was 33.88%. The total enrolment of OBC students was 932795 out of that the OBC male enrolment was that 531397 and its percentage was 56.96% the total enrolment of OBC female was 401398 and its percentage was 43.04% Compare to SC male enrolment to ST male enrolment was diminished but SC female enrolment was higher than ST female enrolment. Compare to ST female enrolment during the year 2009-10 to 2012-13 is higher.

2.4.5 Structure of governance and management of higher education

The Maharashtra State Council for Higher Education was set up as a sequel to the Maharashtra University Act 1994. The State Council was created to be largely an advisory body. The composition and powers and functions of the State Council are detailed in the attached Annexure. The Council suffers from structural deficiencies due to the fact that it is largely composed of the political leadership and bureaucracy in higher education, with little representation for academics. Despite an explicit requirement of meeting at least twice a year, as per the Maharashtra University Act 1994, the Council for Higher Education has not had a single meeting since its formation, making it to be a dysfunctional body.

In 2010, the Government of Maharashtra with a view to carry forward the governance reforms initiated in 2008 by the then Governor of Maharashtra, decided to set up a committee to restructure and revitalize higher education in Maharashtra. Consequently, a committee under the chairmanship of Dr. Anil Kakodkar was set up. One of the key recommendations of the committee was to set up a State Commission for Higher Education and Development (which in effect seeks to replace the existing State Council). The committees report justifying the formation of such a body, states, "Maharashtra Higher Education and Development (MAHED) Agency shall be the body that would create a synergy between various stakeholders namely the state government, public and private universities, private skill education providers and industries. MAHED would be reporting its activities and outcomes to its apex advisory cum supervisory council and would draw upon expert advice given by the academic and development council."

The new agency that is proposed to be set up replacing the old one – (though no decision has been taken yet) – seems to be a better structure with well-defined powers and functions, since it addresses larger questions of planning, monitoring, quality control and coordination of higher education at the state level, which is absent in the existing State Council.

Structure	Qualification	Power & Responsibility
Chairman Vice-Chairman Other members (with a term of years) 32 other members Vice-Chancellors of all statutory universities, except the agricultural university	Chief Minister Minister for Higher Education Minister for Medical Education Minister for Sports Minister of State for Higher Education Minister of State for Medical Education Four Members of Legislative Assembly nominated by the Speaker of the Maharashtra Legislative Assembly. Two Members of the Legislative Council nominated by the Chairman of the Maharashtra Legislative Council Ten eminent educationists or educational administrators nominated by the Chancellor, of which two shall be the representatives of the Management Two principals from amongst the office-bearers or the members of the Executive Committee of state level representative body of principals nominated by the Chancellor Two teachers from amongst the office bearers or the members of the Executive Committee of state level representative body of teachers, nominated by the Chancellor The Vice-Chancellor of all the statutory universities other than	Planning and coordination Prepare programs in the various subjects in the sphere of higher education, keeping in view the overall priorities, perspective and needs of the society and expectations from higher education Consider and approve the developmental program of the universities Initiate inter-university program for various activities related to teaching, research and extension in the field of higher education Take steps and recommend to the state government and to the universities the steps that may be taken to remove the regional imbalance and to make higher education available to backward classes, rural and tribal communities, women and any such specified groups. Advisory functions Advise the state government in respect of determining and maintaining uniformity of standards of education in the universities Advise on promoting co-operating and coordination of the various educational institutions among themselves and explore the scope for interaction between the universities

	Agricultural Universities in the state The Secretary, Higher and Technical Education The Secretary, Medical Education The Secretary, Planning The Secretary, Finance The Secretary, Sports Director of Technical Education Maharashtra State Director of Medical Education Maharashtra State Director of Education (Higher Education), Maharashtra State	on the one hand, and industry and other organizations on the other hand Suggest ways and means of raising additional resources for higher education from industry and other sources Advise on inter-university programs for various activities undertaken by the universities in fulfilment of the provisions of the Act Advise on programs for greater co-operation and interaction and exchange of university teachers, college teachers and the teachers of university departments

2.5 Summary

State of Maharashtra has a long history in education in general and higher education in particular. History of higher education in the state dates back to British period. Case study institutions are one among the first higher education institutions established by British government in Central Province. The state followed equity policies in order to promote education among the deprived section of the society. As a result, social disparity in access to general higher education is comparatively less in state of Maharashtra. However, coming of private sector raises serious concerns about equitable distribution of higher education in the stare. New system proposed for management and administration of higher education appears to be more supportive for further and equitable growth of higher education sector in the state.

Chapter 3
Profile of the Case Study Institutions

3.1 Introduction

This chapter provides profiles ofcase study institutions selected for the study. The study was carried out in three institutions such as (i) Vasantrao Naik Government Institute of Social Sciences (VNGISS), Nagpur, (ii) Government Institute of Science (GIS), Nagpur, and (iii) RasthrsantTukdojiMaharaj (RTM) Nagpur University. VNGISS and GIS are affiliated to RTM Nagpur University enacted by legislation in state assembly of Maharashtra.

3.2 History of Institutions

In this section, we provide a brief history of each of the case study institutions. Trajectory of each institution are discussed in detail as follows.

3.2.1 VNGIASS, Nagpur

History of VNGIASS dates back to late 19th century British India. VNGIASS began as Morris College in 1885 in central province of British India. Under the leadership of Sir Bipin Krishna Bose, Mukund Balkrishna Buti, Madhaorao Gangadhar Chitanavis and others, the Committee of the Neill City High School proposed that a College for the Central Province was very desirable and Nagpur was an appropriate place for establishing a College. Thus, an application was made to the Government for grant-in aid. At a public meeting held on the 4th December 1882, subscriptions amounting to Rs.1900/- was promised for starting a college in Nagpur in the memory of Sir John Morris. A society called "The Nagpur Morris College Association" was formed to raise funds for the establishment of a college. They managed to raise Rs. 1, 55,289 to serve as an endowment of foundation for a college. Thus, upon the approval of the Local Government, a Society was formed for administering the College, with Sir Bipin Bose as Secretary and a Governing Body. Thus, Morris College was born on 16th June1885.

After changing several locations, the College was finally placed in the building now known as the Neil City High School, in 1894. But this was not adequate, as part of it was used by the school and part as a hostel for the students of the Government Normal School. Meanwhile, the University Act, 1904, and the consequent affiliation of the college to the Allahabad University, made it necessary for the college to have a building of its own. Thus, the Residency Hall, with its extensive building and compound was repaired at Government cost, necessary alterations were made to house a college and Morris College was shifted here in July 1911. This historic edifice is a landmark in the history of Nagpur. Built around 1807 for the Resident Officer in the Court of the Bhosla King, in later times it was used as a Government House. This ancient building remains to this day, with the added possession of the Directors bungalow. The year, 2010-2011, marks the completion of a century of existence of Institute in this campus. In 1919, in response to the increasing student strength, another building, now called the Annexe was made a few hundred yards across the road. With this the college grew rapidly in strength and importance.

Following this, a hostel for non-resident students was constructed. This hostel, located within the College campus, was built at a cost of Rs. 60,000/- partly funded by the Government and partly raised by the College Council. During these years it was a good fortune of the College to receive a major share of the annual expenditure from the Government. In 1891, the Government paid Rs. 39,000/- out of the annual expenditure of Rs. 48,000/- to the Institute. On the 28th of February, 1914, the College Society met and decided to hand over the College unconditionally to the Government. The final sanction from the Secretary of State was obtained and the college passed into the hands of the Government, in March 1914. In 1946, on the eve of Indian Independence, standing on the threshold of freedom, far reaching changes were affecting the education in India. We remember with gratitude the services of the great men who managed the College in those days. They earned for themselves the title of "The Old Guards". The contribution by those Öld guards' for the growth of Morris colleges such as Mahamahopadhyay K.G. Tamha, Professor N.N. Ganguly, Shri S.C. Roy, Shri S.P. BannerjeeandDr. P.N. Mukherjee are commendable.

After the completion of hundred years of existence, the College was renamed as Vasantrao Naik Government Institute of Arts and Social Sciences, by Chief Minister Sudhakarrao Naik, in 1985. This was in honour of Shri Vasantrao Naik, who served the longest tenure as the Chief Minister of Maharashtra. The continuous progress of the college over these years can be gauged from the upward trend of the number of students admitted to the college year after year. From mere twenty-one students in 1885, the College graduated to 1142 students in 1960. Today the College has more than 3000 students, hailing from the city as well as the neighboring towns and rural areas.

3.2.2   Government institute of science, Nagpur

The Early Days

It was in 1906 that an institution named the Victoria Technical Institute, was started in the building which is occupied at present by the agriculturecollege, Nagpur. Even today, the library housed on the ground floor of that building and containing very old Technical Institute library and fondly referred to as the VTI library by the teachers and students of Nagpur. A year later arts and science course was bifurcated from the first year class and the college was affiliated to the Allahabad university. At the same time the name was changed to Victoria College of Science. Students from the Morris College (present VNGIASS, Nagpur) and the Hislop college came to the Victoria College of Science to learn Physics and Chemistry, while they studied Mathematics and Biology at their respective colleges. Shri. R.H. Beckett, B.Sc. (Hon.) (London) was the founder Principal. He taught Chemistry; Shri. M.L. De, M.A. (Calcutta) was the other member of the staff teaching Physics. Shri. G.P. Agnihotri, who was a student earlier, later became Professor of Physics in the Hislop College. Shri S.N. Godbolewas the first student to enroll inM.Sc degree programmeof Allahabad University in 1912. He became professor and afterwards principal of the Science College and King Edward College, Amravati.

The New Building

After the establishment of the Nagpur University in 1924 a pressing need for a separate building for the students of Science arose. The foundation for the new building was laid on 24th July, 1926 by His Excellency Baron Irwin, Viceroy and Governor General of India. The building took three years to be constructed and was opened on the 15th July, 1929 by His Excellency Sir Montague Butler, the Governor of C.P. and Berar.

Birth of the Institute of Science, Nagpur

It was in 1966 that the Government of Maharashtra recognized the service rendered by this institute. As a result of the change in the pattern of education and the rapid growth of the colleges in the region, the strength of under-graduate classes has inevitably gone down. But, this has been compensated by admission to post graduate classes and for research degree in larger numbers. With the change in the pattern of education and the elevation of the college of science to the Institute of Science, the academic emphasis has been shifted towards research activities without affecting its excellence as a teaching organization. Alumni of the institute is holding prominent positions of leadership as directors of National Scientific organizations, members of public service Commissions, Vice-Chancellor of Universities, Professors in Universities and institute of technology, Principals of Colleges and as leader in society.

3.2.3   RTMNU PGTD Nagpur

The Nagpur University was established on 4th August, 1923 with six affiliated colleges and 927 students. During 1947, the number of students increased to about 9000 accompanied by the improvement and diversification of study programmes. The expansion of library and sports facilities occurred during these years for the intellectual and physical well-being of the students. It was in 1958 that some new Departments in Arts and Social Science faculties were opened; the major expansion, however, came in 1963 when several science and other teaching Departments were started. The Departments was shifted to spacious buildings in the main campus in 1972-73. In later years, several career-oriented courses have been started viz., Business Management, Fine Arts, Mass Communication, Library Science, Physical Education, etc. During ninety years of its existence, the University has progressed satisfactorily and doing well in the midst of constraints of different sorts. This has been possible because of futuristic vision about higher education of the personalities who adored the chair of Vice-Chancellor of this University. Their determination and dedication helped a lot in progress of this University. Presently University comprises of thirty-nine Postgraduate Teaching Departments (PGTD), three Constituent Colleges/Institutions (Law college, Laxminarayan Institute of Technology, and College of Education). Eight hundred forty-two colleges are affiliated The Department and conducted college/Institution buildings are spread over in 11 campuses with an overall area of 318 acres. Following programs under various faculties are run through the above-mentioned PGTD, conducted college and affiliated colleges. In addition to these, the research programmes in almost all thirty-nine Departments and three conducted colleges are propelled through M. Phil., Ph. D. and Post-Doc. University Hobby Workshop conducts regular training programs in the areas of Photography, Painting, Clay modeling, Carpentry, Electronics, etc. The above-cited formal programmes are

supplemented with following non-formal mode of education to cover local need basededucation. (i) Training programs in maintenance and isolation of biopesticidal / biofertilisers culture, effective use of microbial technology in aqua-culture farming, through Rajiv Gandhi Vikas Biotechnology Centre, Nagpur University, Nagpur. (ii) Extension activities through Adult and Continuing Education Programs. In the context of Globalization meager quantitative expansion of avenues of higher education will not suffice to cater to the cause of legitimate expectation of the population. It is qualitative growth along with in-built quality assurance mechanism, which is taken into consideration while preparing this proposal. (i) The concept of e-learning and interconnectivity is initialized to keep pace with the fast development. (ii) Interdisciplinary courses, (iii) rural/backward development programme (at Gadchiroli sub-centre) (iv) Strengthening of library (v) non-teaching training programme (vi) strengthening of all departmental laboratories and infrastructure for improvement in teaching and research.

3.3 CoursesandStudy ProgrammesOffered

VNGIASS, Nagpur

NVGIASS offers undergraduate and postgraduate courses in arts and social sciences. UG programme is provided in the following subjects English, Arabic, Music, Hindi, Persian, Home-Economics, Marathi, History, Philosophy, Sanskrit, Economics, Geography, Pali-Prakrit, Sociology, Psychology, Urdu, Political Science, Environmental Studies, Ancient Indian History, Culture And Archaeology. PG programmes are offered in following subjectsEnglish, Marathi, Urdu, Arabic, Sanskrit, Persian, Geography, Music, Home Economics, Economics, Philosophy, History, and Political Science. Recently this institute recognized and approved as a research centre by RTM Nagpur University. In Arts and social science stream/discipline the examination has been conducted on the basis of semester which is applying for PG courses.Institute has been accredited 'A' by NAAC CGP 3.01.Semester system is followed for all courses.

Government Institute of Science, Nagpur

GIS offers UG and PG courses in science streams. Courses offered at BSC levels are under following core and elective combinations: Physics, Chemistry, Maths (PCM); 2) Chemistry, Botany, Zoology (C.B.Z.); 3) Physics, Computer Science, Maths (PCoM); 4) Statistics, Computer Science, Maths (SCoM); 5) Physics, Electronics, Maths (PEM); 6) Chemistry, Botany, Environmental Sciences (EnvBot), 7) Chemistry, Zoology, Environmental Sciences (EnvZoo). PG courses (**M.Sc) are offered in** Botany, Chemistry, Environmental Science, Mathematics, Physics, Statistics and Zoology. Semester system is followed for all courses.

PGTD, RTM Nagpur University

RTM Nagpur University offered various courses under four faculties such as Science and Technology, Commerce and Management, Humanities and Inter-disciplinary studies. In addition to science, social science and humanities courses, Fine Arts disciplines are also offered by the university. Semester system is followed for all courses.

3.4 Students, Faculty and Staff Strength Department Wise (2013-14)

VNGIASS, Nagpur

During the year 2013-14 total enrolment in UG and PG was 1897. Subject wise and gender wise enrolment in UG and PG is provided in Table 3.1.

Teaching Non Teaching Staff in VNGIASS, Nagpur

During the year 2013-14 there were 56 faculty members and 34 non-teaching staff in VNGIASS, Nagpur(See Table 3.2).While nearly 70% of faculty members are male, male representation in non-teaching staff is close to 82%.

Institute of Science (Students strength)

During the year 2013-14 total enrolment in UG and PG was 1137. Subject wise and gender wise enrolment in UG and PG is provided in Table 3.3.

Teaching and non-teaching Staff

During the year 2013-14 total numbers of teaching staff and non-teaching staff were 49 and 45 (See Table 3.4). 61% of teaching staff are male. Women representation in non-teaching staff is close to 11% only

PGTD, RTM Nagpur University

There were 367 students in roll in the year 2013-14 in five selected PGTDs of RTM university. Please see Table 3.4.It is to be noted that student data does not reflect enrollment in all departments and centres.

Teaching and non-teaching Staff

During the year 2013-14 there were 33 faculty members and 25 non-teaching staff in the PGTD of RTM University (See Table 3.5).

3.5 Governance and Management Structure

VNGIASS and GIS are governed by a common governance and management structure as shown in Figure 3.1 both the institutes are affiliated to RTM Nagpur University.

3.6 Summary

This chapter provided a brief history of each case study institution. Case study institutions have a distinctive development trajectory. Establishment of Victoria institute of Science and Morris colleges was major milestones in the history of higher education in central province of British India. They continued to carry forward that historical legacy.

Chapter 4

Diversity of Students and Teachers in the University and Colleges

4.1 Introduction

The purpose of this chapter is to analyse changing nature of student and faculty diversity in case study institutions. The data were collected for the years 2008-09 and 2013-14 for VNGIASS, GIS and PGTD RTM University.

4.2 Current Status: Nature of Diversity Amongst the Student Group in the Selected University and College

VNGIASS, Nagpur

During the year 2013-14, total enrollment of students was 1897, of which male student were 667 and female student were 1230. As shown in Table 4.1, enrollment of male student during this year was lower than female students and the percentage was 35.2 and 64.8, respectively. Among the social group the highest enrollment belonged to OBC (including VJ, NT and SBC) students as compared to others and the lowest enrollment was that of to ST category students. Enrollment of Hindu religion students was higher than any other religion and the lowest enrollment was those of ORM, Christian, Jain, Sikh and other students (08). Most of the students were domicile of Maharashtra (99.6%). As far as residential location is concerned, more students are from rural locations than urban locations. None of the students reported that their Mothers are working. Share of parents (father) engaged in any form of regular wage labour is less than 13%. Majority of the parents are engaged in agriculture. Closely one third of the parents are engaged in non-agriculture jobs on daily wages basis. Consequently, 84% students are from families earning less than 50000 (Fifty thousand) per annum. 30% of students are coming from families earning less than 25000 (twenty five thousand). Overall, student clientele of VNGIASS is mainly drawn from poor households and mother parents are not reported to be working.

Most of the students studied in state syllabus (99.7%) and chose Marathi language as a medium of instruction (66.1%) up to 10th and 12th standard (Table 4.2). Share of students with 65% and above scores in 12th is close to 11% only.

Government Institute of Science, Nagpur

During the year 2013-14, total enrollment was 1137 among them male students were 299 and female students were 838. As shown in Table 4.3, the share of OBC (including VJ, NT and SBC) students was higher (52.2%) compared to other social groups such as SCs (20.10% and STs (4%). Major share of students belongs to Hindu religion (76.1%). All most all students were domicile of state of Maharashtra. Most of students are from rural area and they belonged to state of Maharashtra. Mothers of all most all students were housewives and fathers were engaged in self-employment in agriculture (26.8%), non-agricultural labour on daily wages (25.5%) and on regular wages in govt. service (17.6%).

Students chose their medium of instruction English up to 10th and 12th standards and most of the students scored 50.00 to 65.00 per cent and they offered the science stream at the plus

two level. Most of the students were taking their plus two level education in co-education institute. And they chose Maharashtra state board syllabus (See Table 4.4)

PGTD, RTM Nagpur University (Selected Department)

The total enrollment was 367, in five selected PGTD departments, RTM Nagpur University. The enrollment of female students was higher (57.5%) than male students. As shown in Table 4.5, OBC (including VJ, NT and SBC) students' enrollment (49.8%) was higher than any other social group and the lowest (6.3%) enrollment belonged to schedule tribe students. The enrollment of Hindu religion students was higher (80.1%) and the lowest enrollment (3.0%) was of ORM students. Most of the students were domicile of Maharashtra but some of them (7.4%) belonged to other states, viz., Jammu and Kashmir, Nagaland, Manipur and Assam. They were admitted to various department of the university. Most of the students come from rural area and their number was higher than those from urban areas. Mother of all most all students were housewives. The occupation of Students' fathers was self employed in agriculture, non-agricultural labour on daily wages. The family income was in the range of ` 50,000 to 75,000 rupees (27.8%).

Largest share of students were from state syllabus 12th class and followed English as medium of instruction at 10th class (See Table 4.6). However, students followed Marathi and Hindi in class 10 constitutes 53.4 %. It is important to note that 2.5% studied in Urdu medium up to class 10. Significant share of the students secured themarks percentage bracket of 35.00 to 50.00 (33.2%). Students have completed their education in co-education institute and they chose the state syllabus.

4.3 Changing Nature of Student Diversity(2008-09 and 2013-14)

VNGIASS, Nagpur

Table 4.7 provides a comparative scenario of 2008-09 and 2013-14. During the year 2008-09, the enrollment percentage of male students was 28.6 and it was 35.2% in the year 2013-14. The enrollment percentage of male students was increased during the year 2013-14 as compared to 2008-09 and female enrollment declined during the year 2013-14 (-6.6%). The enrollment among social group ST and OBC students was increased (8.5 and 6.9 percent) during the academic session 2013-14 as compared to 2008-09. Muslims could double their share from 7.4% to 14.90%. However, the share of SCs has drastically declined. More rural students started entering to higher education. There is no change in occupational status of mother parent of students in two periods. Share of children of parents (father) engaged in agricultural related employment increased over a period of time. However, share of students whose parents are engaged in regular wage labour slightly declined. Among the income group 25,000 and below, there is a decline in enrollment. High income group has almost double their share over a period of time. Both are indicative of widening inequality.

As shown Table 4.8, there is no much larger change in student profile in terms of background of medium of instruction at 10th and 12th classes. Marathi continued to remain as medium of instruction of major share of students, although there is a slight decline in share. In 12th standard, the percentage bracket 35.0 to 50.0 slashed in 2013-14 as compared to 2008-09 but

the percentage bracket increased from 50 to 65 in 2013-14 as compared to 2008-09. It means that compared to 2013-14, students with higherscore in 12 seek admission.

Government Institute of Science, Nagpur

As shown in Table 4.9, share of female increased from 67.10% to 73.70%. Share of SC enrollment sharply declined in 2013-14 as compared to 2008-09 (-11.4%). The enrollment of Hindu religion students was declined in 2013-14 as compared to 2008-09 (-20.3%) but enrollment of Muslim religion students in terms of percentage was doubled. There is no remarkable changes in terms of domiciles backgrounds, most of them are from Maharashtra in both the periods. The enrollment of rural students (residential location) increased in 2013-14 as compared to 2008-09 (14.9%) indicating narrowing of inequalities in terms of locational disadvantages.Domicile status and employment status of mothers remains the same. The occupation of their fathers was self-employed in agriculture in 2013-14 (12.5%) as compared to 2008-09 but their occupation declined, as non-agricultural labour on daily wages was rather difficult to get in 2013-14 as compared to 2008-09 (-5.4%). But their regular wages PVT declined unevenly in 2013-14 (-19.9%). The income bracket 25,000 to 50,000 was declined in 2013-14 (-7.6%) (-2.2%) but the same was increased in remaining income bracket.

As shown Table 4.10, share of students studied (10th) in English as medium of instruction rose from 60.20% to 68.80%. Consequently, share of regional medium students have declined over a period of time. Students belong to 35-50 percentage bracket of marks (12 level) was slightly declined indicating selective nature of science disciplines.

PGTD, RTM Nagpur University

As shown in Table 4.11, share of female enrolled has increased by 3.8%. While SCs and STs comparatively maintained their share, share of OBCS are found to be slightly declining.Enrollment of Muslim students was doubled along with ORM students. Minor increase in share of students from Non-Maharashtraindicates that students from neighboring states join university. There is a small increase in share of students from rural locations. But the difference is not sharp. Students whose parents are reported to be in self employed in agriculture increased their presence. It is noteworthy that share of children whose parents are in regular wage labour (private) has declined sharply indicating their withdrawal. However, share of income group earning one lakh and above increased from 5.50% to 18%. It seems that high income students are not from private regular wage families. Probably, they are children of government servants.

Students chose their medium of instruction at 10th level was Marathi, Hindi and English equally. As shown in Table 4.12, Marathi and Hindi language as a medium of instruction was declined during the period 2013-14, but medium of instruction English and Urdu was increased during the same period. But at plus two level students chose the medium of instruction Marathi and it was increased in 2013-14 as compared to English and Urdu. But Hindi as medium of instruction was frozen (-4.6%). At the plus two level the percentage of marks 80.0 and above was quietly enhanced (8.2%). Stream plus two level Arts stream was offered less during the period of 2013-14 (-7.0%) but students chose commerce, MCVC and

Science was preferred looking to their further education. Most of the students preferred to learn in co-education institution rather than single sex education institution. At the plus two level less number of students studied state syllabus in 2013-14 as compared to 2008-09 (-3.0%) while CBSC and other syllabus were preferred more by the students (10.1%).

4.4   Analysis of the Current Status of Diversity and the Changing Nature of Diversity

VNGIASS, Nagpur

Among the gender, male student enrollment during the period 2013-14 was higher as compared to 2008-09. Male student percentage increased in the year of 2013-14, because rural students took more interest to take their education in city, due to hostel facilities and craze among the students to learn in city; because household income elasticity has been changed. Enrollment of female students declined during the period 2013-14 as compared to 2008-09. Female students preferred to learn science than social science. The social group indicated that enrollment of SC category students was declined during the period 2013-14, as compared to 2008-09, because most of the SC students who belonged to urban areas shifted to professional education at ITI and other institutions; yet rural SC category students are studying social science. Enrollment of ST category students increased double for social science faculty due to separate hostel facilities provided by the state govt. Enrollment of General social group students was constant during both the years. Enrollment of Muslim religion students increased during the period 2013-14, as compared to 2008-09, because awareness of education gradually increased amongst Muslim students. Enrollment of rural students during the period 2013-14, increased as compared to 2008-09. The household income changed and they got employment opportunity as self-employment in agriculture increased and the proportion of employment on daily wage basis in agriculture also increased. The enrollment of students from urban area decreased for they were interested more in learning science stream and other professional courses. Percentage-wise the analysis of student who score more in less percentage bracket during the year 2008-09 was declined in the year of 2013-14, because students facing more competition to obtain the job or getting the admission in reputed educational institutes. So students paid more attention to their studies and attempted to get good score in the examination. In 2013-14 excluding social science as well as other stream students enrolled in social science stream.

Government Institute of Science, Nagpur

Enrollment of male students during the period 2008-09 was declined because they preferred to study engineering stream However, enrollment of female students was increased in the same period, for they preferred education in medical science or pharmaceutical science or pure science. In social group analysis enrollment of SC category student was declined in 2013-14, because they got their enrollment shifted to professional studies like management and other courses. Enrollment of OBC social category students was increased during the period of 2013-14. Gradually, the awareness of education was increased and enrollment of ST category students was slightly enhanced. Despite this they find it difficult to study science education, as a result of which they are lagging behind. Enrollment of Muslim religion students increased double during the period 2013-14 as compared to 2008-09, due to job competition and awareness regarding the science education. Enrollment of rural students

increased in the year 2013-14 as compared to 2008-09. The policy of rural households changed as the capacity to bear expenditure of education for the income increased due to changing elasticity of jobs. Some time, the enrollment of urban student was declined for they studied professional education. The percentage of marks of 12th standard student was higher during 2008-09.

PGTD, RTM Nagpur University

Enrollment of male students was declined during the period 2013-14 as compared to 2008-09, but enrollment of female students was higher in the year 2013-14. Enrollment of male students for management and other courses increased. However, female students were interested in studying social science, and pure science streams. Enrollment of ST and General category students in social group analysis was increased in 2013-14, because both the social group students have shown their interest in education, but enrollment of OBC and SC category students was declined in 2013-14, because students belonged to these groups diverted to professional or others courses or preferred to study abroad. Enrollment of Muslim religion students was higher in 2013-14, because Muslim female students were interested in education. Enrollment of rural students was increased in the year 2013-14, as compared to urban students, because their parents had a desire that their sons and daughters should take education in city due to change in their income frequency and availability of hostel facilities. Enrollment of Arts stream students at plus two level was declined in 2013-14 as compared to 2008-09 but enrollment of other streams like commerce, MCVC and Science was increased in 2013-14. Enrollment of other state students was increased in 2013-14, because other state students were provided scholarship and accommodation facilities.

4.5   Current status: Nature of Diversity amongst the Faculty in the Selected University (2014)

VNGIASS, Nagpur

During the period 2013-14 the percentage of male 43 and female faculty was 58.9 and 41.10, respectively (See Table 4.13). The percentage of SC category teachers in social group was 32.10 and that of ST, OBC and General faculty was 1.8, 30.4 and 35.7 percent respectively. General category faculty was higher than any other faculty, but if combined with the social backward group faculty, it was higher than General. The Hindu religion faculty was higher (58.9%) including SC, ST and OBC social group faculty. The percentage of Muslim, Buddhist and ORM religion faculty was 10.7, 28.6, and 1.8 respectively. Almost all faculty belonged to state of Maharashtra, their residential locations was urban area (91.8%) and very few were from rural area (8.2%).

Government Institute of Science, Nagpur

Gender-wise analysis shows that 61% of the faculty members are males (See Table 4.14). Among social group, share of SC, ST, OBCs and General are 24.5, 2%, 28.6% and 44.9% respectively. Close to half of the faculty members are from general category. Major share of (71.4%) the faculty members belong to Hindu religion. Muslim and Buddhist were lagging behind as compared to Hindu religion in terms of representation in faculty. Most of the faculty belonged to state of Maharashtra (93.9%) and some faculty belonged to other states

(6.1%). It is very important to note that most of the faculty members belonged to urban areas (91.8%).

PGTD, RTM Nagpur University

In PGTD of RTM, share of male faculty members is close to 88% (See Table 4.15). Share of SCs, STs, OBCs and General are 28.10%, 6.30%, 25% and 37.60% respectively. It is important to note that more than 60% of faculty members are from disadvantaged social groups. 68.8% of faculty members are Hindus. Not a single faculty required and selected who belong to Muslim religion in RTM Nagpur university. Most of the faculty belonged to state of Maharashtra (84.4%) and some from other states (15.6%) Most of the faculty belonged to urban areas (93.8%).

4.6 Summary

Analysis of the enrollment data shows that student diversity was increased over a period of time. Representation of students from lower socio-economic strata, rural regions, minority religion and women was increased substantially. It could be seen as the result of population demand for higher education and implementation of reservation policies in admission. Though, university has diverse faculty members, faculty diversity is less in colleges. Moreover, there is a mismatch between faculty profile and student profile. While majority of the faculty members are from general category, the majority of students are from lower castes such as SCs, STs, VJs, and OBCs.

Chapter 5

Student's Survey: Profile and Initial Experience on Campus

5.1 Introduction

This chapter reports the findings of the survey conducted among the students. Along with providing a brief account of student profile in terms of socio-economic, family, parental and schooling backgrounds, chapter also discusses initial days' experience, overall social and academic experience of students and their future plans after the completion of their studyprogrammes.

5.2 CurrentAcademic Profile

Total number of student respondents was 625 (See Table 5.1). Students belong to SC, ST, OBC including VJ, NT& SBC and General are 124, 87, 331 and 83, respectively. Highest number of students is from OBCs and their share among the student body is 53%. As per religion-wise analysis, number of Hindu religion students was higher (471) than Muslim, Buddhist and ORM were 67, 74 and 13, respectively.

Gender, socio-economic, religious profile and family background

Gender wise participation among the social group provides important insights. While women students outnumber men, in general, and across the social groups such as SCs and General, this is opposite in the case of STs and OBCs (See Table 5.2). The gap in enrollment share between male and female is sharp for OBCs indicating the specific social characteristics higher education participation.

As shown in Table 5.3, gendered participation has a bearing on income of family. Compared to lower income group (5000 per month), gender disparity is higher in higher income group (5000 thousand and above). Among the rural students, Hindu constitutes 84.6% (See 5.4). This declines to 63.5% in the case of urban students. What is important here, Muslims have a higher share among urban students compared to rural students.As shown in Table 5.5 income backgrounds of students from different group substantially vary. Compared to general category students, significant share of SCs, STs and OBCs are coming from lower income groups. However, among the SCs and STs, share of students from highest income category (5000 and above) is low.

In the case of male students, there is a near parity in terms of students from urban rural locations. This scenario contrasts with female students. Among the females, larger share (80%) is from urban locations (See Table 5.6). In terms of regional (urban-rural) participation, STs and General categories shows contrasting scenarios (See Table 5.7). It is more likely that, among the general category, compare to rural background students, urbanstudents will join higher education. Contrarily, more ST students from rural areas join higher education. Considering the habitation pattern of STs, lower representation of urban STs is not contrasting the existing body of knowledge. However, there is immense scope for explicating scenario of higher share of urban women than their rural counter parts among general category.

Table 5.8 indicates that 67.3% of students are first generation higher education learners.Only 5.6% of students are reported to be children of parents with post-graduate and above education. Children of parents with professional qualification are negligibly low as close to 1.3%.

5.3 Pre College Background: Type of School and Academic Background

As shown in Table 5.9, among the male students, the majority (70.0%) completed their primary education in village followed by town (11.1%) and city(18.9%). But, among the females, majority (48%) studied in school located in cities followed by rural areas (37%) and towns (15%). Social group wise distribution provides complex picture (See Table 5.10). While, among the STs, largest share of students studied in primary schools located in village, least number of students were from school located in villages for general category.

As shown in Table 5.11,57.2% students studied in a higher secondary located in urban location. by gender. Majority of the students studied in public sector schools (both government and government aided) (Table 5.12 (T.5.130). While share of SCs, STs and OBCs studied in private aided is consistently less than 5%, share of general category students from unaided school are close to 15% (Table 5.13).

Majority of students (93.6%) studied in state syllabus at higher secondary level (Table 5.14). Distribution of marks at higher secondary levels shows that majority of students are coming under grade bracket of 45-75%. While share of STs and OBCs in high grade bracket (75% and above) are below 10% in their respective groups, SCs (13%) and general category (14.45) have higher share. It challenge the taken for granted assumption about the academic performance of students from diverse backgrounds (Table 5.15).

5.4 Choice of Career at Post-Secondary, College and Course

Most of the students after completion of post-secondary education wanted to pursue higher studies (85.4%) (Table 5.16)(14.6%) of students wish to join labour market, but later joined higher education. Social group wise analysis shows a clear reverse hierarchy in terms of choice of jobs compared to joining higher education. Share of general, OBC, ST and SC students searched for job after higher secondary levels are 10.8%, 13.3%, 15.3% and 21.8% respectively (Table 5.17).It appears that students from deprived sections have more compulsions to search for a job compared to general category students

Before joining college, some students attended carrier guidance workshop. Most of the students reported that the workshop was arranged by their school and college, but some students reported that workshop was arranged by neighborhood association, religious forums, caste/community association and commercial centers (5.18 and 5.19. Among the social group ST category students reported that, workshop arranged by their neighborhood association, religious forums and caste/community association (35.7%). But General social group students reported that commercial centers arranged the workshop (40.9%). Most of UG students reported that workshop arranged by their school but PG students responded that such programmes were arranged by their own college.

Most of the male students got the admission to college according to their choice of subject (79.5%) and college (73.6.%) (Table 5.19). They also required to payment of the college fees. It is reported by the students (89.7%) that their certificates were not retained by the college. 31.8% of students reported that they took admission because hostel facilities are available. Amongst social groups,higher share of General category students (31.3%) reported that they didn't get the subject according to their choice than SC category students (24.2%)(Table 5.20).

ST students reported that they were welcomed in this college (48.3%) (Table 5.21). But OBC students denied the facts (76.1%) because at the time the welcome event was arranged, most of these students neglected the occasion. Students reported that because of certificates were retained in this institute, they didn't joined elsewhere. They denied these facts. Students were admitted to hostel. They conform that their admission in this institute belonged to OBC category students (26.4%). Hindu religion students reported that they got their choice subject (82.6%). They denied that they sought admission here because their certificate is here. PG students reported that they got first choice of subject (86.0%) as compared to UG because PG course is specialized in a particular subject.

Source of help, among male and female students reported that, they received the information regarding the admission to college. Most of the female students (56.0%) replied that they obey the orders of their family and depend upon them (Table 5.22). Most of the male students reported that they got the information regarding admission process from their friends and internet. SC students reported that they obtained the information from their family members (59.7%) including Buddhist religion and their residential location is urban. The reason is that most of the SC student's family members and relative who become bureaucrats are the ex students of this institution ST students reported that they knew about admission in these institute through, their neighborhood, friends, caste, communities association and information from internet compare to others. Hindu religion students reported that, they come to know regarding the admission process from their teachers, who thought them at post secondary education level, college website but ORM religion students reported that, they got the information about college admission through media, radio, magazine, newspaper, T.V. also, including undergraduate level students PG students reported that they got the information about college from their neighborhood, friends, teachers, media and internet compare to undergraduate students. Most of the rural students reported that they got the information about college friends, teachers and internet compare to urban students. Most of the lower income students got the information from their friends but high income group students received this information from their coaching class teachers and media.

Most of the students reported that they are availing the reservation facilities (79.5%) (Table 5.23) ST students availing 100 per cent reservation facilities provide by Govt. Buddhist students reported that they avail the benefit (93.2%) of reservation facilities. Muslim religion students were not eligible to get the benefit of reservation because they belonged to General social group and not aware of these facilities. PG rural and lower income group students take the benefit of reservation policy. Male and female students reported that they were admitted

according to their admission reservation facilities and it was applicable same for admission reservation process including entirely others religion.

Students reported that they prefer either preparation of competitive examination or higher education (90.8%) but students among male and female said that they did not pursue the job-oriented certificate and competitive test. This means their intension was clear to do the higher level of education first. Socially backward students' inclination was that they wanted to complete their education at higher level. Some students said that they were not interested to do the job in private sector. ST category students were higher (82.8%) they did not attract to job-oriented certificate and denied to go back home and perform the marriage (Table 5.24). The reason was that students know the fact that the importance of PG level education, without completion of PG would not be possible to students to get good employment in the future. All religion students wanted to complete the higher level of studies, Percentage of Muslim religion students was higher as compared to others (89.6%). Students said that they were not ready to perform their marriage. Percentage of ORM students was higher as compared to others (76.9%) and Muslim students percentage was low (26.9%). UG level students expressed their desire to complete and pursue higher education. Most of the PG students reported that they didn't want to continue further education (23.6%). They were not in favor of soft skill training programme and not to do the job in private sector. The percentage of UG students was high (80.3%) as compared to PG level students, and they were not in favor to complete job oriented certificate. In case of rural, urban analysis most of the students reported that they were pursuing higher education (85.4%) and did not want to go back to their native place (83.2%) (Table 5.25).

5.5   Initial Days of College Experience

Significant share of students(37.6%) reported that they did not participate in welcome party arranged by the college/dept(Table 5.26). Every year college is arranging the orientation programme for the students who were newly admitted, and college authority acknowledge them regarding subjective knowledge like library facilities, fellowship, scholarship and discipline of the institute. Authority was aware that various facilities which were available and mostly benefited to the students. Authority also informed about various cells and its function and how it is to be helpful to male and female students.

Those who participated in formal programme including Placement opportunity, regarding anti-ragging information and discipline acknowledge by the college authority to the students. Many students are not participated in the formal orientation programme the reason is that in the initial days of college or in opening period of college, arranged so many extra-curricular activities. Newly admitted students or seniors, always remain busy with their personal work, like admission of their brother and sister, friends and neighborhood admission, purchasing books and other articles so they will not turn to the programme like formal orientation, about scholarship and fellowship, ragging, discipline and others. According to UGC and MHRD each and every institute abide to have a ragging cell, but incident like ragging and extortion of the students didn't take place in the premises. In addition to that more than 80 percent of admissions covered by socially backward group among male and female students;

soremaining 20 percent male and female students never exploited and threatened by major group of students.

Among the social backward group students reported that they attend the welcome party, among them OBC students are higher as compared to others (41.7%); but most of the students denied that General category students are higher (73.5%) than others (Table 5.26). Most of the General category students didn't know the information about scholarship, fellowship and others are higher (51.2%) because General category students are less benefited as compared to reservation students of the scholarship and fellowship. SC, ST and OBC students are well habituated and interested about scholarship and fellowship. Belonged to Muslim religion students didnot join welcome party (82.1%) no one is attending the orientation programme. They didn't know the placement opportunity and welfare issues; the reason is that day by day students focus less attendance towards these issues as compared to study. At the PG, UG level study, most of the students from UG courses did not attend the welcome party (86.7%) as compared to PG. About formal orientation programme, library facilities, placement opportunity and ragging issues in premises, Most of the UG students were not much interested in these activities as compared to PG students. UG students remain always busy with their academic assignments and they were not aware of the advantage of all these facilities provided by the institute. Rural, urban and all income group students, more or less, face the same situation.

Students positively reported that the facilities are available in this institute (78.9%), no one avoided them (81.4%), since teaching was good and simple (76.3%). Some students reported that the study material was expensive (35.0%). The cost of living in campus, established the relation between equality and social justice. They continue the education (15.5%), safe in campus, and avail the advantages of remedial courses. Students responded that they are well acquainted with campus life during the academic session. They remain busy with their day to day academic activities. Some students reported that the campus life is costlier and materials were expensive. The reason was that everything liked in the market, and market is under the pressure of inflation. So cost of living and material was too expensive. Among social group General category students reported that facilities for getting the rest were not available (37.3%)(Table 5.26)classrooms were not accessible. According to ST category students they found it very difficult to establish the association with students (35.6%), because those ST students didn't have a good communication skill, and they come from the outside the city and not having good academic culture with them, their parents are totally illiterate and they are the first generation of learner. Social backward students reported that cultural differences and language were different, because in this institute students came from various parts of the country; especially from backward districts. So they have their own opinion formed on the basis of their experience. ST students reported that the tension and lack of social consensus and diversity (43.7%) existed in the campus. The reason is that, there was no such type of environment in institution. They described due to their immature thinking ability, less experience of this institution and on the basis of very flimsy events like category base selection etc., some students endorsed their personal opinion that college has a language and cultural difference, among social group in general (55.4%).

All religion students positively reported that they got good facilities in this institution. The ORM religion students were higher (84.6%), they and their friends formed an association (53.8%), and classroom was accessible. Muslim religion students reported that they didn't get the leisure facilities (34.3%) and established the peer group. The reason is that, Muslim religion students were not mixing easily with other religion students due to their language being Arabic, Urdu, or Persian, so they didn't go to restroom and could not established the peer group because they have poor relationship with other students. Muslim students reported that there are cultural differences (61.2%) (Table 5.27), the reason is that in Maharashtra almost all students using Marathi language for each and every programme, but Muslim students didn't understand Marathi quite well, so they remarked that there was cultural difference in the institute. But the students were benefited by remedial coaching classes and others. At the PG, UG level students reported that they were getting all services from the institution without any fear or favor including rural, urban and all income group students.

5.6 Aspirations After College: FGD and Dairy Basis

VNGIASS conducted the FGD program of SC, ST, NT and VJ for male and female students. Ten focus group discussions were arranged on different dated and day group students were invited and provided a part of discussion to be started at breakfast and tea time. Students among male and female asked various questions by the team members, and students replied very frankly and without any fear.

Many students among the group which they belonged said that the institute staff, administration, faculties and higher authorities were very cooperative and cell committee chairperson took care personally. Girls students stated in their reply that the voice came from the students that the discrimination type of atmosphere they never realized during their stay in the VNGIASS and GIS institutions, They equally reported that they were pursuing and continuing their higher education. B.Sc. part II female students explained that they were preparing for the competitive examination, and searching for jobs. Some replied that they wanted to complete their post-graduation study after which they will seek the jobs. Most of the male students replied that without post-graduate and research study science, it was quite difficult to obtain the job according to their aspiration. So they completed their higher education.

Most of the students wrote in their diary that they were enjoying their college life, attending their lectures regularly and particularly in all the programs conducted in college. They were enjoying their hostel life and no such events took place till date in the hostel where social harmony is broken. No discrimination was done among the students in hostel; no groupism, no religion or gender based bias. They were living together without any derogatory behavior amongst students.

Some students wrote remarks in their diary that it was from the female students who were living in govt. institute of science hostel that some social group of female students did not participate if they were arranging the program. On the occasion of Dr. Ambedkar's birth anniversary or death anniversary they made derogatory remarks and they separately arranged their own program like Ram Navmi and others. Such type of incident took place in diversified culture among the students who live together in hostel. The authority of the

institution took necessary care that such type of the discriminatory approach may not remain longer in hostel amongst the students.

5.7 Summary

This chapter discussed analysis of survey administered among 625 students in three case study institutions.Student enrollment is higher in social sciences compared to enrollment of pure sciences. In science stream, the lowest enrollment is seen amongst ST category students. Muslim religion students were equally divided in social science and in the subjects of pure science. Rural students from the lowest income group were mostly social science subjects. In science stream, female students were higher compared to male students. Female students were higher than male students among their general category and SC social category. Enrollment of OBC students was higher than enrollment of SC students.

Chapter 6

Diversity and Academic Experience of the Students

6.1 Introduction

This chapter discusses academic experience of the students belong to diverse backgrounds. The following factors such as classroom seating arrangements, teacher's sensitivity towards student diversity, student identities, academic support to students, nature of curriculum transaction, student perspectives about the fairness of evaluation and feedback system are analysed based on survey carried out and other forms of qualitative data such as focus group discussion.

6.2 Classroom Seating Arrangement

Seating arrangements are recognized as a significant characteristic of classroom environment. Classroom with students from diverse social backgrounds provides an opportunity for student to interact with diverse peers and nurtures a culture ofvaluing differences. Majority of students (88.0%)reported that they could choose their seats in the classroom. However, seating chart prepared on the basis of student choices reflected a social hierarchy and gender, rural-urban and class divide. Compared to male, higher share of female students prefer to sit in front row (See Table 6.1).A higher proportion of students among general category group (60.0%) reported that they sit in the front row as compared to the students from the socially excluded groups such as the Scheduled Castes (43.5%), ST (46%) and OBC (45.9%)(Table .6.2).Compare to rural students, higher share of urban students prefers to sit in front row (Table 6.3). There is no remarkable difference in seating preferences between the income groups in general. However, among the high income groups least number of students (1.9%) compared to SC (4.6%), ST (6.5%) and OBC (8.7%) prefer to sit in back benches (Table 6.4)

Majority of students across gender, location, social and religious groups reported that usually a topper, that is students excelling in studies, sat in front of the classroom and those who reported regular attendance chose to sit in front. This was especially applicable for women students, students from urban areas and students from general category group. Further, majority of students reported that they chose to sit in the front of the classroom as lectures/ discussions were more audible; to attract attention from teachers and to avoid harassment from other students. Fear of harassment was applicable to girls, for students from rural background. Those sitting at the back expressed that they chose that seating arrangement to avoid direct attention from the teacher and to sit with friends. In general students reported that they chose to sit in the classroom with peers that they had prior acquaintance from their school and region. Major portion of the students reported that the sitting arrangement are not on the basis of caste, ethnicity and religion but some little group of students said that there is caste, ethnicity and religion based system in seating arrangement, belonged to OBC and SC students. The reason is that it is a student's feeling and sentiments. But generally seating arrangement are not on any based like caste, ethnicity and religion because students have a full freedom to choose his or her seat in the class it means that backbenchers are avoiding face to face interaction with the teachers or involving in discussion and others, sometimes

transport would not reach according to the period of commencement of college, so intelligent students also seat in the backbench in the classroom.

With respect to variations in attendance across gender, group discussions indicate that girls regularly attend classes as compared to boys because they want to stand on their own feet and secure good employment before they are married and leave their home. Across religious groups, ORM students attended classes regularly (92.3%) as compared to the rest. Those belonging to Muslim religion students that they are not able to listen the lecture and discussion would not be more audible and their percentage is 54.2, the reason is that the teaching at the post graduate level, in our institution and PGTD RTM, Nagpur university, to the students in Marathi medium and English medium, so belonged to Muslim religion students are not comfort to listen the lecture and discussion so for the subject of economics, physics and political science, because Muslim religion students taken their education in Urdu medium up to 12th standards. Belong to Buddhist religion students they feel comfortable in asking the question in classroom and their percentage is 82.4 compare to others (Table 6.5).

With respect to being comfortable in asking questions in the class, a higher proportion of students from the OBC group reported that they felt comfortable in asking question in classroom (82.2%) as compared to the rest (Table 6.6). Some SC, ST,Muslim and ORM religion students are not feeling comfortablein asking question in the classroom. They are not confident to ask questions in front of the entire class. Muslim and ORM students are not able to understand properly the terminology of political science because some Muslim students admitted in dept of political science out of Maharashtra. Majority of rural students reported that they are comfortable in asking the question in classroom (83.2%). If we recall, a majority of rural students also preferred to sit in front row in the class. Thus, students who choose to sit in front row have ample opportunity to ask the question compare to others (Table 6.7)

Thus, we find that classroom seating arrangements are organized by students themselves with prior acquaintance and social identity being important criteria for forming peer groups. Girls and those from rural and poor background attended classes regularly, chose to sit in front and were comfortable to ask questions in the class. It was also reported by these students from vulnerable groups such as girls and those from rural background that they sat in front as they feared harassment from other students but its proportion to total is very less. Clearly, students are separating themselves by social identities in the classroom and an effort is required on behalf of teachers to encourage students to mingle and sit with students who are unknown to them. This will help in creating inclusionary classroom environment where diversity is respected.

6.3   Teachers Sensitivity Towards Diversity of Students Identities

Teacher-student relationship is central to student experience in higher education and has long lasting implication on student life. Majority of the students reported that their surname was not announced 86.7% (Table 6.8). Students reported, if their surname verbally announced in class they have kinky apprehension because remaining students may not maintain their relationship with them 13.3%. A higher proportion of students from General category group 24.1% reported that they didn't want to reveal their surname as compared to the students from the other social backward group. Students from schedule tribe reported that their

surname is not being referred by teachers in class. Muslim students reported that teachers pronounce their surname in class 28.4%, which is included in General category and their level of study is undergraduate, and they are from urban areas, whose income group is in higher bracket. The reason is that the names of Muslim students are complicated and long but surname is short and comfortable; compare to others religion students. The teachers students have a good relation in diversified culture in classroom but some students felt that they are facing some remarks from their teachers 7.4% and criticized to students on gender background 4.1% and used some unhealthy and unparliamentarily remarks 6.9%, sometimes teachers having a good relation with the teachers at the personal level using vernacular language (unhealthy and unparliamentarily, local language). It is only founded gender specially male but not female because when teaching learning process is going on in the class, teachers to avoid the monotonous in the class and for refreshing to the students using such type of remark to the students those who are well acquainted with them and having a very good relation of teachers and students outside the class.

6.4 Sensitivity to Student Diversity in Curriculum Transaction

Students responded that their involvement are in all activities are regular and it's a part of academic activities. Faculties involved to students in all most all institute activities to be conducted time to time. They motivated to social backward group students and advised them to keep beliefs equally so it would be possible to establish and formation of peer group in diversify culture in the class. According to the female students they reported that their teachers not allowing in various perspective in class engagement (45.6%) and not motivated to the students who belong to different social background to work together in group assignment (38.7%), because these female students who reported like that their percentage are below fifty and they themselves were not work with the group of students. In General social group students also replied same, compare to others. Belonged to ST category students benefited more than others. Muslim students reported that they were not benefited and not encourage by the faculty (77.6%) (Table 6.9), because the teachers who arranged these activities in the institute belonged to other subject than Arabic, Persian and Urdu so, Muslim students to some extent didn't beneficial of this all activities, but Muslim religion faculty cover up these all programme and birding to the students with the main stream in the institution. At the level of study PG level and urban students not gain more by their faculty, because PG level students always remain busy with their self preparation and not given attention elsewhere and urban students remaining busy their coaching classes. The students reported that the teachers allow their participation and not to encourage them, among gender, social group students, religion and level of study specially Postgraduate level and urban location students, because the students who replied that they never properly approached to teachers and didn't try to established a good and informal relation outside the classroom. It comes to the notice that most of the students offered Economics, Political science, Marathi, in this subject discussion and academic work never arranged by the teachers, because generally in social science subject these exercises like assignment and others was not a practice. So the motivation and encouragement of students were not required from the teachers/ faculty. Most of the students in General category and belonged to Muslim religion students didn't well acquainted with this practice, so teachers if thinks to motivate them, they remain without

response. OBC students reported that, most of faculty motivated to them to respect to different belief (71.6%) compare to the other social group students. but most of Scheduled tribe students (56.3%) divided that such practices is not exist and seen in this institute, including belonged Muslim religion, undergraduate level and urban areas students, the reason is that belief is a personal issue so secular attitude students didn't give more importance like such issue.

6.5 Equality in Provision of Academic Support

Teachers are always and ready to give the academic support to students. It is reported by students that teacher give equal attention (82.9%) to all students (Table 6.10). Students reported that teachers/faculty never discourage to students on the basis of gender, social group, religion, level of study and location (85.4%). Students benefited of equal support from their faculty excluded students belonged to rural students (76.4%) they belong to SC and ST social backward group of students.ORM students reported that (76.9%) teachers give equal attention to all students in class, and in laboratory.

6.6 Classroom Interaction

It is general approach and regular practices of teachers to recapitulate what is taught or assess what studentsalready know. It is reported that the participation of students in class discussion is (75.4%), but some female students (25.7%), and students belong to general category (28.9%) and ORM (46.2%) reported that they were not participated in classroom deliberationsled by teachers. Majority of the students reported that their teaching faculty knowing students by their name (70.2%) (Table 6.11). Among the social groups, higher share of general category students reported that their teachers encourage them to ask questions in the class (See Table 6.12)nearly 73% students across the social groups admitted that teacher encourage discussions in the class. The inference could be that teachers promote discussions and encourage questions in classroom but its benefits are not equally shared across the social groups. FGD with the student groups revealed that disadvantaged students including Muslims are hesitant to participate in classroom discussion due to fear of being wrong or thinking how others would respond to them.

6.7 Guidance and Time Given by the Teacher for Feedback

Feedback mechanism is now common phenomenon in teaching institution. Each institution has the academic performance indicators (API) for teachers. 43.5 % of students reported that they never received one to one academic support from teachers and 37& reported that teachers never provided feedback on academic progress (See Table 6.13). Comparatively higher share of SCs, OBCs and STs reported that they never and rarely get one to one academic support (See Table 6.14). Majority of students reported that they were able to go to their teachers room to discuss their problems (76.0%) (Table 6.15). Teachers are supporting to research/project work to the students, but female student were not guided equally (32.4%), the reason is that most of the female students were from undergraduate level study and research activities mainly focus with the postgraduate students and belonged to urban areas. The reason is that taking the feedback from the students, called by the teachers at the end of

year and at that time female students remain absent in class, due to examination preparation including urban areas and high income group students.

6.8 Equality in Evaluation

After completion of academic calendar the different authority (at the institute level and university level) holds the examination for evaluating the student performance. So the answer sheets of the students evaluated by the subject teachers appointed by authority at university level. It was reported that teachers evaluating papers fairly (71.5%) (Table 6.16).Some students belonging to OBC, Buddhist and those from rural areas reported that they were not satisfied with the evaluation. Generally, examination authority appoints expert panel to assess the answer sheets of the students. When students are not getting their result according to the due date given by university, they generally put the blame on teachers. The students who make a demand for revaluation of their papers they must have to fulfill the criteria of marks or score, which is being decided by the university and if students would not fulfill the minimum score of marks/score. Students (30.2%) reported that their result is not declared within the given period of times. One of the reasons for delay could be non-clearance of examination documents before the examination committee.

6.9 Teachers Support to Build Leadership Qualities

Student activities in teaching learning and socio-cultural domains process lead to overall development. During the academic session institution organize many activities such as, debates, elocution and various competitions. Students learn many more things through students' union election and develop leadership skills. Teachers are delegating various academic responsibilities on students (33.1%) but majority of students reported that most of faculty didn't delegate academic responsibility on students, including gender female, social backward group students SC, ST and belonged to Buddhist religion, their level of study undergraduate, rural areas student (68.9%) and lower income group students (Table 6.17). Students participated equally in workshop and other organizing function by the department or institute (67.4%). Socially backward group such as SC and ST at undergraduate level and belong to rural area reported that they never participated in such a programme conducted in department or institute. Teachers encourage students to participate in extra-curricular activities (65.9%), among gender male, social backward group ST students, and ORM religion students, level of study undergraduate (37.9%) and belonged to rural area students were not invited to participate and discussed with academic doubts, after class. Generally in institute regarding the all extracurricular activities, concerned faculty member circulate notice and displaying the same on display board, but these students were not properly respond to this activities and remain with their academic task. Only 38.3%of students reported that they were selected as a leader in group/team work.

Library Experience of Students

Library is one of the major components in student learning. Good library fetches the good credit to the institutions. In this institute, library there is no separate seating arrangements made for students (77.8%), male and female students were seating in mixed way nevertheless girls have a separate common room in library(Table 6.18). Among social backward groupUG

students from ST and Muslim belonging to middle income group students (31.7%) replied in negative, because most of the male students either from socially backward group or Muslim religion, rural or middle income group students not frequently visiting to library in a week, if students attend the library regularly, the regularly seating students in library where not allowed seat with him. And they are not regular barrows the library books (37.0%) including in gender female and in religion Muslim who lived in urban, UG and higher income group students

6.10 Students Own Learning Strategies for Academic Progress

Students in general are dependent on the classroom teaching. Students use the internet facilities to get the support to their basic studies (63.5%), among social group Schedule tribe students, (57.5%) rural and lower income bracket students (47.2%) were not getting any technically support, because these students came from rural and very remote area, they didn't know operation of any technical device properly. Students were visiting to library for the clarification of doubts (76.3%). ST students and Muslim religion students, UG students, urban and higher income group students (30.2%) were not visiting library for clarification of their doubts, because these all students were not well acquainted the benefit of library. Some students reported that they were not taking much care about their study (23.2%), General students, Muslim religion students (37.3%) (Table 6.19) and lower income group students didn't bother regarding their difficulties, because they get support from outside the institution and various academic exposes are available in the market. Students discuss with their friends regarding their doubts (74.7%), but General and schedule caste students (29.8%), Buddhists religion students, UG and urban area students whose income group is lower (32.4%) were not clear their doubts outside the classroom regarding any issues taught in the classroom, because they prefer to do the competitive examination and continuously remain with their own assignment and if any doubts they felt senior students help to them.

6.11 Summary

In this chapter we explained the academic experience of students and teacher sensitivity towards the diversity of students. Students have the freedom to sit anywhere but most of the lower income group students are seating in front and high income group students prefer to seat in middle row. Topper students also seat in front row. Female students attend classes more regularly than male students. Students feel very comfortable when they raised their query or doubts to the teachers. Muslim religion students face difficulty in comprehending lectured which is Marathi and English as they their schooling was in Urdu medium. PG and UG students have a freedom to seat anywhere so it indicates that among the students there is no discrimination among religion to religion, rural urban base and other. In these three institutions faculty are having very good relation with the students. Not any faculty show discriminative behavior against their students including students enrolled in science subjects such as physics and chemistry.

Faculty responded that, they never given any biased treatment to any students whatever he belonged to. All students are encouraged to participate in cultural and social activities. Participation in different income group students has shown their involvement in this all activities equally. Students replied that they always got support from their teachers. Teacher

involved them in classroom activities like participation in discussion, seminar organizing by department and related to other academic activities. Some students are not getting good support from their faculty. They are mainly coming from rural area, not having a good academic skill of communication. They didn't turn up to faculty and get support from them. It is common that female students in the class less interactive with their faculty. Some students replied that the faculties are not encouraging them to ask the question in class, the reason is that, the faculty in the subject of physics, chemistry or in economics quietly engaging and fully involving in teaching till their lecture end, so they didn't get adequate space or vacant time to ask the question in class. At the UG level,faculty helps students to solve their doubts if any. Faculty also maintained very good relationship with the students outside the classroom.

In these three institution offices are working according to their duty-bound programme. No any administrative offices making and creating a gulf unnecessary with the students. Administration always supports students. Students from disadvantaged groups face many financial problems during the academic session because they are not able to make a payment of mess, hostel rent, purchasing of books and not meet properly with their day to day expenditure. The state Govt. of Maharashtra recently decided that the socially backward students or minorities students only eligible to obtain the scholarship those who appeared in final examination conducted by the university. So it is highly impossible that students get their scholarship amounts at the beginning of the session, fellowship also have a same story. Sanctioned letter of fellowship dispatched by the concerning agency but after the verification of so many documents like caste validity certificate of the researchers, project theme, institute authority letter, so to make complete this all the process, the researcher want to wait for the getting of scholarship.

Infrastructure facilities are fully developed in these three institution RTM Nagpur University and V.N.G.I.A.S.S., Nagpur, obtained the A grade by Bangalore NAAC so it is cleared that the institution have a very good infrastructure along with full computerized facilities, including library and others, internet and Wi-Fi facilities are available so it is more convenient to students to operate their day today affairs and support in their academic activities.In short, in these three institution students are very satisfied with teaching and learning process. No any management or authorities are making any discrimination against students.

Chapter 7

Social Life of Students in Campus

7.1   Introduction

This chapter discusses social life of students in campus. Pattern of peer interaction and nature of participation of students in socio-cultural life of campus is the core of the chapter. In this chapter, views of the students on various issues have been considered. Basis of peer group formation such as caste, ethnicity, religion, and region is discussed. Interaction with the students of opposite sex and reason for non- interaction with opposite sex is also examined. Chapter also discusses hostel life of students including basis of room allotment, experience in mess, participation in the hostel committee, membership of club and others. Level of involvement in co-curricular activities on campus and membership of informal groups are examined.

7.2   Basic of Peer Group Formation

Students reported that there were enough space to established peer group and class association, caste, region, religion were helpful to established good association or friends' circle amongst males and females. But majority of students said that caste, religion and region were not the factor to make good association with students (86.2%) (Table 7.1). The reason was that in premises of the institute, all students were living together, without keeping any things in mind, that is to say, who belonged to what, and what not. Students mostly preferred the academic side and intellectuality in their fraternity. Most of the General category students reported that in the same way (91.6%) as compared to others. Religion based analysis also highlighted the facts along with their level of study and location among rural, urban and entire income group of students.

Generally, students were interacting with opposite sex regularly; but some male and female students were never interacting with each other (11.5%), (9.3%) (Table 7.2). Female students were more interacting as compared to male students. OBC students were more interacting with others (45.3%). Some Muslim religion students were rarely or never interacting with other religion students. PG students were more interacting with UG students. Higher income group students were more interactive as compared to others. Most of the male students including SC and ST were not interacting with opposite sex because, they were concentrating on studies, and male students' financial condition was not healthy. Parents of female students did not allow their wards   to mix-up with male students either in college or at home. This may be due to social structure and society background. Level of PG students was to concentrate on studies (70.0%) rather than UG students. Urban students in General, social group were not interacting with the opposite sex; and higher income group students did concentrate on studies. But students of middle income group family were not allowed to mix-up with the female students. In general, society did not allow the male and female students making a deliberation with each other during college hours. Due to social structure, parents were always imposing much restriction on their daughters, because their act may not create any complication in future life.

7.3 Choice of Best Friends

Most of the male and female students and some of their friends had formed their own discipline, but others belonged to different discipline. Most of the female friends were reported that their best friends belonged to their own class, as compared to male students. Female and male students had their best friends belonged to other discipline with different class. Most of the General and OBC students had a best friend from their own class but ST students had best friends having same discipline from the different class. Some SC students reported that their best friends belonged to other discipline. At the level of UG study students reported that their best friends were from same discipline but from other class; the reason was that in undergraduate level of education there was wider scopes to make friendship with anyone. In rural/urban area, most of the urban students reported that their best friends belong to their own class; but rural students reported differently.

Amongst male and female students having their own friends are from the similar gender (89.9%), (84.3%). ST category students have their friends male, but General social group and Scheduled caste students' friends were female. The reason is that ST category students came from rural area their communication skill was not developed enough as they were shy, but General and SC category students were having enough and good communication skill. They developed in academic discipline. According to level of study most of the PG students' friends were male while UG friends students were female but a number of fifth friends of PG students were female. As per residential location, rural students' friends were urban male friends. Middle income group students' friends were female; the reason was that they belong to urban area.

Most of the male students' friends were SC, OBC, General and ST category, but female students' best friends were OBC, SC, and General category, because their enrollment was higher than other. In social group analysis, the friends belonged to their own category. e.g., OBC. Their friends belonged to their own category, i.e., OBC (54.2%) (Table 7.3). Most of the General category students' friends were from OBC, SC and ST category. SC and ST category students' best friends were first OBC and than General category students. Social backward category students' friends were from socially backward group they were given a second preference. The reason was that, socially backward group students preferred their friends to be from socially backward structure. In religion-wise analysis, most of the Hindu religion students' friends belonged to OBC and SC category students. Muslim religion students' friends belonged to General and OBC category students, but Buddhist religion students' friends were SC and OBC. According to the level of study, PG students' friends belonged to OBC and SC but UG students' friends were OBC and General category. Social group belonged to ST students' friends were more from rural area and General social group students' friends were from urban area. Higher income group students' friends belonged to OBC category.

Among male and female students' friends were either from Hindu or Muslim religion. Most of the social backward group students' friends belonged to Hindu religion and General social group students friends belonged to Muslim religion. In religion-wise analysis, most of students' friends belong to the same religion. According to their level of study, PG and UG

students' friends belonged to Hindu religion. PG and UG students' friends belonged to Muslim religion. According to the residential location, Hindu religion students' friends belonged to rural and urban area, as compared to rural / urban area students' friends belonged to Muslim religion.

7.4 Intergroup Interaction on the Campus

Male and female students reported that they remained cautious at the time of discussion with other castes (50.2%), (40.0%). The reason was that male students established their own category group of students like female also. ST category female remained aloof in class. The social group students reported that some SC and General students did not study with other caste students, including Buddhist and Muslim religion students. The reason was that Buddhist, Muslim religion students preferred to study alone, Muslim students exchange their notes and deliberations only with Muslim students due to same subject. They chose Urdu and Arabic subjects at UG and PG level study. Some ST category students felt that they didn't interact with other students, because they established their own peer group in class. Level of UG study students also remain differently because they are new in premises. In social group it came to notice that General social group students including Muslim religion ones never share their personal feelings with other students (64.2%) for the reason that they interact broadly with Muslim religion students, due to their language being same.

Among male and female students, female students never discussed openly regarding the caste and religious issues outside the class (52.5%) with social group and ORM students (76.9%) (Table 7.4). Their level of study was PG and residential location belonged to urban area. The reason was that, the number of ORM religion students was very thin and they were living in urban area. Students did not share their lunch and dinner with others. The number of female students was higher (36.4%) than male students. In social group General category students including Muslim religion students (53.7%) were higher. A number of general category students belonged to Muslim religion. They were not admitted to hostel. Muslim students share their breakfast in canteen according to their leisure. But the fact was that almost all students from gender, social group and rural/urban area generally, live together. The enrollment of social backward group students and Muslim religion students was higher than other students. So these students were in higher quantum in premises of the institute. Therefore they were not victimized of the lower quantum of students (upper caste) in this institute. They were always living together and celebrating each and every function in the institute.

7.5 Life in Hostel

Institute has been providing hostel facilities to boys and girls separately. Boy students residing in boys' hostel and girls students in girls' hostel. State of Maharashtra has been arranging separate category-wise hostel for SC and ST students. SC male and female students prefer to seek admission in their respective hostels. Amongst social group, OBC male students were living in hostel as compared to other category students, including General and SC category female students. The reason was that OBC, SC and in General category, students' awareness regarding educational development was increasing quietly. So they were taking their education and residing in hostel for education purpose only. In religion-wise

description most of the Hindu and Buddhist religion students preferred to live in hostel. Level of study was PG. Most of boys and girls were living in hostel. ST category, UG level students were living in their own category hostel. Most of the rural students were living in hostel but as compared to rural, urban girl students. The reason for this was that awareness of their parents regarding education in rural area for male and female students was not yet developed amongst the household. Higher and middle income group students staying in hostel with lower and middle order group ST students.

Most of the female students reported that hostel room was allotted by the institute authority, amongst social group. ST, rural and UG students reported that they selected the room at their own; because ST boys' and Girls' hostels were separately constructed by the state Govt. and accommodation facilities were enough but registration of students for demanding the hostel were very less. So choice to selection of room was available to the students. Most of the male students reported that they selected their own roommate and they belonged to ST category and their level of study was UG. They belonged to rural area. Most of the female students reported that their roommate was from their own class. But some male students reported that their roommates belonged to their own caste, ethnicity, religion and region. Generally it was mixed roommate culture amongst male students. ST category students' roommate belonged to their own; because the entire hostel was constructed for ST category student only. Hindu religion students reported that their roommate belonged to their own class/batch. Level of study was PG level. Some students reported that their roommate was from their own class and own religion; but UG students' roommate were from their own caste and same region. Urban students reported that their roommate was from their own class but rural students' roommate was from their own caste, ethnicity and belonged to same religion and region.

There were similar arrangements of lunch and dinner in the hostel prepared by hostel authority. Hostel committee existed and the students problems were solved by the hostel committee. Female students were working as members of hostel committee. Committee consists of the SC and ST students, committee members belonged to higher income group. Most of the students reported that they were not members of the informal group of the students in the hostel, but some female students in ST category were members of the informal groups of students in the hostel. Students jointly expressed that the informal group was issue-based, according to the male students who said that caste and religion were based on ethnicity, region and issues. Amongst social group ST students reported that informal groups were based on caste, religion, ethnicity and region; but most of the SC and General category students reported that informal group was issue-based. Students were not a part of informal group, because they reported very good relation with each one amongst hostel students. Some students did not want to make their identity public. Others disliked the informal group of students. Some of them remarked that informal groups was lazy. Hostel students were commonly enjoying the facilities like drinking water, playground, mess, reading room, common room and canteen without any discrimination.

7.6 Level of Involvement in Co-Curricular Activities on Campus

Most of the male and female students attained the college activities. Most of the male students participated in all activities, and managed to plan and coordinate all activities, and

received training in Drama, Street play and other cultural activities. Involvement of the OBC social group students was higher than others. Some ST category students did not participate in college activities, because they were not remain in college till activities commenced. Some Muslim religion students participated in all college activities; but quite a few students did not exercise and coordinate the programme conducted in college. Level of study was UG, PG students. Their involvement was higher in college activities. Most of the students reported that they were getting opportunity to organizing programme conducted by the college. Compared to SCs higher share of OBC students reported that they receive opportunity to organize academic events. Compared to UG students, higher share of PG students reported the same. Higher share of male students reported that they actively participated in regular activities conducted by the institute and they were the members of this group (35.90) (Table 7.5.).

Most of the students reported that they dislike being a part of informal group. PG Level students were not the part of the informal group because they remained busy in their own study. Some students denied joining the group because they did not want to reveal their identity as being in the lower income group. Male and female students reported that they did not start any such group in the institute, but a few male and female students reported that such types of the groups existed in the institute (23.7%). Some of the male and ST students reported that informal group existed on the basis of caste, religion, ethnicity, region and issue based as compared to female students. Some PG students reported that the informal group existed on the basis of caste, religion, region and issue based but UG students reported that including ST category students informal group existed on the basis of ethnicity and region. In residential location wise urban students reported that informal group existed on the basis of caste, ethnicity and issue based but rural students reported that it was based on region and religion. But apart from above analysis, students were living together and there was no groupism and discrimination at any level.

7.7 Nature of Participation in Co-Curricular Activities on Campus

Most of the male and female students reported that there were no segregations in sports department on the basis of caste, creed, religion and region basis provided the sports facilities were provided to all students equally. A few students who belonged to general category denied that they were treated on the basis of caste, creed, religion and region (9.6%). The reason was that most of the students were not knowing about sports activities and they remained absent in the college hour. Most of the students reported that the issue likes ragging and activities against students were not the practice either in this institute of hostel premises. The reason was that anti-ragging cell was working continuously during the year in premises and hostel. Almost all students equally participated in cultural and other programmes (87.8%) but quite a few percentages of students (12.2%) denied the fact that they belonged ST category. The reason was that ST group students prepared their peer group that belonged to ST caste group.

7.8 Awareness about Campus Level Committees/Cells

Most of the students reported that they did not know or having any knowledge of the UGC regulation Act 2012 (96.8%) (Table 7.6). But quite a few students reported that they knew

about UGC regulation Act 2012, (3.2%). Students' awareness of the class was that no teachers were calling them, by their caste, religion, ethnicity and region verbally. Students reported that they were not aware that an anti-discrimination officer was appointed either at university or college level. Students did not know his function and did not contact him during the entire academic session.

Most of the students reported that anti-ragging cell was established in our institute. The cell consisted faculty members from various departments, including male and female. The chief authority of the cell is Director of the institute and she looks after the matter of this cell very carefully specially in respect of female students. The Director of this institute, in her introductory speech or welcome speech specially arranged for newly admitted students from rural or urban area. Whether they belonged to upper caste or lower caste, having a lower income group or higher income group they were not allowed at any cost that students harass students, no ragging activities would be allowed according to the UGC regulation Act. No male students raising any conflict unnecessarily or creating any issues base of caste, religion, community and region in respect of female students. The cell for avoiding such incidents was continually keeping a vigil on the male and female groups of students in the premises. Everywhere banners and boards of anti-ragging cell were displayed, and nowadays, also arranged such programme were broadcast on the radio making advertisement in context of ragging and given a toll free number. So ragging never took place in our institute and hostel premises. Most of the students reported that anti-sexual harassment cell, discipline committee, students' welfare cell, carrier guidance cell, placement cell and students' redressal of grievance cell were working continuously in the institute. Students knew its role and function and the working process of the cell. The students were quite aware regarding different cells by displaying banner and electronics display board and notice board. Various cells were governing by the faculty members of the institute, including male and female and they were arranging a programme of the cell for the students that they made aware of the activities of different cells.

Women cell is working with all possible care and cautiousness in the institute. The cell consists male and female faculty members. Women's cell is arranging class-wise discussion in a month with female students, regarding their problems and difficulties. Lady teachers continuously watch andobserve female students through various members and taking care that, no casualty or any untoward incident occurs in the premises. So there due to strict vigil no case whatsoever was registered/filed by any female student/s against male students of this institute. Equal opportunity cell is working in the institute. Officers have also been appointed for this cell but quite a few students were taking benefit of the equal opportunity cell.

7.9   Level of Political Participation

Most of the students reported that no political party exists in the campuses. Some students were members of the political party and such an origination was working outside the premises of the institute. And the students belonged to SC and ST category. The names of the organization were NSUI, ABVP, BASA and other. These organizations were not actively working at present in the politics of the university. Most of the students were holding the posts who were the members of such organization at institute level. There was no any

students' union at the premises. A few students reported that there was a students' union (8.90)(Table 7.7).It was a misunderstanding of the students who said it, because at the institute level students' council was working which came into force as a sequel to Maharashtra University Act, and selected the members for council on academic merit basis; and such students' council during the academic session was working for the institute.

7.10 Men, Women and their Relationship with Contemporary Society

Most of the students reported that there were no longer problems of discrimination against women; students agreed that the achievement amongst male and female were equal, and maintained equal status in the society. Need of higher education is equally important amongst male and female students. Somewhere casualty against women was a common and frequent happening in the society. Most of the students reported that they were disposers, because education is a fundamental right of the citizen. It measures the scale of loss or profit and the questions is vague, because male and female have equal potential to do the work at work place. We cannot compare amongst male and female who was more creative because there was no scale to measure the creativeness amongst the gender. Men and women equally participated at the employment place without any race, because sometimes women have more strength to fight with men or their male friends. There had been so many examples that the male and female had a very good relation and good friendship amongst them. Because it is a tradition of society that women always seek their security. So they give more value to the marriage. Students reported that they agreed but some women play the equal role like men to control over the society. Most of the students did agree because beauty is the main sense of women.

7.11 Summary

Social life of students in campus isexplored in this chapter. Analysis of studentssurvey suggest that students find it is very easy to associate with peers and establish the peer group. The major share of the students reported that it was easy to establish peer group. Generally, boys and girls interact with each other in campus. Some students are not interacting with opposite sex. Compared to others, Muslim students were not interacting freely with others, because they mostly consume their time in their own department, like Urdu, Persian and Arabic. Compare to OBCs, SC and ST students also were not interacting with opposite sex. Some of the female students reported that their parents do not allow them to mix-up with male students.

Analysis found that students remain cautious when they engage with students from other castes. Female students from STs remain separate in the class. SC and General student did not study with other caste students including Buddhist and Muslim religion students, because they study independently. Muslim religion students exchange their notes and discuss with Muslim students only. They had chosen the subjects-- Urdu, Arabic and Persian. ST category students had their own peer group, UG students keeping their identity separately. Among male and female students never discussed about the caste and religion outside the class, including the ORM students. Muslim religion students were sharing their breakfast in canteen with other students, but the fact is that almost all students among gender and social group and religion, rural and urban area, generally live together, because the enrollment of social

backward group students belonged to Muslim religion were higher than other students. Therefore, they were not victimizing the upper caste students in the institute.

Separate hostels for boys and girls are in the premises of institute. Govt. of Maharashtra has provided hostel facilities for SC and ST category students. Hindu and Buddhist religion students preferred to live in hostel. Female students reported that hostel room is allotted randomly by the institute. However, ST category students mostly selected their room at their own level. Belonged to Hindu religion students, who reported that their roommate was from their own class and religion. Hostel facilities were available for students.

Most of the students reported that they were not the members of the informal group of the students in the hostel; but some female ST students shared that they are informal group in the hostel based on ethnicity, region and issue based. Apart from that, hostel facilities are enjoyed by all such as drinking water, playground, and others. Almost all male and female students participated in drama, street play and cultural activities. Participation of OBC students is higher in cultural activities.However participation of ST students in campus level cultural activities is poor compared to others. The selection of students in sports and games was not on the basis of caste, religion; creed and language. Students were selected for the department activities according to their performance.

Ragging was not reported as a problem by students. Colleges do have all cells including women harassment cell, equal opportunity cell, discipline committee and others. All cells were working properly and overall review was being taken by the college authority from time to time. No political party is functional in the campuses. However, some students being members of political party and such organizations were working outside the premises of the institute, like NSUI, ABVP, BASA and others.

Chapter 8

Teachers' Views on Teaching DiverseStudent Groups

8.1   Introduction

This chapter reports teacher's views teaching diverse student backgrounds. Perception of teachers regarding discrimination is described in details. Analysis looks into learning requirement of diverse students with varying academic abilities and support extended by teachers to support students from marginalized groups. Issues of academic discussion inside and outside the classroom, non-classroom engagement are also discussed. Chapter also discuss overall institutional policy and approach towards diversity in academic domain.

Perception of teachers towards social and cultural background of students

Social Profile of Faculty Members of College and University

The total number of faculty working in VNGIASS, Nagpur and Government institute of Science during the year was 2013-14, within the social group of total SC male and female, it was 18 and 12 out of that male faculty was 15 and 10; female faculty was 03 and 02. Within the social group of total ST male and female it was 01 and 01 out of that total male faculty of 01 and 01, and female faculty was zero and zero. Within the social group of total OBC male and female faculty was 14 and 13 out of that the OBC male faculty was 06 and 10, and female faculty was 08 and 03 respectively. Within the social group of total NT male and female faculty it was zero and zero. No NT faculty was found in both the institutions. Within the social group of total general male and female faculty it was 20 and 22 out of the number of male faculty was 08 and 08 and female faculty was 12 and 14. Within the social group of total VJ faculty it was 04 and zero out of that male was 03 and 01 and female faculty was zero and zero. Within the social group of total SBC faculty was not found in both the institutions.

In the University, the Selected Department of PGTD, RTM Nagpur University within the social group of SC faculty during the year 2013-14 was 09, the number of male was 08 and that of female was 01, within the social group of ST male faculty was 02 and female faculty was zero. Within the social group of OBC male faculty was 07 and female faculty was 01. NT faculty was not found in RTM Nagpur University in selected departments. Within the social group of General male faculty was 10 and female faculty was 02, VJ and SBC faculty was not found in selected department in RTM Nagpur University

Profile of Student population of College and University

The total number of students for under graduate course in VNGIASS., Nagpur and Government Institute of Science during the year 2013-14 was in BA-I and B.Sc-I year was 466 and 416, BA **-**II and B.Sc -II 355 and 231, BA-III and B.Sc -III 274 and 188 respectively. During the year 2013-14 in both the institution in various subjects in the first year post-graduate in Economics 38, Political Science 72, History 77, Geography 22, Home economics 20, Persian 08, Arabic 08, Urdu 28, Philosophy 12, Sanskrit 15, Music 22, Marathi 78 and English 75. In post graduate second year, in Economics 41, Political Science 39, History 35, Geography 17, Home economics 18, Persian 07, Arabic 04, Urdu 20, Philosophy 05, Sanskrit

10, Music 14, Marathi 46 and English 34. M.Sc part-I, the total enrolment in zoology 18, Botany 20, Chemistry 36, Environment science 10, statistics 20, Physics 36 and Mathematics 36 InM.Sc part II, the total enrolment in zoology 18, Botany 16, Chemistry 36, Environment science 10, statistics 30, Physics 26 and Mathematics 06.

PGTD, RTM Nagpur University in the selected department during the year 2013-14 the total enrolment in M.A-I and M.Sc-I, Marathi 17, Economics 67, Political Science 59, Physics 39, Chemistry 43. In MA-II and M.Sc-II, total enrolment in Marathi 09, Economics 25, Political Science 35, Physics 40, and Chemistry 37, respectively.

Knowledge about Socio-economic and cultural background of Students

The total no. of teachers whose personal interview was taken and filled up the questionnaire from them including the three institutes, VNGIASS, Nagpur, Institute of Sciences Nagpur, and Post-graduate teaching department RTM Nagpur University, the teachers had given their response. According to the observations we came to know that the faculty in the political science, Chemistry, Physics and Marathi expressed that enrolled students came from the rural areas and financial poor, and they belong to middle ordered family. Most of the observation came before that they were socially and culturally backward and their parents were illiterate and belonged to rural area. Most of the faculties expressed their views regarding the students that they were coming from the lower economic group and their economic status and they have different cultural background. Faculty in science stream responded that majority of students did not have well-access to the technology. Faculty of Social sciences said that, students belonging to Marathi medium were from outside the state so medium of instruction was very difficult for them. Some students in the class were from religion in minority.

8.2   View of Changing Characteristics of Students

Change over a period of time

Faculty observed changes in students that almost all faculties accepted the change in students after admission to the institute. Students maintained the discipline in institute**.** They used technology in computer form. Students were attending the class regularly. Most of them attended the cultural programmes and also organized programmes. The students were attending the library and got books issued in their names. They developed their reading and writing habits. Their studies aimed at competitive examinations. Faculty in Economics expressed their views that "students' academic index was developed along with their academic quality. They attend the practical work regularly. Young faculty members said that "students adopted urban culture and became more confident. Most of the students built-up their confidence in metropolitan city." Faculty in Science said that students became technologically advanced but were not aware of the constructive applications of it. They visited the institute canteen rarely.

Identification of caste and ethnicity of students

The total number of faculties including three institutions was 50, out of them the number of faculties who said Yes was 18 and those who said No was 32. Their percentage   was 36.00 and 64.00 respectively. The number of faculties said yes because they were helpful to takecare of themselves and some thought that students need to take more efforts to remove

academic weaknesses. Students knew it very well that teaching level should stoop down to the IQ level of students.

Some faculties said No because it does not matter much in teaching profession that they were concerned with religion. All students were equally treated irrespective of their social background. Though I did not know the caste of students, I help them taking into consideration their requirements. Some Hindu religion faculty expressed their views that Muslim girls were identified immediately. In case their social background was known, they could be provided financial help. Some Muslim religion faculties expressed their views that if they knew social background of students it can be most advantageous. It was not necessary to know the students social status as they were treated equally in the class. They can improve their level at equal in class. Some Buddhist religion faculty said that, in the name of religion there may be some discrimination but if mentioned the caste teachers will be helpful to students. Some faculties said that if mentioned religion and caste, rapport and good relations to be maintain with the students.

8.3 Views on Social and Behavioral Aspect of Students from the Marginalized Group

General perception towards marginalized group

Most of the Hindu female faculty members maintained that teachers were always ready to help the students who came from marginalized class and social backward group. Teachers did not discriminate between any students. All students were treated equally by teachers. Teachers' perception was not different so for as students were concerned. Some Hindu male religion faculties said that teachers treated all students equal in class. As the students may not be bifurcated on the background of category, teachers, without knowing their caste and community, treat them equally. All the students were treated equal and if students need some help, teachers were ready to help them. Muslim female faculty replied that remedial teaching was essential for marginalized community students. Muslim male faculty replied that all the students without giving special importance to any social group or minority students were treated equally. Buddhist female faculty replied that "though the students are poor but they are doing well". Economics female faculty said that marginalized community students were poor in education. Socially backward and marginalized students were very poor in their study.

Some teachers have their own views, that teachers have general perception regarding the students that they were sincere in class. Faculty in Chemistry replied that needy students helped by teachers. Most teachers replied that they were always ready to help students and sometimes teachers support students financially. Teachers have sympathetic view about their students, and teachers were giving special attentions to them. Faculty in Political science said that the general perception about marginalized communities become fully dependent on the facilities and do not try to explore the inner capability of students independently. They should be able think beyond and venture into diverse field. Faculty in Statistics said that they need more attention and patience from teachers. Most of the teachers replied that though the students came from socially backward or marginalized or minority class they were doing well in study. Some said that students were academically poor but if motivated   they will

improve. Some teachers in Geography responded that some group of students was comparatively poor so they were not responded properly.

Social and behavioral aspects of marginalized students

Most of the faculties said that, teachers knew the background of students it helps to develop the intimacy between the students and reservation students. Student's behavioral and learning aspects were good and they giving very much respect to teachers. Faculty in Urdu expressed that socially backward and minority students were equally interested in higher education. Faculty in Environmental Science said that the students who took the admission under reservation scheme they were more sincere in study. Faculty in Psychology stated that the reservation category students were more passive for education as they wanted to complete their national level competitive examination. No doubt they are hard worker and taking keen interest. The faculty in Economics said that students admitted through reservation policies try to get the exam passed at minimum percentage only. Faculty in History teachers said that the students who admitted under reservation policy, required more academic support and some said that they were academically poor.

Some teachers said that the reservation students have an inferiority complex, lack of exposures, lack of self-confidence and low self-assessment. Some faculty expressed that students are equally treated in class. Faculty in Philosophy said that reservation and category students were quite sincere and regular and they were doing well in the class. Faculty members in Sociology said that the reservation students were very shy so they could not make better communication. Some teachers said that the reservation students admitted only for scholarship. Faculty in Economics said that among the reservation students the general tendency was that they look for admission only for passing the examination.

8.4 Perception of Teachers and Discrimination in Campus

Views on discrimination against SC/ ST/OBC

Most of the faculty members impressively focused on that no discrimination was made by teachers as individual or in class, or in premises, or group of friends. Faculty in Botany had given his opinion that discrimination is one of the agenda of a particular social group in the department. Faculty in Zoology said that it seems that, the discrimination with students was there in the campus. Faculty in Public administration said that there was no discrimination in our University. However, our system was responsible for such discrimination due to reservation to social backward class group and minority. Reservation should be given on economical background which would be helpful to students from socially backward class group and economically weak students. Faculty in Hindi said that due to the students' union on the basis of caste have led this perception.

8.5 Views of Teachers in Teaching Diverse Students Group

Learning requirements of diverse students

Almost all faculties explained that they gave unbiased treatment to all students, as all are equal before them. So no faculties stated that discrimination aspect in respect of the students was not used against any category of the students. All the teachers of the institution were

equally responded to the students to fulfilltheir without any discrimination. Faculty in English expressed that learning requirement of different type of students was equal and there was no differences whatsoever. The only thing was required to identify their mind set, and motivate them. Since they come from poor families, learning requirements need to be provided to them in the college or institute. Faculty in Chemistry expressed that the problems of diverse students from various social background need to be educated with basic sciences opportunities along with their professional courses. Faculty in Home economics expressed their views that the simplified syllabus and teaching in class along with all faculties would do some justice to students. Faculty in Arabic expressed the view that financial support must be given to economically poor backward class students. Faculty members in Sanskrit put the views that intelligent urban students need to be given support for their education. Urban weak students need some development of skill and intelligent rural students also need some support to be given to them. Skill based education may build up their confidence. Some faculties expressed their views that need to keep them busy in academic and group activities like group studies and extra curriculum activities. If they engaged in other activities it would be beneficial for them. Students were the best to implement good things. Faculty in Geography said that the present system of education and the curriculum are sufficient and suitable for each class. Change is required in methodology and in aspects of syllabus. Faculty in History expressed that though class is heterogeneous students are enrolled but as a teacher he was responsible to give equal treatment and cooperate them as per their needs.

Academic abilities of marginalized students

Most of the faculties from different institutes appreciated that the marginalized students were doing better. They were sincere. They were hard worker and struggled to get knowledge. There was no demarcation between deprived and rich family students. Deprived students were struggling more as compared to rich students. So they get always success in their life. Faculty in Persian explained that students from marginalized class communities can do well in studies if the teachers properly guide and motivate them. Some teachers said that some academic help in terms of books and notes need to be provided to him or her. Faculty of Physics expressed that they replied in negative. There were so many factors responsible for the poverty and social condition. Lack of guidance, ill-treatment and blind faith, deficient encouragement; the teachers thought students from marginalized communities cannot study well. Some faculty said they need remedial courses.

Learning issue of reservation students

Most of the faculties replied that reservation students were getting the benefits of govt. facility and minority students were doing well. Faculty of Economics stated that reservation students were getting scholarship, less fees payment at the time of admission, hostel facility and other pecuniary gain. Reservation students did not have any problem in teaching-learning process but they needed extra motivation for learning and to be guided by future academic prospect. Some faculties expressed that amongst the reservation students they were weak in learning and study. They have less confidence. City and financial problems made them weak and apart from these problems of fraternity need not be lost sight of. Faculty in Home

economics expressed that students required help for good study. Financial support, book problems, academic support and most importantly they need to teach from basic course.

Faculty in Sanskrit expressed that students were financially weak, despite such a condition they were doing well. Some faculty said that the students were lazy in so far as the learning was concerned. They feel that studies were burden on them. Some faculties expressed that reservation based students seek admission only for scholarship and actually they engage themselves somewhere-else as a result of which they could not score good in examination. The most important barrier in their learning process was English; because most of the good literature is available in English medium and they are deprived of it. Faculty in Political science said that awareness amongst the students was increasing through RTI, RTF Consumer Right, Indian culture and history, positive aspects of unity in diversity secularism and tolerance. Some faculties replied that irregularities in scholarship, lack of confidence, less assimilation practice, loss of readingpractice and they faced some problems in city.

Design of syllabus and curriculum

Almost all faculty members replied that the syllabus of the various subjects in the university was prepared on the basis of average students. The process of designing the syllabus in university is according to the norms and procedure prescribed by university from time to time.

Suitable discipline for marginalized students

Most of the faculty members said that the discipline, stream or course is dependent on the students only. If students need any help regarding selection of course, faculty members extend all support for them.

Advice of marginalized students: orientation and motivational talk

Most of the teachers replied that discipline is maintained in the premises. Teachers advise students to attend classes regularly and obey the orders of teachers and respect the elderly people in family and in the society. Faculty in Philosophy expressed that when students openly delivered their speech; it should not be based on indicating any discrimination amongst various social group or gender, regularly attending library. Do their practical work regularly and attend almost all cultural and other events organized by college. Buddhist religion faculty expressed that they used deliberation for the students that the reservation policy has given them equal opportunity. Now it was their duty to prove themselves by hard work.

8.6   Classroom Transaction and Academic Interaction

Academic background of students

The total number of teachers was 50 out of which 11 teachers said that they did not know the academic background of student. 78.00% of teachers said they know the academic background of students.

Meaning of academic background

Almost all faculties replied that in Maharashtra state the examination and Result pattern decided by the boards and Universities. It is mandatory to the students to qualify the annual examination which was to be held at the end of year, and if students will crash it they would be eligible to obtain the admission in next year like B.A, B.Sc and other graduation courses. But after the XIIScience if students want to choose either the stream of medicine or engineering the state govt. has arranged the competitive state level and national level examinations. The students were required to clear the entrance examination for medical or engineering education and if students will score good in entrance examination they would appear at the main examination and then finally the selection procedure came to an end. So others were not following Maharashtra stateprocedure.

Classroom target population

The total number of faculties was 50 out of which the number of faculties who said Average was 29 and their percentage was 58.00 and those who said below average, their percentage was 05 andthe total was 10.00. All were 16 and their percentage was 32.00, respectively. If you address, while delivering classroom lecture how it was going to impact others? Most of the faculties replied that in classroom teaching they were treating all students equally including meritorious students in class. No gender bias was observed at the time of teaching in the classroom. So there should not remain any question as to how does the teaching impact others? If it is in balancing level, it would not create imbalanced situation in the class. The second thing of supervising the class at that time of teaching, it was entirely balanced teaching in class.

Promote learning of marginalized students

Most of the faculties replied that socially backward students need academic and financial support. They were not much curious about their learning. They paid low focus on study so needed to develop their habit to attend extra classes when arranged. Remedial and coaching support was provided by teachers. Some teachers said that most of the students came from rural area and they faced the crunch of finance at end of the month. So they need regular financial support. Faculty in Geography said that they always motivate the students and encourage them to attend the classes and library regularly. Some faculties said that they tried to make them understand the importance of education. Faculty in Economics said that only education can bring much needed social and economic changes. Some teachers replied that it does not require a special treatment to be given to backward students because teachers are maintaining equity for all. Some explained that they are holding extra classes for students whose grasping power was low and focused on the spirit of tolerance, cooperation so as to raise them above caste identity and help develop their personality.

Hurdles in learning and outcome of marginalized students

Most of theteachers expressed that their experience regarding barriers in education among the marginalized and minority students amongst socially backward group students always faced very complicated things i.e., finance, acquaintance in city, city culture, family background and academic pressure (study programme) that caused hurdles in the way of

learning. Faculty in Physics expressed that the technological know-how was the main hurdle among rural students. Faculty in Urdu expressed that female students were lagging behind in education because our social system compel their parents to perform their marriages. Young faculty stated that the rural enrollment still remained without knowledge of higher education because they did not have good infrastructure that was how they were forced to come down to the city and attend the higher education institute. Socially backward group students did not get admission to science stream. This was supposed to be the great loss of nation. Faculty in Marathi said that, students from socially and economically disadvantaged and religious minorities faced major hurdles in improving their learning. Their family background is not supportive for education.

Academic discussion outside the classroom

Most of the teachers said that they allowed the students to discuss their difficulties with them. They cleared all doubts of students. Social science students also asked their doubts to teachers. All their questions were answered to their satisfaction. Almost all faculties were ready to help their students and guide them. Average students did not ask their difficulties, sometime in classroom. So their doubts remained unanswered. Teachers solved their difficulties outside the class room, when as for. Some faculties expressed their views that students who wanted to have notes. They have some doubts which they did not understand in the class. They approached faculties personally so as to help solve their difficulties. Faculty in Psychology expressed that the students at PG level needed help in respect of competitive examination; teacher answered their queries. Some students required notes regarding importance of topics or lessons. Faculty in Political Science expressed thatthe number of students who belonged to Dalit or Aadivasi community frequently visited their chamber to ask doubts.

8.7 Out of Classroom Student Engagement

Counseling and personal engagement

The total number of faculties was 50 out of which the number of faculties said yes was 38 and their percentage was 76.00; and the number of those who said No, was 12 and their percentage was 24.00. The number of faculties who said was Yes was 38 they said and expressed that the number of students in science and social science faculties approached them and interacted on various issues regarding their academic discourse like, on subject matter. Sometimes it was informal and/or formal and at other time it was economic or residential problem issue.

Almost all faculties said, if students approached the teachers they feel relaxed, as the students develop their courage at least to ask their difficulties. Teachers were providing moral support to students psychologically and counseling in various ways. So students stress will decline and they will get moral support. Most faculties had a discussion or orientation with students regarding their institute and personal problems. This builds-up students' integrity with the institution. Faculty in Zoology expressed that at certain level, personal issues related to, food served in hostel, residential problems and others. At certain level teachers can help students in solving their problems.

Co-curricular activities in cells/committees

Various committees are formed by the head or the institute for promoting co-curricular activities in institute. The work has been assigned to various faculties so as to improve and maintain the discipline in the premises of the institute. Most of the faculties were engaged in sports committees of the institute. Some were working with discipline committee, Infrastructural level committee, administrational level committee and other committees.

Engagement non-classroom students in cell/committee

Most of the faculties were working in different cells, like women's grievances cell, sexual harassment cells, anti-ragging cell, anti-discrimination cell and in equal opportunity cell. Some faculties were working in magazine committee of the institute, hostel committee, admission committee, competitive examination committee, NET/SET committee, UGC committee, NSS dept., NCC dept, Cultural committee, extensive activity, income tax committee, annual gathering committee, workshop and seminar for weak students in the institute, chemical society and others. Most of the faculties were working as a member of the committee or Head of committee. Maximum eight hours and on an average four hours contributed in a week by the faculties in the institute.

The HoD of the committee at Government institute of science and the members of the committee selected the head of the institute and selection made by Vice-chancellor mostly RTM Nagpur University were required to contribute four hours in a week for cell activities and other related activities. Some rave faculty said that a little time spared does not affect teaching but most of the hours it spent on it would paralyze teaching and it would be a great loss to the students. Some faculty said that non-teaching assignments unnecessarily consume working hours because co-curricular activities are a part of duty.

Institutional approach to overall students' development

Most of the faculties expressed their views that the institute organizing various programmes for overall development of the students including expert lectures arranged in the subjects of Economics, Physics, Chemistry and Political science. Some faculty said that company's executives were invited for guidance of the social science stream students. Bank officers, at the level of manager or PRO were invited to deliver lectures for the students so far as the bank activities were concerned. Some facilities expressed their views that special lectures need to be arranged for students. Also, special lectures were arranged for science students. The subject experts were invited to deliver lectures and deliberations with students. Faculty in Physics said that continuously arranging programmes by NSS cell viz., Village level camp, Blood donation camp and Cultural programmes. Administrative level programmes were also arranged for students like placement, mock interview and other in the institute.

Most of the faculties have given different views. In the topic of overall development of students was dependent upon its interest in subject and others. Overall development means students can face challenges quite easily. Faculty in Sociology said that overall development means academic, personality development, built up confidence, scientific temper, communication skill, physical development and critical thinking. Overall development means students prepare themselves in such a way that they become all rounder. Their academic

strength would be sound and they apply their common science for general activity purposes. Faculty in Psychology said that overall development means to develop students' capacity to take decision independently. Overall development in this regards means they know social responsibility and do some valuable work for the common people in this society.

8.8 Summary

Teachers view on student diversity provides a mix response. Most of the teachers shared that they take in toc account diversity of student body and provide customized support for students from disadvantaged groups. They are also of the opinion that institution is extending all possible supports to teachers to contribute in favour of disadvantaged groups. There are many campus-level bodies and activities for students to experience richness of student diversity and benefit from the same. Teachers emphasise overall development of students and all activities of teachers are aligned to that. Students are encouraged to engage with teachers inside and outside the classroom. Out of classroom interactions between teacher and students creates conducive environment for disadvantaged. However, teachers feel that more proactive engagement and interventions are required from the part of teachers in order to fully realise goals of diversity in higher education institutions.

Chapter 9

Diversity, Governance, Management and Professional Development

9.1 Introduction

This chapter provides an overview of diversity among faculty members and structure of governance and management that existed in case study institutions. While examining governance and management, major thrust is given to understand how values of diversity are incorporated into structures and processes of higher education institutions. Chapter is based on secondary data.

9.2 Faculty Diversity in Governance and Management Structure

VNGIASS, Nagpur

During the period 2013-14 total male faculty was 33 and female faculty was 23. Nearly 60% of faculty members are male. SC teachers constitute 32.10%. Share of ST, OBC and General faculty was 1.80%, 30.40% and 35.70%. Single largest groups among the faculty wasGeneral category. Share of Muslim, Buddhist and ORM was 10.70%, 28.60%, and 1.80%, respectively.

Government Institute of Science, Nagpur

GIS has higher share of male faculty members (61.20%) than female faculty members (38.80%). Share of faculty members belonging to SC, ST, OBC and General was 24.50%, 2.00%, 28.60% and 44.90% respectively. Data indicated that share of ST is lower among faculty members of GIS. Nearly 71% faculty members are from Hindu religion. Share of Muslim and Buddhist was 6.2% and 20.40% respectively.

PGTD, RTM Nagpur University

In gender-wise analysis male faculty was 28 and their percentage was 87.50, while female faculty was 04 and their percentage was 12.50. In social group analysis the SC category faculty was 28.10 and, ST, OBC and General category faculty was 6.30, 25.00 and 37.60, respectively. If we combine SC, ST and OBC, social backward faculty was higher than General category faculty. Hindu religion faculty was 68.80, while Muslim, Buddhist and ORM faculty was 0.00, 28.10 and 3.10; in this analysis it clearly indicated that not a single faculty requited and selected who belong to Muslim religion in the selected departments of RTM Nagpur university, but Muslim students taking their education in these five selected departments, mostly came from other states.

Governance and Management structure

Both VNGIASS Nagpur and Govt. Institute of Science are working under the administration of state government and rules and regulation and other administrative compliance according to the rules of state government. Department of Higher and Technical education, under the Ministry of Higher and Technical Education look after higher education in the state.

The entire works of administration in government academic institution are conducted as per the rules and regulation of state government. Structure of administration of governance of higher education is as follows.

Structure of administration for government college and institutions

Dept. of higher education

|

Cabinet Rank minister

|

Minister at state level

|

Principal Secretary

|

Joint secretary

|

Deputy Secretary

|

Director of higher education

|

Joint director of higher education at Regional level

|

Director at each institutional level

_____|_____

Teaching staff Department-wise   Non-teaching staff for Administration
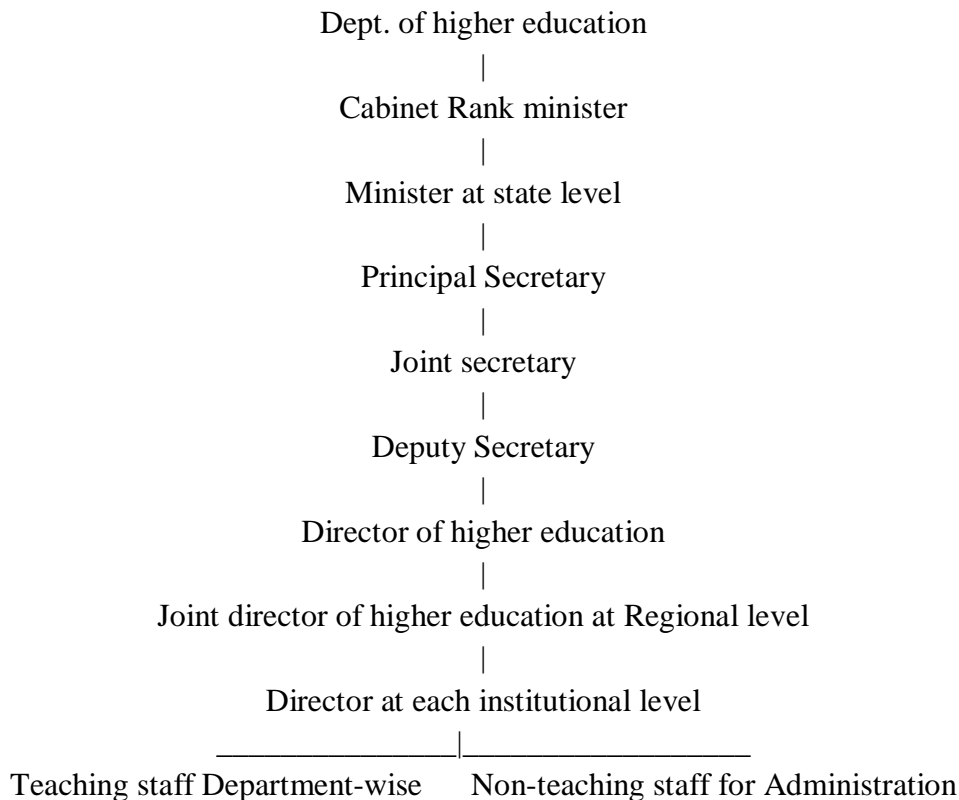
Director or principal of the instituteisreporting to the regional level Directorate, office of director, higher education in state.

Structureof Senate

Senate is constituted to look after the administrative work. Faculty members from any department can contest for election to senate. Board of studies is there foreach of the subject.

Status of access to professional development opportunities

Faculty members from all three case study institutions highlighted the significance of professional development activities which equip them to upgrade the skill and knowledge of the subjects. Research facilities are available in each institution. Faculty members are provided opportunities to organize the regional, national and international level seminar and workshop in their subjects. They can also take lead in developing memorandum of understanding with other research institutes tocarry out joint research activities or enter into a partnership with foreign scholar or institute. Opportunities are also available for obtaining the patent in particular research subject.

9.3   Views on Working Conditions of the Faculty

Faculty members shared about working condition available in campuses. They were related to the facilities of infrastructure available, rooms available for teaching, library facilities, technological facilities, communication facilities and those facilities generally available in almost of the Institutes. It was necessary for the administrative officer to arrange for drinking facilities, sports facilities, gymnasium facilities reading room facilities, canteen and other

facilities were quite necessary for the students. Most of the teachersacross the institutions registered their positive response regarding satisfaction with available working conditions.

9.4 Summary

It was found that faculty members are homogenous in terms of background characteristics. Majority of the teachers, across the three case study institutions are Hindu. Representation of minorities such as Muslim, Sikh, Jain and Christian religion is poor. All institutions haveadequate facilities for academic research works of faculty members. Professional development opportunities are equally available for the teachers. Compared to University, teachers, teachers from affiliated colleges and institutions are rarely represented in cells and committees formed at university levels. This is an issue which needs to be addressed. Faculty across the institutions expressed their satisfaction with available working condition in campuses.

Chapter 10

Response of Institution to Diversity, Equity and Quality

10.1 Introduction

According to the UGC rules and regulations it is compulsory for every academic institution to follow the guideline given by UGC from time to time. The university suggests that the guidelines given by UGC need to be observed by each academic institute level at different cells, viz., Sexual harassment cell, Antidiscrimination cell, Women's cell, Equal opportunity cell, Discipline committee so on and so forth. We make attempt to discuss functioning of each of those cells and committees.

Structure and core function of the cell/committee

In general, the college level or at the institution level the principal or director or head of the department constituted different cells and their different committees. Under the supervision of the college/institution/department/head, the cells in charge were nominated and assigned work of the cell, cells in charge selected cell members and they worked under him/her. Vertical type of structure formally exercised. Head of almost all cells were decided by the college authority, possibly continuous to it for at least three years normally.

10.2 Level of the Complaint Received by Cells/Committee

Our analysis found that cells conduct meetings twice a month. The head of cell or in charge would prepare a report of the deliberations I the meeting (MoM—Minutes of Meeting) in writing to the head of the institute from time to time. Among these three institutes, written complaints were not received by committee and cells. But the provision has been made in each institution to receive written complaints

10.3 Views of Faculty In-Charge of the Cells and Committees that Take Care of the Concern of Students

In each institution every cell was appropriately following its assigned work. It exercised the work. Convene meetings twice a month. Faculty members also co-operated them in their task. They also assessed the work of different cells and give suggestions on any particular issue. Delicate issues were carefully handled by each cell and respective members. Generally no hard issue came before the committee. Students were acknowledging regarding the tasks of different cells and their functioning. Students extended cooperation to cells in an appreciable manner. Every cell head and committee members working in the cell were quite sincere with a positive approach. In rare cases which were not related to female harassment or discrimination all heads of cell very carefully dealt and cooperated.

10.4 Challenges and Suggestions for Improvement of Function of the Cell

The colleges or higher education academic institutes need to regularize the work of cells as a part of essential academic activity and not an auxiliary activity. Some suggestions were given as follows:

1) Work of the cell is to be assessed by authority principal or by management regularly

2) UGC should take the initiative in this regard and call for a report directly from each institution.

3) Involvement of student should be there and they also become a part of committee members.

4) The Chairperson of the Cells may be given some exemption from regular teaching workload.

5) Make a compulsory provision of infrastructure and facilities like, room, phone, stationary, and other required material to the Chairman.

6) Make some provision of finance, for chairperson a token amount, to entertain visitors.

10.5 Institution Policies on Diversity and Equity

Students are enrolled in the institutions as per the state norms of reservation. Unless and until the norms or criteria are fulfilled; the reservation need to finalize the admission process. So admission process was completely under the government policy that every category student is entitled to get admission in the institute according to his merit. Hence, diversified students were admitted to the institute without making any discrimination. Therefore the quota basis admission decided by the government's policy on the principle of equity will be justified automatically. The institute may not allow any admission of the students without fulfilling the criteria decided by the policy. So the principle of justice and equity are not valued in the government institute. No authority will change the policy matter once decided by the apex authority.

The selected departments of RTM Nagpur University, viz., Physics, Chemistry, Political science, Economics and Marathi. Chosen for sample all the departments are running under the aegis of University. University formed their own rules and regulation for giving the admission to the students also based on the state polices of admission. So, the admission criteria will be followed by the university as the rules and regulation will be laid down by the state government therefore their policies for admission should not differ.

So in these three institutions the process of admission is based on the policy matter decided by the state government regarding the admission process.

In this connection all the three institutions are working successfully. The women's grievances redressal cell and ragging cell are working continuously. So the diversified class of students felt comfortably and inclusive policies of getting success. The policies are also a part of government that are fallowed in government institutions. As it is on the basis of expansions in education the faculty would prefer for the cells task.

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

VNGIASS Nagpur and Government Institute of Science both the institutes are owned by Government of Maharashtra. So without any government rules and regulations in both the institutions will not finalize the process of admission or any function related to the admission unless exercising the norms laid down by the state Govt.

Rules and regulations prepared by the government and followed by both the institutions. It is solely the responsibility of the head of the institute giving equal opportunity to all faculties and not to make any discrimination, irrespective of caste, creed, religion, region, language, and ethnicity so on and so forth. So there should be a good relationship between students and head of the office. According to the potential among the faculty and their quality of work on the basis of educational experiences and without any discrimination almost all levels of task in the institution will be allotted to them on the basis of fulfilling the requisite attributes. Therefore without any discrimination support should be given for promoting the quality and maintaining the equity in educational institutions.

In the selected five post-graduate teaching departments of RTM Nagpur University working and following the University rules and regulations prepared according to the University Act. The University following the procedure of any functionary is same without any discrimination and all the matter delayed in a fair way.

The posts of Vice-chancellor and pro-Vice chancellor are constitutional ones. So authority cannot violate any principal of equity and justice. According to decided scale   and allotment of work in the University premises on the basis of norms laid down by the University Act to follow. Almost all departments in the University complete their procedure as per the decided norms and principals of colleges were equally responsible for the structure of governance, admission policy, policy for socially backward class groups, minority students and policy for all would be implemented on the same scale to all. Different cells were also working in different departments. The chairperson and others worked according to their potential. They will be chosen by authority. So in short, according to their potential and experience everybody has a scope to be in administration and do his work without any fear and favor.

10.7 Views on Regulation and Practices of Institutional Leaders in Promoting Equity in Faculty Representation and Professional Development Opportunity

In both the government institutions, there is wide scope for personal and academic development. The management in government institute works under the aegis of state government authority. There is no barrier for academic professional development and opportunities. The faculties are allowed to complete their research work and post-research facilities provided to them. The faculties will complete their necessary orientation and refresher courses which is a mandatory requirement of UGC for getting higher pay band. The equal opportunity provided to all faculties. The science faculties were always assigned the practical research work. So they will carry on with their research work at the destination allotted to them. Government always invites the faculties for arranging different types of programmes like academic base, administrative base and others. So the faculties have the opportunity to do the work by performing their duty.

In both the institutions, social and pure sciences organise seminar, conference, workshop, and participation in National and International seminar is compulsory to attend and to submit a research paper as required. This will be helpful to the faculty to enhance and upgrade their knowledge. In science stream the faculties have an opportunity to get the patent of their research work done on their names. Same facilities are also available for social sciences faculties. So many programmes on professional base development organised every year in

both the institutions. There is no restriction for any faculties to participate in the programme. The interested faculties can do it according to their potential and get update from such events and increase their academic excellence, which will be useful to them for classroom teaching.

In the selected departments of university have an equal opportunity to upgrade their knowledge. University allowed them to do the research work on some project, organize workshop, seminar, participate in national and international level conferences presentation of research papers and participation in seminar are made mandatory to increase the quality of education and development of faculties without making any discrimination on the basis of caste, creed, ethnicity, religion and language. Faculties also complete their orientation and refresher courses.

Head of departments can also be the chairpersons of different cells. They can equally work without any discrimination. Head of a cell has a wider responsibility to shoulder i.e., their important work being women harassment cells and other cells. So the policy is equally implemented to all despite their cast and communities.

10.8 Views on Student Unions, Political Organization and Informal Groups

As per the Maharashtra University Act, the act election has been prohibited in the college/ institution premises. So the concept of students' union is changed according to this Act. The Act itself indicates that make a provision for students' union on selection basis. The merit base students during the academic session will be selected as a leader of institute and they will represent the university. The group of students will constitute students' union that the merit students plus best participation in NSS and NCC. Each student will be selected for students' union, and took the students' matter during a particular academic session. There was not a scope for students' union. They will contest the election and make an equal representation from each class to students' union.

Political organization

In the institutions, VNGIASS Nagpur, Government Institute of Science Nagpur or department of PGTD (selected departments) there was not found any political organization playing its dominant role in the premises. When election was conducted at that time temporary some political parties or organizations have shown their interest; but as college election, closed no political party took any interest in the students' union.

Informal groups

Some informal groups were working in the three premises. However, it was based on academic background or on social welfare base. They were doing the work for the point of view of students' welfare or they were working fort the point of view of science research and they did not have any political party base or political organization. Some informal groups like SWA, study group, LACF, BASA, Admiral, SYS, SCC, and LFC were there. These were all informal groups working for the welfare and benefit of the students.

10.9 Views on Extension and Co-Curricular Activities and Institutional Social Responsibility (ISR)

The three institutions viz.,VNGIASS, Nagpur, Government Institute of Science, Nagpur and selected department from RTM Nagpur University, run curricular activity as it is the most important one favoring students without any academic burden. They partake in such activities like NSS, NCC, cultural programme in colleges and social base activities which inspired students to see society from different angle and do the study on it. It was very beneficial and more helpful to research students to know how household conditions of society are and how they face their problems in their day to day life.

NSS programme

In each institution NSS activities are much important ones. Each colleges has separate department and officially, an officer is appointed to look after the affairs of NCC cell. NCC has been organizing different programmes during the academic session and interested students participate in NSS organized programmes. NSS organizes two camps every year i.e., during the academic session. One programme is for internal purpose specially organized for the college and the other outside, where they prepare their activities at their own level and organize many activities from cleanliness to social based programmes. Students when they go outside for NSS camps they know the village life, their work-culture, food, habits, relation with one another and mainly financial condition. It is very much important that students observe from close quarters the standard of both Rural and Urban lives. NSS is a cell which provides such type of knowledge on practical level to students and students also get much more in their halting period in village. NSS also arranges programmes like blood donation camps, cleanliness programmes, voting awareness through rally, constitutional day, Independence Day, republic day they are contributing much more for success of the programme in the institute premises.

NSS had adopted certain village during the academic session, and visit frequently that village and acknowledge the students to all activities. They provide doctors in emergency, arranging one act play for them telling about cropping pattern, and also the importance of irrigation; in short they give knowledge to villagers which is very essential for them. So NSS shoulders the social responsibility of the society.

NCC programme

Both the institutes have NCC Unit. Students participated equally in NCC unit. NCC has cell that provides strict discipline to students. Students know some rules and regulations of military discipline. Male and female students equally participate in NCC activities.

Recently NCC has given training to cadets in respect of disaster management, how to work in rescue operation; if earthquake shatters, if fire breaks out, or any other natural calamity like flood etc. Almost all types of direction and training camps are arranged by NCC Head Office and students in NCC unit participate equally in the programme; so it is the social responsibility shouldered by the NCC unit in welfare of the society.

Cultural and social function

Each college has a unit or a committee to organize cultural and social base function for the society like one act play, street play, etc. Students participate and impart acknowledge to villagers through various current issues taking place in our nation and overseas too.

10.10 Views on Student Feedback Mechanism

In each institute there is provision to feedback mechanism that it would be helpful to assess the overall performance of teachers. Teachers who teach in class are regular, they do their teaching. Whether it is understood by the students or not, is a different issue. It is known by the feedback mechanism. Now it is general and every college accepts this feedback mechanism to assure the quality of teaching and learning of students as well.

Due to feedback mechanism teaching and learning process is conducted regularly in educational institutes.

10.11 Analysis and Summary

All campus level mechanisms which are mandatory according to UGC norms are established in case study institutions. They are rendering their responsivities. Institutional leaders take periodic monitoring and evaluation of activities of cells and committees. Some of the cells such as Internal Complaint Committee did not receive any complaints from the students. Faculty members associated with such cells and committees indicated it as a success of their efforts to see that no discriminatory activities are taken place in campus. It was also highlighted by teachers as sign of how institutions foster health teacher-student interaction in colleges and universities. Some of the faculty members highlighted coordinated efforts of such cells and committee as a source for this success.

Chapter 11

Summary and Conclusion

11.1 Introduction

In this chapter, a short summary of each chapter is given. In the first chapter introduction of the state of Maharashtra regarding the higher education has been narrated. In details literature, review on diversity, discrimination and equity in higher education explained. Different views regarding reservation policy, the impact of discrimination on students, rationale of the study, research, questions and objective of study are given.

In second chapter the overall views explained introducing higher education development in the state. In third chapter introduction of the history of this institution and department-wise study and discipline, semester system faculty and staff members for the year 2013-14 governance and management also studied. In the fourth chapter the methods regarding the diversity and discrimination in the campus and in the institutions, the study of gender, social group, religion and changing nature of diversity comparatively studied during the years 2008-09 and 2013-14.

The fifth chapter is completely based on students' survey which has been conducted and obtained the responses from 625 students, which is fully based on a primary source in this chapter and completed the following aspects like current academic study practical in different subject, studied by gender and social background, and also studied of gender, socio-economics, religious profile and family background also given in details at disaggregated by gender social and religious group study.

Chapter sixth explains the classroom seating arrangement with choice of seat and reservation and doing the study at overall level by gender, social group religious and class background. Teachers' sensitively towards the diversity of students' identities in the feature describing the very much analysis like teachers' comments on students with various backgrounds like caste based jock, reservation, religion and others. Diversity in curricular transaction equality in provision of academic supports class-room interaction feedback mechanism interpersonal relationship with teacher equality in evaluation and library experience of students.

Chapter seventh is on the basis of collection of data various issues have been interpreted and analysis of each content made on the basis of peer group formation, choice of best friend on various contents explained intergroup interaction in the campus like, in hostel level of involvement in co-curricular activities on campus nature on participation in co-curricular activities on campus, UGC, rules and regulations and level on political participation being studied.

Chapter eighth presents views that have been considered towards social and cultural background of students, social profile of faculty members and profile of students' population in college and University, views on changing characteristics of students changing over a period of time, their caste and ethnicity, identification views on social and behavioral aspect of students from the marginalized group, perception of teachers on discrimination in campus etc..

Chapter ninth gives details regarding diversity and governance and management and professional development. At the overall level disaggregated by social group, gender religion, at college and University levels, views on level of representation and participation in governance and management explained in details, the professional development opportunity and views on working conditions of the family studied.

Chapter tenth is representative of structure and core function of the cell and committee, complaints received by the cell and committee, faculties view regarding cells and committees, institutional policies on diversity and equity, views on regulation and practices of institutional leaders in promoting quality and equity professional development, opportunity views on students' union and political organization and co-curricular activates, institutional and social responsibilities and feedback mechanism.

11.2 Diversity in Students and Faculty

In VNGIASS Nagpur the total enrollment was increased as compared to 2008-09 and 2013-14. A number of male and female students were increased. In Institute of Science, the total enrollment was increased amongst male and female students in the selected departments of PGTD, RTM Nagpur University was declined as compared to 2008-09.

In VNGIASS within the social group total SC and SBC enrollment declined but other social group enrollment increased, as compared to other religion, Hindu religion students' enrollment was also declined.

In Government Institute of Science during the year 2013-14, ST, OBCs, NT, General, VJ and SBCs total enrollment was increased excluding SC students' enrollment in the year 2013-14. All religion enrollments were increased during this year.

In PGTD, RTM Nagpur University the total enrollment declined as compared to 2008-09. In the year 2013-14 among male and female students within the social group SC/ST/OBC/VJ/NT/SBCS total enrollment declined and the General enrollment remained constant. As religion-wise Muslim, Christian, Sikh, Buddhist and Jain religion enrollment increased but Hindu religion enrollment declined in 2013-14.

Faculty diversity

The total number of faculties including all categories was 56, in VNGIASS Nagpur, SC male female was 12; ST male female was 0; OBC was 13; NT was nil; Open was 2VJ was 01 and SBC was 0 and their percentage was male and female 58.93 and 41.7 respectively. The faculties male and female, male percentage was higher than female and no female faculty was found in the category of ST, NT, VJ and SBC.

The total number of faculty including all categories was 49, in Govt. Institute of Science Nagpur SC male female was 12, ST was 01, OBCs was 13, NT was nil, open was 22, VJ was 01, and SBC was nil. Their percentage among the categories male was 61.22, and female, male faculty was higher. No female faculty was found who belonged to ST, NT, VJ and SBC category.

The total number of faculties including all categories was 32 male and 28 female was 04, in selected dept. PGTD, RTM Nagpur University SC was 09 among male and female ST was or

male, OBCS was 08 among male was 07 and female was 01, NT faculty member was not found OBC male and female faculty was 10 and 02 and VJ faculty was nil their percentage among the category was 87.50 and 12.50, respectively.

11.3 General and Group Specific Experience of Students on Campus

The students focus group discussion was held during the academic session of 2014-15, Focus group discussion was arranged within the social group of SC, ST, NT, VJ, OBCS; Minorities among male and female students in the months of March and April, 2014

Each focus group was invited independently for discussion and to know its views regarding the different issues on the campus which they observed and experienced at personal level during academic sessions. Team members know their experience of class-room, faculty, library and office administration, with various cells, regarding cultural program, co-curricular activities. Other students shared their views very frankly with the team social group-wise students, who were invited for discussion and deliberation.

The team arranged the male students and female student-wise and social group-wise FGD during the academic session 2014-15. Within the social group, SC male and female students separately invited male group for discussion with team on various issues. The campus team asked them various questions pertaining and related to Questionnaire given by NUEPA in the prescribed manner. Students themselves decided to take admission in this institute because it is centrally located, travelling connectivity is more comfortable to them and fee structure is sustainable. The lectures on various subjects were conducted regularly and the nature of almost all faculties were much cooperative, teachers did not make any discrimination in the class rooms.

ST social group students endorsed their views when the team asked questioned on various issues that they were residing in Govt. Aadivasi hostel due to their friends took their education there. Hence, they decided to take the admission to this institution. In initial days they faced some problems, related to language, city travelling, hostel adjustment, etc., but now in second year they are well-acquainted with the campus, so they are enjoying their education and they lived with their friends who belonged to their category. Now their friends are from various social groups without having any discrimination and mixed with each other frankly. They said that they never observed any event which encouraged and increased tense atmosphere in campus. It was their specified answers when team asked them.

SC female group in the premises also explained that though institutes are very large, huge infrastructure, large staff, enough enrollment, huge administrative building but due to cooperation of faculty and friendly atmosphere within the social group prejudices and rancor were not found amongst male and female students in the campus. No discrimination was seen during the session. Cell chair person performed well and various cells were co-operative and took care of students, especially female students group. Rivalry or groupism was never experienced in the premises, students said.

ST social group female explained their experience in the campus that students of other social group were of casual nature. They were always co-operative in the class and outside the class.

At the time of discussion and deliberation they participated equally in co-curricular activities and cultural programs.

NT and VJ students replied that they were enjoying academic atmosphere in the institute and taking the advantage of the large library. At times they spent their leisure in library itself. No discrimination, personal hate and any type of misconduct were not seen anywhere in this institution.

Major minority Muslim female students said that they knew the importance of education. That is how they took the admission to this institution, where their relative, brothers and sisters took education earlier. So they decided to take administration to this institute. Most of the female students replied that this institution is very near from their home and the elders in the family allowed them to join this institute. Some female students replied that due to govt. Institute their family allowed them to seek admission. After long discussion the female group students stated that they were enjoying all programs equally with other religion group of females and no discrimination was found in the premises.

Students filled up their diary that was given to them. They mentioned details about their day to day routine and what they felt about the campus in the diary. Most of the students said about their living in hostel. Govt. hostel for Aadivasi students, Girls hostel in both the institute VNGIASS, and Govt. Institute of science hostel, male and female students shared their experience in the dairy. No adverse content or criticism, which were of serious nature and challenges to the institute were noted in the diary. Almost all students explained their views in the diary that there was very good atmosphere in the hostel, and also the hostel administration supported them. They explained in details regarding their academic experience in the institute and their daily routine program. They occasionally remain absent in the class. Some time they enjoyed canteen snacks. Usually they eat their own Tiffin in canteen. They read daily news papers in the library. They attend cultural and academic programs. They never spent more money and adjusted their expenditure according to their needs. Almost all social group students said that they maintain amicable relations with each other in college and hostel alike.

Some girl students from Govt. Institute of Science hostel; were not cooperative. If they arranged some program like birth anniversary of Dr. B.R. Ambedkar in hostel, female students of other groups said they will celebrate Ramnavmi program. So tense atmosphere was experienced in the hostel for some time. The female group in the hostel with similar nature never sparked and disturbed the day to day routine life of hostel. No discrimination was noticed in the institute. It may be the nature of some students that they call stir and disturb academic routine.

11.4 Spheres where the Experience are Positive and Spheres Where there is Discrimination

No discrimination was found in all these Institute students. They remain in college/ institute, or Department with harmony. Severe situation never took place in the institute as it remained closed due to social and religious tense atmosphere.

11.5 Forms of Discrimination in those Spheres

In the hostel, girls were raising their voice regarding discrimination based on religion. However, its nature was temporary and it was due to social groupism amongst female students. Severity did not lead to any dysfunction in the institute or in the hostel.

11.6 Faculty Views and Response to Diversity

In these three institute faculty views were taken and they responded that the students came from various regions, belonging to different, caste, creed, community, language and race but it did not seem to be the misbehaviour of male and female students within social group. They were living together and enjoyed their academic assignment. They always maintained the peace tranquility in the premises. Almost all students in this institute took part in cultural programme and various activities conducted by the department from time to time. Students never create any social tense or disturbed any event. There was no call for bandh, no stir, and despite such a situation bandh was called.

Students knew their responsibility and they behaved with each other amicably and rationally. They knew how much they will suffer if some umbrage was established in the institute or city. So, students in Nagpur city enrolled in colleges for higher education, the institute remained continuously busy with the academic task. Faculty also expressed their views regarding diverse culture of the students that they were very punctual, prompt and without creating or disturbing others. They adhered, to their day to day academic assignments. Most of the social backward group students were living in hostel without any discrimination.

11.7 Diversity Concerns Related to Faculty from the Marginalized Groups

Staffing pattern in the three institutes was according to the conditions of recruitment by the Govt. of Maharashtra. So reservation pattern of recruitment need to be followed at the time of recruitment. VNGIASS Nagpur and GOI Nagpur both are government teaching Institutes, and recruitment is made through state public service commission. Therefore, there are various types of the faculties teaching students in the government institute. This reservation of recruitment keeping the balance between the faculty and the staff maintains the equilibrium. There is no marginalized group or pressure group of faculty overruling each other. Instead they have amicable relations with the each other and they fallow the activities of the institute consensually.

11.8 Governance and Management

VNGIASS Nagpur and Govt. Institute of science, both the institutes are working under the aegis of Govt. of Maharashtra. Head of the Govt. Institute has a right to take a decision on any matter concerning the institute independently. He is abided by the rules and regulations of the govt. So question does not arise whether the faculty who belonged to marginalized community to participate in governance or not. According to seniority and experience of teaching providing space to do the work in administration by the institute authority but in govt. institute there is no such part of faculty would be directly involved in govt. administration. It is a huge machinery to deal with day to day work of the institute. Local activities which concerning the academic descriptive is governed by the faculty members like

cultural program, sports and games, NSS, NCC, social gathering and such other activities. The local level authority distributed duties & responsibilities of the teaching staff.

The selected departments of RTM Nagpur University, the HoDs look after the matter of their respective department. Teaching faculty co-operated them equally. All teaching faculties do their work under the governance of HoD. Everybody does his work without any discrimination in the department to make a success of the programs of marginalized group of faculties. They belong to minority equally supported by HoD. So the opportunity to do the work is rightly distributed amongst the faculties of the department.

11.9 Professional Development

VNGIASS Nagpur and govt. institute of science are government institutes. Most of the rules and regulation for administration are framed by the state government. University Act also relatively applicable to these institutions. So each and every program related to development of the Faculty is independently exercised in these institutions.

Professional development programs through refresher and orientation courses, are required to execute within the time limit. The faculty members in the institute would be eligible for pecuniary gain. The workshop, National and International seminars, conferences, inter-disciplinary seminars and science seminars, social science activities, research paper reading for students, research activities, research work for patent, innovation, invention, are the mandatory part of the professional development among faculties and students.

11.10 Institutional Responses to Diversity Equity and Quality

There is no discrimination in vogue at any higher educational institution at the time of admission. Admissions are open form all the qualified candidates without any bias or refusal for the admission procedure are conducted by the rules and regulations of admission criteria. So different types of the social backward group students were admitted in various classes. General students are also admitted according to their merits as per available of seats in the institute. It provides almost all facilities like GoI scholarship, hostel, library, extra coaching, remedial classes and extension activities, like NSS, NCC and others. All the students in the college equally respond to the activities conducted in the college. Faculties are conducting various programmes for the students without any bias. Equally opportunity is given to all the students to participate in the arranged programmes. Faculties and students have amicable relations without any fear of apprehension.

11.11 Policy Massages and Road Map for Diversity and Equity in Higher Education Campus

Higher education is free for all. All social groups in the society among SC, ST, OBCs, VJ, NT, SBCs and General category male and female students, are entitle to get higher education in any branch and/or any discipline. Since independence of India, the enrollment of higher education steadily growing but not complete with Asian Countries like China and others. India's gross enrollment ratio is 27% while that of China crosses it. In developed countries like U.K., U.S.A. Canada they have higher education enrollment more than 80%. This means human resource is quite well and adequate and the pattern of their higher education is to attract more and more pupils for research. Western academic culture strengthens more

research activities hence, many research output always come from abroad. Indian Academic culture still adhered to the "Blackboard" and Indian Universities involved manually to conduct the semester based examinations. Research works are marginalized; so Indian Universities are examination oriented and the student's teachers are involved in books rather than research activities.

Amongst the male and female students the importance of higher education is acknowledged. In open market there is a greater demand for employment. Entrepreneurs, Govt, NGOs, public and private Sector organizations ask for assigned work. So every social group is attracted towards higher education. After the globalization of education market, almost free for Private Sector, today's net investment in higher education institution is from Private Sector. Today Government is unable to spend 6% of GDP on total education. Therefore, the quality of higher education is declining since long. Social backward class and minorities groups amongst the religion, the enrollment of students in higher education were increased as compared to earlier period. SC enrollment was shifted from social sciences faculty to the professional stream, which has a direct linked with employment. Muslim religion and OBC category enrollment amongst male and female has increased drastically. Enrollment of ST students specially in Maharashtra and in Vidarbha regions is not doing well. Need to encourage the awareness is on the anvil. Enrollment of male and female increased and is performing well. The position of higher education in the three institutes is quite well without any discrimination, or any gender bias or hatred with social group. Pupils need to revise their syllabus.

The system in higher education in villages and towns is there, where higher education facility is available, but in actual in higher education institutes, can "higher education" be provided to the students. It is a great fear of the future. The caste, creed, religion, community, race in India tomorrow will lag behind and the demand for more qualitative man-power will come forward to develop India, from every nook and corner of the nation. Whether we are prepared for that is a question. The "high teach field" is now becoming a continuous process of development that requires a substantial and efficient human resources. Diversity accommodating various social groups of students including various religions in the field of higher education. The enrollment comparatively increasing to the past. Question remains that according to the need of market or market requirement, we fulfil the qualitative man-power which provides service to the nation. According to Sam Pitroda's report, India requires six times sharp driver and cleaner. Huge requirement of teachers, we are already facing the acute deficiency of good and nodal scientist in various fields like preparation of defence goods and commodities, medical field, electronic gadgets, pharmaceutical, industry and agriculture field, metrological field, etc. Higher education related research based wing need to be developed in India to solve the unsolved dilemma.

In these institutes we practically surveyed and came to know the situation very minutely from the students. The Nagpur research team came to the conclusion that there was no gender bias, no discrimination, with the social group, no prejudice amongst the religion that belonged to different region. No students and faculties were given bias treatment within the social group or marginalized students. Administration of the institute equally justified the students

including various faculties within the social group religion. Apart from that, in Nagpur and its vicinity no incident had taken place due to that academic institute remained closed. Being social backward or marginalized students or religion based students suffered by ill-treatment given by anyone who is associated with higher education in Vidarbha region no incident whatsoever took place in any higher education institution.

India is a country where multicultural societies are existing from South, North East and West. Central has its own mindset which has developed during colonial period strongly. So castism, religion, regionalism sometimes strongly and effectively playing their role to supersede each other and creating social discrimination in society. It helps to create different institution including higher education and others. Discrimination amongst students and authority and outside people creates chaos and disturb educational environment which imbued to destroy the social harmony and peace in the nation. Common students who have lot of aspirations to do something for emerging India, the will and hope are now diminishing.

Education sector always remained unbiased and without discrimination due to the huge diversity in society - multi-sects, caste, religion, region, and ethnicity. Students were going to take higher education in higher education institution because they want employment in various sectors. They will get success in their lives. Education is one of the most important components that make a person competent and compatible.

Farther, road map of higher education to be based on inclusion, GER to be more and to expand it as equal to develop countries, to be given more emphasis on research activities and it should have more linked with the employment and to provide trust and assurance among youths. Expenditure on education is an investment and not wastage. A large enough investment in education will give quality of life in return to an individual in particular and the nation in general. We conclude that there is immense scope of higher education institutions and stakeholders to turn our institutions to conducive place for diverse student body. More attention is required to ensure that students who enroll in colleges and universities are provided opportunities to experience discrimination free campus life and academically succeed. It would help the higher education sector to benefit from the massification and contribute to social and economic progress of the country.

Tables

Table 3.1: VNGIASS Nagpur, Student Strength (2013-14)

Class	Department	Male	Female	Total
B.A I		215	251	466
B.A II	All Subject	124	231	355
B.A III		87	187	274
M.A I	Economics	38	38	76
	Political Science	34	38	72
	History	32	45	77
	Geography	10	11	21
	Home Economics	0	20	20
	Persian	0	8	8
	Arabic	0	8	8
	Urdu	3	25	28
	Philosophy	5	7	12
	Sanskrit	5	10	15
	Music	2	20	22
	Marathi	24	54	78
	English	15	60	75
M.A. II	Economics	11	30	41
	Political Science	13	26	39
	History	15	20	35
	Geography	4	13	17
	Home Economics	0	18	18
	Persian	2	5	7
	Arabic	0	4	4
	Urdu	0	20	20
	Philosophy	0	5	5
	Sanskrit	2	8	10
	Music	4	10	14
	Marathi	11	35	46
	English	11	23	34
	Gross Total	667	1230	1897

Table 3.2: VNGIASS Nagpur, Teaching &Non Teaching Staff (2013-14)

Sr. No.	Department / discipline	Teaching Staff			Non Teaching Staff		
		Male	Female	Total	Male	Female	Total
1	English	4	0	4	1	0	1
2	Marathi	3	1	4	1	0	1
3	Arabic	0	1	1	0	0	0
4	Urdu	2	2	4	0	0	0
5	Persian	1	0	1	0	0	0
6	Sanskrit	3	1	4	0	0	0
7	Pali	1	0	1	0	0	0
8	Geography	2	5	7	3	0	3
9	Hindi	0	1	1	0	0	0
10	Sociology	2	0	2	1	0	1
11	Economics	2	0	2	1	0	1
12	Philosophy	2	1	3	0	0	0
13	Political Science	4	0	4	1	0	1
14	Psychology	1	1	2	2	0	2
15	Home-economics	0	5	5	3	2	5
16	Music	1	3	4	2	0	2
17	History	2	1	3	1	0	1
18	Ancient History	1	0	1	0	0	0
19	Physical Education	1	1	2	0	0	0
20	Library	1	0	1	2	1	3
21	Office	Nil	Nil	Nil	10	3	13
	Gross Total	**33**	**23**	**56**	**28**	**6**	**34**

Source: Secondary data

Table 3.3: Govt. Institute of Science, Nagpur Student Strength (2013-14)

Class	Department	Male	Female	Total
B.Sc I		125	291	416
B.Sc II	All Subject	63	168	231
B.Sc III		46	142	188
M.Sc I	Zoology	4	14	18
	Botany	2	18	20
	Chemistry	5	31	36
	Env. Science	1	9	10
	Statistic	4	16	20
	Physics	14	23	37
	Math	9	27	36
M.Sc II	Zoology	3	15	18
	Botany	3	13	16
	Chemistry	6	30	36
	Env. Science	0	10	10
	Statistic	1	12	13
	Physics	13	13	26
	Math	0	6	6
Gross Total		299	838	1137

Table 3.4: PGTD RTMNU Nagpur, Student Strength Department Wise (2013-14)

Class	Department	Male	Female	Total
M.A I	Marathi	6	7	13
M.A II		6	3	9
M.A I	Economics	36	31	67
M.A II		10	15	25
M.A I	Political Science	30	29	59
M.A II		20	15	35
M.Sc I	Physics	18	21	39
M.Sc II		11	29	40
M.Sc I	Chemistry	11	32	43
M.Sc II		8	29	37
Gross Total		156	211	367

Table 3.5: PGTD RTMNU Nagpur, Teaching &Non Teaching Staff (2013-14)

Sr. No.	Department / discipline	Teaching Staff			Non Teaching Staff		
		Male	Female	Total	Male	Female	Total
1	Marathi	2	0	2	0	0	0
2	Economics	5	2	7	1	0	1
3	Political Science	4	0	4	1	1	2
4	Chemistry	9	1	10	8	4	12
5	Physics	9	1	10	8	2	10
	Gross Total	29	4	33	18	7	25

Source: Secondary data

Table 4.1: Current Status: Nature of diversity amongst the Students Groups in VNGIASS Nagpur (2013-2014)

	Attributes	Frequency	Percent
Gender	Male	667	35.20
	Female	1230	64.80
Social Group	SC	432	22.80
	ST	304	16.00
	OBC	823	43.40
	General	338	17.80
Religion	Hindu	1424	75.10
	Muslim	282	14.90
	Buddhist	183	9.60
	ORM	8	0.40
State of Domicile	Maharashtra	1889	99.60
	Others	8	0.40
Differently abled	Yes	3	0.20
	No	1894	99.80
Residential Location	Rural	971	51.20
	Urban	926	48.80
State	Maharashtra	1889	99.60
	Others	8	0.40
Occupation of Mother	House wife	1897	100.00

Occupation of father	Self employed in agriculture	486	25.60
	Self employed in Non agriculture / Businessperson	95	5.00
	Agriculture labour on daily wages	456	24.00
	Non agriculture labour on daily wages	618	32.60
	Regular wages (government)	187	9.90
	Regular wages (Private)	55	2.90
Annual Income	Rs. Below 25,000	570	30.00
	Rs. 25,001 to 50,000	1031	54.30
	Rs. 50,001 to 75,000	130	6.90
	Rs. 75,001 to 1,00,000	88	4.60
	Rs. 1,00,001 and above	78	4.10

Table 4.2: Current status: Nature of Diversity amongst the Students Groups in VNGIASS Nagpur (2013-2014)

	Attributes	Frequency	Percent
Medium of Instruction upto 10th	Marathi	1254	66.10
	Hindi	464	24.50
	English	92	4.80
	Urdu	87	4.60
Medium of Instruction upto 12th	Marathi	1255	66.20
	Hindi	462	24.40
	English	93	4.90
	Urdu	87	4.60
12th class Mark in %	35.00 To 50.00 %	840	44.30
	50.00 To 65.00 %	846	44.60
	65.00 To 80.00 %	179	9.40
	80.00 % and Above	32	1.70
Stream in plus two	Arts	1852	97.60
	Commerce	6	0.30
	MCVC	5	0.30
	Science	34	1.80
Type of school	Co education	1859	98.00
	Single Sex	38	2.00
Syllabus in 12 Class	State	1892	99.70
	CBSC & Others	5	0.30
Total Students		**1897**	**100.00**

Source: Secondary data

Table 4.3: Current status: Nature of diversity amongst the Students Groups in Government Institute of Science (2013-2014)

	Attributes	Frequency	Percent
Gender	Male	299	26.30
	Female	838	73.70
Social Group	SC	229	20.10
	ST	45	4.00
	OBC	594	52.20
	General	269	23.70
Religion	Hindu	865	76.10
	Muslim	65	5.70
	Buddhist	175	17.10
	ORM	13	1.10
State of Domicile	Maharashtra	1125	98.90
	Others	12	1.10
Differently abled	Yes	5	0.40
	No	1132	99.60
Residential Location	Rural	628	55.20
	Urban	509	44.80
State	Maharashtra	1125	98.90
	Others	12	1.10
Occupation of Mother	House wife	1137	100.00
Occupation of father	Self employed in agriculture	305	26.80
	Self employed in Non agriculture/Businessperson	107	9.40
	Agriculture labour on daily wages	195	17.20
	Non agriculture labour on daily wages	290	25.50
	Regular wages (government)	200	17.60
	Regular wages (Private)	40	3.50
Annual Income	Rs. Below 25,000	282	24.80
	Rs. 25,001 to 50,000	334	29.40
	Rs. 50,001 to 75,000	260	22.90
	Rs. 75,001 to 1,00,000	129	11.30
	Rs. 1,00,001 and above	132	11.60

Table 4.4: Current status: Nature of Diversity amongst the Students Groups in Government Institute of Science (2013-2014)

	Attributes	Frequency	Percent
Medium of Instruction upto 10th	Marathi	218	19.20
	Hindi	102	9.00
	English	782	68.80
	Urdu	35	3.00
Medium of Instruction upto 12th	Marathi	0	0.00
	Hindi	0	0.00
	English	1137	100.00
	Urdu	0	0.00
12th class Mark in %	35.00 To 50.00 %	329	28.90
	50.00 To 65.00 %	402	35.40
	65.00 To 80.00 %	322	28.30
	80.00 % and Above	84	7.40
Stream in plus two	Arts	0	0.00

	Commerce	0	0.00
	MCVC	0	0.00
	Science	1137	100.00
Type of school	Co education	1114	98.00
	Single Sex	23	2.00
Syllabus in 12 Class	State	1053	92.60
	CBSC & Others	84	7.40
Total Students		**1137**	**100.00**

Source: Secondary data

Table 4.5: Current status: Nature of Diversity amongst the Students Groups in PGTD RTMNU Selected Department (2013-2014)

	Attributes	**Frequency**	**Percent**
Gender	Male	156	42.50
	Female	211	57.50
Social Group	SC	89	24.20
	ST	23	6.30
	OBC	178	49.80
	General	76	20.70
Religion	Hindu	294	80.10
	Muslim	25	6.80
	Buddhist	37	10.10
	ORM	11	3.00
State of Domicile	Maharashtra	340	92.60
	Others	27	7.40
Differently abled	Yes	2	0.50
	No	365	99.50
Residential Location	Rural	200	54.50
	Urban	167	45.50
State	Maharashtra	340	92.60
	Others	27	7.40
Occupation of Mother	House wife	367	100.00
Occupation of father	Self employed in agriculture	108	29.40
	Self employed in Non agriculture/Businessperson	22	5.90
	Agriculture labour on daily wages	90	24.50
	Non agriculture labour on daily wages	100	27.30
	Regular wages (government)	20	5.50
	Regular wages (Private)	27	7.40
Annual Income	Rs. Below 25,000	73	19.80
	Rs. 25,001 to 50,000	67	18.30
	Rs. 50,001 to 75,000	102	27.80
	Rs. 75,001 to 1,00,000	59	16.10
	Rs. 1,00,001 and above	66	18.00

Table 4.6: Current status: Nature of Diversity amongst the Students Groups in PGTD RTMNU Selected Department (2013-2014)

	Attributes	Frequency	Percent
Medium of Instruction upto 10th	Marathi	123	33.50
	Hindi	73	19.90
	English	162	44.10
	Urdu	9	2.50
Medium of Instruction upto 12th	Marathi	135	36.80
	Hindi	71	19.40
	English	155	44.20
	Urdu	6	1.60
12th class Mark in %	35.00 To 50.00 %	122	33.20
	50.00 To 65.00 %	87	23.70
	65.00 To 80.00 %	93	25.40
	80.00 % and Above	65	17.70
Stream in plus two	Arts	134	36.50
	Commerce	47	12.80
	MCVC	6	1.60
	Science	180	49.10
Type of school	Co education	353	96.20
	Single Sex	14	3.80
Syllabus in 12 Class	State	330	89.90
	CBSC & Others	37	10.10
Total Students		**367**	**100.00**

Source: Secondary data

Table 4.7: Changing Nature of Diversity of the Students (2008-09 and 2013-14) VNGIASS, Nagpur

	Attributes	2008-09	2013-14	Difference
Gender	Male	28.60	35.20	6.60
	Female	71.40	64.80	-6.60
Social Group	SC	38.40	22.80	-15.60
	ST	7.50	16.00	8.50
	OBC	36.50	43.40	6.90
	General	17.80	17.80	0.00
Religion	Hindu	92.20	75.10	-17.10
	Muslim	7.40	14.90	7.50
	Buddhist	0.00	9.60	9.60
	ORM	0.40	0.40	0.00
State of Domicile	Maharashtra	100.00	99.60	-0.40
	Others	0.00	0.40	0.40
Differently abled	Yes	0.10	0.20	0.10
	No	99.90	99.80	-0.10
Residential Location	Rural	38.50	51.20	12.70
	Urban	61.50	48.80	-12.70
State	Maharashtra	100.00	99.60	0.40
	Others	0.00	0.40	-0.40
Occupation of Mother	House wife	100.00	100.00	0.00
Occupation of father	Self employed in agriculture	18.20	25.60	7.40
	Self employed in Non agriculture/ Businessperson	6.90	5.00	-1.90

		18.90	24.00	5.10
	Agriculture labour on daily wages	18.90	24.00	5.10
	Non agriculture labour on daily wages	41.50	32.60	-8.90
	Regular wages (government)	11.20	9.90	-1.30
	Regular wages (Private)	3.30	2.90	-0.40
Annual Income	Rs. Below 25,000	44.40	30.00	-14.40
	Rs. 25,001 to 50,000	41.80	54.30	12.50
	Rs. 50,001 to 75,000	10.30	6.90	-3.40
	Rs. 75,001 to 1,00,000	2.10	4.60	2.50
	Rs. 1,00,001 and above	1.40	4.10	2.70

Table 4.8: Changing Nature of Diversity of the Students (2008-09 and 2013-14) VNGIASS, Nagpur

	Attributes	2008-09	2013-14	Difference
Medium of Instruction upto 10th	Marathi	70.00	66.10	-3.90
	Hindi	25.30	24.50	-0.80
	English	2.00	4.80	2.80
	Urdu	2.70	4.60	1.90
Medium of Instruction upto 12th	Marathi	70.40	66.20	-4.20
	Hindi	25.20	24.40	-0.80
	English	2.00	4.90	2.90
	Urdu	2.40	4.60	2.20
12th class Mark in %	35.00 To 50.00 %	58.40	44.30	-14.10
	50.00 To 65.00 %	35.00	44.60	9.60
	65.00 To 80.00 %	5.90	9.40	3.50
	80.00 % and Above	0.70	1.70	1.00
Stream in plus two	Arts	99.82	97.60	-2.20
	Commerce	0.00	0.30	0.30
	MCVC	0.00	0.30	0.30
	Science	0.20	1.80	1.60
Type of school	Co education	97.70	98.00	0.30
	Single Sex	2.30	2.00	-0.30
Syllabus in 12 Class	State	99.90	99.70	-0.20
	CBSC & Others	0.10	0.30	0.20

Source: Secondary data

Table 4.9: Changing Nature of Diversity of the Students (2008-09 and 2013-14)
Government Institute of Science

	Attributes	2008-09	2013-14	Difference
Gender	Male	32.90	26.30	-6.60
	Female	67.10	73.70	6.60
Social Group	SC	31.50	20.10	-11.40
	ST	3.10	4.00	0.90
	OBC	41.90	52.20	10.30
	General	23.50	23.70	0.20
Religion	Hindu	96.40	76.10	-20.30
	Muslim	2.90	5.70	2.90
	Buddhist	0.00	17.10	17.10
	ORM	0.80	1.10	0.30
State of Domicile	Maharashtra	98.80	98.90	0.10
	Others	1.20	1.10	-0.10
Differently abled	Yes	0.30	0.40	0.20
	No	99.70	99.60	-0.20
Residential Location	Rural	40.30	55.20	14.90
	Urban	59.70	44.80	-14.90
State	Maharashtra	98.30	98.90	0.10
	Others	1.20	1.10	-0.10
Occupation of Mother	House wife	100.00	100.00	0.00
Occupation of father	Self employed in agriculture	14.30	26.80	12.50
	Self employed in Non agriculture/ Businessperson	7.70	9.40	1.70
	Agriculture labour on daily wages	14.20	17.20	2.90
	Non agriculture labour on daily wages	30.90	25.50	-5.40
	Regular wages (government)	9.50	17.60	8.10
	Regular wages (Private)	23.40	3.50	-19.90
Annual Income	Rs. Below 25,000	42.40	24.80	-17.60
	Rs. 25,001 to 50,000	31.60	29.40	-2.20
	Rs. 50,001 to 75,000	15.10	22.90	7.80
	Rs. 75,001 to 1,00,000	7.20	11.30	4.10
	Rs. 1,00,001 and above	3.70	11.60	7.90

Table 4.10: Changing Nature of Diversity of the Students (2008-09 and 2013-14) Government Institute of Science

	Attributes	2008-09	2013-14	Difference
Medium of Instruction upto 10th	Marathi	24.60	19.20	-5.40
	Hindi	10.30	9.00	-1.30
	English	60.20	68.80	8.60
	Urdu	4.90	3.00	-1.90
Medium of Instruction upto 12th	Marathi	0.00	0.00	0.00
	Hindi	0.00	0.00	0.00
	English	100.00	100.00	0.00
	Urdu	0.00	0.00	0.00
12th class Mark in %	35.00 To 50.00 %	32.00	28.90	-3.10
	50.00 To 65.00 %	30.90	35.40	4.40
	65.00 To 80.00 %	29.90	28.30	-1.60
	80.00 % and Above	7.20	7.40	0.24
Stream in plus two	Arts	0.00	0.00	0.00
	Commerce	0.00	0.00	0.00
	MCVC	0.00	0.00	0.00
	Science	100.00	100.00	0.00
Type of school	Co education	96.80	98.00	1.20
	Single Sex	3.20	2.00	-1.20
Syllabus in 12 Class	State	93.60	92.60	-1.00
	CBSC & Others	6.40	7.40	1.00

Source: Secondary data

Table 4.11: Changing Nature of Diversity of the Students (2008-09 and 2013-14) PGTD RTMNU Selected Department

	Attributes	2008-09	2013-14	Difference
Gender	Male	46.30	42.50	-3.80
	Female	53.70	57.50	3.80
Social Group	SC	25.90	24.20	-1.70
	ST	6.00	6.30	0.30
	OBC	52.20	49.80	-2.40
	General	16.90	20.70	3.80
Religion	Hindu	95.30	80.10	-15.20
	Muslim	3.60	6.80	3.20
	Buddhist	0.00	10.10	10.10
	ORM	1.10	3.00	1.90
State of Domicile	Maharashtra	96.20	92.60	-3.60
	Others	3.80	7.40	3.60
Differently abled	Yes	0.20	0.50	0.30
	No	99.80	99.50	-0.30
Residential Location	Rural	52.10	54.50	2.40
	Urban	47.90	45.50	-2.40
State	Maharashtra	96.20	92.60	-3.60
	Others	3.80	7.40	3.60
Occupation of Mother	House wife	100.00	100.00	0.00
Occupation of father	Self employed in agriculture	19.70	29.40	9.70
	Self employed in Non agriculture / Businessperson	8.60	5.90	-2.70
	Agriculture labour on daily wages	23.30	24.50	1.20

		23.10	27.30	4.20
	Non agriculture labour on daily wages	23.10	27.30	4.20
	Regular wages (government)	5.10	5.50	0.40
	Regular wages (Private)	20.20	7.40	-12.80
Annual Income	Rs. Below 25,000	35.20	19.80	-15.30
	Rs. 25,001 to 50,000	26.40	18.30	-8.10
	Rs. 50,001 to 75,000	23.60	27.80	4.20
	Rs. 75,001 to 1,00,000	9.30	16.10	6.80
	Rs. 1,00,001 and above	5.50	18.00	12.50

Table 4.12: Changing Nature of Diversity of the Students (2008-09 and 2013-14) PGTD RTMNU Selected Department

	Attributes	2008-09	2013-14	Difference
Medium of Instruction upto 10th	Marathi	35	33.5	-1.5
	Hindi	24	19.9	-4
	English	39.7	44.1	4.5
	Urdu	1.3	2.5	1.1
Medium of Instruction upto 12th	Marathi	33.3	36.8	3.5
	Hindi	23.9	19.4	-4.6
	English	41.5	44.2	2.8
	Urdu	1.1	1.6	0.5
12th class Mark in %	35.00 To 50.00 %	35	33.2	-1.8
	50.00 To 65.00 %	23.5	23.7	0.2
	65.00 To 80.00 %	31.9	25.4	6.6
	80.00 % and Above	9.5	17.7	8.2
Stream in plus two	Arts	43.5	36.5	-7
	Commerce	9.5	12.8	3.3
	MCVC	1.11	1.6	0.5
	Science	45.9	49.1	3.2
Type of school	Co education	96.2	96.2	0
	Single Sex	3.8	3.8	0
Syllabus in 12 Class	State	92.9	89.9	-3
	CBSC & Others	7.1	10.1	3

Source:Secondary data

Table 4.13: Current Status: Nature of Diversity amongst the faculty in VNGIASS, Nagpur (2014)

	Attributes	Frequency	Percent
Gender	Male	33	58.90
	Female	23	41.10
Social Group	SC	18	32.10
	ST	1	1.80
	OBC	17	30.40
	General	20	35.70
Religion	Hindu	33	58.90
	Muslim	6	10.70
	Buddhist	16	28.60
	ORM	1	1.80
Differently abled	Yes	1	1.80
	No	55	98.20

Region	Maharashtra	56	100.00
	Others	0	0.00
Residential Location	Rural	5	8.20
	Urban	51	91.80
Total Faculty Members		**56**	**100.00**

Source: Secondary data

Table 4.14: Current Status: Nature of diversity amongst the Faculty in Government Institute of Science Nagpur (2014)

	Attributes	Frequency	Percent
Gender	Male	30	61.20
	Female	19	38.80
Social Group	SC	12	24.50
	ST	1	2.00
	OBC	14	28.60
	General	22	44.90
Religion	Hindu	35	71.40
	Muslim	3	6.20
	Buddhist	10	20.40
	ORM	0	0.00
Differently abled	Yes	0	0.00
	No	49	100.00
Region	Maharashtra	46	93.90
	Others	3	6.10
Residential Location	Rural	4	8.20
	Urban	45	91.80
Total Faculty Members		**49**	**100.00**

Source: Secondary data

Table 4.15: Current Status: Nature of diversity amongst the Faculty in PGTD RTMNU Nagpur Selected Department (2014)

	Attributes	Frequency	Percent
Gender	Male	28	87.50
	Female	4	12.50
Social Group	SC	9	28.10
	ST	2	6.30
	OBC	8	25.00
	General	12	37.60
Religion	Hindu	22	68.80
	Muslim	0	0.00
	Buddhist	9	28.10
	ORM	1	3.10
Differently abled	Yes	0	0.00
	No	32	100.00
Region	Maharashtra	27	84.40
	Others	5	15.60
Residential Location	Rural	2	6.20
	Urban	30	93.80
Total Faculty Members		**32**	**100.00**

Source: Secondary data

Table 5.1: Analytical Table

	Attributes	Number of Respondents	Percentage
Social Group*	SC	124	19.8
	ST	87	13.9
	OBC/VJ/NT/SBC	331	53.0
	General	83	13.3
Religion**	Hindu	471	75.4
	Muslim	67	10.7
	Buddhist	74	11.8
	ORM	13	2.1
Gender	Male	217	34.70
	Female	408	65.30
Place of Residential	Rural	351	56.2
	Urban	274	43.8
Household Income	Less than 5000	108	17.3
	5001-10000	168	26.9
	10001-25000	135	21.6
	25001-50000	161	25.8
	50001 and above	53	8.5
Total		**625**	**100.0**

Note: * For the analytical purpose we have clubbed the OBC (272 numbers), VJ (28 Numbers), NT (24 numbers) and SBC (07 numbers) respondents into one group named OBC/VJ/NT/SBC.

** For the analytical purpose we have clubbed the Sikh (02), Christian (05 Numbers), Jain (04 numbers) and others (02 numbers) respondents into one group named ORM.

Source: Primary data

Gender, Socio-economic, Religious profile and Family Background by different Groups

Table 5.2: Percentage of Genders by Social Groups

Gender	SC	ST	OBC	General	Total	SD	X^2 Value
Male	25.8%	57.5%	36.6%	16.9%	34.7%	0.48	0.000
Female	74.2%	42.5%	63.4%	83.1%	65.3%		

Table 5.3: Percentageof Genders by Income Groups

Gender	Less than or equal to 5000	5001-10000	10001-25000	25001-50000	50000 and above	Total	X^2 Value
Male	44.40%	25.60%	37.00%	37.30%	30.20%	34.70%	0.018
Female	55.60%	74.40%	63.00%	62.70%	69.80%	65.30%	

Table 5.4: Percentage of Religion by Region

Religious Background	Rural	Urban	Total	X^2 Value
Hindu	4.60%	63.50%	75.40%	0
Muslim	3.40%	20.10%	10.70%	
Buddhists	10.50%	13.50%	11.80%	
ORM	1.40%	2.90%	2.10%	

Table 5.5:Percentage of Monthly Household Income by Social Groups

Monthly Household income	SC	ST	OBC	General	Total	X² Value
Less than or equal to 5000	18.50%	18.40%	18.40%	9.60%	17.30%	0.002
5001-10000	27.40%	18.40%	29.60%	24.10%	26.90%	
10001-25000	23.40%	39.10%	15.70%	24.10%	21.60%	
25001-50000	24.20%	18.40%	26.60%	32.50%	25.80%	
50000 and above	6.50%	5.70%	9.70%	9.60%	8.50%	

Table 5.6:Percentage of Place of Residential by Gender

Place of Residential	Male	Female	Total	SD	X² Value
Rural	46.20%	20.10%	56.20%	0.5	0
Urban	53.80%	79.90%	43.80%		

Table 5.7:Percentage of Place of Residential by Social Group

Place of Residential	SC	ST	OBC	General	Total	X² Value
Rural	53.20%	85.10%	59.50%	16.90%	56.20%	0
Urban	46.80%	14.90%	40.50%	83.10%	43.80%	

Table 5.8:Percentage of Education of Father by Gender

Education of Father	Male	Female	Total	SD	X² Value
Illiterate	10.60%	7.60%	8.60%	1.88	0
Primary Complete (Up to 5th STD)	40.60%	21.10%	27.80%		
Secondary (Up to 10th STD)	24.40%	32.80%	29.90%		
Plus Two or Higher Secondary	7.40%	10.80%	9.60%		
Diploma/ITI/ITC	0.50%	3.70%	2.60%		
Graduate	12.00%	15.90%	14.60%		
Professional Degree	0.50%	1.70%	1.30%		
Post Graduation& Above	4.10%	6.40%	5.60%		

Table 5.9:Percentage of Primary School Location by Gender

Primary School Location	Male	Female	Total	SD	X² Value
Village	70.00%	37.00%	48.50%	0.92	0
Town	11.10%	15.00%	13.60%		
City	18.90%	48.00%	37.90%		

Table 5.10:Percentage of Primary School Location by Social Group

Primary School Location	SC	ST	OBC	General	Total	X² Value
Village	51.6%	79.3%	48.6%	10.8%	48.5%	0.000
Town	10.5%	9.2%	16.9%	9.6%	13.6%	
City	37.9%	11.5%	34.4%	79.5%	37.9%	

Table 5.11: Percentage of Higher Secondary School Location by Gender

	Higher Secondary School Location	Male	Female	Total	SD	X^2 Value
	Rural	52.3%	37.7%	42.8%	0.50	0.000
	Urban	47.7%	62.3%	57.2%		

Table 5.12: Percentage of Higher Secondary School Location by Social Group

	Higher Secondary School Location	SC	ST	OBC	General	Total	X^2 Value
	Rural	42.7%	65.5%	45.2%	9.6%	42.8%	0.000
	Urban	57.3%	34.5%	54.8%	90.4%	57.2%	

Table 5.13: Percentage of Management type Higher Secondary School by Gender

	Management type Higher Secondary School	SC	ST	OBC	General	Total	X^2 Value
	Government	62.9%	49.4%	50.5%	42.2%	51.7%	0.002
	Private-Aided	34.7%	46.0%	44.7%	43.4%	42.7%	
	Private-Unaided	2.4%	4.6%	4.8%	14.5%	5.6%	

Table 5.14:Percentage of Syllabus Higher Secondary School by Gender

	Syllabus Higher Secondary School	Male	Female	Total	SD	X^2 Value
	State	96.8%	91.9%	93.6%	0.29	0.110
	CBSE	3.2%	7.4%	5.9%		
	ICSE		0.5%	0.3%		
	Others		0.2%	0.2%		

Table 5.15: Percentage of Marks Obtained Higher Secondary School by Social Group

	Percentage of marks obtained Higher Secondary School:	SC	ST	OBC	General	Total	X^2 Value
	Below 45 Percentage	4.1%	5.7%	2.4%	1.2%	3.1%	0.267
	45 - 60 Percentage	39.8%	52.9%	43.8%	38.6%	43.6%	
	60 – 75 Percentage	43.1%	32.2%	44.1%	45.8%	42.4%	
	75 Percentage and Above	13.0%	9.2%	9.7%	14.5%	10.9%	

Table 5.16: Percentage of Post Secondary Career Choice by Income Gender

	Post secondary career choice	Male	Female	Total	SD	X^2 Value
	Pursue higher education	84.8%	85.8%	85.4%	0.35	0.738
	Search for job	15.2%	14.2%	14.6%		

Table 5.17: Percentageof Post Secondary Career Choice by Social Group

	Post secondary career choice	SC	ST	OBC	General	Total	X² Value
	Pursue higher education	84.7%	78.2%	86.7%	89.2%	85.4%	0.164
	Search for job	15.3%	21.8%	13.3%	10.8%	14.6%	

Table 5.18: Participation in career guidance programme

	No	Male	Female	Total	X² Value
V_3_15	Attend career guidance programme	70.0%	61.0%	64.2%	0.025
V_3_16_1	Organized by School .	43.1%	41.1%	41.7%	0.790
V_3_16_2	Organized by Neighbourhood association	83.1%	83.5%	83.4%	0.932
V_3_16_3	Organized by Religious forums/association	83.1%	89.2%	87.4%	0.213
V_3_16_4	Organized by Caste/Community Association	78.5%	86.0%	83.8%	0.166
V_3_16_5	Organized by Commercial centres/firms	75.4%	68.2%	70.3%	0.283
V_3_16_6	Organized by My own College	49.2%	49.0%	49.1%	0.980

Table 5.19:Social Group wise participation in career guidance programme

	Yes	SC	ST	OBC	General	Total	SD
V_3_15	Attend career guidance programme	33.9%	32.2%	39.9%	26.5%	35.8%	0.48
V_3_16_1	Organized by School .	50.0%	78.6%	57.3%	54.5%	58.3%	0.49
V_3_16_2	Organized by Neighbourhood association	19.0%	35.7%	12.2%	13.6%	16.6%	0.37
V_3_16_3	Organized by Religious forums/association	9.5%	28.6%	10.8%	9.1%	12.6%	0.33
V_3_16_4	Organized by Caste/Community Association	23.8%	35.7%	9.2%	18.2%	16.2%	0.37
V_3_16_5	Organized by Commercial centres/firms	23.8%	35.7%	28.5%	40.9%	29.7%	0.46
V_3_16_6	Organized by My own College	59.5%	53.6%	50.8%	31.8%	50.9%	0.50

Table 5.20:Factors behind choice of institutions

	Yes	Male	Female	Total	SD
V_4_1_1	I got my first choice of subject	85.30%	76.50%	79.50%	0.4
V_4_1_2	I got my first choice of college	73.30%	73.80%	73.60%	0.44
V_4_1_3	It was near my home/place of residence	22.10%	18.40%	19.70%	0.4
V_4_1_4	I am able to afford the fees in this college	72.40%	61.30%	65.20%	0.48
V_4_1_5	Entry requirements match with my grades/marks	49.30%	39.90%	43.20%	0.5
V_4_1_6	All my friends are here	23.50%	16.20%	18.80%	0.39
V_4_1_7	College is more welcoming to social group I belong to	40.60%	25.30%	30.60%	0.46
V_4_1_8	I could not join any other college because the certificate is with this college	16.60%	10.60%	12.70%	0.33
V_4_1_9	I did not get admission in any other college of my choice despite applying	10.60%	10.10%	10.30%	0.3
V_4_1_10	This college has hostel facilities	31.80%	16.20%	21.60%	0.41
V_4_2	Is the subject that you are studying, your first choice?	89.90%	84.80%	86.60%	0.34
V_4_3	If no, was this subject given to youdespite meeting the specified requirements of your choice of subject.	54.50%	31.10%	37.30%	0.49
V_4_5	Is the first choice of your subject available in your current college?	94.90%	89.20%	91.20%	0.28

Table 5.21: Factors behind choice of institutions by social group

	Yes	SC	ST	OBC	General	Total	SD
V_4_1_1	I got my first choice of subject	75.8%	88.5%	81.3%	68.7%	79.5%	0.40
V_4_1_2	I got my first choice of college	72.6%	74.7%	73.7%	73.5%	73.6%	0.44
V_4_1_3	It was near my home/place of residence	26.6%	19.5%	15.8%	25.3%	19.7%	0.40
V_4_1_4	I am able to afford the fees in this college	62.9%	80.5%	62.6%	62.7%	65.2%	0.48
V_4_1_5	Entry requirements match with my grades/marks	43.5%	50.6%	42.2%	38.6%	43.2%	0.50
V_4_1_6	All my friends are here	16.1%	33.3%	16.7%	15.7%	18.8%	0.39
V_4_1_7	College is more welcoming to social group I belong to	36.3%	48.3%	23.9%	30.1%	30.6%	0.46
V_4_1_8	I could not join any other college because the certificate is with this college	16.1%	23.0%	10.3%	6.0%	12.7%	0.33
V_4_1_9	I did not get admission in any other college of my choice despite applying	12.9%	14.9%	7.9%	10.8%	10.3%	0.30
V_4_1_10	This college has hostel facilities	20.2%	16.1%	26.4%	10.8%	21.6%	0.41
V_4_2	Is the subject that you are studying, your first choice?	83.1%	92.0%	86.4%	86.7%	86.6%	0.34
V_4_3	If no, was this subject given to youdespite meeting the specified requirements of your choice of subject.	55.0%	42.9%	28.9%	36.4%	37.3%	0.49
V_4_5	Is the first choice of your subject available in your current college?	89.5%	94.3%	90.9%	91.6%	91.2%	0.28

Table 5.22: Source of information regarding institutions to join

	Yes	Male	Female	Total	SD
V_3_17_1	Family members	42.90%	56.00%	51.40%	0.5
V_3_17_2	People in the neighborhood	24.00%	19.40%	21.00%	0.41
V_3_17_3	Friends at school	45.20%	39.00%	41.10%	0.49
V_3_17_4	Friends outside school	31.30%	24.60%	26.90%	0.44
V_3_17_5	Teachers in school	38.70%	34.20%	35.70%	0.48
V_3_17_6	Teachers in coaching/tuition classes	18.00%	16.40%	17.00%	0.38
V_3_17_7	I got the information about college through Media (newspaper, radio, magazine, TV).	15.70%	15.00%	15.20%	0.36
V_3_17_8	Religious gathering	3.70%	5.70%	5.00%	0.22
V_3_17_9	Caste/community associations	5.10%	3.20%	3.80%	0.19
V_3_17_10	I got information from the internet	29.00%	18.10%	21.90%	0.41
V_3_17_11	I got information from college website	20.30%	14.50%	16.50%	0.37

Table 5.23:Social group wise distribution of students availing reservation

Benefit from the Reservation Policy	Hindu	Muslim	Buddhists	ORM	Total	X² Value
Yes	85.1%	31.3%	93.2%	46.2%	79.5%	0.000
No	14.9%	68.7%	6.8%	53.8%	20.5%	

Table 5.24: Future plans

	Yes	Rural	Urban	Total	SD
V_20_1	Pursue higher studies	85.5%	85.4%	85.4%	0.35
V_20_1_2	Prepare for Competitve exam	91.2%	89.8%	90.6%	0.29
V_20_1_3	Attend soft skill training institution programme	27.1%	28.5%	27.7%	0.45
V_20_1_4	Look for private sector employment	27.1%	26.6%	26.9%	0.44
V_20_1_5	Look for public sector employment	55.3%	60.2%	57.4%	0.49
V_20_1_6	Prepare for Competitve tests	68.1%	68.2%	68.2%	0.47
V_20_1_7	Pursue job oreinted certificate course(technical training/vocational courses	36.8%	33.2%	35.2%	0.48
V_20_1_8	I will go back to my native place	32.5%	16.8%	25.6%	0.44
V_20_1_9	I will get married	58.1%	56.2%	57.3%	0.50
V_20_1_10	Not yet decided	17.7%	18.6%	18.1%	0.39

Table 5.25: Future plans of students after college or university

	Yes	Rural	Urban	Total	SD
V_20_1	Pursue higher studies	85.5%	85.4%	85.4%	0.35
V_20_1_2	Prepare for Competitve exam	91.2%	89.8%	90.6%	0.29
V_20_1_3	Attend soft skill training institution programme	27.1%	28.5%	27.7%	0.45
V_20_1_4	Look for private sector employment	27.1%	26.6%	26.9%	0.44
V_20_1_5	Look for public sector employment	55.3%	60.2%	57.4%	0.49
V_20_1_6	Prepare for Competitve tests	68.1%	68.2%	68.2%	0.47
V_20_1_7	Pursue job oreinted certificate course (technical training/vocational courses	36.8%	33.2%	35.2%	0.48
V_20_1_8	I will go back to my native place	32.5%	16.8%	25.6%	0.44
V_20_1_9	I will get married	58.1%	56.2%	57.3%	0.50
V_20_1_10	Not yet decided	17.7%	18.6%	18.1%	0.39

Table 5.26: Initial day's experience by social group

	Yes	SC	ST	OBC	General	Total	SD
V_7_1	Did you have a welcome party at the time of joining?	34.7%	36.8%	41.7%	26.5%	37.6%	0.48
V_7_2	Did your college arrange a formal orientation programme during your initial days?	46.8%	49.4%	49.5%	49.4%	49.0%	0.50
V_7_3	Were you invited for an orientation programme during initial days?	46.8%	49.4%	49.5%	49.4%	49.0%	0.50
V_7_4	If yes, did you attend the orientation programme?	98.3%	100.0%	98.2%	100.0%	98.7%	0.11
V_7_5_1	Receive the information on Rules, regulation and Code of conduct	77.6%	79.1%	76.2%	80.5%	77.5%	0.42
V_7_5_2	Receive the information on Library facilities	87.9%	93.0%	90.2%	87.8%	89.9%	0.30
V_7_5_3	Receive the information on Scholarships, fellowships, Internship	81.0%	83.7%	75.0%	48.8%	73.9%	0.44
V_7_5_4	Receive the information on Job prospects of your course/college	56.9%	60.5%	61.6%	63.4%	60.8%	0.49
V_7_5_5	Receive the information on Placement opportunities	46.6%	37.2%	55.5%	63.4%	52.3%	0.50
V_7_5_6	Receive the information on Anti-Ragging Rules and Regulations	60.3%	60.5%	62.8%	46.3%	59.8%	0.49

V_7_5_7	Receive the information on Rules against caste, ethnicity, gender based ragging	43.1%	37.2%	45.7%	31.7%	42.2%	0.49
V_7_5_8	Receive the information on Committees and cells that deals with variety of student welfare issues	67.2%	46.5%	59.8%	46.3%	57.5%	0.49
V_7_6_1	Orientation programme organized for All first year students	46.6%	51.2%	61.6%	58.5%	56.9%	0.50
V_7_6_2	Orientation programme organized for Students of each branch/discipline	79.3%	76.7%	71.3%	68.3%	73.2%	0.44
V_7_6_3	Orientation programme organized for Students of each social group (SC/ST/OBC etc)	50.0%	46.5%	45.1%	48.8%	46.7%	0.50
V_7_6_4	Orientation programme organized for Sex-wise.	10.3%	16.3%	11.0%	19.5%	12.7%	0.33

Table 5.27: Initial day's experience by religion

T. No. 5.27	Agree Strongly and Somewhat	Hindu	Muslim	Buddhists	ORM	Total	X^2 Value
V_7_14	Restrooms were Not available	19.3%	34.3%	21.6%	15.4%	21.1%	0.042
V_7_11	I found it difficult to form peer group	31.6%	40.3%	27.0%	46.2%	32.3%	0.247
V_7_17	It was difficult to follow the class room teaching	29.1%	19.4%	31.1%	15.4%	28.0%	0.250
V_7_24	The classrooms were inaccessible	29.5%	26.9%	23.0%	30.8%	28.5%	0.690
V_7_18	Difficult to follow classroom instructions compared to other students	21.4%	25.4%	18.9%	7.7%	21.3%	0.502
V_7_19	The teacher addressed to other types of students and not to the social background I belong to.	15.1%	13.4%	9.5%	7.7%	14.1%	0.541
V_7_20	The instructions were simple and easy to follow	77.3%	70.1%	77.0%	69.2%	76.3%	0.565
V_7_22	Difficulty in dealing with the subjects	39.3%	28.4%	40.5%	30.8%	38.1%	0.326
V_7_21	Study materials are too expensive	37.2%	25.4%	29.7%	38.5%	35.0%	0.198
V_7_23	Cost of living in campus is too high	24.2%	22.4%	31.1%	15.4%	24.6%	0.478
V_7_10	Social and cultural life of campus was strange for me	35.2%	41.8%	37.8%	53.8%	36.6%	0.413
V_7_12	I felt I was deliberately ignored	18.7%	17.9%	17.6%	23.1%	18.6%	0.970
V_7_16	I was searching for students of my background to avoid feeling of out of place	36.1%	16.4%	35.1%	23.1%	33.6%	0.012
V_7_13	It was hard to adjust	33.8%	35.8%	33.8%	38.5%	34.1%	0.973
V_7_25	This College has officials who regularly speak about the value of equality and social	66.7%	61.2%	52.7%	53.8%	64.2%	0.095

	justice						
V_7_26	This College is sensitive to regional/language and cultural differences	40.3%	61.2%	45.9%	38.5%	43.2%	0.013
V_7_27	This College has a lot of tension around social differences and divisions	23.6%	26.9%	21.6%	15.4%	23.5%	0.791
V_7_28	This College addresses concerns of women students	60.5%	26.9%	67.6%	46.2%	57.4%	0.000
V_7_29	I felt I could not stay on to study in this college/university	15.5%	11.9%	17.6%	23.1%	15.5%	0.692
V_7_7	I felt welcomed	48.4%	38.8%	48.6%	76.9%	48.0%	0.083
V_7_8	I found the new place interesting	76.4%	83.6%	75.7%	61.5%	76.8%	0.319
V_7_9	I felt nervous and experienced an inferiority complex	33.5%	52.2%	45.9%	23.1%	36.8%	0.005
V_7_15	Did not feel safe in the campus	20.8%	17.9%	18.9%	7.7%	20.0%	0.646
V_7_30	Are you aware of Bridge/Remedial/ Add-on/Enrichment Courses offered by your college?	36.3%	64.2%	31.1%	38.5%	38.7%	0.000
V_7_31	If Yes, did you take remedial/bridge courses	48.0%	65.1%	47.8%	20.0%	50.4%	0.109
V_7_32	If Yes, did you find it useful	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 6.1: In general, where do you sit in the class room

V_8_2	Male	Female	Total	SD	X^2 Value
Front	40.6%	51.0%	47.4%	0.61	0.013
Middle	49.8%	43.9%	45.9%		
Back	9.7%	5.1%	6.7%		

Table 6.2: In general, where do you sit in the class room

V_8_2	SC	ST	OBC	GENERAL	Total	X^2 Value
Front	43.5%	46.0%	45.9%	60.2%	47.4%	0.096
Middle	52.4%	48.3%	46.5%	31.3%	45.9%	
Back	4.0%	5.7%	7.6%	8.4%	6.7%	

Table 6.3: In general, where do you sit in the class room

V_8_2	Rural	Urban	Total	X^2 Value
Front	41.9%	54.4%	47.4%	0.002
Middle	49.3%	41.6%	45.9%	
Back	8.8%	4.0%	6.7%	

Table 6.4: In general, where do you sit in the class room

V_8_2	Less than or equal to 5000	5001-10000	10001-25000	25001-50000	50000 and above	Total	X² Value
Front	50.0%	47.6%	43.7%	48.4%	47.2%	47.4%	0.730
Middle	45.4%	45.8%	48.1%	42.9%	50.9%	45.9%	
Back	4.6%	6.5%	8.1%	8.7%	1.9%	6.7%	

Table 6.5: Attendance and seating preferences

	Yes	Hindu	Muslim	Buddhists	ORM	Total	SD
V_8_1	Do you regularly attend classes?	86.4%	85.1%	81.1%	92.3%	85.8%	0.35
V_8_4	Do you have choice to select the row?	87.0%	88.1%	90.5%	84.6%	87.5%	0.33
V_8_5_1	To get more attention from teachers	53.7%	44.1%	50.7%	45.5%	52.1%	0.50
V_8_5_2	To avoid direct attention of teacher	13.7%	11.9%	11.9%		13.0%	0.33
V_8_5_3	Lecture and discussions would be more audible	62.4%	45.8%	64.2%	72.7%	61.1%	0.48
V_8_5_4	Due to Medical/Physical reasons	6.3%	5.1%	14.9%	9.1%	7.3%	0.26
V_8_5_5	Fear of harassment from other students	8.8%		6.0%		7.3%	0.26
V_8_5_6	To sit with friends	35.9%	13.6%	37.3%	45.5%	33.8%	0.47
V_8_5_7	No particular reason	38.8%	25.4%	25.4%	36.4%	35.6%	0.47
V_8_6	Do you feel that students in general sit according to their own community?	11.5%	13.4%	9.5%	15.4%	11.5%	0.32
V_8_7_1	Is the sitting arrangement generally based on: Caste	3.0%	6.0%	5.4%	7.7%	3.7%	0.19
V_8_7_2	Ethnicity	3.0%	7.5%	2.7%		3.4%	0.18
V_8_7_3	Religion	3.2%	3.0%	4.1%		3.2%	0.17
V_8_7_4	Economic status or parental occupation	5.7%	3.0%	5.4%		5.3%	0.22
V_8_7_5	Rank order (entrance/plus two grades)	7.4%	9.0%	8.1%		7.5%	0.26
V_8_7_6	Prior acquaintance (students from same school/region etc)	21.2%	22.4%	24.3%	23.1%	21.8%	0.41
V_8_8	Do you feel comfortable in asking questions in the classroom?	81.3%	64.2%	82.4%	69.2%	79.4%	0.41

Table 6.6: Attendance and seating preferences by social group by location

	Yes	SC	ST	OBC	General	Total	SD
V_8_1	Do you regularly attend classes?	84.7%	79.3%	87.3%	88.0%	85.8%	0.35
V_8_4	Do you have choice to select the row?	90.3%	85.1%	86.1%	91.6%	87.5%	0.33
V_8_5_1	To get more attention from teachers	54.5%	54.1%	51.9%	47.4%	52.1%	0.50
V_8_5_2	To avoid direct attention of teacher	9.8%	14.9%	13.3%	14.5%	13.0%	0.33
V_8_5_3	Lecture and discussions would be more audible	64.3%	58.1%	62.5%	53.9%	61.1%	0.48
V_8_5_4	Due to Medical/Physical reasons	9.8%	9.5%	6.3%	5.3%	7.3%	0.26
V_8_5_5	Fear of harassment from other students	7.1%	9.5%	8.4%	1.3%	7.3%	0.26
V_8_5_6	To sit with friends	36.6%	37.8%	34.4%	23.7%	33.8%	0.47
V_8_5_7	No particular reason	33.0%	29.7%	38.9%	32.9%	35.6%	0.47
V_8_6	Do you feel that students in general sit according to their own community?	9.7%	4.6%	13.6%	13.3%	11.5%	0.32
V_8_7_1	Is the sitting arrangement generally based on: Caste	4.8%	3.4%	3.3%	3.6%	3.7%	0.19
V_8_7_2	Ethnicity	3.2%	3.4%	3.3%	3.6%	3.4%	0.18
V_8_7_3	Religion	4.0%	4.6%	3.3%		3.2%	0.17
V_8_7_4	Economic status or parental occupation	6.5%	4.6%	5.4%	3.6%	5.3%	0.22
V_8_7_5	Rank order (entrance/plus two grades)	8.9%	5.7%	7.9%	6.0%	7.5%	0.26
V_8_7_6	Prior acquaintance (students from same school/region etc)	25.8%	21.8%	19.9%	22.9%	21.8%	0.41
V_8_8	Do you feel comfortable in asking questions in the classroom?	78.2%	81.6%	82.2%	67.5%	79.4%	0.41

Table 6.7:Seating arrangement in classroom

	Yes	Rural	Urban	Total	SD
V_8_1	Do you regularly attend classes?	83.8%	88.3%	85.8%	0.35
V_8_4	Do you have choice to select the row?	87.2%	88.0%	87.5%	0.33
V_8_5_1	To get more attention from teachers	53.6%	50.2%	52.1%	0.50
V_8_5_2	To avoid direct attention of teacher	13.1%	12.9%	13.0%	0.33
V_8_5_3	Lecture and discussions would be more audible	60.8%	61.4%	61.1%	0.48
V_8_5_4	Due to Medical/Physical reasons	7.8%	6.6%	7.3%	0.26
V_8_5_5	Fear of harassment from other students	8.2%	6.2%	7.3%	0.26
V_8_5_6	To sit with friends	35.6%	31.5%	33.8%	0.47
V_8_5_7	No particular reason	34.6%	36.9%	35.6%	0.47
V_8_6	Do you feel that students in general sit according to their own community?	10.8%	12.4%	11.5%	0.32
V_8_7_1	Is the sitting arrangement generally based on: Caste	3.4%	4.0%	3.7%	0.19
V_8_7_2	Ethnicity	3.1%	3.6%	3.4%	0.18
V_8_7_3	Religion	3.1%	3.3%	3.2%	0.17
V_8_7_4	Economic status or parental occupation	5.4%	5.1%	5.3%	0.22
V_8_7_5	Rank order (entrance/plus two grades)	8.5%	6.2%	7.5%	0.26
V_8_7_6	Prior acquaintance (students from same school/region etc)	20.8%	23.0%	21.8%	0.41
V_8_8	Do you feel comfortable in asking questions in the classroom?	83.2%	74.5%	79.4%	0.41

Table 6.8: Teacher-student interaction in classroom

	Never &Rarely	Male	Female	Total	SD
V_8_11	It is common to see remarks in the classroom based on caste, region identity	92.6%	97.8%	96.0%	0.58
V_8_12	My teacher makes caste basedjokes	98.2%	99.0%	98.7%	0.33
V_8_13	My teacher makes gender based jokes that are offensive to women	95.9%	98.5%	97.6%	0.45
V_8_10	I am labeled as reserved category in the class	95.9%	96.3%	96.2%	0.57
V_8_9	My surname (castes, tribes, religion or region of the students) is announced verbally in the class	87.1%	86.5%	86.7%	1.01
V_8_14	My teacher makes derogatory jokes that hurt regional sentiments	98.2%	99.0%	98.7%	0.33
V_8_15	Derogatory remarks are passed for me indicating my caste, social, regional, racial or religious background as reason of under-performance in the class	93.1%	97.5%	96.0%	0.58

Table 6.9: Teacher sensitivity towards diversity

	Never &Rarely	Hindu	Muslim	Buddhists	ORM	Total	SD
V_9_26	My teacher includes various perspectives of different cultures in class discussions/assignments	36.1%	77.6%	47.3%	38.5%	41.9%	1.48
V_9_27	My teachers encourage students from different social background to work together in group assignments	30.6%	70.1%	43.2%	23.1%	36.2%	1.44
V_9_28	My teachers encourage students to respect different beliefs	32.7%	67.2%	47.3%	15.4%	37.8%	1.45

Table 6.10: Academic support from teachers

	Frequently and Always	Male	Female	Total	X^2 Value
V_9_1	I receive academic support from my teachers in comparison with other students	27.2%	26.7%	26.9%	0.899
V_9_3	My teacher gives equal attention to me in comparison with others during academic discussion	82.9%	78.2%	79.8%	0.158
V_9_5	My teacher gives equal attention to me in classroom during question-answer sessions	83.9%	82.4%	82.9%	0.631
V_9_4	My teacher gives equal attention to me in comparison with others in monitoring my performance and giving feedback	80.6%	73.8%	76.2%	0.812
V_9_6	My teacher gives equal attention to me while clarifying my doubts	77.0%	81.4%	79.8%	0.055
V_9_14	Teachers from my own background give me more attention than other teachers	27.6%	21.8%	23.8%	0.190
V_9_2	My teacher under-rates my academic ability (e.g. offered you discouraging statement or give you the feeling that 'you do not have ability to study' or 'you do not deserve to be educated')	15.7%	14.0%	14.6%	0.103
V_9_16	I am kept idle in the laboratory and not allowed to work even if I am allowed to enter.	9.0%	11.0%	10.3%	0.507

Table 6.11:Nature of individualized care for students by teachers

	Frequently and Always	Male	Female	Total	X² Value
V_9_25	My teachers can identify each student by their name	79.7%	65.2%	70.2%	0.000
V_8_17	My teacher encourages me to ask questions and participate in discussions.	77.4%	74.3%	75.4%	0.384
V_8_16	In my opinion most of the teachers encourage questions in the class	24.0%	28.7%	27.0%	0.207

Table 6.12: Promotion of discussion in classroom

	Never &Rarely	SC	ST	OBC	General	Total	SD
V_9_25	My teachers can identify each student by their name	34.7%	24.1%	27.5%	37.3%	29.8%	1.37
V_8_17	My teacher encourages me to ask questions and participate in discussions.	26.6%	20.7%	23.9%	28.9%	24.6%	1.29
V_8_16	In my opinion most of the teachers encourage questions in the class	80.6%	85.1%	68.6%	66.3%	73.0%	1.33

Table 6.13: Student perception on individual attention from teacher – gender wise

	Never &Rarely	Male	Female	Total	SD
V_9_10	My teacher gives me one-to-one time on academic matters	43.3%	43.6%	43.5%	1.48
V_9_24	I have been guided by a faculty member in research/projects.	21.2%	32.4%	28.5%	1.35
V_9_9	I am able to visit my teacher without inhibitions in his/her office/staff room to discuss academics issues.	24.4%	23.8%	24.0%	1.28
V_9_13	I directly get my doubts clarified from faculty during or end of class	39.2%	37.3%	37.9%	1.46
V_9_23	Faculty provides me with feedback on academic progress.	28.6%	41.4%	37.0%	1.45
V_9_15	I am allotted differential time to meet faculty as compared to other students.	84.3%	86.0%	85.4%	1.06

Table 6.14: Student perception on individual attention from teacher – social group wise

	Never &Rarely	SC	ST	OBC	General	Total	SD
V_9_10	My teacher gives me one-to-one time on academic matters	50.0%	43.7%	43.8%	32.5%	43.5%	1.48
V_9_24	I have been guided by a faculty member in research/projects.	26.6%	19.5%	30.5%	32.5%	28.5%	1.35
V_9_9	I am able to visit my teacher without inhibitions in his/her office/staff room to discuss academics issues.	33.1%	27.6%	21.1%	18.1%	24.0%	1.28
V_9_13	I directly get my doubts clarified from faculty during or end of class	47.6%	32.2%	37.8%	30.1%	37.9%	1.46
V_9_23	Faculty provides me with feedback on academic progress.	34.7%	27.6%	39.9%	38.6%	37.0%	1.45
V_9_15	I am allotted differential time to meet faculty as compared to other	90.3%	85.1%	85.5%	78.3%	85.4%	1.06

	students.						

Table 6.15: Student perception on individual attention from teacher

	Frequently and Always	**Male**	**Female**	**Total**	**X² Value**
V_9_10	My teacher gives me one-to-one time on academic matters	56.7%	56.4%	56.5%	0.941
V_9_24	I have been guided by a faculty member in research/projects.	78.8%	67.6%	71.5%	0.003
V_9_9	I am able to visit my teacher without inhibitions in his/her office/staff room to discuss academics issues.	75.6%	76.2%	76.0%	0.856
V_9_13	I directly get my doubts clarified from faculty during or end of class	60.8%	62.7%	62.1%	0.638
V_9_23	Faculty provides me with feedback on academic progress.	71.4%	58.6%	63.0%	0.002
V_9_15	I am allotted differential time to meet faculty as compared to other students.	15.7%	14.0%	14.6%	0.567

Table 6.16:Student perception about fairness in evaluation by teachers

	Yes	**SC**	**ST**	**OBC**	**General**	**Total**	**SD**
V_10_1	Do you think that teachers evaluate your examination papers fairly?	72.6%	82.8%	67.7%	73.5%	71.5%	0.45
V_10_2	I was not given a chance of re-evaluating examination papers	33.9%	34.5%	34.4%	47.0%	36.0%	0.48
V_10_3	My results were declared with a delay	26.6%	18.4%	31.7%	42.2%	30.2%	0.46

Table 6.17: Opportunities for developing leadership qualities

	Never &Rarely	**Rural**	**Urban**	**Total**	**SD**
V_9_7	My teacher delegate academic responsibilities to me.	68.9%	64.2%	66.9%	1.41
V_9_8	My teacher encourages me to organize academic activities (e.g. seminars, debates, other academic meetings) equally with other.	34.2%	30.7%	32.6%	1.41
V_9_17	My teachers encourages me to participate in extra-curricular activities (debates, literary activities etc)	36.8%	30.7%	34.1%	1.42
V_9_18	I discuss my academic doubts with co-students after class.	21.4%	16.8%	19.4%	1.19
V_13_18	I am selected as a leader in group/team work (such as laboratory work)	56.9%	67.3%	61.7%	1.46

Table 6.18: Library facilities

No. 6.18	**Yes**	**Male**	**Female**	**Total**	**SD**
V_11_1	Separate seats are earmarked for students or a group of students in the reading hall from my social background	21.2%	22.8%	22.2%	0.42
V_11_2	There is differential timing regarding issue of book or journals or magazines	35.0%	38.0%	37.0%	0.48

Table 6.19: Source of learning

	Frequently and Always	Hindu	Muslim	Buddhists	ORM	Total	X^2 Value
V_9_19	I search the internet if I am not clear about some issue taught in the classroom.	62.6%	70.1%	62.2%	69.2%	63.5%	0.643
V_9_20	I visit the library if I am not clear about some issue taught in the classroom	76.9%	71.6%	75.7%	84.6%	76.3%	0.706
V_9_22	I do not bother if I am not clear about some issue taught in the classroom.	21.0%	37.3%	25.7%	15.4%	23.2%	0.024
V_9_21	I discuss with friends outside college if I am not clear about some issue taught in the classroom.	75.2%	74.6%	70.3%	84.6%	74.7%	0.683

Table 7.1: Percentage of Basis of Peer Group Formation Replied No: Gender Wise

	Basis of Peer Group Formation Replied No	Male	Female	Total	X^2 Value
V_12_1_9	Students from my own course/subjects	37.8%	37.0%	37.3%	0.848
V_12_1_8	Students with my own intellectual level	57.6%	66.7%	63.5%	0.025
V_12_1_6	Students from my hostel	57.6%	77.2%	70.4%	0.000
V_12_1_4	Students from school where I studied	66.4%	73.0%	70.7%	0.081
V_12_1_1	Students who belong to my own caste	82.5%	88.2%	86.2%	0.047
V_12_1_2	Students belonging to my own tribe	80.6%	86.8%	84.6%	0.043
V_12_1_3	Students match with my economic status	83.9%	88.0%	86.6%	0.151
V_12_1_5	Students from my region I am coming from	74.2%	81.6%	79.0%	0.030
V_12_1_7	Students belong to my religion	82.9%	89.2%	87.0%	0.026
V_12_1_10	None of the above	88.0%	87.5%	87.7%	0.851

Table 7.2: Percentage of Interaction with students of opposite sex by Gender

Interact with students of opposite sex	Male	Female	Total	SD	X^2 Value
Never	11.5%	9.3%	10.1%	1.39	0.107
Very Rarely	11.1%	16.7%	14.7%		
Rarely	20.3%	19.4%	19.7%		
Very Rarely	18.4%	12.5%	14.6%		
Regularly	38.7%	42.2%	41.0%		

Table 7.3: Percentage of Choice of Best Friends,Social Group by Social Group

	Choice of Best Friends Social Group	SC	ST	OBC	General	Total	X^2 Value
Friends 01	SC	55.6%	27.6%	23.3%	22.9%	30.2%	0.000
	ST	3.2%	46.0%	3.9%		9.1%	
	OBC	23.4%	14.9%	54.1%	27.7%	39.0%	
	GEN	10.5%	6.9%	10.3%	45.8%	14.6%	
	Don't Know	7.3%	4.6%	8.5%	3.6%	7.0%	
Friends 02	SC	33.9%	19.5%	15.5%	14.5%	19.6%	0.000
	ST	14.5%	39.1%	9.4%	9.6%	14.6%	
	OBC	32.3%	29.9%	49.7%	28.9%	40.7%	
	GEN	10.5%	10.3%	14.5%	41.0%	16.7%	
	Don't Know	8.9%	1.1%	10.9%	6.0%	8.5%	

Friends 03	SC	31.5%	20.7%	12.5%	9.6%	17.0%	0.000
	ST	11.3%	29.9%	11.9%	7.2%	13.6%	
	OBC	35.5%	28.7%	49.5%	33.7%	41.7%	
	GEN	9.7%	14.9%	15.8%	41.0%	17.8%	
	Don't Know	12.1%	5.7%	10.3%	8.4%	9.8%	
Friends 04	SC	34.7%	16.1%	12.2%	13.3%	17.4%	0.000
	ST	13.7%	29.9%	13.8%	4.8%	14.8%	
	OBC	23.4%	28.7%	42.2%	32.5%	35.3%	
	GEN	15.3%	18.4%	19.6%	39.8%	21.3%	
	Don't Know	12.9%	6.9%	12.2%	9.6%	11.3%	
Friends 05	SC	35.8%	19.5%	16.3%	14.6%	20.4%	0.000
	ST	14.6%	35.6%	8.9%	6.1%	13.5%	
	OBC	22.8%	24.1%	42.2%	19.5%	32.7%	
	GEN	13.8%	11.5%	18.5%	51.2%	20.9%	
	Don't Know	13.0%	9.2%	14.2%	8.5%	12.5%	

Table 7.4: Percentage of Choice of Best Friends ReligionBy Religion

	Choice of Best Friends Religion	Hindu	Muslim	Buddhists	ORM	Total	X² Value
Friends 01	Hindu	88.1%	26.9%	77.0%	46.2%	79.4%	0.000
	Muslim	3.2%	73.1%	2.7%	7.7%	10.7%	
	Christian	0.8%			7.7%	0.8%	
	Don't Know	7.9%		20.3%	38.5%	9.1%	
Friends 02	Hindu	84.1%	37.9%	79.7%	53.8%	78.0%	0.000
	Muslim	7.0%	57.6%	6.8%		12.2%	
	Christian	0.6%	1.5%	1.4%	7.7%	1.0%	
	Don't Know	8.3%	3.0%	12.2%	38.5%	8.8%	
Friends 03	Hindu	80.7%	36.9%	78.4%	38.5%	75.0%	0.000
	Muslim	7.9%	58.5%	6.8%	38.5%	13.6%	
	Christian	2.3%	1.5%			1.9%	
	Don't Know	9.1%	3.1%	14.9%	23.1%	9.5%	
Friends 04	Hindu	80.8%	35.4%	74.3%	53.8%	74.7%	0.000
	Muslim	8.5%	61.5%	5.4%	7.7%	13.7%	
	Christian	0.6%	1.5%		15.4%	1.0%	
	Don't Know	10.0%	1.5%	20.3%	23.1%	10.6%	
Friends 05	Hindu	80.3%	40.0%	77.0%	33.3%	74.7%	0.000
	Muslim	7.3%	56.9%	2.7%	33.3%	12.5%	
	Christian	2.1%	3.1%	1.4%	8.3%	2.3%	
	Don't Know	10.3%		18.9%	25.0%	10.5%	

Table 7.5:Involvement in campus level clubs and organizations

	Yes	Male	Female	Total	SD
V_13_1_1	I do not attend any activities	20.7%	24.0%	22.9%	0.42
V_13_1_2	I only watch the activities	37.3%	36.3%	36.6%	0.48
V_13_1_3	I also participate in the activities	75.1%	74.5%	74.7%	0.43
V_13_1_4	I also plan, coordinate and manage activities	60.8%	52.2%	55.2%	0.50
V_13_1_5	I also train students in any of the performing items	43.3%	40.2%	41.3%	0.49
V_13_2	Did you get an opportunity to be a part of organising a cultural event	56.7%	51.5%	53.3%	0.50
V_13_3	Are you a member of any extra-curricular activity groups/clubs/society in the campus?	35.9%	28.2%	30.9%	0.46

V_13_5_1	I do not like to be part of such group	56.1%	48.8%	51.2%	0.50
V_13_5_2	I'm afraid my identity would be revealed if I join the group	5.8%	8.9%	7.9%	0.27
V_13_6	Are there any informal groups in your college that are started by students	24.4%	23.3%	23.7%	0.43
V_13_8_1	Are the informal groups based on your own: Caste	28.3%	13.7%	18.9%	0.50
V_13_8_2	Are the informal groups based on your own: Religion	22.6%	8.4%	13.5%	0.34
V_13_8_3	Are the informal groups based on your own: Ethnicity/Tribe	15.1%	8.4%	10.8%	0.31
V_13_8_4	Are the informal groups based on your own: Region	20.8%	7.4%	12.2%	0.33
V_13_8_5	Are the informal groups based on your own: Issue-based	28.3%	17.9%	21.6%	0.41

Table 7.6:Awareness about UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2012

	Awareness of the UGC Regulation, 2012 Act	Yes	No	SD
V_15_1	Are you aware of the UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2012	3.2	96.8	0.18
V_15_2	If yes, are you aware of the details on the forms of discrimination based on caste and ethnicity that the UGC Regulations prohibits such as announcing verbally in the class, the names of the castes, tribes, religion or region of the student and labelling students as reserved category in the class	70.0	30.0	0.47
V_15_3	Are you aware that there should be an Anti-Discrimination Officer appointed at your college/university	12.2	87.8	0.33
V_15_4	Is there an Anti-Discrimination Officer appointed at your College	10.1	89.9	0.30
V_15_5	Are you aware of the functions of the Anti-Discrimination Officer that is appointed at your college/university	1.9	98.1	0.14
V_15_6	If there is an Anti-Discrimination Officer, have you contacted the Anti-Discrimination Officer at your college/university?	16.7	83.3	0.39

Table 7.7:Involvement in campus level political organization and student union activities

T. No. 7.7	Political Participation Yes	Male	Female	Total	SD
16_1	Is there a student political organization in your College?	7.8%	4.9%	5.9%	0.24
16_2	Are you a member of such organisation?	9.2%	6.1%	7.2%	0.26
16_4	Have you held/still hlding post of office bearers of that organisation at any levels (class/discipline, campus/district)	75.0%	50.0%	63.3%	0.49
16_6	there a student union in your campus?	11.5%	7.5%	8.9%	0.50
16_7	Have you ever held a post in college union?	56.2%	52.5%	53.8%	0.29

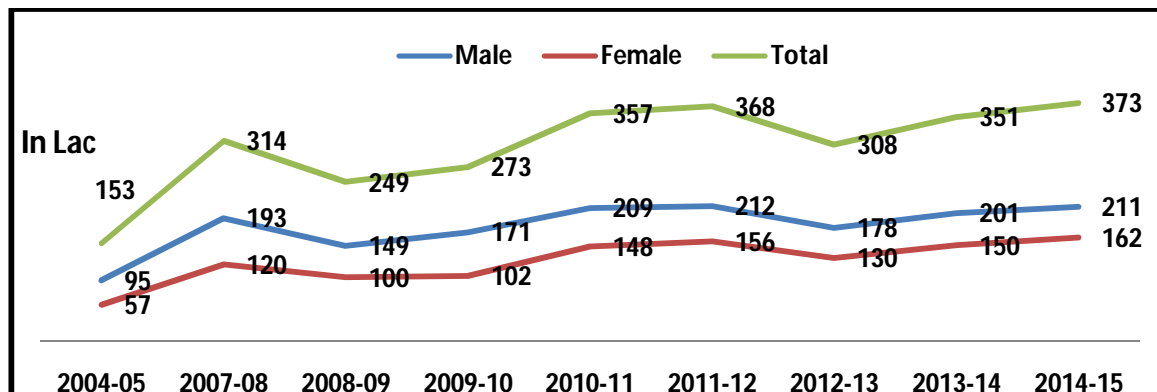**Figure 2.1: Total Enrollment in Higher Education in Maharashtra**

Figure 2.2: Disparity in Higher Education in state of Maharashtra
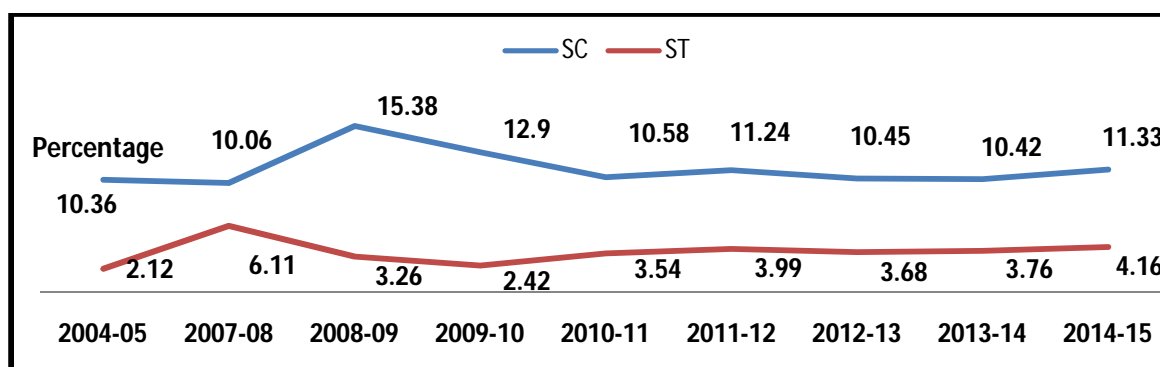

Figure 2.3: Structure of Governance and Management of Higher Education in Maharashtra

Source: Secondary Data

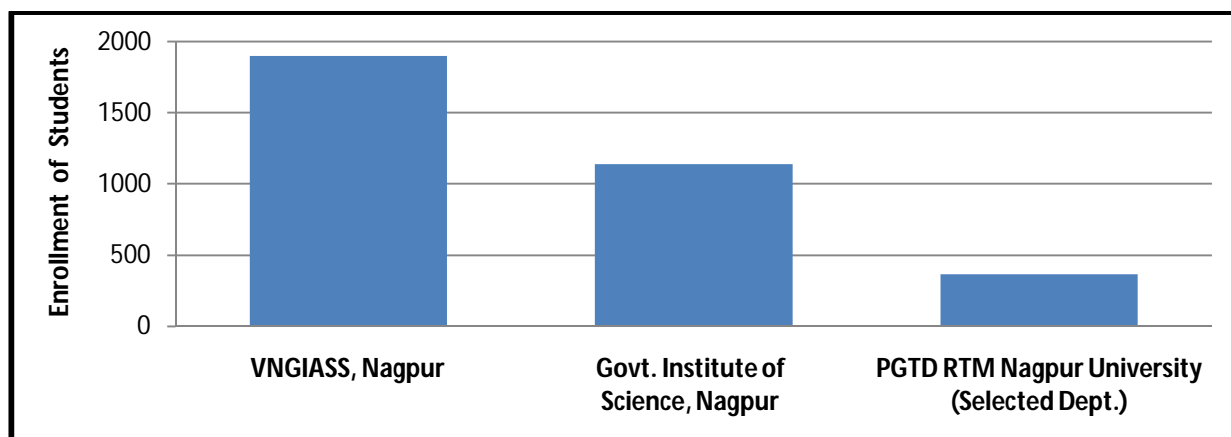**Figure3.1: Students Enrollment in selected University and colleges**

Figure3.2: Students Enrollment with Gender in selected University and colleges.
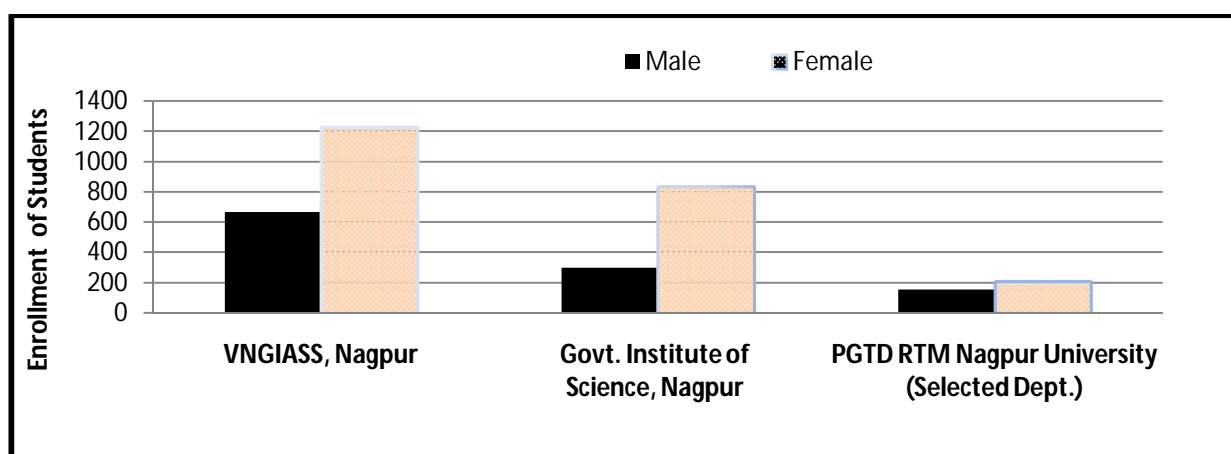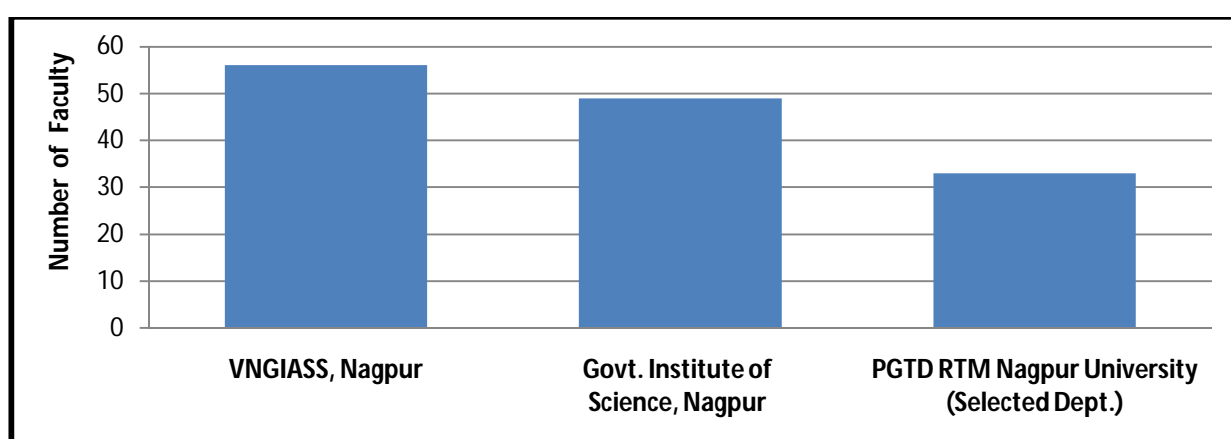

Figure3.3: Number of Faculty in Selected University and Colleges.

Figure3.4: Number of Faculty with Gender in selected University and Colleges.
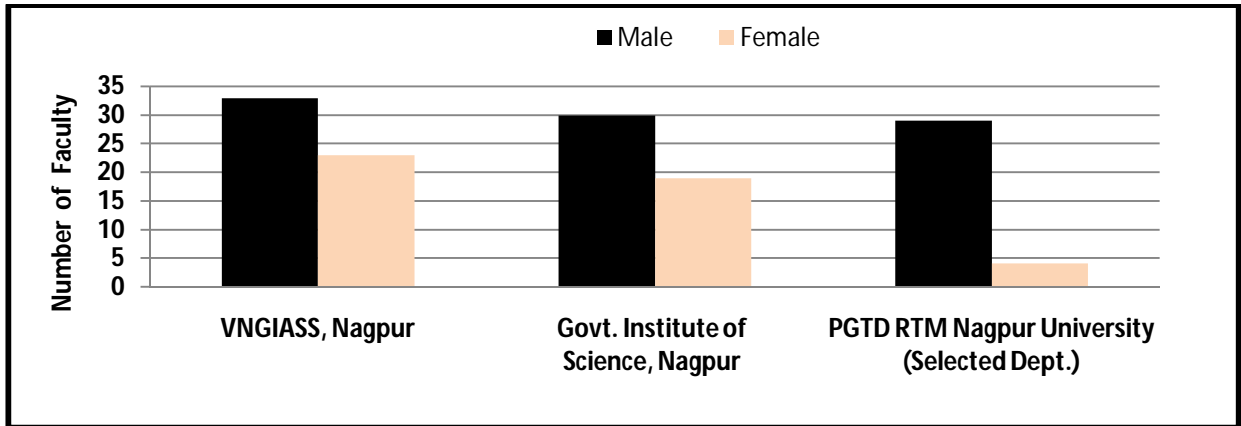
Figure3.5: Number of Non-Teaching Staff in selected University and Colleges.
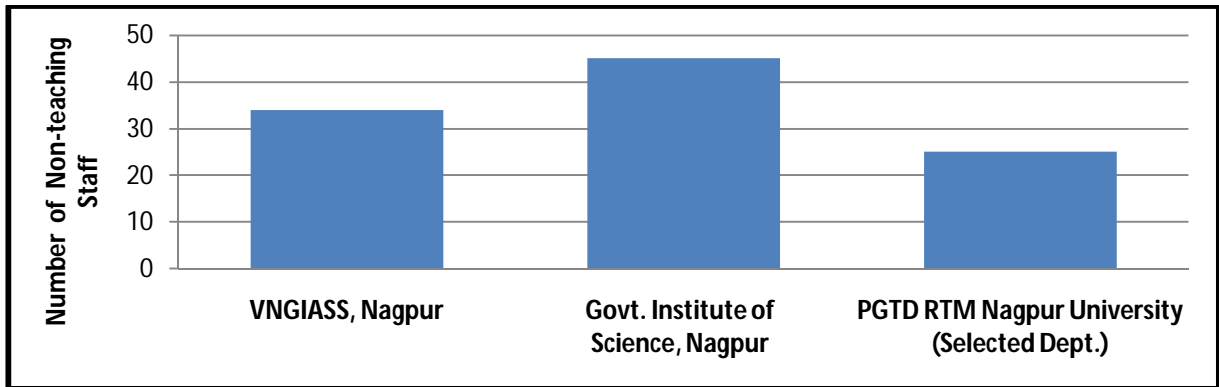
Figure3.6: Number of Non-Teaching Staff with Gender in Selected University and colleges.
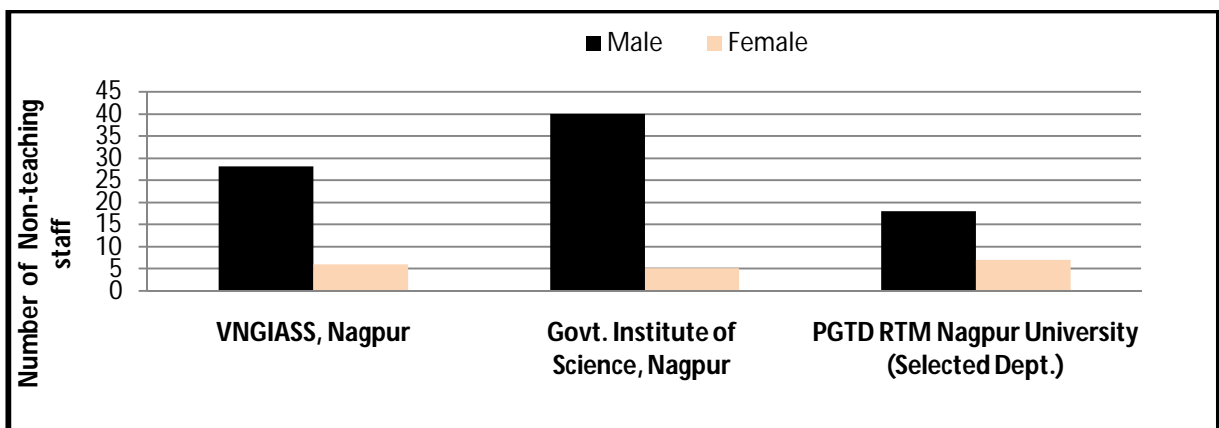
Figure3.7: Governance and Management of VNGIASS, Nagpur and Government Science College, Nagpur
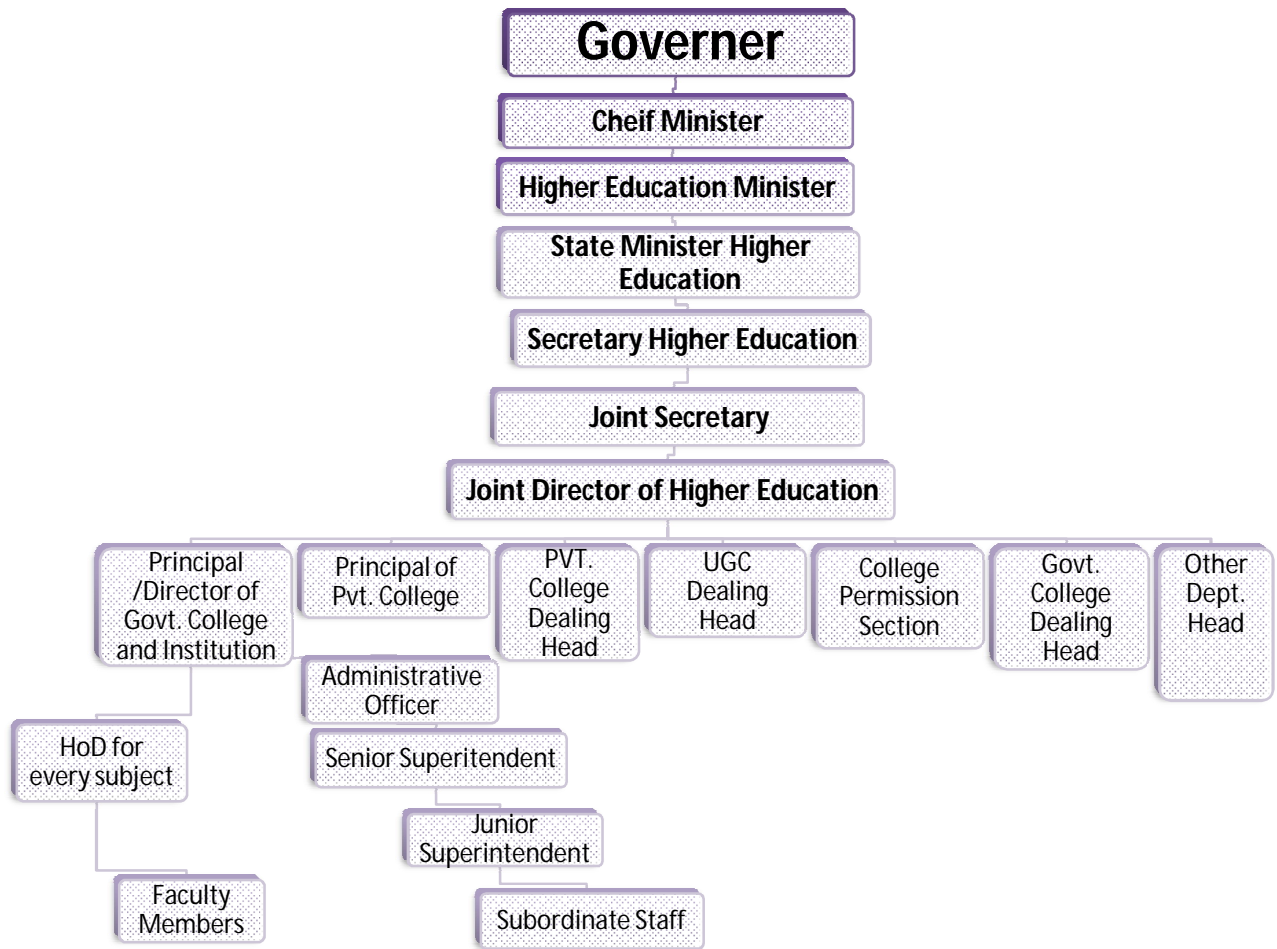
Figure3.8: Governance and Management of RTM Nagpur University
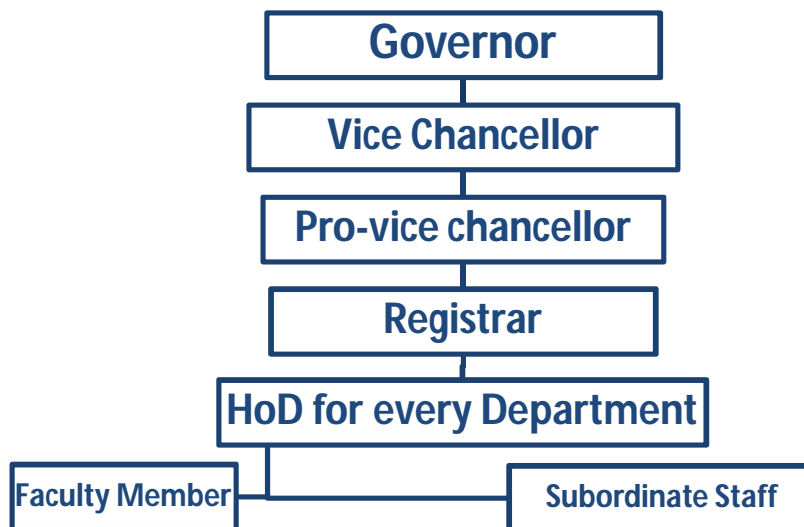
Figure4.1: Current Status: Nature of Diversity amongst the Student Social Group (2013-14)
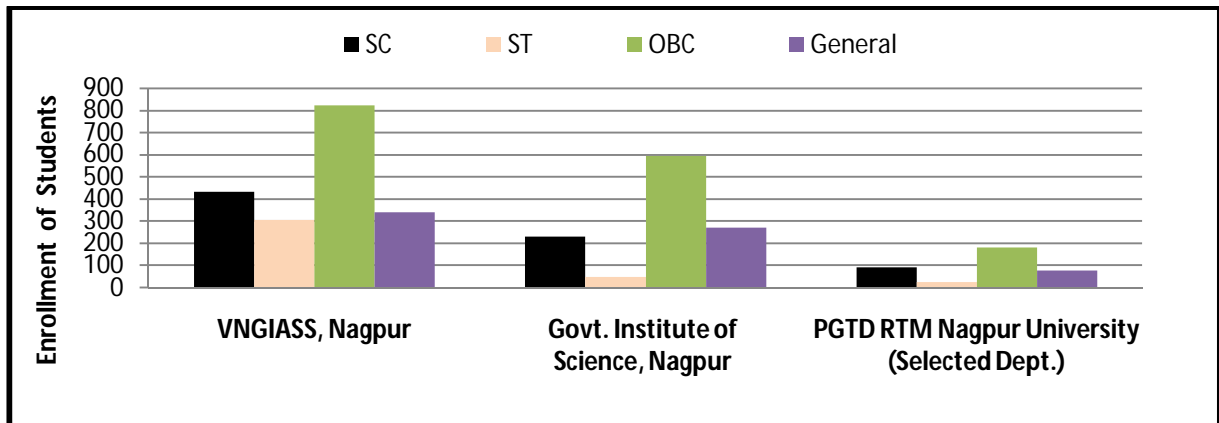
Figure4.2: Current Status: Nature of Diversity amongst the Student Religion (2013-14)
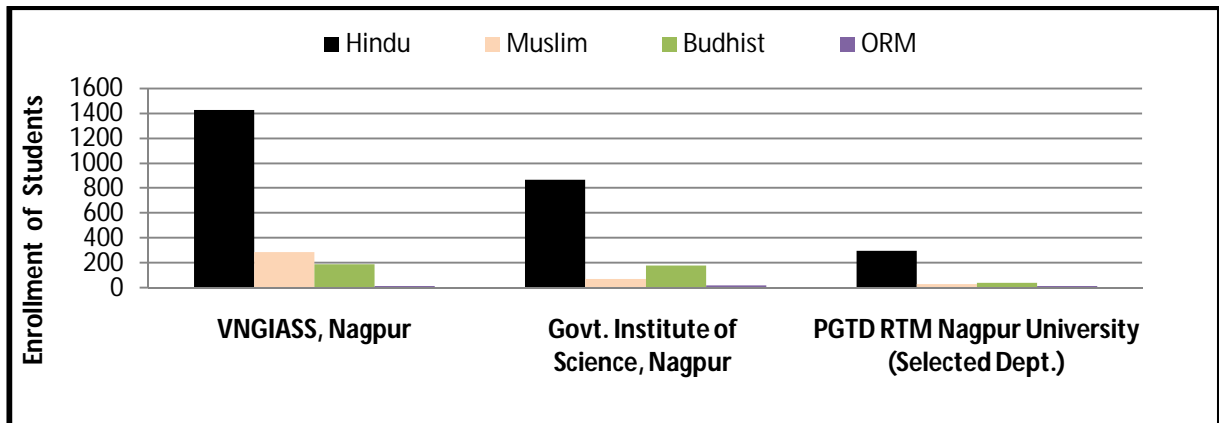
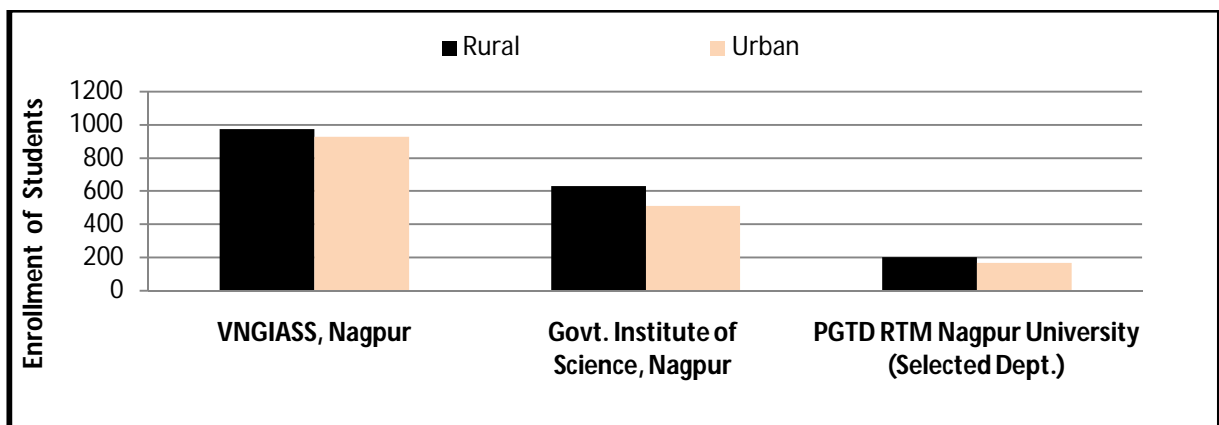**Figure4.3: Current Status: Nature of diversity amongst the Student Residential Location (2013-14)**

Figure4.4: Current Status: Nature of Diversity amongst the Student of Father Occupation (2013-14)
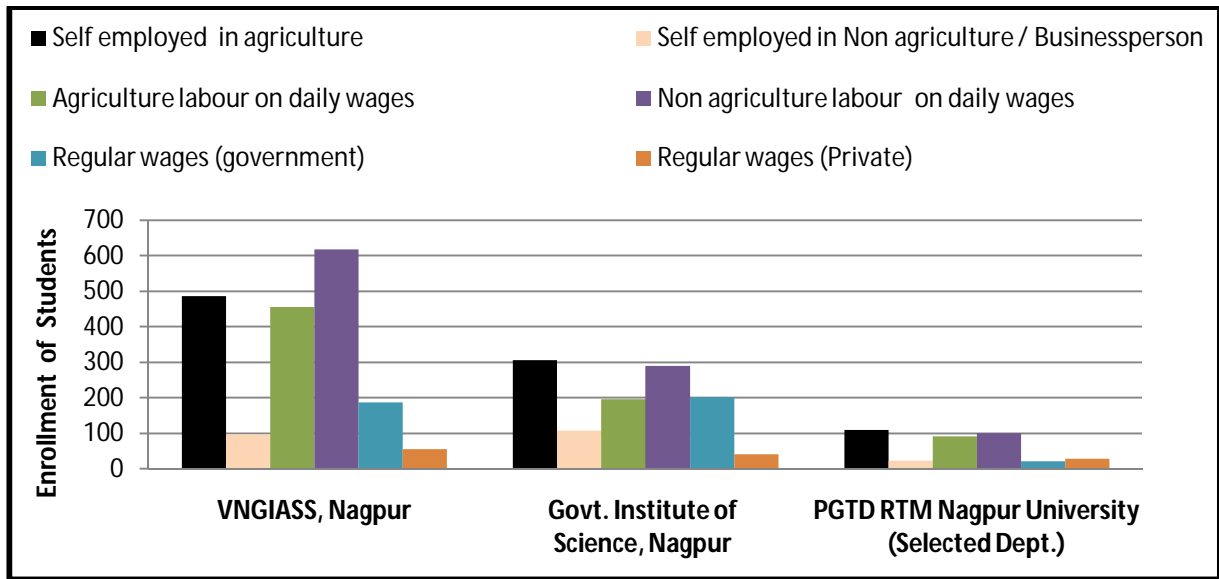

Figure 4.5: Current Status: Nature of Diversity amongst the Student Family Annual Income (2013-14)
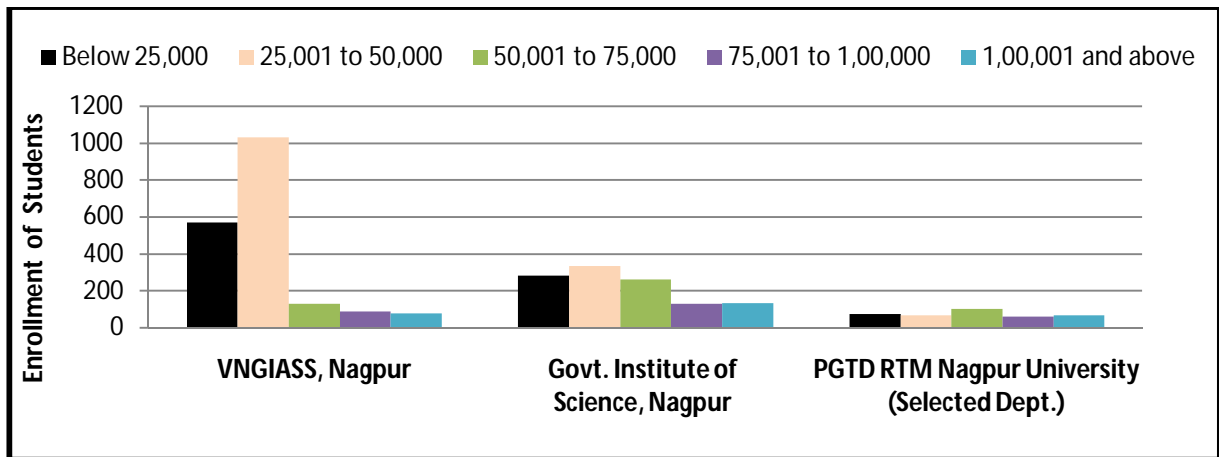

Figure 4.6: Compound Annual Growth Rate of the Students from 2008-09 and 2013-14 by Gender
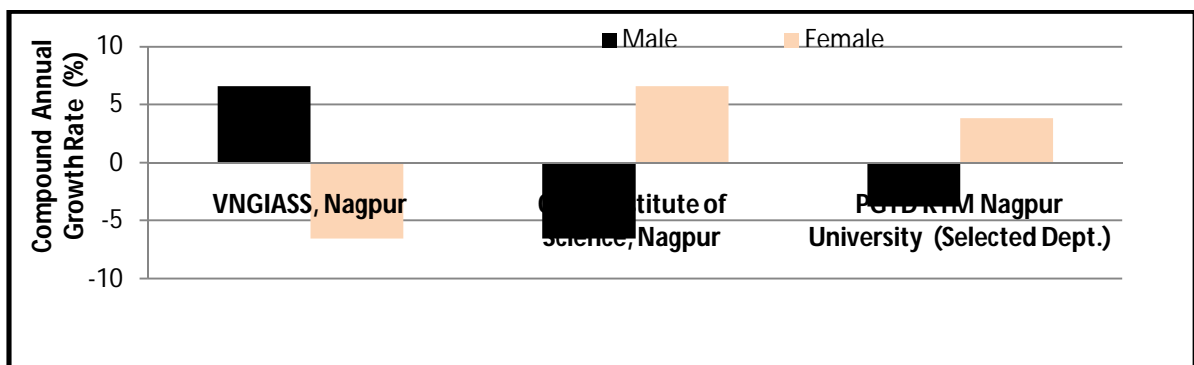
Figure 4.7: Compound Annual Growth Rate of the Students from 2008-09 and 2013-14 by Social Group
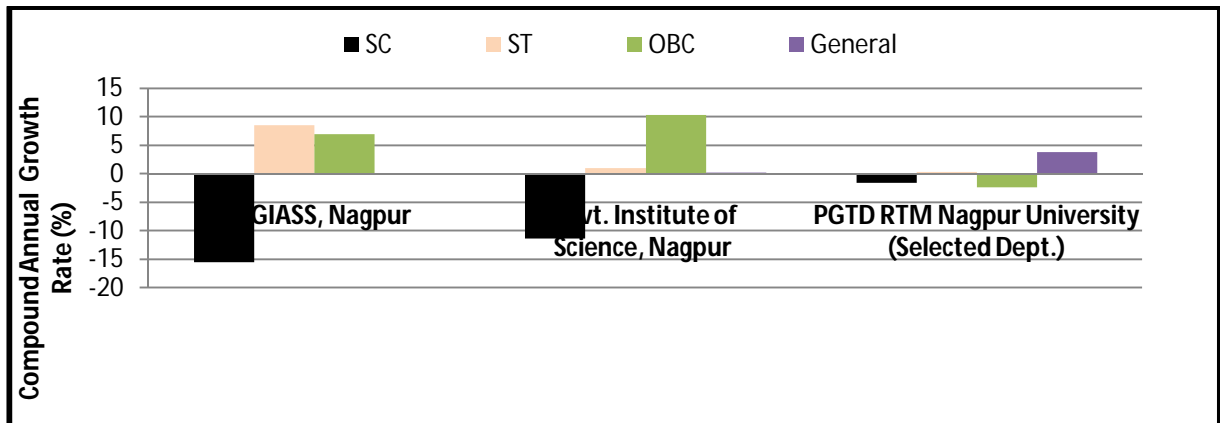

Figure 4.8: Compound Annual Growth Rate of the Students from 2008-09 and 2013-14 by Religion
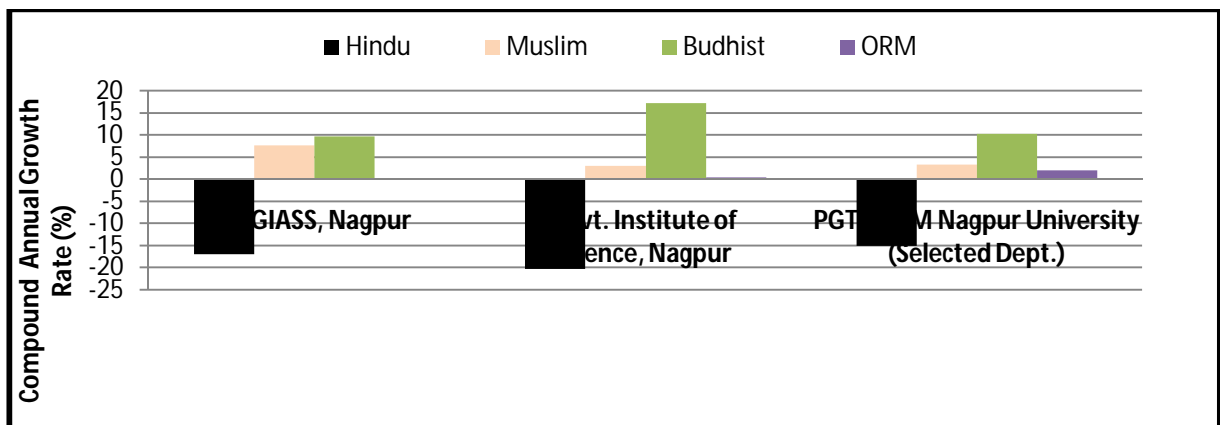

Figure 4.9: Compound Annual Growth Rate of the Students from 2008-09 and 2013-14 by Permanent Residential
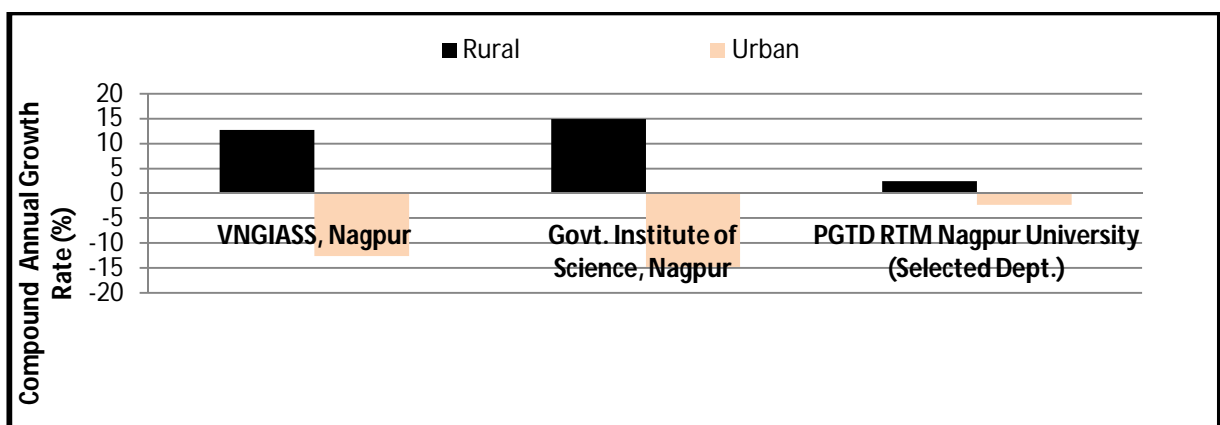
Figure 4.10: Compound Annual Growth Rate of the Students from 2008-09 and 2013-14 by Father Occupation

Figure 4.11: Compound Annual Growth Rate of the Students from 2008-09 and 2013-14 by Family Annual Income
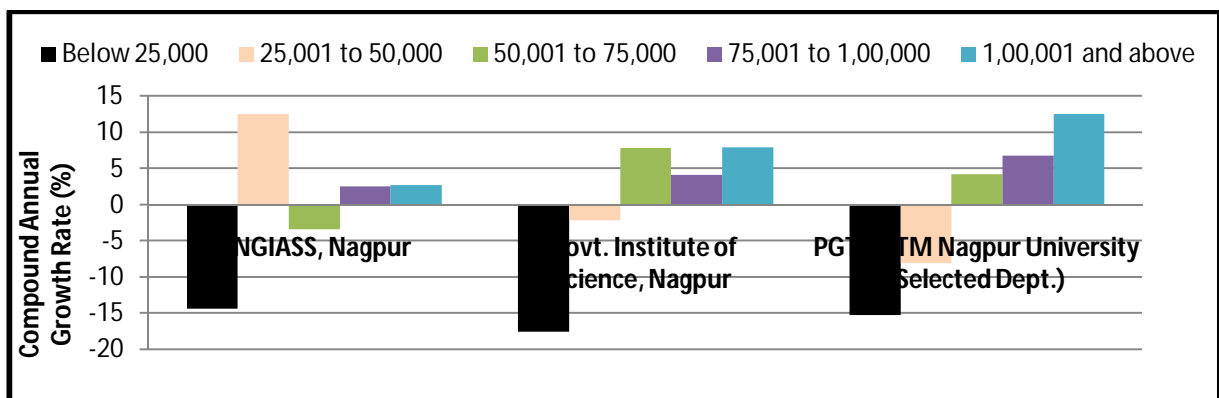
Figure4.12: Current Status: Nature of Diversity amongst the Faculty Social Group (2013-14)
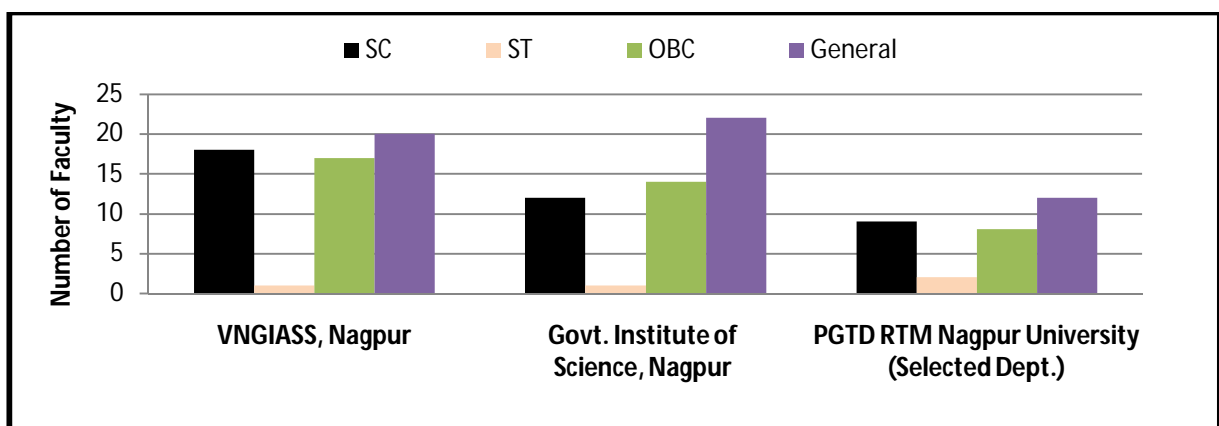
Figure4.13: Current Status: Nature of Diversity amongst the Faculty Religion (2013-14)
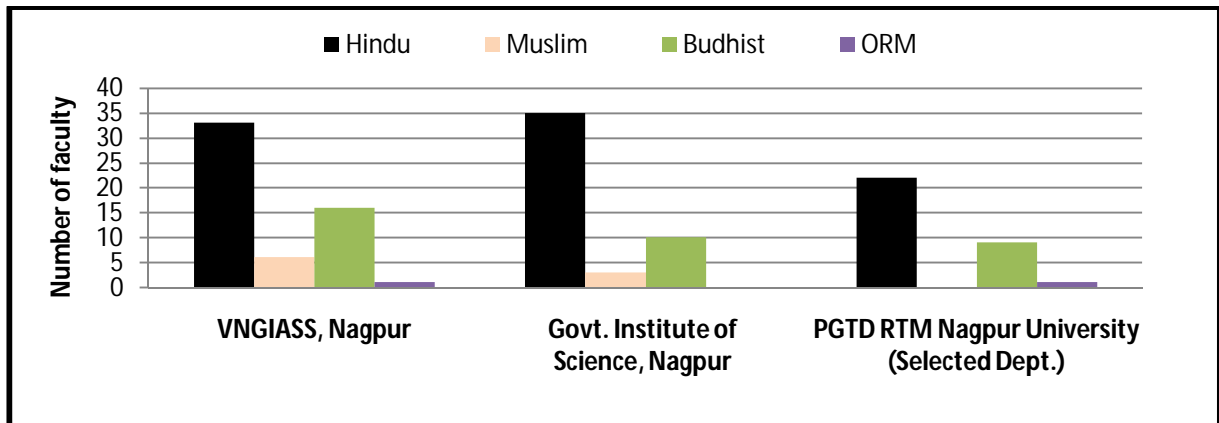
Figure4.14: Current Status: Place of Permanent Residence of Faculty (2013-14)
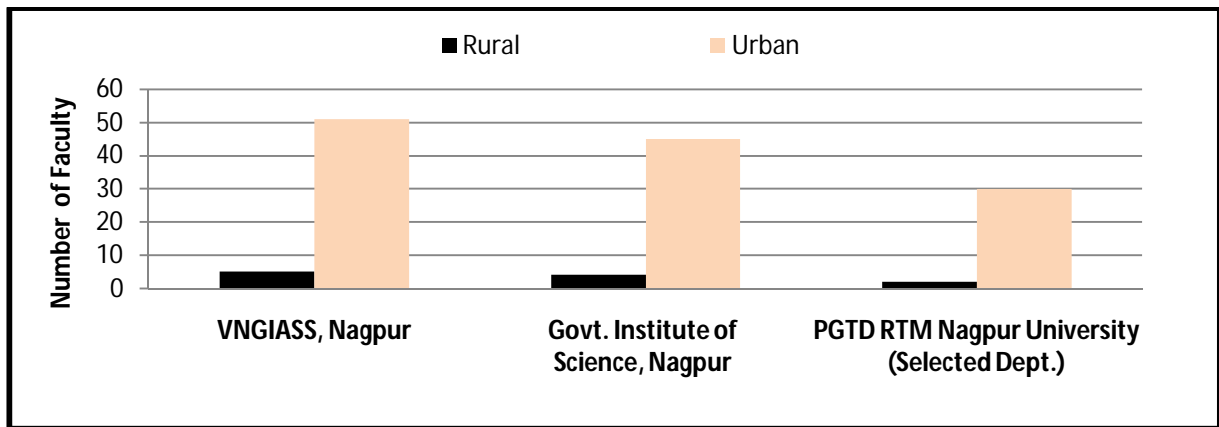
Figure5.1: UG and PG Students Gender Wise

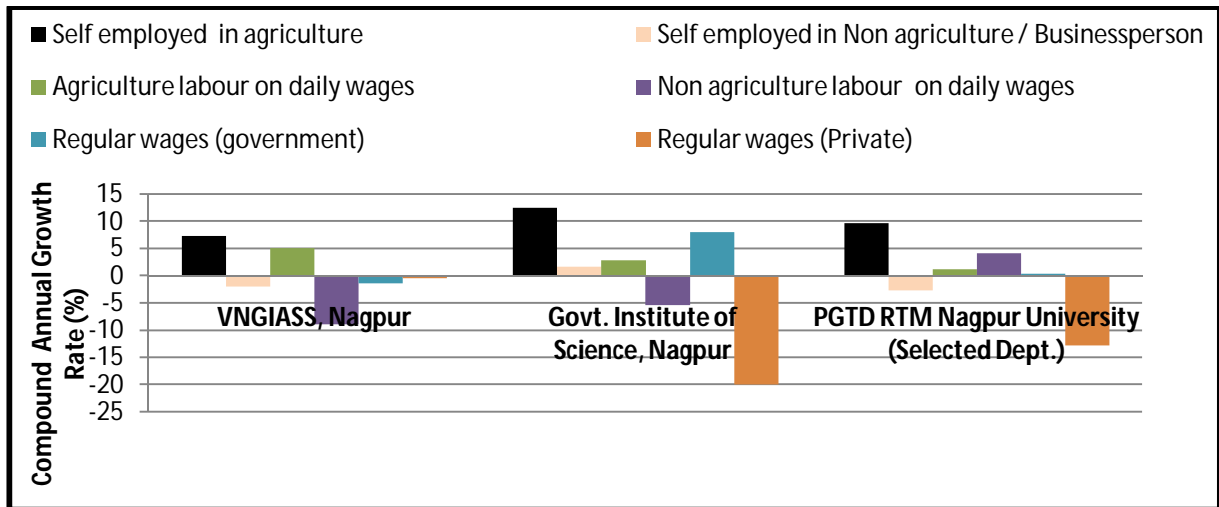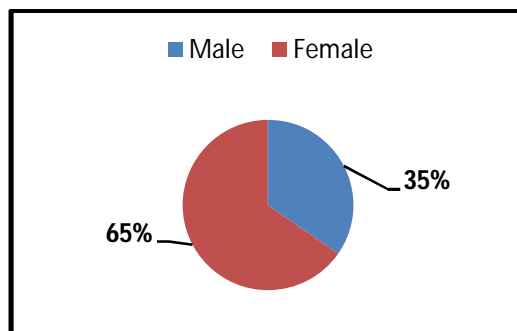**Figure5.2: UG and PG Students Social Group with Gender**

(Total)   **(Gender Wise Distribution)**
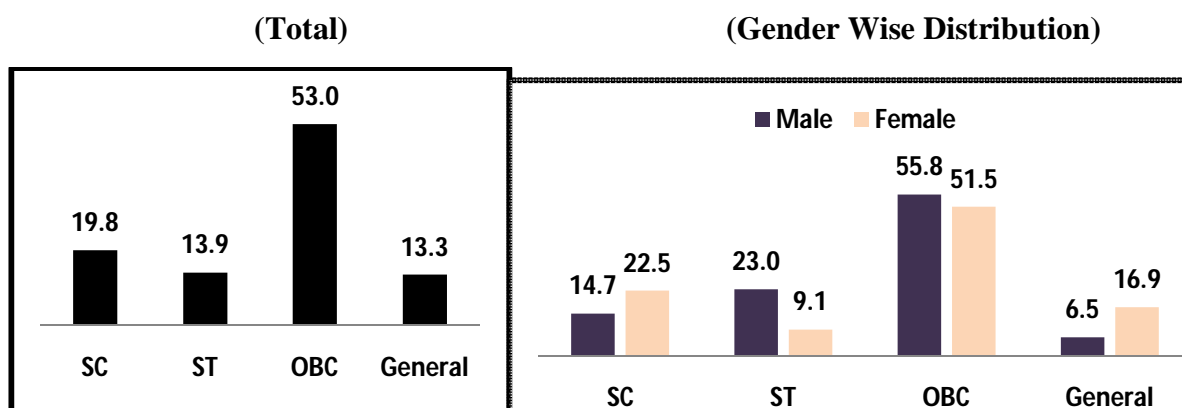
Figure5.3: UG and PG Students Religion with Gender

(Total)   **(Gender Wise Distribution)**
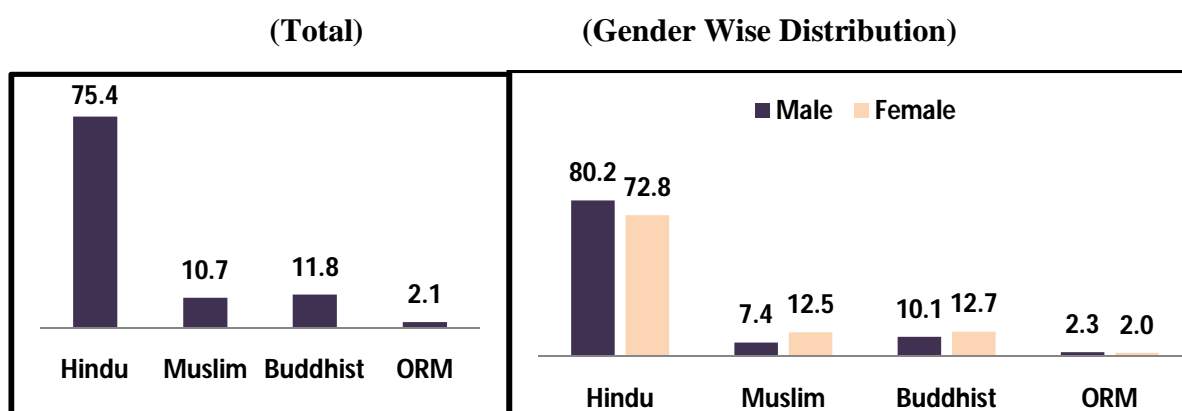
Figure5.4: UG and PG Students Permanent Residence with Social group
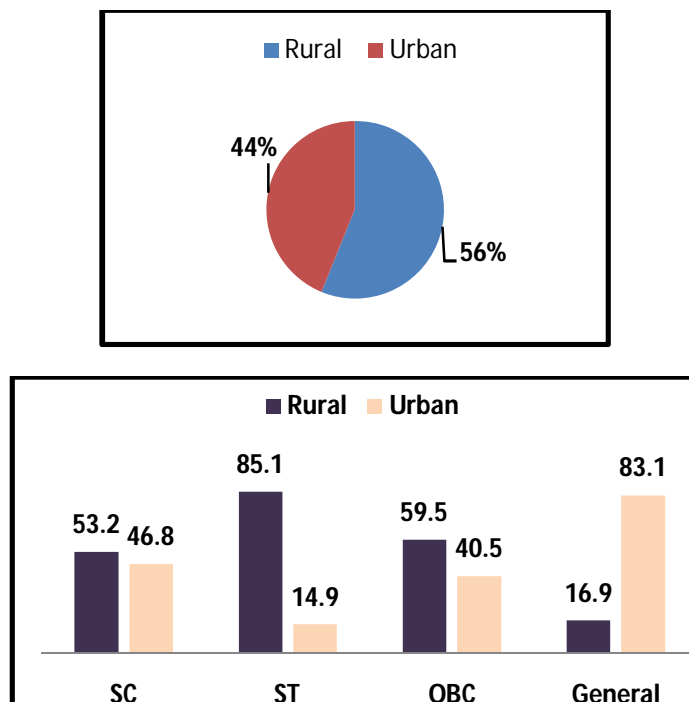
Source: Primary Survey   **(All data in Percentage)**

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Figure5.5: UG and PG Students Family Monthly Household Income

	Less than or Equal to 5000	2,001 to 10,000	10,001 to 25,000	25,001 to 50,000	50,001 and above
	17.3	26.9	21.6	25.8	8.5
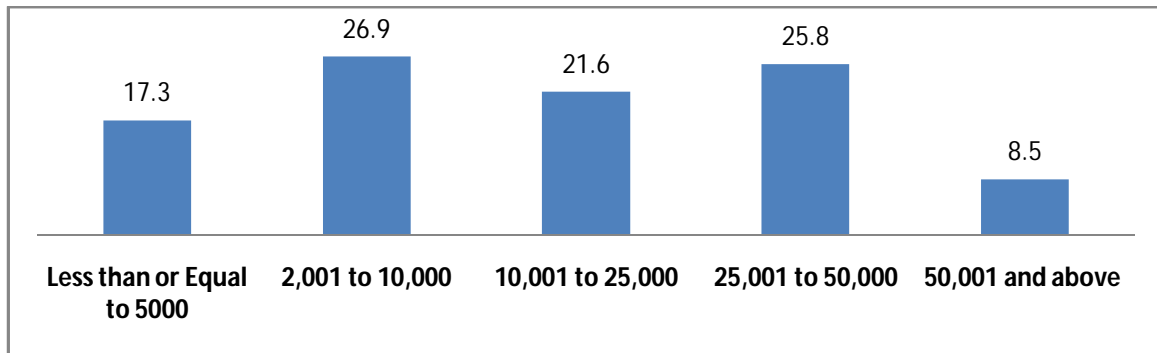
Figure5.6: Various Sources help from Career Guidance Event

School	58.3
My own College	50.9
Commercial centres/firms	29.7
Neighborhood association	16.6
Caste/Community Association	16.2
Religious forums/association	12.6
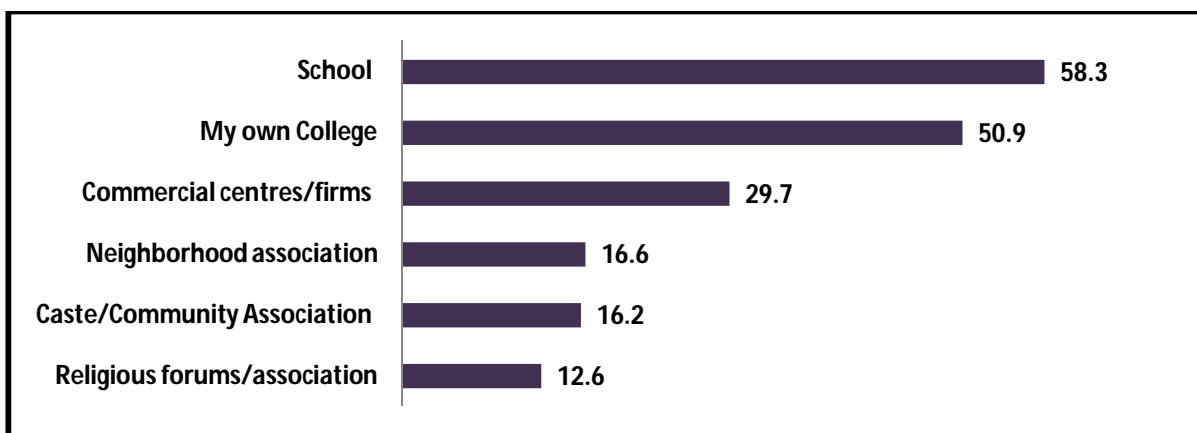
Figure5.7: Various Sources for getting Prospects of Course of their Study

Family members	51.4
Friends at school	41.1
Teachers in school	35.7
Friends outside school	26.9
I got information from the internet	21.9
People in the neighborhood	21.1
Teachers in coaching/tuition classes	17.0
I got information from college website	16.5
I got the information about college through Media	15.2
Religious gathering	5.0
Caste/community associations	3.8
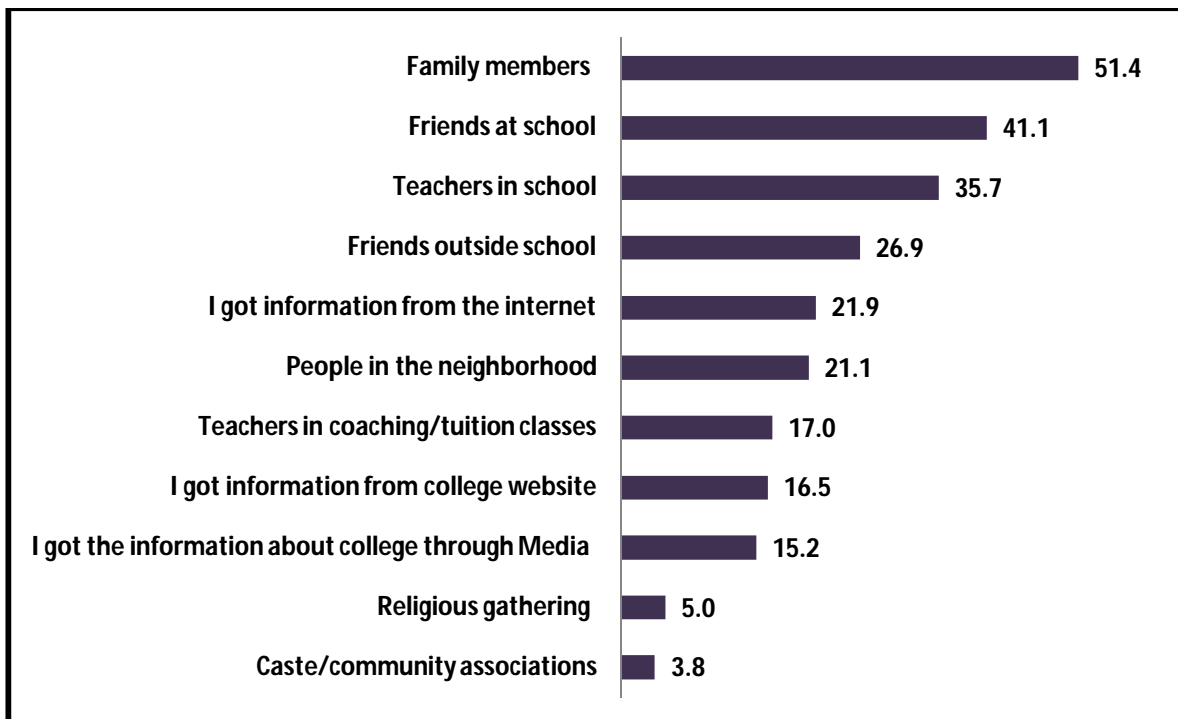
Figure5.8: Various Reasons for taking Admission to their College

Reason	Value
I got my first choice of subject	79.5
I got my first choice of college	73.6
I am able to afford the fees in this college	65.2
Entry requirements match with my grades/marks	43.2
College is more welcoming to social group I belong to	30.6
This college has hostel facilities	21.6
It was near my home/place of residence	19.7
All my friends are here	18.8
I could not join any other college because the certificate is with this college	12.7
I did not get admission in any other college of my choice despite applying	10.3

Figure5.9: UG and PG Students Benefit of Reservation Policy

(Total)   **(Social group Wise Distribution)**

Yes No

Pie chart: Yes 79%, No 21%

Bar chart (Yes / No):
- SC: Yes 92.7, No 7.3
- ST: Yes 100.0, No 0.0
- OBC: Yes 89.1, No 10.9
- General: Yes 0.0, No 100.0
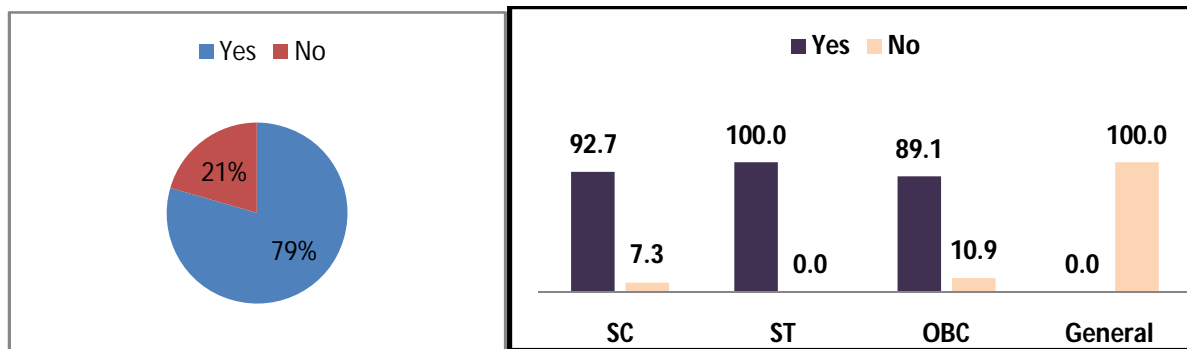
Figure5.10: Future Plans soon after Completing their Degree

Category	Value
Pursue higher studies	90.6
Prepare for Competitve exam	85.4
Prepare for Competitve text	68.2
Prepare for Competitve tests	57.4
I will get married	57.3
Pursue job oreinted certificate course	35.2
Attend soft skill training institution programme	27.7
Look for public sector employment	26.9
I will go back to my native place	25.6
Not yet decided	18.1

Figure5.11: Different Information Received from Orientation Programme

Category	Value
Library facilities	89.9
Rules, regulation and Code of conduct	77.7
Scholarships, fellowships, Internship	73.9
Job prospects of your course/college	60.8
Anti-Ragging Rules and Regulations	59.8
Committees and cells that deals with variety of student welfare issues	57.7
Placement opportunities	52.3
Rules against caste, ethnicity, gender based ragging	42.2

Figure6.1: Various Reasons for Selecting their Sitting Row

Reason	Value
Lecture and discussions would be more audible	61.1
To get more attention from teachers	52.1
No particular reason	35.6
To sit with friends	33.8
To avoid direct attention of teacher	13.0
Fear of harassment from other students	7.3
Due to Medical/Physical reasons	7.3

Figure6.2: Various Reasons Sitting Arrangement Based On

Reason	Value
Prior acquaintance	21.8
Rank order (entrance/plus two grades)	7.5
Economic status or parental occupation	5.3
Caste	3.7
Ethnicity	3.4
Religion	3.2

Figure7.1: Major factors deciding the Interaction in the Campus

Factor	Value
Students from my own course/subjects	62.7
Students with my own intellectual level	36.5
Students from my hostel	29.6
Students from school where I studied	29.3
Students from my region I am coming from	21.0
Students belonging to my own tribe	15.4
Students who belong to my own caste	13.8
Students match with my economic status	13.4
Students belong to my religion	13.0
None of the above	12.3

Figure7.2: Major Factors Why Not Interact with Students of Opposite Sex

Factor	Value
It's always better to limit ourselves in order to concentrate on studies	54.8
Students in general do not interact with the opposite sex	37.4
I don't have adequate skills to mingle with them	32.9
My parents do not like mingling with the opposite sex	27.7
Because of my economic status	16.1
They are always teasing	14.2
I feel they are not showing genuine interest on students from my background	13.5
Because of my caste status	9.0

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Figure7.3: Views on Roommate in Hostel

Category	Value
My class/batch	49.8
My Religion	33.8
My Region	28.6
My caste	23
My ethnicity	15.0

Figure7.4: Views on Informal Groups based on in Hostel

Category	Value
Issue-based	47.5
Ethnicity/Tribe	37.5
Caste	30.0
Region	25
Religion	20.0

Figure7.5: Views on Involvement of Campus Activities

Category	Value
I also participate in the activities	74.7
I also plan, coordinate and manage activities	55.2
I also train students in any of the performing items	41.3
I only watch the activities	36.6
I do not attend any activities	22.9

Figure7.6: Views on Informal Groups Based on in Campus

Category	Value
Issue-based	21.6
Caste	18.9
Religion	13.5
Region	12.2
Ethnicity/Tribe	10.8
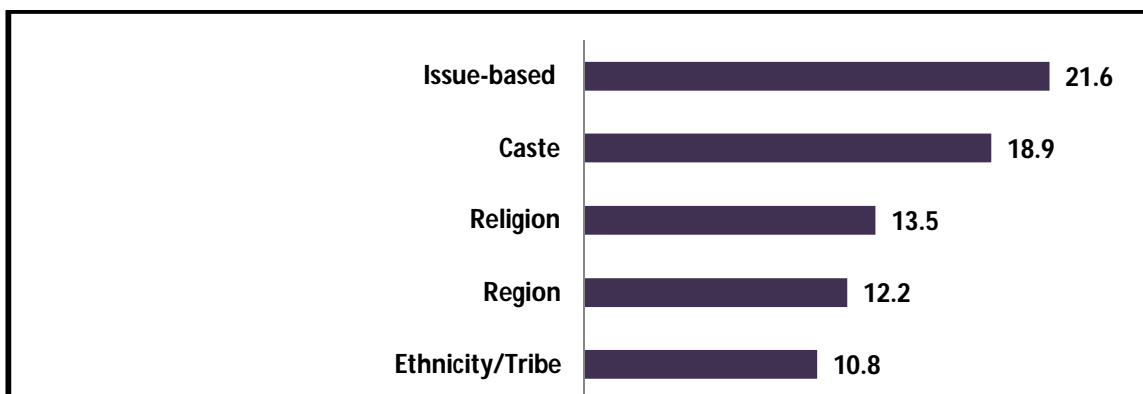
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