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

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Preface

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

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

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

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Contents

Chapter 1

Introduction

1.1 Introduction

The research project "Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Campuses in Delhi" is part of the ICSSR – CPRHE/NUEPA national research project on the topic "Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions" taking Zakir Husain Delhi College as the main field of study as this college exemplifies excellently the concept of diversity as including minorities that may not be otherwise available in other Delhi colleges. The national research project is based on the role of higher education institutions in teaching democratic values and training the same in the campuses in view of establishing an inclusive society of social justice in all walks of life.

The basic norm of this research project is UNESCO's notion of "democratic citizenship" as mentioned in its World Declaration on Higher Education for 21st Century (1998; Article Ie). In the context of Indian nation, this mission of higher education institutions is highly challenging as its culture is intertwined by both the elements of diversity and discrimination as the latter is based on the former in its hierarchical social establishment. It becomes further challenging as the present higher education institutional scenario is witnessing widening with its population from marginalized sections of the society as an upsurge against the traditional attitude of higher education as for elite.

The present project is an attempt to study the consequent issues of discrimination emerging in the contemporary educational scenario and prevailing in Indian campuses from direct interaction with students and the faculty members from the specimen campus selected across the country and to develop a policy in view of evolving democratic citizens of the nation through Indian higher education institutions. A part of the research is focused on the Delhi state taking Zakir Husain Delhi College as the field of study with the same objective of diversity in the college campus and the resulting tendencies of discrimination as the expression of inherent cultural instincts based on class, caste, religion, region, etc.

The present national empirical study on "Diversity and Discrimination in Higher Education Campuses" is intended to look into the issue of discrimination with reference to various aspects of diversity such as location, region, language, race, economic status, religion, tradition, culture and moreover, indeed, caste, the peculiar discriminative cultural practice of the sub-continent called India. It is also intended to attempt to trace the root cause of, especially in Indian scenario of discrimination, caste discrimination which is a peculiar brand issue of Indian cultural tradition and also to make some recommendations in view of establishing a well fare state through a proper value oriented higher education system. Liberty, Equality, and Fraternity should be considered as the fundamental democratic values to be cherished and practiced against all odds in order to establish a welfare state without any discrimination.

This introductory chapter is intends to analyze this issue especially as handled by various committees and commissions in Indian education system especially in post-independence era with their recommendations and suggestions. It is also intended to see the present phase of Indian education system under the impact of globalization and privatization and the guiding as well as remedial steps taken by the knowledge commission 2005 in the backdrop of Millennium Development Goals. The issue of discrimination can be identified as caused by both social and academic reasons. Certain academic procedure directly goes against the notion of diversity since it stresses on homogeneous evaluation system that is not suitable for the heterogeneous capabilities of the students.

The social or cultural diversity of students are often taken as categorizing them into upper and lower strata with the label of caste as causing inferiority complex among students of underprivileged sections and superiority complex among other students leading to insult with derogatory comments about the former and undermining them. In the case of caste culture it exhibits its absolute nature of discrimination causing mental trauma to students of underprivileged castes. This chapter gives a look into these aspects as viewed by various committees and commissions and their suggestions and recommendations to eradicate this academic and social evil.

1. Social: value oriented educational practical social skills

2. Academic: examination system – wastage and stagnation

Higher education plays the most important role in establishing a welfare state with the values of social and environmental justice enabling an individual to overcome the instincts of discriminating others for selfish needs and self-privileging and of preventing himself from environmental degradation activities. Human values and environmental values are reciprocal in the sense that both exclude selfish discriminative and exploitative attitudes and activities towards other human beings as well as nature. Man is not master of nature privileging him to exploit her resources in a blind and selfish way as well as of other human beings in the name of tradition, culture, priority, merit, capability, power, practicality, natural, etc. Higher education must impart value education in view of eradicating all these erroneous notions enabling a student to evolve to be a full-fledged human along with knowledge and skills in the respective field of the chosen discipline.

Value education does not mean simply imparting some knowledge by means of certain concepts through textbook teaching and testing them by theoretical examination since it amounts to checking only the memorizing capacity of a student and may fail to enforce it to practice in daily life. It is also accentuated by the general attitude that value knowledge is impractical as far as social life is considered. Values should be taught in the sense of personal and social challenges that are to be materialized in individual as well as social life taking and facing risk. Values do not exist in textbook or memory but in actual life as modes of interactions among human beings as well as towards nature. This sense is implicit in UNESCO's World Declaration on Higher Education for 21st Century (1998) as the aim of Higher Education is to train people to be true

democratic world citizens (Article 1e). However, value education includes making young minds aware of the existing social issues of inequalities, exploitation, marginalization, poverty, illiteracy and environmental degradation. It includes making students aware of the relevance and necessity of value practice for prosperity and well-being of individuals and society.

The notion of liberty, equality and fraternity will not be values until and unless they are attempted to be materialized. They become values once they are taken as challenges to be materialized fighting against the evil forces that stand against them. Social and environmental justice lies in this attempt of materialization. Value education is to train students to enable them to participate in these practical challenges. It is the universal materialization of the efforts in the domain of social transformation done by Dr. B. R. Ambedkar, of swaraj, self-rule, by Mahatma Gandhi, and of nation building by Nehru.

In this sense, along with value knowledge, value skills are also to be taken into account for imparting values in the genuine sense of values as lived reality matching with the ideals of Constitution. MHRD scheme of Rashtriya Uchattar Shiksha Abhiyan (RUSA) envisioned higher education as long-term capital investment for social justice, cultural emancipation and economic growth. Recent Indian higher educational scenario shows that people participated in this investment process with increasing enrolment rate from diverse sections of the society unlike in the earlier period right after begetting freedom. Affirmative action of reservation helped in this expansion with its rapid growth resulted by OBC reservation introduced recently in higher education institutions. From the present, massified Gross Enrolment Ratio (GER) of 25.8% (MHRD, 2018) it is expected to increase further to 30% by 2020. This scenario makes planning in higher education sector an urgent matter not in terms of diversification of number of institutions, disciplines, funding, resource persons, etc. only but value education as well since students enter into campuses from diversified social backgrounds and unequal cultural settings.

Students have to interact with each other from both rich and poor, urban and rural, high caste and lower caste, male and female, majority and minority religions, speaking international, national and vernacular languages, from regions of north, south, east and west and even from abroad, and of different races. Moreover, and above all, from reserved and unreserved categories, a caste based affirmative action with its own specific cultural heritage that no other country witness, at least, at present, though many countries have already taken steps for the smooth functioning of social and educational functioning of students transcending the above mentioned differences. In India this issue demands special treatment unlike other countries due to its caste-cultural heritage in the scenario of caste discrimination among students, between students and teachers and administration. In some universities across the country, this type of attitudes among administration and faculty has led to even cases of suicide of students from underprivileged sections of the society. Rohit Vemula from Hyderabad Central University is one of the recent cases of it that shook the national conscience.

Higher education campuses are likely to be more diversified than high or secondary education schools since the school students generally belong to local regions whereas in colleges and universities students come from non-local places. The local schools also include students from diversified backgrounds but, in case of some colleges or universities, it may go beyond language and culture and even race. Beyond this, the issues of diversity are more intensive in higher education campuses than in schools with reference to the age group the students belong to. In the later mental stages of adulthood students become more sensitive to the issue of identity in manifold dimensions such as individualistic as creative and social as historical. This sensitivity tends to affect negatively as inferiority complexes in case of students group from underprivileged sections if proper awareness of existing and possible diversity outcomes are not created, and its positive impact on self-confidence and dignity.

The issues of diversity pertaining to natural and historical causes are normal and common (in all higher education campuses in) all over the world and proper preparatory educational process can limit its negative consequences bringing more positive results of mutual understanding, tolerance, inclusiveness, developing respect for other's historical evolutionary states as well as cultural aspects. Nevertheless, in India this issue takes a crucial turn more than natural, historical, and cultural as making these aspects anchored on absolute criteria of caste differences. Language differences can be overcome by learning the local languages at least for communication purpose; cultural differences by cultural tolerance and practice; historical or evolutionary difference by learning and practicing and inculcating newer ways by the disadvantaged and by inclusiveness by the advantaged.

Caste differences as taken by birth become so rigid that discriminatory practices become absolute in nature. In Indian higher education campuses it is often found that caste discrimination leads to the hopeless tolerance of absolute withdrawal of committing suicide by the students belonging to underprivileged castes. So many cases have been reporting in India from IIT as well as IIM campuses including that of the most recent case of Rohit Vemula from Hyderabad central university. In this vicious context, the issue of diversity and discrimination in higher education campuses is intended to be analyzed particularly from the perspective of Indian caste culture as still prevalent in contemporary Indian higher education campuses. It is argued here that this discriminative causes are more serious and being necessarily negative outcomes due to the nature of their criteria as absolute and deserves serious attention and treatment from a different perspective in order to root out its causes which is being attempted here.

1.2 Literature Review on Diversity, Discrimination, and Equity in Higher Education Campuses

A literature review is carried out in this state project as introduction on the issues of the place of education in teaching democratic values in class rooms through an effective syllabus addressing student diversity with its emerging discrimination issues in the campuses from a historical perspective as policies envisioned and implemented in Indian higher education system. Indian education system right from its modern period of Anglicization has been noticing caste as the

most peculiar issue of diversity as well as discrimination in Indian education institutions as the cultural inheritance and influence of Indian society. The Hartog committee, the auxiliary Committee of the Simon Commission appointed by British Government in the pre independence era in 1928 – 29 mentioned the caste discriminatory issues in Indian education system recommending certain remedial suggestions.

The committee reported there are serious kinds of discriminations based on caste, religion and gender. The committee recommended that special attention should be given in case of the students from the lowest classes in order to avoid wastage and stagnation caused by and among them taking special steps in view of developing cooperative life among the students community as a whole. In view of this, the committee strongly recommended education for women, Muslims and Harijans. The committee reported that untouchability practiced in India was a great social evil and the people who are considered as untouchables were ill-treated in the society and its influence is found in educational institutions as well. It recommended that in order to remove this evil the students from the underprivileged sections should be given education along with other Hindu caste students instead of separate schools.

The Committee also recommended that other backward classes including Muslims who are mostly backward in education should be given preferential treatments and there should not be segregated education for them. The importance of women's education was recognized by the British Government by opening Bethune school far back in 1849 and recommended it in the "Woods Despatch" that contained educational development programme passed in 1854. Though more than half a century is over after independence these discriminative tendencies in the name of caste, religion and gender are still prevalent in Indian education institutions contributing to wastage and stagnation defeating the positive steps taken against them leading underprivileged students even to commit suicide. The Indian characteristic of caste diversity being absolute in nature it is fundamentally religious based on the notion of purity of priesthood and divinity of godhood which should not be contaminated by lower castes who themselves practiced the same cultural pattern of behavior inheriting the same hierarchical attitude as imitation of Brahmanical order and following the same mental attitude of purity and divinity. Since it has been inherited cultural pattern of Indian society it needs strong character formation of students from childhood itself against such social mind set.

In post-independence period various committees, commissions, and policies (such as University Education Commission 1948, Secondary Education Commission 1952-53, Education Commission 1964-66, National Policy on Education 1986, Review Committee 1990) have been reporting these cultural issues inherent within Indian education system and recommending certain remedial steps urgently to be taken. With the dawn of independence on August 15, 1947 emerged a new thinking to reform and recaste a system of education which may meet the new challenges, new aspirations and new needs of free India. The exercise of change started with the constitution of University Education Commission in 1948 with Dr. S. Radhakrishnan as its chairman. The Commission gave very useful recommendations regarding reform and change in

university and college education. The commission mentioned the secondary education is the weakest link to the university education system.

In the light of this suggestion another commission was set up as Secondary Education Commission under the chairmanship of another distinguished educationalist Dr. A. R. Mudaliar in 1952 to probe into the deficiencies of Secondary Education and to bring desirable changes in it. Secondary Education Commission in 1953, in view of eradicating traditional caste based ill habits of Indian society that is harming the all-round development of the nation recommended that character formation of students should be envisaged through every single aspect of school programme in view of building a better nation of moral courage of descent individuals. Commission recommended that it should be part of the responsibility of the teachers as part of methods of teaching rather than mere imparting of knowledge inculcating desirable values and proper attitudes and habits in the students. Commission emphasized that the teaching should shift from mere verbalism and memorization to enabling students through purposeful, concrete and realistic social situations. In order to enforce discipline, personal contact between teacher and the pupil should be strengthened; Self-Government in the form of house system with monitors as student councils, whose responsibility will be to draw up a code of conduct and enforce its observance.

After the two commissions of university education and secondary education a feeling emerged in the country that instead of having different commissions on different facets of education we should have a global view of education. After having considered the views of two Commissions on University Education and Secondary Education, the government of India appointed another Commission under the name Education Commission in 1964 to cover all aspects and stages of education with Dr. D.S. Kothari, the then chairman of U.G.C. as the chairman. Apart from having experts from India, the Commission included distinguished educationalists from UNESCO, the then USSR, USA, Japan, and England. In the history of Indian Education, it is the first Commission to make a coordinated and comprehensive survey of all the branches of education and it is termed as 'Bible for Teachers'. It was based on its recommendations the 1986 National Policy was formulated. In 1966 it recommended drastic reconstruction of Indian education with Equalization of Educational Opportunity as one of its most important recommendations. For equal opportunity of all, the Commission recommended free education for all and suggested to make, at least, primary education free before the end of the 4th plan.

All these three commissions gave very pertinent, meaningful and relevant recommendations to provide new directions to the prevailing system of education in order to meet changing needs and aspirations of society in order to overcome its inherent discriminative practices. Apart from bringing minor patches of change here and there the structure and system of education remained where it was. The target of compulsory universal education remained a dream. Vocationalization of secondary education was only on papers. Revitalizing the standards of education continued to be a slogan. Nothing was done to make education job oriented. The students of universities and colleges after completion of their education continued to be unsuccessful job-hunters.

The aims of higher education was never defined or concretized and a welfare state of liberty, equality and fraternity eradicating social discriminations remained a dream still to be achieved. Under this melee and dismal scenario of education emerged a new thinking from our then youthful Prime Minister Rajiv Gandhi. Immediately after taking over the reins of government he pledged to do something practically after evolving a new pattern of education through National Policy on Education. In August 1985 he came out with a document "Challenge of Education – A Policy Perspective". The emergence of this document was an important stage in the process of reviewing and reshaping the education system to enable it to meet the challenges of the future and also to improve its efficiency and quality. This document categorically stated that a policy takes concrete shape only in the process of implementation. On the basis of the viewpoints available from various social organizations, expert bodies like that of University Grant Commission (UGC), National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA) a new document titled "National Policy on Education" was thrashed and deliberated upon by the parliament in May 1986. In August 1986 the then Human Resource Development minister P.V. Narasimharao came out with a plan of action for its effective implementation.

The first document on national policy on education of ministry of education of Government of India release in August 1985 was titled "Challenge of Education: A Policy Perspective". It contained 4 facets of education such as 1, Education, Society and Development; 2, An Overview of Educational Development; 3, A Critical Appraisal; and 4, An Approach to Educational Reorientation. In the very first facet itself the document stressed on the aspect of value inculcation along with modernization of education signifying its role towards the goal of social development eradicating traditional hierarchical structure of society that undermines the majority section of the society causing its degradation. In the second area it mentioned the issues of retention and drop-outs; employment interface and vocationalisation of education as some important remedial steps urgently to be taken care of and implemented.

Based on this document Government of India released the National Policy on Education in May 1986. The policy stressed on re-shaping the education system in order to create a national environment for peaceful and harmonious development. It presented it content on various topics into 12 parts. The topic of "Essence and Role of Education" emphasized that education is essentially for all for the all-round development of with reference to both individual and society in both the aspects of material and spiritual. The acculturating role of education is to refine sensitivities and perceptions contributing to national cohesion, scientific temper, and independence of mind and spirit in order to further the role of socialism, secularism, and democracy enshrined in our Constitution. Its fourth part depicted the topic of "Education for Equality" laying special emphasize on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far. It stresses education for the various deprived sections of the society such as women, Scheduled Castes and Tribes, and other backward sections and people of backward areas, of Minorities, the Handicapped, etc.

The policy recommended that education should be used as an agent of basic change in the status of these varieties of sections of society. In order to neutralize the accumulated distortion of the past there should be affirmative action in favor of these sections of the society. The education system should play a positive interventionist role in the empowerment of these people. It should foster the development of new values through redesigned curricula, text books, the training and orientation of the teachers, management and administrators as an act of faith and social engineering. Women studies, Dalit studies, Social Justice Studies, etc. should be introduced as part of various courses and educational institutions as active programs for awareness and development. The removal of illiteracy and obstacles inhibiting their access to, and retention in, education will receive overriding priority through provision of special support services, setting of time targets and effective monitoring. It is to aim at their equalization in all the four dimensions rural-male, rural-female, urban-male and urban-female.

Priority should be given to opening educational institutions in those areas of tribal, educationally backward areas, rural areas, hill and desert districts, remote and inaccessible areas, islands, etc. This will naturally include in the interest of equality and social justice the constitutional guarantees given to the minorities to establish and administer their own educational institutions and protection to their languages and culture. Simultaneously, objectivity will be reflected in the preparation of text books and in all school activities and all possible measures will be taken to promote an integration based on appreciation of common national goals and ideals in conformity with the core curriculum. The objective should be to integrate the physically and mentally handicapped with the general community as equal partners to prepare them for normal growth and to enable them to face life with courage and confidence.

In the 7th part it dealt with the topic of "Reorienting the Content and Process of Education" stressing the aspect of development of sensitivity to beauty, harmony, justice, refinement. It stressed on value education by readjusting the curriculum in order to make education of social and moral values. In our culturally plural society education should foster universal and eternal values oriented towards unity and integration of our people. Value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Apart from these combative roles value education has got a profound positive content based on the heritage, national goals, and universal perceptions. Value education also should be oriented towards environmental values.

In 1970, Ramamurthy Committee was formed to review the National Education Policy and to recommend regarding revision of the policy and action necessary for implementation of the revised policy within a time-frame. Its report was titled as "Towards an Enlightened and Humane Society". One of the important recommendations of the committee was that steps should be taken in order to develop in students' qualities such as empathy, attitude towards profession, society and development of values. The committee recommended that teachers should be enabled to develop empathy and a social perception of the need profiles of children from different educationally backward sections of the society. On understanding of the status of

women in society and the need to introduce a gender perspective in all dimensions; perception of the interventionist role of education in a stratified society and the ability to give operational meaning to this role was an important aspect; a sensitive understanding of her role in a decentralized and participatory mode of educational management; ability in special areas such as pre-college education, education for handicapped children; reaching out to the unserved habitations and those sections of children who have not so far responded to schooling by organizing para-schools.

The present system of confirming children as educated by means of the present examination system based on memory power of students is against the very notion of diversity. Beyond the diversity of caste, culture, language and region or nation there is more fundamental level of diversity of individual capabilities. Every student cannot be evaluated based on the capability of memorization rather their various other abilities, skills, have to be recognized and nurtured through a new education system. Moreover, mere memory power does not amount to anything significant if that capability is not developed and evolved into execution level. It is one of the basic drawback of the present education system along with the lack of developing the former skill into execution level and neglect of other skills. Educational as well as examination reforms are necessary to make education more inclusive and to avoid the problems of stagnation and wastage and also to include marginalized groups into a proper educational process and skill development. This drawback in educational process leads to deprivation of large population of the people of the country in all walks of life in general and in education in particular.

Education system based on rote memory is the major cause of wastage and stagnation in Indian higher education especially among under privileged sections of the society. Any student who receives education at any stage is expected to complete his education within the prescribed period. If one withdraws from the course before completion then that individual is deemed to be wastage to the course or in education. Such students who do not complete the study of their curriculum cause wastage of the time, money, energy expended for them on that particular course. Hence the most popular use of the word 'wastage' in education means the wastage of time, money and effort. A rough and ready method to measure wastage is to compare diminution in enrolment from class to class in series of years.

Such wastage take place in higher education as there is gradual decrease in enrolment from first semester to that of final semester and it varies from course to course and also depending on the facts of gender, religion, caste, etc. However it should be maintained as part of inclusive approach a student is allowed multiple entries and exit in order to adjust with his circumstances that he cannot control as external situations such as diseases, death of parents or guardians and other ill facts. Stagnation also takes place in school level if a student fails the examination and repeats the same course. It was the Hartog Committee in 1929 for the first time pointed out that there is massive wastage and stagnation in education especially in primary level. It is also clear even now a days it takes place from the result of examination even in higher education. This is the great wastage of public money taking place every year in university education. There is

indifference shown towards the wastage of public money, time and energy in education system not only of teachers or institutions but also of students and their parents or guardians and also of their ambitions and aspirations. Some serious steps are to be taken to detect the causes of wastage and stagnation and to avoid it. The causes can be seen as economic, social and educational. Economic cause of stagnation is due to immense poverty of parents that they employ their children for domestic work and even for work outside.

Sheer free education would not help in this case but incentive should be given to the family as free supply of rice that is not only for the child but that include parents also according to the performance of the child in the school but if there is more than one child in the family the extra children will get rice only in proportion to one member in extra quantity for the whole family. Class and caste discrimination are also affecting wastage in urban and rural educational institutions in India in case of marginalized and poor sections of the society also gender discrimination in case of girls and minorities in case of religious discrimination and other ethnic groups. Lower caste parents are scared to send their children with upper caste students having fear of being tortured and insulted. Some cases are also reported that jat students torture dalit students in technology institute campuses so that they will not take admission. Muslim parents do not send their girl students to schools due to orthodoxy. Reservation should not be given to those students whose parents are highly employed in government sections.

Since caste discrimination still exists their children can only be given reservation if he could not make it into a standard job and life. 30% wastage is due to educational causes such as irrelevant syllabus, ineffective teaching methods, wrong type examination as evaluation of rote memory only, inadequate infrastructure such as building, ill equipped labs, outdated methods, dull and depressing environment, inadequate hostel facilities, overcrowded class rooms, increased number of single teacher schools, lack of pupil teacher contact, transfer of teachers, lack of mid-day meals, etc. with negative influences. Indian examination system does not keep in pace with the demands of the outside world and not scientific and comprehensive and not considering practical skills. It does not focus on the all-round development of the student that is in co-curricular activities, social-personal qualities, health status, and level of competencies.

In this system there is no place for performance of a student in full academic session. Scoring more and more marks in exams has become the only aim of a student. The entire education system is centered on written examination and rote-memory. It is restricted to only by-hearting or rote-memory. The innate talents of the students are not recognized and it marginalizes the talents of the entire nation. It only helps in classifying students wrongly as meritorious and slow-learners or pass and fail leading to unhealthy discrimination. It only tests the memory power of the student but not higher order skills of analysis, synthesis, problem solving, application, innovation, consequence anticipation, etc. All these skills should recognized as part of evaluation at least in higher education system - if not in unit tests which should be based on memory power but at least in the terminal examination and also performativity evaluation of the student for the entire session. It makes evaluation throughout, child friendly and stress free. Evaluation is

confined to giving marks and ranks. Ranking system gives pressure and stress to students. It recognizes and privilege only the one out of millions as first which is unscientific and manifestation of the illness of the society of the attitude of 'Aham Brahmasmi', hero worship, guru worship, etc.

University Education Commission in 1949 recommended that the work done by the students throughout the year should be given 1/3 mark. At least ¼ should be given to the students' class room and school performance and discipline and punctuality and behavior as a day to day evaluation by the teachers. Commission also suggested viva voce examination also should be part of evaluation. It is suggested her that in modern days a power point presentation should be part of evaluation as it shows the comprehensive capacity of a student along with precise point making, demonstration skill, articulation ability based on important points, etc. NCERT's National Curriculum Framework (NCF-2005) the source of a wide range of systemic ills in the public examination system which renders millions as 'failed'. The NCF also criticizes the examination system as an obstacle to curriculum reform. The systemic ills are manifested as the failure of students.

Right to Education (RTE) 2009 recommended that evaluation should include student's displays, projects, seminars, collection of information and reports. Evaluation should be continuous and comprehensive and it should be part and parcel of daily teaching-learning process and day to day activities. Evaluation should get extended not limited to paper evaluation but to observation, discussion, not-taking/recording, collection of opinion, based on peer groups, parents, etc. There should be open ended questions that ask student to think and write expressing their own views and indicators should be given for evaluation. It is suggested that activities like physical education, social-personal qualities, art, game, health and sports should not be limited as co-curricular activities but curricular activities as a full paper as optional for every student and there should be independent departments in every college or university in the sections of fine arts, games, sports, health and physical fitness or personality development, etc. limiting these activities as co-curricular is limiting the innate special skills of the students leading to drop-outs, personality underdevelopment, closing down of humanity activity and entertainment fields, unemployment, etc. it is the systemic ills of marginalization of innate skills. In addition to B.A., B.Sc., B.Com courses B.P. (Professional) and M.P. courses can be started and it can be added even in +2 level.

The Government of India has enacted the legislation Persons with Disabilities (Equal opportunities and Full Participation) Act, 1995 (PWD Act) to achieve the goal of providing access to free education in an appropriate environment to all learners with disabilities till s/he attains the age of eighteen years. The Individuals with Disabilities Education Act (IDEA) and its 1997 amendments make it clear that schools have a duty educate children with disabilities in general class rooms. National Commission on Special Needs in Education and Training (NCSNET 1998) and National Committee for Education Support Services (NCESS 1998) recommended that inclusion includes social inclusion, curriculum accessibility and emotional

inclusion with a specific focus on those who are vulnerable to marginalization and exclusion providing full personal, academic and professional development.

The concept of inclusion is often discussed as though it applies only to Special Education Needs (SEN) but it has much wider scope of all in all activities such as cultures, policies, and practices reducing barriers in learning and participation. Inclusion includes: viewing difference as resource to support learning rather than problems to overcome; acknowledging the right of students to education; emphasizing the role of schools in building community and developing values as well as in increasing achievement. Inclusion in education is one important aspect of inclusion in society. Lack of awareness, lack of attention, lack of interest, lack of training, negative attitude, are barriers for the practice of inclusion. The National Curriculum Framework for School Education (NCERT 2000) has recommended inclusive schools for learners with special educational needs by making appropriate modifications in the content, presentation and transaction strategies, preparing teachers and developing learning friendly evaluation procedures.

Marginalization is generally described as the overt actions or tendencies of human societies, where people who they perceive to be undesirable or without useful function are excluded, i.e., marginalized. Marginalization is generally considered as multidimensional, multicultural, historical phenomenon. There are no general laws to understand and comprehend the complex nature of marginalization. Marginalization can be due to class, in relation to specific social, cultural, economic and political conditions as well as ideological systems, social awareness and human action. Marginalization varies from culture to culture. Level of awareness among the marginalized groups plays very important role. Marginalization happens simultaneously at the micro and macro levels. Marginalization occurs at different levels, i.e. individual, group, community and global. Many communities as a result of globalization experience marginalization such as aboriginals or women too face discrimination in familial and social level.

Globalization has increased the gap between the rich and the poor. There are many types of marginalization such as social, political, economic, and causes such as prejudiced exclusion, globalization, and displacement for developmental activities. There are many marginalized groups such as women, people with disabilities, elderly, ethnic minorities, caste groups, tribes, etc. Education Commission 1966 stressed on equalization of educational opportunities. One of the important objectives of the education is to equalize opportunity enabling the marginalized, backward or the underprivileged classes to use education for the improvement of their conditions; recruitment of teachers from marginalized groups; providing access to technical, professional and para-professional courses and remedial programs to overcome psycho-social impediments.

The recent educational trends in India have to be understood in the light of the phenomenon called globalization and privatization and with curative measures taken by global leaders as the Millennium Development Goals against the ill effects of globalization. In the times of post-world wars almost all the countries generally showed tendencies of closed economy with a strong sense of nationality. The technological inventions both in the fields of industrial production and

communication opened up the developed nations to each other and to the underdeveloped nations looking for their products to sell out in the promise of participation in the enhanced economic and cultural life across the world. Excess of production in developed nation forced them to find market for their products in other countries and they used effectively the media of communication advertising of enhanced life styles and evolved transportation medium for volumes trade.

Globalization can be technically referred as the efforts of the International Monetary Fund (IMF), the World Bank and others to create a global free market for goods and services. In economic terms, it is understood as a rise in internationalized advertising and consumption pattern, a reduction in barriers to the free flow of goods, workers and investments across national borders. Soon it became the trends in developing countries and standard of higher qualities of life as the trends of globalization opening their markets for foreign products. Globalization generally means the spread and connectedness of production, communication and technologies across the world. In political terms, it is mentioned as a certain loss of nation-state sovereignty or, at least, the erosion of national autonomy and correspondingly the weakening of the "citizen". Now the trends globalization has reached beyond liberalization of markets, modernization, westernization, internationalization and universalization. Anthony Giddens described globalization as 'the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa'. In cultural terms, it is cognized as tensions between the ways in which globalization brings forth more standardization and cultural homogeneity and at the same time more fragmentation between local and global identities and also the merging of the global and local as "the glocal". Capitalist society become global and even communist countries embrace market economy with free trade.

Globalization offers immense opportunities but at the same time unforeseeable risks in the economy of nations and its negative impact is evident in the field of education also. Globalization affected many areas of life including education creating information based society. In educational terms, it is explained as educational agenda that privileges, if not directly imposes, particular policies for evaluation, financing, assessment, standards, teacher training, curriculum, instruction and testing. Development in technology and communication systems changed teaching and learning systems and the role of students and teachers. Reliance on electronic sources, such as video conference, and communication and information based technology, internet, television services, and media of mass communication changed the scenario of education even up to the extent of the situation that there is no need to be physically present in class room. Education is expected to shape students as global citizens of future world with new skills and global knowledge. It made it necessary to include subjects with global outlook enabling students' better life style, power and status.

The purpose of higher education is to make a significant contribution to economic development, social progress and political democracy with a vision of conformity with environment. Once this vision is lost economic development and social progress and democratic freedom degrade

environment along with the marginalizing tendencies toward marginalization of marginal groups. Globalization affected the field of education negatively as well in the form of marketization of information, corporatization of institutions and privatization of skills. Market oriented educational institutions got greedy on making fund than educating students. Due to free trade there is more competition and privatization in education section in the global capitalist market ending protection to education as a value. Private universities in India started cross cultural courses in order to enable students for higher education outside the country. The present global labor market looks for more skilled labors with more knowledge of languages, cultures and business methods from all over the world. It forced even local educational institutions to think in terms of global demands designing curriculum to teach internationalism and cross-cultural communication.

Higher educational institutions became the field of commodification and corporatization. The negative impact of globalization of free trade encouraged the State to withdraw from education sector giving way to privatization to run education as businesses in the name efficiency and utilization of resources. The present education scenario shows that private sector fails to achieve the aims and goals and purposes and objectives of education. Corporations operate on principles of cost reduction and profit maximization. This requires standardization and packaging of product in compact and measurable terms. It negates objectives of education as openness, inquiry, diversity, scholarship, research and limitless learning, disinterested learning. It make education elitist for the rich and the affluent and unapproachable by the poor. It is desirable that the state offer public services like education to remove these ill effects.

The Millennium Development Declaration was a visionary document which sought partnership between rich and poor nations to make globalization a force for good. The United Nations initiative of the Millennium Development Goals contained 8 international development goals which were officially established at the Millennium Summit in 2000 as Millennium Declaration to which its 192 member states and at least 23 international organizations have agreed to achieve by the year of 2015. The aim of MDGs is to encourage development by improving social and economic conditions in the world's poorest countries. The Millennium Goals were identified as,

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and women empowerment
4. Reduce child mortality,
5. Improve maternal health
6. Combat HIV/AIDS, malaria, and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

The developing nations are not seen as left to achieve the MDGs on their own but as partner in the developing-developed pact to reduce world poverty. There was emphasis on the role of developed countries in aiding developing countries as outlined in the eighth goal. Goal Eight sets objectives and targets for developed countries to achieve "global partnership for development" by supporting fair trade, debt relief for developing nations, increasing aid and access to affordable essential medicines, and encouraging technology transfer. However, the MGDs emphasized that individual policies need to achieve these goals and should be tailored to individual country's needs.

The changing global scenario especially due to the impact of globalization and UNESCO declaration of Millennium Development Goals (MDGs) 2000 for the improvement of quality of life world over to achieve by 2015 Indian Government had set up National Knowledge Commission (NKC) in 2005 by the then Prime Minister of India Dr. Manmohan Singh to look into matters pertaining to higher education in order to carry out reforms to satisfy the demand and the needs of the changing scenario of 21st century to attain by 2015 as 7% of Indian population enters into the level of higher education and launched its website in 2006. It was to consider possible policies to sharpen India's comparative advantage in the knowledge-intensive service sectors to make India competitive in knowledge economy. The commission was to recommend reform of the education sector, research laboratories, intellectual property legislation, and Government workings to be more effective, transparent and accountable and widespread sharing of knowledge through latest technological means to maximize public benefit and knowledge application in agriculture and industry.

In 2006 the Commission brought out a 'Report to the Nation 2006' with recommendations in the areas of libraries, knowledge, e-governance, translation, languages and national portals. The Commission's deliberations focused on 5 key areas such as, 1. Access to knowledge by the application of latest technology with reliable and regular flow of information; 2. Organization, distribution and transmission of knowledge concepts through education system covering school, vocational, higher, medical, legal, management, engineering, open and distance; 3. Knowledge creation; 4. Knowledge application; and 5. E-governance.

The Commission recommended reforms in higher education with the objectives of expansion, excellence and inclusion. For excellence it recommended the steps such as creation of 1500 universities and 50 national universities as 7% of Indian population enters into higher education level, establishing an Independent Regulatory Authority for Higher Education (IRAHE) and increase public spending and diversify sources of spending from both public and private. In order to achieve excellence it was recommended to reform curriculum at least once in three years, continuous internal assessment, transition to course credit system, and attracting and retaining talented faculty members. Establish Board of Undergraduate Education for affiliation of undergraduate colleges providing autonomy to them. For inclusion an admission policy preventing any financial factor as criteria for admission but social background with caste, religion and gender, family education history and income and location and medium of schools

and location of residence and physical disability with National Scholarship Scheme for students of weaker sections, locations and backgrounds.

Over the years there has been progress. The Mahatma Gandhi National Rural Employment Guarantee Scheme has increased rural employment reducing poverty in the nation. The Reproductive and Child Health Programme II, the Integrated Child Development Services and the National Rural Health Mission have resulted in massive result in health sector reducing child mortality, improving maternal health, combating HIV/AIDS, malaria and other diseases. It asserts that Rajiv Gandhi National Drinking Water Mission and the Total Sanitation Campaign addressed crucial MGDs. In the field of education, the Sarva Siksha Abhiyan, a national policy to universalize primary education has increased enrolment in schools moving towards the goal of universal primary education. In 1997 Government of India in its proposal for subsidies accorded higher education the status of "non-merit good" for the first time which need not subsidized by the Government at the same level as "merit good" which elementary education is.

Privatization looks into creation of quality higher education in order to make the country a knowledge hub which India is fast losing at a reduced cost to the exchequer. Government resources and supervision are not adequate and proper. Government looked for demand based policy toward private higher education and liberalization offering tax concessions and fiscal incentives. Education is both a private and social investment. It is the responsibility of the individual including student, family members, and even the employer and the society that include community and the state. Privatization is management by private sector with minimal Government intervention generating their own funds through higher fees, user charges, and full use of resources. Government allowed self-financing courses within government higher education institutions and converting Government aided private institutions into private self-financing institutions and allowing self-financing private institutions to expand as commercial private higher education institutions.

The factors responsible for privatization are various. Private ownership and control give more competitive efficient economic environment in terms resource, allocation and work. In order to provide India's population of 107 cores education privatization is necessary. Rapid growth of schools also seeks private institutions. India's spending on education is not more than 3.5% of GDP. The center itself concedes that the minimum should be 6%. It is below the international levels. Therefore there is a need to evolve policy through which private resources are mobilized. Education is no more a social good but an economic good or input contributing to the development of human resources. Private sector is the beneficiary of knowledge industry along with public sector.

Advantages of Privatization: Privatization with less dependency on government reduces the political intervention in administration, management and finance; decentralization and de-bureaucratization, educational reforms, innovations in teaching and evaluations, wide choices – tailor made services, competition, quality education and training, shaping of curriculum as per the needs of global, national and local, availability and better maintenance of resources,

transparency in procedures, fulfills the needs of globalization, liberalization, utility of human and physical resources. Disadvantages include: adversely affect poor; Undermine equity, diversity and openness, fairness and responsibility; Exorbitant fees will deprive many of availing education; Accountability problem. Courses in humanities and social sciences will be sidelined due to no economic gain; civic and democratic values may not get passed down; Job insecurity and staff retrenchment; Cost saving will lead to cost cutting; Collected funds may be misused by the owners; Favoritism towards family members and friends; Benefits remain unproven. In view of expanding role of World Trade Organization (WTO) higher education has become an item under it. Foreign universities are being encouraged to come to India to set up independent operations or collaborate with existing Indian institutions, institutes, colleges, universities. There is no need in FDI in education. The fixation of fees and admission will not be under state control though the merit needs to be justified.

New Policy Initiatives

In line with the goal of nation building, India has been committed to providing free and compulsory education to all children. Towards this end, Indian Parliament has enacted a legislation making free and compulsory education a Right of every child in the age group 6-14 years which has come into force from 1st April, 2010. Rashtriya Madhyamik Shiksha Abhiyan has been launched recently as a step to universalize secondary education. Simultaneously, efforts are being made to create a robust and vast system of higher and technical education.

Building upon the existing capacities and recognizing the immense contribution to nation building that the large network of educational institutions has made in the post independent India; the country has embarked upon a second phase of expansion and establishment of centers of excellence in higher education. It is envisioned that strengthening the two ends of the spectrum, namely, elementary education and higher/technical education would help in meeting the objectives of expansion, inclusion and excellence in education.

The Central Advisory Board of Education (CABE) is the highest advisory body to advise the Central and State Governments in the field of education. Recent years have seen certain important committees and commissions deliberate on education. National Knowledge Commission (2006) Report on higher education supports a strong reform agenda through public investment. Recently, the report of the committee on renovation and rejuvenation of higher education (Yashpal Committee) has recommended protecting the intellectual autonomy of educational institutions and the creation of an all-encompassing National Commission for Higher Education and Research (NCHER) to replace or subsume the existing regulatory bodies. The report talks about the concept of a university as a place where research and teaching become two important pillars of the creation of knowledge and should go together. It should provide practical training to the people that should be based on new knowledge and in response to social and personal needs. Most importantly, university should allow for the diverse growth of knowledge and should not lead to fragmentation of knowledge. It is, therefore, recommended that normally, no single discipline or specialized university should be created. There is also an idea that

undergraduate programs should be restructured to enable students to have opportunities to access all curricular areas with fair degree of mobility. The government has already initiated steps in the direction of implementing some of the recommendations.

1.3 Rationale of the Present Study

The goal of higher education is generally considered as double folded, viz. imparting knowledge and career preparation. In the higher education system as it has got specialization feature in a particular field the former goal is emphasized as far it leads to the second goal. Though we are not very far away from completing a century adopting such an education system social justice and development through evolving citizens of civic responsibility remains still a dream. The present scenario of Indian higher education institutions with reference to diversity and the consequent incidents of discrimination signifies the necessity of a third goal of democratic citizenship. In this scenario democratic awareness and civic responsible behavior has to be the core of higher education process. Higher education in India today fails to develop democratic citizenship and civic responsibility in individuals. Democratic values based on the notion that human as a sovereign subject and civic responsibility as a social skill are yet to be effectively taught and trained to students of this nation for its all-round development. Only such a reform in higher education system can ensure caste and gender equity, freedom and fraternity. Today our higher educational institutions are facing the growing issues of diversity, intolerance, discrimination, sexism and violence. There is no effective study took place so far for exposing this vicious campus climate. This knowledge gap indeed brings a barrier to envision an effective planning of higher education program. The current research project is an attempt in this way in order to remove the knowledge gap providing the picture of actual scenario of Indian campuses. The role of higher education can be re-planned based on the findings and conclusions of such a project in order to bring down the gap between the ideals in the Constitution and existing campus realities. In view of the third goal of democratic citizenship 5 major operational concepts are defined:

1. **Diversity** is defined in terms of caste, gender, ethnicity, religion, region and class.

2. **Discrimination** is defined as unequal treatment of equals according to one's own prejudices as "selectively unjustified negative behavior toward members of the target group".

3. **Campus Climate** is defined as the attitudes, behaviors, and standards of students, faculty, staff, and administrators individually as well as belonging to certain social or institutional group concerning perspectives towards individual needs, abilities and potential.

4. **Democratic Learning** is defined as knowledge assimilating process of values of liberty, equality, fraternity, sense of duties and rights, responsibility, humanity, and open-mindedness with willingness to collaborate with people of differing views and backgrounds in view of common solution for the social good developing a combination of skills, values and motivation. Democratic learning is envisioned as composed of 3 components:

- Knowledge: It focus on the result of teaching a curriculum that deals with civil and human rights, diversity of the society, inequalities, casteism, classism, racism, sexism, hetero-sexism, religious oppression, anti-Semitism. Such a curriculum aims at resulting the awareness of the discrimination involved in caste, ethnicity and religion and inter-cultural and transformative knowledge with a democratic attitude and willingness.

- Skill: Curriculum for education for democracy include strategic and pedagogical methods to develop individual capabilities as behavioral skills to deal with diversity and differences democratically in everyday life in society overcoming biases and prejudices that arises from social traditional identity with the ability to one's own prejudicial thought and discriminatory behavior.

  The pedagogical methods include inter-group dialogue on democratic principles, value concepts, power relations, dynamics of privileges and disadvantages of group identities such as caste, gender, ethnicity, race, religion, etc. with mixed peer group in view of respecting differences based on the democratic values of equality, liberty, justice, humanity and individual progress and development.

- Action: The third component motivates students to be in action mode as participation in community service, other activities that has got social and political impacts such as awareness program against social injustices, campaign to end poverty, protest against corruption, demonstration against injustice, University Community Partnership/ Engagement (UCP) program, etc.

5. **Civic Responsibility** means working with the universal principle of action as democratic engagement to result a joint as well as individual positive outcome in the civic life of community.

1.4 Research Questions

This research project broadly aims at 3 questions in view of answering them with a definite frame work of study.

1. What is the extent of diversity in Higher Education Institution in Delhi?

2. What are the nature and forms of discrimination in Higher Education Institutions in Delhi?

3. What are institutional policies and strategies to address diversity and discrimination?

Accordingly, the framework of the study is determined in 3 heads for survey and analysis.

1. Diversity of students, faculty, administrators, etc. as from different social and cultural groups on the campus examined in numerical representation.

2. Diversity and its effect such as attitudes, interactions, and experiences of students, faculty, administrators in the campus environment.

3. Role of universities, colleges, other institutions with reference to faculty and administrators as effective agents of democratization of individuals providing knowledge, value awareness, democratic attitudes, interactive skills and sense of civic responsibility.

1.5 Objective and Scope of the Study

The objective of the study is to develop an actual picture of the diversity existing in Delhi higher education campuses and the scope of the study is to formulate curriculum for teaching, methodology of instruction, module of practice and policy suggestions for civic learning and democratic citizenship. The specific objectives are

1. To picture the nature of diversity with its both positive as well as negative impacts.

2. To evaluate the positive impact of diversity in terms of the opportunities that it provide to a huge student population from its diversity in the modes of richness of its diversified cultural interactions and experience and knowledge generation.

3. To trace the negative impact of diversity as consequences of discriminatory behavior due to social diversity and its impact on academic performance especially of the marginalized students.

4. To suggest policies and practices in view of removing the negative impact of diversity in order to transform diversity as a fully positive state of affair.

5. To reform curriculum to evolve civic learning and democratic citizenship.

6. To suggest new methods of teaching and training to deal with diversity, differences, and discrimination.

The present study has got the scope of 10 outcomes:

1. This study culminates in the form of a report at institute or state level.

2. Dissemination of knowledge of a state level affair of educational scenario through seminars and workshops.

3. Participating in the seminars and workshops conducted by central research committee it enables to formulate a national level synthesis report.

4. It enables capacity building for the individuals that participate in the research study.

5. Individuals who participate in this research study also develop expertise in higher education issues as the field in which they work by means of participating in seminars and workshops as venue for knowledge sharing and interaction with other research teams from various states and institutions.

6. The collaborating individuals also get opportunities for policy level interactions during as well as after the study period at local as well as state of national level depending on demands as encouraged and facilitated by the central project team.

7. Based on the analysis of the findings by the research program policy briefs would be prepared and circulated for wider dissemination and immediate policy interventions.

8. Policy dialogue would be conducted depending on demands and political situations with higher education administration at university and state level with potential actors of higher education.

9. New educational and institutional policies in order to ensure that social and biological background of caste, religion, region, gender and race does not inhibit success within higher education and that colleges themselves become democratic institutions enhancing student life and campus environment.

10. Curriculum and pedagogy will be prepared in order to resolve the issues of inequality, violence, discrimination manifested in forms sexism, casteism, and classism in institutions as well as in the society.

1.6 Database and Methodology

This research program is the study of the state team of Delhi in collaboration with CPRHE/NUEPA central team based on the student survey of Zakir Husain Delhi College, Delhi University, New Delhi as a specimen of state educational institutions. The survey will focus on the diversity dynamics in the campus of higher education institution using both quantitative and qualitative methods. The case study will include students, teachers, and administrators in order to formulate an overall scenario of a higher education campus.

The study will be based on survey of students from various departments covering science, arts, and commerce and students comprising sections such as boys, girls, SC, ST, OBC and physically differently enabled and also includes various levels of semester.

Since the key focus of this research project is to understand issues related to diversity in Delhi educational institutions - one of the Delhi University constituent college namely Zakir Husain Delhi college is taken as the field of study. It is one of the oldest colleges in Delhi ranging far way back to 17th century and the college where mathematics and astronomy was introduced for the first time to students. In case of diversity it is an excellent example as it includes a great number of minority students unlike any other colleges of Delhi University. This college was initially conceived primarily for the sake of educational upliftment of the students for the walled City in central Delhi. Nevertheless, the contemporary scenario is very pathetic in the sense that students from this section of the society hardly manage to get admission in this college due to inflow from national basis as a central university college. It is also as special point of interest of research from social perspective to be addressed urgently. In case of faculty as one of the colleges where maximum numbers of reserved faculty members are recruited is in this college it is an excellent field of study to understand the institutional problems of the members from the marginalized sections of the society.

This study has adopted both the methodologies of analysis of primary as well as secondary data of both qualitative and quantitative data in order to get a clear picture of the issues of diversity and consequent discrimination if any which otherwise will not be clear from any one of the methodology exclusively. In primary data collection questionnaire for student survey up to 600 is administrated for collecting quantitative data. It includes various departments of science such as mathematics, physics, chemistry, botany and zoology; commerce including both honors and program courses, arts such as economics, history and political science and humanities such as philosophy, English, Hindi, Persian, Urdu, and Arabic from various semesters from III to V. For the sake of secondary data of quantitative data analysis student characteristic, faculty characteristics are secured as administration data in order to get information on composition of students, in terms of number of the students admitted in 2015-16 year by gender, caste, ethnic, religion, language, and economic background with regional pattern, occupational background of the student's parents, higher secondary marks secured by the students, and linguistic background. In case of qualitative data analysis it was carried out conducting interviews with faculty members belonging to various departments of science, commerce, arts and humanities from both male and female and from both senior and junior members from various categories of general, reserved such as SC, ST, OBC and minorities approximately 30 in number; cells and committees in-charges and interview with the institutional leaders of the college and focus group discussion with students belonging to various categories such as boys, girls, general, SC, ST, OBC and minorities.

1.7 Structure of Chapters

This research report is structured into 11 chapters including the first chapter of Introduction and the last chapter of Conclusion. The second chapter deals with higher education development in Delhi with reference to social history, evolution of higher education system, its quantitative expansion, and governance and management. The third chapter gives the profile of the case study institution, Zakir Husain Delhi College of Delhi University with the details of its history, courses and programs offered, student, faculty and staff strength, and governance and management. The fourth chapter gives the picture of diversity of students and faculty in the college campus. The fifth chapter is student's survey of profile and initial experience on the campus covering the aspects of pre-college background and initial days in the college. The sixth chapter is of diversity in relation to academic experience of the students in classroom, library, office and inter-personal relationship with teachers. Seventh chapter deals with the social life of the students in the campus with reference to peer group formation, intergroup interaction, and participation in co-curricular and political activities. The eighth chapter discusses teachers' views on teaching diverse student groups with reference to the changing scenario of student characteristics. Ninth chapter deals with diversity pattern in governance, management and professional development. Tenth chapter depicts the institutional response to diversity equity and quality. The last chapter gives the concluding remarks especially regarding the issues of diversity of students and faculty as the group-specific experience of students and faculty response. It also gives special emphasize

on diversity concerns of marginalized group members of students and faculty and institutional response to it giving policy messages and road map for diversity and equity in higher education.

Chapter 2

Higher Education Development in Delhi

2.1 Introduction

This chapter attempts to give the development of higher education in Delhi including some scenario that is related to the Delhi National Capital Region as well. This chapter discusses the topics such as social history of democratization in Delhi including the subtopics such as education, literacy and development; evolution of higher education system in Delhi; its quantitative expansion; structure of governance and management and state policies and programs. The democratization process that took place in Delhi is still a matter of controversy as a tussle between state and central governments. Though Delhi is a union territory it is unlike other union territories does not enjoy democratic rights being national capital that many of its powers are curtailed by central government. Education at Delhi is flourished both by state institutions as well as central institutions and admission in all these institutions are highly competitive as there is national level race for admission. Literacy in Delhi is above the national average though it is not a fully literate capital. Development in Delhi is also amazing comparing to other states in India especially with the developments in National Capital Region though with the consequence of high pollution even in the international level as one of the most polluted place in the world due to poor planning and implementation.

2.2 Social History of Democratization in Delhi: Education, Literacy and Development

The concepts of democracy, education, literacy and development are interlinked. Every society in the times of modernity as the period of enlightenment has undergone the process of democratization world over. Indian society witnessed the same process in the post independent period. Democratization is dialectically related to education as there cannot be effective democratic governments free of corruption and other malpractices without educated people with power of critical thinking, assessment and questioning. Uneducated masses can very well be handled under the illusion of the pseudo political promises and hypocritical practices in the name of democracy without ever getting it socially fulfilled. It has been the case with political activities in the name of democracy in the contemporary India. Only through a thorough education process this scenario can be changed. Education and literacy has got an essential link as medium of communication is the basic functional aspect of any education system.

Literacy is the minimum efficiency in handling the medium of communication. Indian scenario of poor literacy rate itself shows the pathetic condition of education in the nation. Education helps to bring literacy in the primary level and latter literacy brings upliftment in education into higher levels. In this sense education system in India has failed even to contribute to literacy efficiency in primary level that will boost education in higher level. Development of the nation is related to its literacy rate that enables to be highly educated that in turn enlighten them to contribute to democratic culture leading to the development of the nation. From basic education to literacy efficiency that leads to higher education is the path to democracy and development.

This process is well evident in the social history of democratization of in Delhi with reference to education, literacy and development. The high level of literacy in Delhi above the national average enabled it to be a city of educated people making them more democratically aware and even to exercise it in electrolyte process overthrowing corrupted political parties as it happened in the recent historical success of Arvind Kejriwal enabling to constitute government in Delhi. However, the very issue of democracy in Delhi is very crucial as far Delhi administration is considered as there is bureaucratic dominance upon it as Delhi is not a mere Union Territory as any other Union Territory is but capital city of the nation where the ultimate constitutional authority is President.

Delhi became the capital of the Empire of Illtutmish in 1220 AD. Delhi became Provincial City under the control of Baber in 1526. During Akbar's time Delhi became a part of 'Suba'. General Lake defeating the Marathas constituted Delhi as a Territory in 1803. After the Revolt of 1857, British Parliament annexed the Delhi Territory to the newly formed Lt. Governorship of the Punjab. When the capital of India changed from Calcutta to Delhi in 1991, Delhi Tehsil was separated from Punjab along with Mehrauli Thana as Chief Commissioner's Province. Delhi Laws Act came into existence in 1912 with certain laws applicable that were applicable to the State of Punjab. Delhi continued to be a centrally administered territory known as Chief Commissioner's Province under the Government of India Act, 1919 and 1935. Under the latter Act the Federation of India came into existence which comprised of:

a The Indian States

b The Governors' Provinces, and

c The Chief Commissioners' Provinces

However, under the Government of India Act, 1935 'States' were also known as provinces and larger Provinces were under the control of Governors and the smaller ones under Chief Commissioners. The latter were to be administered by the Governor General acting through a Chief Commissioners. Due to lack of coordination between various departments in the Government of India especially as far as Delhi was considered as the issue whether it should be placed directly under the Federal Government and separated from other Chief Commissioners Provinces or not, Dr. B. Pattabhi Sitaramayya chaired Committee was appointed in 1947. According to Dr. Ambedkar, Indian Constitution is both federal and unitary according to the requirements of time and circumstances. The idea of single citizenship under the Indian Constitution was to encourage a process of integration into a national identity. Dr. B. Pattabhi Sitaramayya Committee suggested keeping Delhi intact with certain special powers conferred upon the Central Government on it in view of both democratic rights of the people of Delhi and the status of the capital of India.

In 1950 Delhi became a Part 'C' State under the new Constitution of India which transformed all the Chief Commissioners Provinces into Part 'C' States. The Government of Part 'C' States Act provided Legislative Assembly for each such State. A unicameral, directly elected legislature,

with reservation of seats for Scheduled Castes, came into existence in Delhi in 1952. The law making power was subject to limitations provided in Section 21 of the Government of Part 'C' States Act, 1951. The States Reorganization Commission's Report, 1955 dealt with the subject of Delhi state with a peculiar diarchaical structure reconciling the central control over the federal capital with autonomy at the state level. However, by operation of Section 130 of the States Reorganization Act, 1956, the Government of Part 'C' Act, 1951 was repealed. In the absence of a saving provision, the Legislature constituted for Delhi came to an end. By virtue of the Constitution (Seventh Amendment) Act, 1956 the First Schedule provided only 2 categories namely the 'States' and the 'Union Territories'. The Act specified 6 such territories, including Delhi which thus became a Union Territory. By virtue of Delhi Municipal Corporation Act, 1957, a Municipal Corporation covering almost the entire area of Delhi (excluding NDMC, Delhi Cantonment Board and some areas of the Red Fort) was constituted in April, 1958.

By 1962, there came to be 8 Union Territories under the Constitution and a Constitutional Amendment was introduced that Parliament may by law create for any of the Union Territories a body whether elected or partially dominated or partially elected to function as a legislature for the Union Territories or a Council of Ministers or both with such constitutional powers and functions in each case as may be specified in the law. However, this said Article did not provide the same for the Union Territory of Delhi. The Government of Union Territories Act, 1963, applied only to such territories as were referred to in Article 239A excluding Delhi. The Delhi Administration Act, 1966 provided for a Metropolitan Council consisting of 56 elected and 5 nominated members with an Executive Council of 4 members to aid, assist and advise the Administrator in the discharge of his functions.

Though there were two bills, namely, the Constitution (47th Amendment) Bill 1978 and the Government of Union Territories (Amendment) Bill 1978 providing Delhi with a Legislative Assembly and Council of Ministers, both the bills got lapsed due to the dissolution of the Lok Sabha in 1979. In 1980 a decision was taken by the Government of India that there should be no change in the administrative setup of Delhi. In 1987, the Government of India appointed a Committee on Reorganization of Delhi to look into various issues connected to the administration of the Union Territory of Delhi and it rendered the report in 1989. The statement of Objects and Reasons appended to the Constitution (14th Amendment) accepted the proposal of the committee that the ultimate control and authority should be under the national government accepting the principle of associating the people by means of representative body as Delhi as a state of the Union though not in a full-fledged sense. Accordingly, the Constitution (74th Amendment) Bill, 1991 was introduced in the Parliament and was passed in both the houses as the Constitution (69th Amendment) Act, 1991, inserted after Article 239 A and came into effect in 1992 calling the Union Territory of Delhi as the National Capitol Territory of Delhi with the administrator designed as the Lieutenant Governor and Legislative Assembly with the provision that if there is a difference between the two it should be referred to the President.

Education

The National Capital Territory (NCT) of Delhi finds a supreme position in the education system of India. The city is home to renowned schools, colleges and universities, which attract thousands of students from across different parts of India as well as abroad. Every year, students come to pursue education in Delhi, to enrich their intellectual wealth. The institutes in Delhi offer quality education, with special consideration for the students' participation in extracurricular activities. The Directorate of Education is bestowed with the responsibility of promoting the cause of higher education in the National Capital Territory. It prepares comprehensive policy for Higher Education, which is imparted in a wide variety of fields including engineering, medical, law, education & teaching, nursing, computer science etc.

School Education in Delhi: Delhi is home to residential as well as day schools. Many schools in Delhi can be compared to the internationally acclaimed schools, in terms of quality of education and infrastructure. The CBSE schools in Delhi strictly follow the syllabus and examination pattern set by the Central Board of Secondary Education, while some of the schools also follow ICSE syllabus. Apart from government and public schools, many branches of Kendriya Vidyalaya (KV) are located in the city. Some of the top schools in Delhi are Delhi Public School (DPS), Don Bosco School, Angels Public School and Bal Bharti Public School. Delhi is dotted with numerous play/preparatory schools that concentrate on nurturing young talents. Mother's Pride and Shemrock are two of the most popular preschools in Delhi, with branches located across the city.

Higher Education in Delhi: Colleges in Delhi impart education in a wide variety of streams, including humanities, commerce, science, engineering, medical, law, journalism and mass communication, nursing, paramedical, polytechnic, fine arts, foreign language, computer science and technology etc. The colleges in the city offer full time as well as part time courses to the aspirants. Colleges affiliated to the University of Delhi (DU), including St. Stephen's College, Miranda House, Shri Ram College of Commerce (SRCC), Lady Shri Ram College (LSR), Kirori Mal College (KMC) and those affiliated to GGSIP University, including Vivekananda Institute of Professional Studies (VIPS), are some of the top colleges in Delhi.

The universities in Delhi are ranked amongst the top universities in India. These institutions provide educational opportunities in a wide variety of programmes, which range from professional to conventional courses, at different degree and diploma levels. Delhi University is the most popular university in Delhi. The educational institution, with as many as 83 colleges affiliated to it, offers regular courses in a number of streams, at the undergraduate degree, postgraduate degree/diploma and doctoral levels and a number of certificate courses as well. The School of Open Learning (SOL) of DU offers correspondence courses at different degree and diploma levels. IGNOU (Indira Gandhi National Open University), the topmost Open University in India, is also located in Delhi.

IGNOU, through its 21 schools in Delhi and 61 regional centers located across the country, offers courses at different degree/diploma levels, through regular as well as correspondence mode, majority of them being conducted through the distance education mode.

Guru Gobind Singh Indraprastha University (GGSIPU) is another popular university in the city. The educational institution, through its affiliated colleges, offers courses in a number of disciplines.

Jawaharlal Nehru University (JNU) offers courses at the post graduate degree and diploma level, in numerous disciplines though it is a research university.

Apart from the aforesaid affiliating universities, there are autonomous educational institutions in Delhi, which have attained 'Deemed University' status. These include Indian Institute of Mass Communication (IIMC) and All Indian Institute of Medical Sciences (AIIMS).

The overall education scenario is vast in both Government and private sector in both school level and higher education level. In Delhi in total there are more than 2000 schools belonging to both public and private sector including more than 100 government schools and 2333 private schools. Among them 1256 are CBSE affiliated. 15 ICSE affiliated. 1 State Board affiliated. 861 play schools. 921 nursery schools, 513 primary schools, 624 higher secondary schools, 693 senior secondary schools, 9 Air Force schools, 2 Army/Military Schools, 52 International Schools, 29 Montessori Schools, 34 Kendriya Vidyalayas, 2 Navodaya Vidyalayas, 6 Schools for Deaf and Dumb, 24 Schools for Physically Challenged, 11 schools for Gifted Children, 19 schools for Blind. In higher education sector there are 117 government colleges and 835 private colleges. Among them 141 UGC recognized colleges and 59 NAAC accredited colleges. In Delhi there are 276 private management colleges.

Literacy

The 15th official census in India was calculated in the year 2011. In a country like India, literacy is the main foundation for social and economic growth. When the British rule ended in India in the year 1947 the literacy rate was just 12%. Over the years, India has changed socially, economically, and globally. After the 2011 census, literacy rate India 2011 was found to be 74.04%. Compared to the adult literacy rate here the youth literacy rate is about 9% higher. Though this seems like a very great accomplishment, it is still a matter of concern that still so many people in India cannot even read and write. The numbers of children who do not get education especially in the rural areas are still high. Though the government has made a law that every child under the age of 14 should get free education, the problem of illiteracy is still at large. Now, if we consider female literacy rate in India, then it is lower than the male literacy rate as many parents do not allow their female children to go to schools. They get married off at a young age instead. Though child marriage has been lowered to very low levels, it still happens.

Many families, especially in rural areas believe that having a male child is better than having a baby girl. So the male child gets all the benefits. Today, the female literacy levels according to the Literacy Rate 2011 census are 65.46% where the male literacy rate is over 80%. The literacy

rate in India has always been a matter of concern but many NGO initiatives and government ads, campaigns and programs are being held to spread awareness amongst people about the importance of literacy. Also the government has made strict rules for female equality rights. India literacy rate has shown significant rise in the past 10 years. Here are some facts about different states literacy rate, Kerala is the only state in India to have 100% literacy rate. It is followed by Goa, Tripura, Mizoram, Himachal Pradesh, and Maharashtra, Sikkim. The lowest literacy rate in India is seen in the state of Bihar. We also need to think why is the literacy rate is low here in India compared to other developed countries. Basically the population in India is very high. Being the 7th largest country its population stands 2nd in the world after China. There are over 1 billion people in India. The number of schools and educational centers especially in rural areas is less. Even today many people are below the poverty line. Also people aren't aware that children should get free education according to the law.

The literacy in Delhi has risen steadily since the last decade, with 91.03 percent males and 80.93 percent of women literate — an overall improvement of 5 percent since the 2001 Census. The overall literacy level has also increased from 81.67 percent in 2001 to 86.34 percent in 2011. Meanwhile, the gap between male-female literacy levels in Delhi has dropped from 12.63 percent to 10.10 percent. Delhi's literacy levels are well above the national average, which currently stands at 74.04 percent. It may be kept in mind that the literacy rate is the percentage of literates to population aged 7 years and above. As may be seen, the gap between male and female literacy still persists but has gone down (by) 2.53 percent. However, this compares well with the National average, in which the gap is as much as 16.68 percent, the report states. The New Delhi district has the highest literacy level, with 89.38 percent of the population reported as literate, while the Northeast district fares the worst, with 82.80 percent literacy.

Development

The city that was once a Mughal city, then a British city, had by the 1950s emphatically became a Punjabi city as the consequence of refugee flow. The adjectives for Delhi also changed: what was once stately, languid and literary became boisterous, hearty and enterprising. And its map was transformed. As far the earlier state of Delhi is considered in North, in 1942, little existed beyond Civil Lines, a British-era neighborhood known for its "European-style hotels," including the famous Maidens Hotel. North of that was a vast tract of empty land on "Kingsway." This was earmarked for the Viceroy's house (which later became the Rashtrapati Bhavan), which was eventually built on Raisina Hill. Kingsway itself became home to the Kingsway Camp, Delhi's largest refugee camp. In the early 1940s, Lodhi Road could have been South Delhi. There were hardly any roads, let alone neighborhoods, beyond it. Even Lodhi Colony, the last residential area to be built by the British, wasn't on the map yet because it was only completed in the 1940s. The South Delhi of today was agricultural land in the 1940s, until the government started buying land there to permanently resettle refugees. Officials from the Ministry of Relief and Rehabilitation drove through these parts, and even rode through on horseback, inspecting land

for refugee colonies. Before 1947, Karol Bagh was Delhi's western limit. West of that was an expanse of empty land heavily dotted with trees in parts where all of West Delhi lies today.

Delhi, the brash, bustling Indian capital of today, was, in effect, born in 1947. In the wake of India's hellish Partition, thousands of Muslims fled, while Hindu and Sikh refugees poured in. Delhi took in nearly half a million refugees from Pakistan in those heady but brutal months before and after August, 1947. Large parts of today's Delhi grew out of the refugee camps that sprung up along its limits 69 years ago. By the middle of the 1950s, refugees moved into empty flats in Lodhi Colony and built homes around the villages in Nizamuddin and Jangpura: all of it on what was once the deserted south side of Lodhi Road. Change was also afoot deeper in Lutyens' Delhi. In 1951, Khan Market opened. The shops on the ground floor, and the flats above, were all owned by refugees. By 1956, southern Delhi began to take shape with the appearance of Lajpat Nagar and Defence Colony. But the rest of what forms South Delhi today was not on the map yet. Barring Malviya Nagar in the far south, where land had been allocated for industries, the South Delhi of 1956 was still largely made up of villages and splendid, ghostly tombs. Land in western Delhi was allotted to refugees after 1947. These refugee colonies, U-shaped with a park in the middle, became the template for subsequent neighborhoods, partly because they were built by the same urban planners who shaped Delhi through the 50s and 60s. But this was the beginning of Rajinder Nagar, West Patel Nagar, Moti Nagar, Rajouri Garden: overwhelmingly Punjabi neighborhoods that are today quintessentially Delhi.

By 1956, Delhi's northern limits expanded. The Indian government had allotted 2,000 acres of land to the Ministry of Relief and Rehabilitation to permanently resettle refugees, according to the 1951 Delhi Census. One of the earliest such colonies to come up was Vijay Nagar, west of Civil Lines. Model Town, further up, and to the west, was also on the map by then. Kingsway Camp, which is still on the map, would eventually become Guru Teg Bahadur or GTB Nagar. A decade from independence, Delhi was a different city. Wilderness and agricultural fields began to give way to residential suburbs, commercial markets and industrial zones. The population doubled: a spurt that hasn't been seen since, according to the Census. But the Muslim share of the population plunged from 33 percent to less than 6 percent.

2.3 Evolution of Higher Education system in Delhi: Role of State, Socio-Religious Groups and Private Sector

The National Council of Educational Research and Training (NCERT) is an autonomous organisation set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education. The major objectives of NCERT and its constituent units are to: undertake, promote and coordinate research in areas related to school education; prepare and publish model textbooks, supplementary material, newsletters, journals and develops educational kits, multimedia digital materials, etc. organise pre-service and in-service training of teachers; develop and disseminate innovative educational techniques and practices; collaborate and network with state educational departments, universities, NGOs and other educational institutions; act as a clearing house for

ideas and information in matters related to school education; and act as a nodal agency for achieving the goals of Universalisation of Elementary Education. In addition to research, development, training, extension, publication and dissemination activities, NCERT is an implementation agency for bilateral cultural exchange programmes with other countries in the field of school education. The NCERT also interacts and works in collaboration with the international organisations, visiting foreign delegations and offers various training facilities to educational personnel from developing countries. The major constituent units of NCERT which are located in different regions of the country are:

National Institute of Education (NIE), New Delhi
Central Institute of Educational Technology (CIET), New Delhi
Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal
Regional Institute of Education (RIE), Ajmer
Regional Institute of Education (RIE), Bhopal
Regional Institute of Education (RIE), Bhubaneswar
Regional Institute of Education (RIE), Mysore
North-East Regional Institute of Education (NERIE), Shillong

The National University of Educational Planning and Administration (NUEPA), established by the Ministry of Human Resource Development, Government of India, has its origin dating back to 1962 when the UNESCO established the Asian Regional Centre for Educational Planners and Administrators which later became the Asian Institute of Educational Planning and Administration in 1965. After 4 years of its existence, it was taken over by the Government of India and renamed as the National Staff College for Educational Planners and Administrators. Subsequently, with the increased roles and functions of the National Staff College, particularly in capacity building, research and professional support services to governments, it was again renamed as the National Institute of Educational Planning and Administration (NIEPA) in 1979. It is a premier organization dealing with capacity building and research in planning and management of education not only in India but also in South Asia. In recognition of the pioneering work done by the organization in the field of educational planning and administration, the Government of India have empowered it to award its own degrees by way of conferring it the status of Deemed to be University in August, 2006. Like any Central University, NUEPA is fully maintained by the Government of India.

Indian Parliament in the 24th year of the Republic of India enacted the Delhi School Education Act, 1973 and the Delhi School Education Rules, 1973. This act provides for better organization and development of higher education in the Union Territory of Delhi and for matters connected therewith or incidental thereto by the Directorate of Education, Government of NCT of Delhi. The Act formulates the guidelines for the functioning of the Department, viz., Regulation of Education, Establishment, Management, Recognition, Upgradation, Terms and Conditions of the service of the employees, Admission to schools and fees, Taking over the management of the school, Opening of new schools or classes and closure of existing ones, Code of Conduct for

Teachers and other Employees, School fund, Duties and responsibilities of Schools Managing Committees, Inspection of Schools etc. Education holds the key to economic growth, social transformation, modernization and national integration. The National Policy on Education formulated in 1986 and modified in 1992 aims to provide education of a comparable quality up to a given level to all students irrespective of their caste, creed, residence or sex. It aims at promotion of a national, a sense of common citizenship and composite culture and strengthening national integration. It lays stress on the need for a radical transformation of the education system to improve its quality at all stages and gives much greater attention to Science and Technology. All children are proposed to be provided free and compulsory education up to 14 years of age. The Directorate of Education earnestly endeavors to implement the policy.

Board of Higher Secondary Education (BSHE) Delhi is established for development of education under the guidelines of National Policy on Education, 1986, Government of India and programme of action, 1992, Government of India. It has been constituted to regulate non formal Primary, Middle, Higher Secondary (10th), Senior Secondary (12th) education and other vocational courses (Under Self Employment Education Scheme) in India with the help of educational experts to educate uneducated boys, girls, men and women to uplift the literacy in India. So that they can serve society effectively and with dignity. Board may impart education with international techniques.

BHSE Delhi board is an autonomous body and all educational boards / universities which are autonomous bodies in India have discretionary powers. According to these powers, every board / university / state Governments/ Central Government of India have the liberty and right to take their own decision either to allow or refuse any admission / service. But we do our best to make success the non formal education programme. All the education programmes run by the board is board's own autonomous education programme. Legality, Validity, Utility of the education programme is in strict conformity with the constitution of India and law of the land under Article 19(1) G, 29 & 30.

Socio-Religious Groups

The significance of socio-religious groups is very prevalent in Delhi education scenario especially with reference to madrassa education system. It is bringing a negative impact on the society as far as the employability of youth belonging to that social group. Some activists warn that madrassas are churning out vast numbers of maulvis, only some of whom can be absorbed into the system. Their employability outside of the system is nullified due to the fact that most follow some form of the 17th-century Dars-i-Nizami pattern. The issue is aggravated in the present scenario as middle school students in private schools code and make phone apps and government schools are raising their game too, but in the 3,000-odd madrassas of Delhi the teaching is stuck in the 18th century though it is not the same case in some other countries. The Quran, Urdu and Persian remain main subjects, limiting the job prospects of their roughly 3.6 lakh students. According to social activist Firoz Bakht Ahmed, "They are churning out vast numbers of maulvis, only some of whom can be absorbed into the system," "Others turn into a

burden on Muslim society because they have not been trained in such a way as to be an asset to the community." Ahmed said, although there is no standardised madrassa syllabus, most follow some form of the Dars-i-Nizami pattern developed by a Lucknow scholar, Mullah Nizamuddin, in the early 1700s. It was designed to impart learning needed for government service at the time but is out of sync with today's needs. It needs a "radical overhaul," he said. He also added, "We can gain a great deal from experiments in modern Islamic education in other countries. For instance, Egypt's Al-Azhar university has introduced modern subjects in the thousands of schools it runs. There is no reason why Indian madrassas should not do so."

Author and activist Sadia Dehlvi said madrassas will always focus on Islamic education but their modernisation is necessary to make students competitive. "While there has been some modernisation in these schools, some more work is needed." Those in the madrassa system, however, said their syllabus is adequate and students who feel the need of skill-based learning can opt out of the system.

Munshi Basheer Ahmed Qasmi, a senior cleric at Madrassa Husain Baksh, founded in 1856 and one of Delhi's oldest said, "Religious education should not be looked at through the prism of job guarantee. Students are encouraged to pursue other lines while attending the madrassa. Many have gone on to clear competitive exams and got admission to institutes like Jamia Hamdard and Jamia Millia Islamia where options are available to them." "We have students coming from the Mewat region of Haryana, from UP and as far as Bengal," he said. Mohammad Baqi, 16, is one of the madrassa's students who straddle both worlds. He studies at the madrassa from early morning till afternoon and then rushes to Fatehpuri Muslim Senior Secondary School where classes run into the evening. "I have learnt Arabic and Persian here and at my school I get modern education. I agree that madrassa education doesn't open many job opportunities but I still pursued it along with school," he said. Wasi, who studied at a madrassa near Kashmere Gate, cleared class X through the Open School on his own while pursuing the Aalimat course—considered equivalent to Class XII—at the madrassa. There are some even turn to madrassas later in life after a successful start in the mainstream. Uzair Ahmed, 22, studied at Delhi Public school, Mathura Road and worked at Google before joining a madrassa near Fatehpuri Masjid. He wakes up at dawn for Fajr prayers, and reaches his madrassa by 7.30am to read the Quran. He will soon be a hafiz—someone who has memorised the whole Quran. "After that I will look for a new job and go back to working." But such examples are rare.

There have been some initiatives to modernise madrassa education. Jamia Millia Islamia started the Nayi Manzil scheme with support from the ministry of minority affairs. Under it, madrassa students can clear class XII exams after proper training and support at Jamia Secondary School. Students get full fee waiver, free stationery, books and food and a stipend of Rs 4,000 per month. Also, students who have cleared the Fazilat level (graduation under the madrassa system) can join Jamia Hamdard's degree and certificate courses in Unani medicine. But the vast majority of madrassa students have a limited worldview, and reformers say limiting madrassa education to Arabic, Persian, Urdu and Islamic studies violates the "human rights" of students. "They come

from far-flung areas to acquire knowledge so that they can be part of the mainstream and earn their living. Simply making them learn the Quran, Urdu and Persian won't benefit them. National Human Rights Commission should take note of how these students are being deprived of modern education," said Asad Ghazi, president, Nawa-e-Haque Welfare Association, an NGO which works in the field of education. "If this continues for another 20 years, we will have a population of Muslim youths who will be unemployable in the modern economy and there will be chaos," Ghazi added.

Private Sector

In Delhi though there is no state private university, there is one private deemed to be university, there are more than 2000 schools belonging to private sector. Among them more than 1000 are CBSE affiliated and more than 10 ICSE affiliated school. They include play schools, nursery schools, primary schools, higher secondary schools, senior secondary schools, Montessori Schools along with approximately 50 International Schools. Delhi does boast of several Public Schools that are run by private organizations. In higher education sector there are 117 government colleges and 835 private colleges. Among them 141 UGC recognized colleges and 59 NAAC accredited colleges. In Delhi there are 276 private management colleges. There are a good number of private universities in Delhi NCR region at present. These Universities were started as colleges or institutions and later on, all of them converted into Universities to run their own strategies. They seek approval from the concern authorities. They set their own educational values and offering the wide quality of teaching courses which are in high demand. Though every city of India has its centralised university, still candidates look for the better career option with comparative prices. Delhi and related areas are convenient for the candidates belonging to rural areas. So they prefer to come and join the relevant universities. Some of the most important private universities in Delhi NCR are

Mahatma Gandhi University - North Campus, 2624 Hudson Lines Near North Campus, Delhi;

K.R. Mangalam University, Sohna Road, Delhi;

Jamia Hamdard, Hamdard Nagar, Delhi;

TERI University, Plot No. 10, Institutional Area Vasant Kunj, Delhi;

Indian Law Institute, Bhagwan Dass Road, Delhi

K.R. Mangalam University;

JaganNath University;

Sharda University;

MVN University;

Noida International University, NIU;

GD Goenka University;

SGT University, Gurgaon;

Ansal University, Gurgaon;

ApeejayStya University;

Manav Rachna International University

Delhi is home to some of the most prestigious institutions of India viz. IIT Delhi, Delhi Technological University (Earlier DCE), NSIT, NIT etc. There are around 30 engineering colleges in Delhi. A major chunk of colleges in Delhi are public and most are coveted. Still, there are some reputed private colleges, which have surpassed some public colleges in terms of infrastructure, placement, campus experience etc. over the years. Some of the good private engineering colleges

1. *Maharaja Agrasen Institute of Technology (MAIT):* It is one of the best colleges of Indraprastha University and has one of the best infrastructure among all the colleges of GGSIPU. The college campus is located in Rohini, Sector-22. It is spread in an area of 10.5 acres of land and is well connected to fast and frequent transport, a facility available throughout the day. MAIT has been ranked as the 9th best engineering college in India by the DataQuest Magazine for the year 2014-15. It is one of the top private engineering colleges in Delhi.

2. *Maharaja Surajmal Institute of Technology:* It is located in Janakpuri and is the engineering branch of the Maharaja Surajmal Institute. The college is affiliated with Guru Gobind Singh Indraprastha University. It has a campus spread over eight acres of land with beautiful eco-friendly surroundings. The institute was conferred with the National Employability Awards (NEA), 2015 by Aspiring Minds, India's leading employability measurement firm. The award was given in recognition of the college being among the top 10% of colleges in India with respect to employability.

3. *Bharati Vidyapeeth's College of Engineering (BVCOE):* This College is located in Paschim Vihar. The college campus is spread over 5 acres of land having beautiful and eco-friendly environment. The college has good infrastructure comprising of all major facilities. BVCOE has an active training and placement cell which assists the students in their placement and training and also on co-curricular and extracurricular matters. The cell conducts training programs in collaboration with leading multinational companies. It is one of the top private engineering colleges in Delhi!

4. *Amity School of Engineering & Technology (ASET):* It is an engineering institute of the Ritnand Balved Education Foundation (RBEF), affiliated to the Guru Gobind Singh Indraprastha University. The institute was established in 1999. ASET Delhi was the first institution to qualify in a B-Tech Program. The major activities at ACET include Social and Cultural events, Sports Event, Quiz competition, Tech Fest, Debate, Annual Fest, guest lectures, workshops etc. The Training and Placement cell of the institute assists the students in every aspect of their recruitment process and provides them with a platform so that they can be recruited in top organizations, making it one of the top private engineering colleges in Delhi.

5. *Guru Tegh Bahadur Institute of Technology:* This institute has collaborated with IBM to establish an 'IBM Software Centre of Excellence (COE)' in its campus. With this collaboration IBM will train the institute's students/faculty and build a resource base on leading software technologies, beyond simple programming or system administration. The Training and Placement Cell collaborates with companies, helping final year students procure job offers. The major recruiters include IBM, Infosys, CSC, HCL, Fiserv, Accenture, SocialappsHQ, Sopra Group, Impetus, NIIT Technologies and many more.

6. *Bhagwan Parshuram Institute of Technology (BPIT):*It was established in the year 2005 by the Bhartiya Brahmin Charitable Trust. The college is located at Sector 17 in Rohini. The college campus is spread over 5.7 acres comprising a four storied building of academic and office complex. Hostels and all modern amenities have been constructed and well furnished. Most of the crowd of the college is from the main city of Delhi. Since the last few years the university topper has been from this college. In a nutshell, the crowd is quite welcoming and celebrate their college festival on a huge scale. The college is located right opposite the most popular mall in the Rithala region, G3S multiplex. Movie and food lovers find this multiplex an ultimate destination for leisure activities. Metro Walk, which is a shopping mall and an amusement park, situated in Rohini, is also frequently visited by the BPITites. This is certainly, one of the top private engineering colleges in Delhi.

7. *HMR Institute of Technology and Management:* The College is located at Hamidpur in Delhi. It is spread over a sprawling campus of 5 acres of land and providing all major facilities to the students. The college is well accessible by all means of transport. Admission to all courses is through the Common Entrance Examination (CET) conducted by Guru Gobind Singh Indraprastha University, although some of the seats are reserved through management quota. The Training and Placement cell of the institute manages training and placement related issues. The cell helps the students in every aspect of their recruitment process. The cell provides a platform to the students so that they can be recruited by top organizations.

8. *Northern India Engineering College:* This college is located near Shakti Park. The college campus is spread in area of 9 acres, of lush green environment. The college has five blocks for academics, administrative and residential purposes. It is well connected to all major cities through fast and frequent transport facilities by bus or metro. The college is an institutional member of IEEE, IIT Delhi CSE and IT department, IIM Lucknow CSI and the Confederation of Indian Industry. It has cultivated associations with ASSOCHAM (UP), AIMA/ LMA, CDRI and international universities.

Delhi is one of the popular destinations for MBA students in India. Research in this areas based on factors like quality of students, research output, industry interface, refereed publications and academic productivity shows the best Private MBA Colleges in Delhi. It also shows the private and government institutions' status as separate since the support system of both types of institutions is completely different. Some of them are International Management Institute, Delhi; Lal Bahadur Shastri Institute of Management, Delhi; FORE School of Management, Delhi; Jagan

Institute of Management Studies, Rohini, Delhi; Bharati Vidyapeeth Deemed University of Management and Research, New Delhi; Fortune Institute of International Buisiness, Delhi; Delhi Institue of Advanced Studies, Delhi; Enterpreneurship and Management Processes International, New Delhi; Jangannath International Management School, Kalkaji, New Delhi; IMM FOSTIIMA Buisiness School, New Delhi, etc.

2.4 Quantitative Expansion: Regional and Group Disparities

It is as part of quantitative expansion in Delhi state universities were initiated such as Ambedkar University, etc. in order to accommodate the growing student population in the national capital. Delhi is witnessing perpetual increase of seekers of higher education as taking place every year. It is mainly due to huge population of students being attracted to national capital for higher education. Students in their youthful age are ambitious for colorful future for their life and migrated to national capital from all other parts of the country and consequently there is a super competitive spirit in the higher education institutions. The truth is that only a small part of them is admitted in the national or central higher education institutions and some of them enter into private institutions. Many of them cannot afford that due to high tuition rate and many fall victims of fake educational institutions and mafias.

Another issue of quantitative expansion of students that does not meet with the corresponding quantitative expansion of educational institutions is exclusion of students belonging to Delhi and educated in Delhi government schools particularly from the capital region itself due to competition in national level. It pushed the situation in to such a level that the present Delhi Union Territory Kejriwal government argued about reservation for students from Delhi. As many of the educational institutions are central institutions that argument got invalid. However, the point was noted that some of the colleges of the Delhi university college are Delhi government funded so reservation for these students can be made though no decision was made. Delhi government came with many vocational courses in some of these colleges in order to address the educational as well vocational issues mainly of these students.

2.5 Structure of Governance and Management of Higher Education System in Delhi

Delhi being the national capital, apex bodies of Indian educational institutions are situated at Delhi. Higher education in India is overseen by Department of Higher Education which is a department under the Ministry of Human Resource Development of central government. The department is divided into 8 bureaus and there are 100 autonomous organizations under these bureaus. Most of the work of the department is handled through these autonomous organizations. Some of them are mentioned below with their bureau that they belong to

1. University and Higher Education; Minorities Education (Higher and Minorities Education)

University Grants Commission (UGC)

Indian Council of Social Science Research (ICSSR)

Indian Council of Historical Research (ICHR)

Indian Council of Philosophical Research (ICPR)

Indian Institute of Advanced Studies (IIAS), Shimla

All India Survey of Higher Education (AISHE)

38 Central Universities (including 15 new Central Universities which have been established w.e.f. 15.01.2009 by an ordinance promulgated by President of India)

2. Technical Education

All India Council of Technical Education (AICTE)

Council of Architecture (COA)

4 Indian Institute of Information Technology (IIITs) (Allahabad, Gwalior, Jabalpur and Kanchipuram)

16 Indian Institute of Technology (IITs)

13 Indian Institute of Science Education and Research (IISERs)

4 National Institutes of Technology (NITs)

4 National Institutes of Technical Teachers' Training & Research (NITTTRs)

4 Regional Boards of Apprenticeship/Practical Training

13 Indian Institute of Management (IIMs)

3. Administration and Language

3 Deemed Universities in the field of Sanskrit, viz.

1 Rashtriya Sanskrit Sansthan (RSkS), New Delhi

2 Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth (SLBSRXV), New Delhi

3 Rashtriya Sanskrit Vidyapeeth (RSV), Tirupati

Kendriya Hindi Sansthan (KHS), Agra

English and Foreign Language University (EFLU), Hyderabad

National Council for Promotion of Urdu Language (NCPUL)

National Council for Promotion of Sindhi Language (NCPSL)

3 Subordinate Offices

1 Central Hindi Directorate (CHD), New Delhi

2 Commission for Scientific and Technological Terminology (CSTT), New Delhi

3 Central Institute of Indian Languages, Mysore

4. Distance Education and Scholarships

Indira Gandhi National Open University (IGNOU)

5. UNESCO, International Cooperation, Book Promotion and Copyrights, Education Policy, Planning and Monitoring

6. Integrated Finance Division

7. **Statistics**, Annual Plan and CMIS

8. **Administrative Reform**, North Eastern Region, SC/ST/OBC

In Delhi NCR, there are about 500,000 university students attending more than 165 universities and colleges. In Delhi, there is 1 international university, 7 central educational institutions, 13 deemed universities and 6 state universities and institutes. The International South Asian University is established by the eight member nations of South Asian Association for Regional Co-operation (SAARC). The 7 central educational institutions include 4 central universities are

1. Jawaharlal Nehru University
2. Delhi University
3. Jamia Millia Islamia University and
4. Indira Gandhi National Open University and
5. All India Institute of Medical Sciences which is considered as the top medical institute amongst the best medical research and treatment centers in India and 2 top engineering colleges –
6. Indian Institute of Technology Delhi,
7. National Institute of Technology Delhi

The 13 deemed universities are

1. National University of Educational Planning and Administration
2. Jamia Hamdard (general)
3. Indian Agricultural Research Institute
4. TERI University (applied sciences)
5. Institute of Liver and Biliary Sciences (hepatology)
6. Indian Statistical Institute (mathematics, quantitative economics, statistics)
7. Indian Law Institute
8. Indian Institute of Foreign Trade
9. School of Planning and Architecture
10. National Museum Institute of History of Art, Conservation and Musiology
11. National Institute of Fashion Technology
12. Rashtriya Sanskrit Sansthan
13. Shri Lal Bahadur Shastri Sanskrit Vidyapeetha

The status of National Institute of Drama is unclear.

The 6 state higher education institutions in Delhi include 4 state universities and 2 other institutes

1. Ambedkar University,
2. Guru Gobind Singh Indraprastha University,

3. National Law University and
4. Delhi Technological University, and
5. Indian Institute of Mass Communication, and
6. Indraprastha Institute of Information Technology

Education at Delhi UT

Education Department of the Government of Delhi is a premier body which looks into educational affairs in Delhi. Education in Delhi is based on three-tier model as the case of the national model which includes primary schools, followed by secondary schools and territory education at higher educational level at universities or other institutes of same level. Primary and secondary education: Schools in Delhi are run either by government or private sector. They are affiliated to one of three education boards: the Council for the Indian School Certificate Examinations (CISCE), the Central Board of Secondary Education (CBSE) and the National Institute of Open Schooling (NIOS). As per the survey conducted in 2001, Delhi had some 2416 primary, 715 middle and 1576 secondary schools. In 2004–05, approximately 1.5 million students were enrolled in primary schools, 822,000 in middle schools and 669,000 in secondary schools across Delhi. Female students represented 49% of the total enrolment. The same year, the Delhi government spent between 1.58% and 1.95% of its gross state domestic product on education. Students can opt for two compulsory languages and an optional third language from the list of Scheduled languages or foreign languages. Industrial Training Institutes and Centers: Industrial Training Institute (ITI) and Industrial Training Centers, constituted under the Ministry of Labour and Employment, provide diploma in technical fields. There are several ITIs in Delhi NCR. Normally a person who has passed 10 standard (SSLC) is eligible for admission to an ITI. The objective of opening of ITI is to provide "technical manpower to industries".

Higher Education at Delhi

Directorate of Higher Education was set up in the year 1997. It was given the independent responsibility of looking after the "college branch" of the Education Department vide Cabinet decision No. 174 dated 25th May, 1996. The Directorate is also administrative department for Guru Gobind Singh Indraprastha University (GGSIPU) which was established by the Government of Delhi in the year 1998 through the Indraprastha University Act, 1998. At present the Directorate of Higher Education is located at "B" Wing, 5 Sham Nath Marg, Government of NCT of Delhi, Delhi.

Guru Gobind Singh Indraprastha University is an 'A' Grade accreditation with NAAC, established by Government of NCT of Delhi under the provisions of Guru Gobind Singh Indraprastha University Act 1998. University focus on professional education in disciplines of engineering, technology, Management, Medicine, Education, Pharmacy, Nursing, Law, etc. It is the only affiliating State University in Delhi. University is functioning from campus situated in Dwarka which has thirteen University Schools. Another campus of University is proposed in the Surajmal Vihar, East Delhi for additional two University Schools. Besides, University has 107

affiliated Institutes including 79 self-financed institutes and 28 Government Colleges. At present, about 75000 students are enrolled in the various undergraduate and postgraduate courses of the University.

Ambedkar University in Delhi was established under the statute by the Government of NCT of Delhi in 2008. Accredited with an 'A' grade by NAAC in 2014, University focus on exclusively for the Social Sciences and the Humanities. Unitary (Non-Affiliating) structure with research, postgraduate and undergraduate programs. University is functioning from campus situated in Kashmere Gate. DDA has allotted 40.12 acres at Dheerpur and 17.5 acres at Rohini for integrated campuses of University. Pre-construction activity is underway. Construction of First Phase of permanent campus is likely to start in the beginning of next financial year.

National Law University was established by Government of NCT of Delhi under the provisions of National Law University Act 2007. University conduct integrated BALLB and LLM courses (residential courses), distant and online PG Diploma. It is the Unitary State University imparting legal education in Delhi. University is functioning from campus situated in Dwarka which has 29 University Centers. Process for construction of hostel is going on in the land measuring 7 acres recently allotted by DDA.

There are 12 Colleges of Delhi University, fully Sponsored by Delhi Government (100% Funded Colleges)

S.No.	Name of College
1.	Indira Gandhi Institute of Phy. Education & sports Science
2.	Shaheed Sukhdev College of Business Studies
3.	Shaheed Raj Guru College
4.	Dean Dayal Upadhyaya College
5.	Dr. Bhim Rao Ambedkar College
6.	Acharya Narendra Dev College
7.	Bhagini Nivedita College
8.	Keshav Maha Vidyalaya
9.	Maharaja Agrasen College
10.	Aditi Mahavidyalaya
11.	Mahirshi Balmiki college of Education
12.	Bhaskara Charya College of Applied Science

There are 16 Colleges of Delhi University, partially sponsored by Delhi Government (5% Funded Colleges)

S.No.	Name of College
1.	Shivaji College
2.	Rajdhani College

3.   Motilal Nehru College

4.   Kamla Nehru College

5.   Laxmi Bai College

6.   Gargi College

7.   Shaheed Bhagat Singh College

8.   Swami Shardhanand College

9.   Maitreyi College

10.   Kalindi College

11.   S.P.M. College (For Women)

12.   Bharti College

13.   Satyawati College

14.   Sri Aurbindo College

15.   Vivekanand College

16.   Delhi College of Arts & College

Government of NCT of Delhi, as a part of its 70 Action Points, has envisaged a Higher Education and Skill Development Guarantee Scheme for students who wish to pursue diploma or degree level or specified skill development courses in Delhi and have done their class X and class XII from Delhi. For courses for which the qualifying examination is class X, students who have done class X from Delhi will be eligible under the scheme. Under the scheme, bank loans up to Rs.10 lakhs taken by the students will be provided guarantee through a Higher Education and Skill Development Credit Guarantee Fund to be created by the Government for providing guarantee to the banks in case of default. Students will not be required to furnish any collateral or margin money and the scheme will be universal in nature regardless of the student's background.

The Higher Education and Skill Development Guarantee Scheme outlined below aims at providing financial support from the banking system to meritorious students for pursuing higher education in Delhi. The main emphasis is that a meritorious student is provided with an opportunity to pursue higher education with the financial support from the banking system with reasonable and affordable terms and conditions.

2.6   State Policies and Programs on Equity

India is a nation which likes to lament about how it's destined glory eludes it due to a rotten polity which fails to live up to the aspirations of the 'youngest' nation. One such essential shortcoming has been the failure to realize the vital role of education in social change and prosperity. Too often our politicians ignore education as education is not seen as a vote winner. In any case, the system is considered to be rotten beyond redemption.

But at the heart of India, in its capital Delhi, an altogether different story with deep ramifications is unfolding. It is the story of one of the most comprehensive overhauls of education system anywhere in the world. It is a change we all should pay more attention to. Sadly, few even know

about it. Perhaps it's because transformation in the education system, though fundamental, is not glamorous enough to replace the *Saas-bahu* soap operas and astrology programmes. Still, it is a story that deserves to be told!

The story of what is happening in Delhi must be first situated in what the current state of the education system is in India. It is a picture of despair. We have far fewer education institutions than required especially in rural, remote and less prosperous regions. Thus, education is literally out of reach for a significant section of our population. We all remember tales of how our grandparents' generation crossed rivers, walked long distances and braved unsafe paths to reach schools. Sadly, a disconcertingly large number of children of this generation also face the same grim reality!

The absence of educational institutions in the vicinity is just the beginning of the travails for our less privileged countrymen and many aspirants are forced to migrate to cities especially for higher education even from far flung villages.

Even in the available colleges even in cities have a shortage of teachers due to lack of proper appointment procedures in the system. The focus of the crumbling system remains on somehow finishing the prescribed syllabus rather than initiating a process of discovery where our inherent curiosity is unleashed. No wonder there is an abject scarcity of a skilled workforce despite our huge population. There is very little innovation and even much smaller nations like Australia, whose population roughly equals that of Mumbai, outdo us in artistic, scientific and sporting achievements! This is crucial as in a world of rapid changes it is important that our teachers are trained adequately to grasp the changing nature of the society for which they have to prepare their students.

This situation of utter hopelessness is a result of constant under-investment in the public education system, faulty accountability mechanisms, and lack of political will and deliberate undermining of the public education system for private vested interests of the political class that is growing rich by running its own private education institutes! While even during the election campaign education featured high in the speeches of Kejriwal and other AAP (Aam Aadmi Party) leaders, one can't be blamed for having taken the promises of transforming education with a pinch of salt. Politicians have a poor record of keeping election promises! But the AAP government's actions since assuming power are heartening. The Delhi government has proceeded to completely overhaul the education system and initiated a slew of measures to transform the education system. Let's dwell on these in some detail:

Firstly, in its very first budget, AAP doubled the budget for education to 9,836 crores, making education its topmost priority accounting for a whopping 25% of the total budget. By putting its money where its mouth is the Kejriwal government showed early in the day that it meant business insofar as its promise of fixing Delhi's education system was concerned. While there are multiple steps needed and raising allocation is not a sufficient condition, it certainly is a necessary condition. Nothing can happen without the adequate availability of funds.

Secondly, generally, education is left to the care of bureaucrats to run in a lackadaisical manner with politicians only interfering to get their proxies appointed or to promote their ideological agendas. But AAP stands out for having placed education in the hands of young, passionate, competent and dedicated teams. At its top is Dy. CM Manish Sisodia who is the education minister apart from handling many other crucial portfolios. Despite having several portfolios, he often concedes that education where his heart lies. He is ably assisted by Oxford Rhodes Scholar and activist Atishi Marlena who is education adviser to the government. On the policy input side, education is being handled by IIM B alumnus and Career Launcher founder Satya Narayanan who is taking time out from his renowned enterprise to advise the government on the various policy steps it should take to realize the aim of transforming education. This trio is assisted by over a dozen volunteers, whose passion again is unmissable. Thirdly, to address the infrastructure deficit over 8,000 classrooms have been addedand will come into use from the upcoming season. The government has also initiated a project to build *Mohalla* libraries in different localities.

Fourthly, the government has taken a series of measures to empower teachers to be partners in this process of change. To address the problem of overworked teachers not being able to pay sufficient attention to the needs of children the government has initiated recruitment of over 10,000 teachers. Also, the government is working to create a system where promising teachers can be groomed for leadership. This will have the twin benefits of providing motivation to teachers to be better at their job so as to make it big and also creating an inspired leadership which is really passionate about the role of education in shaping society. Underlying all the above steps regarding teacher management and empowerment lies a clear recognition that teachers are the irreplaceable centre of a well-functioning education system. The joy of being taught by a motivated teacher conscious of his/her role is indescribable. The value of teachers in creating a worthy society can rarely be overstated but is rarely understood in our current system. The Delhi government, by breaking out of this tradition of undermining teachers has made its aim of transforming the education system far more achievable!

Last but not the least; the AAP government has repeatedly expressed its will to change the nature of our public education. According to it, education must not just be seen as a utilitarian necessity but in a broader sense, as an activity to be enjoyed which brings out our diverse interests and abilities and gives wings to our curiosity. In this regard, it is reducing the syllabus by 25% to enable to save time for learning outside books. It is increasing the time and facilities for cultural, sporting and other extra-curricular activities and organizing these extra-curricular activities at different levels much more frequently than ever before. So, one can see that there is a comprehensive effort underway to fix the public education system in Delhi.

There are certain lacunas which if addressed can make the transformation much more effective. First, the teachers' interface with technology and its use along with the dynamic nature of knowledge in the present ever changing world can be factored in their efforts. Secondly, the tie-ups with young social entrepreneurs who are working in the same direction is much less than

desirable. Take for example Unacademy, led by Roman Saini (a doctor from AIIMS who left the IAS), a platform for free video lessons on wide-ranging topics. It has over a crore views and has been among the biggest hits in the online education space. But, sadly, the government and Unacademy continue to work separately. If the government can tie up with more such private efforts, the aim of quality affordable education can be better attained. Thirdly, in the government education institutions, graffiti, and other art forms should be deployed to make them more attractive and a less dull place for students. Also, this will give a boost to artists who will get better platforms and also inspire our future generation to turn more towards creative work.

Fourthly, teaching should pay more attention to freeing children of the prejudices and stereotypes regarding gender, caste, regions, etc. Perhaps the Delhi government can learn from the Telangana government which has initiated a course on gender sensitivity to sensitize people on gender-related issues. These are just four of the dozen suggestions that come to mind. The point is, there can be many such suggestions from different people which the government should keep evaluating and adding to its agenda to make the whole process of education reform a dynamic process. Fortunately, the government's interface with people outside it appears much more dynamic than previous governments. With more efforts, this aspect of interactive governance can also become another aspect for others to emulate.

Fine, Delhi may be on the cusp of fixing its education system, but why should we care? Aren't things like Make in India, building highways and Swachh Bharat the kind of actions India really needs? Many other nations that have escaped poverty have done so on the strength of a strong public education system demonstrating the wisdom that educating the society is the surest way to prosperity. The logic in favor of prioritizing education is clear and multifold. Among the most important determinant of growth of nations is the productivity of its population. Education increases the productivity as it is a prerequisite for a well-trained and adaptable workforce and is essential for innovation. If a critical attitude embracing our innate curiosity is not promoted from the start then we kill the future innovators and thinkers in our children during their childhood.

A sound public education system is also the greatest instrument to ensure that inequality doesn't become persistent and hereditary where children of poor people are destined to remain poor as they seldom receive the quality education that unleashes their potential and makes available to them opportunities of advancement present in the 'white collar' economy. Education is also important for creating socially conscious citizens and instilling in them virtues civic and otherwise.

Today, as a result of the poor quality public education system, quality education has become a privilege of the rich. A majority of Indians are deprived of quality education while also being fleeced for it by private education institutions. Today, only a fraction of our population's potential is being fully realized and used for the nation's development and yet we remain among the world's fastest economy. Imagine what can happen if the potential of our entire population is provided the platform of education to groom and contribute to the nation's growth. We can far outgrow other economies. The rhetoric of social mobility, social change, and social justice will

also be significantly realized if quality education is available to all through a functioning public education system. Then, aspirations will no longer remain the reserve of those who were lucky in the ovarian lottery and a republic saddled by despair will turn into a republic of hope.

If Delhi's endeavor to fix its education system succeeds then all the above benefits will materialize in Delhi's case. It will create a powerful example which will be hard for others to ignore. Thus, tremors will be felt beyond Delhi! It will create an important model, counter the sense of despair regarding reviving our education system, show that the excuses for our inability to fix the education system are just that – excuses. Thus, the whole public discourse around education will be transformed opening up the sea of possibilities discussed above.

So, it would not be an overstatement to say that a spring of hope awaits us if the novel, courageous and far-sighted movement to transform education succeeds as it appears set to. Delhi and India may never be the same again. And Kejriwal's promise of change may come true albeit in a very different form than what his followers had imagined.

Delhi government launched India's biggest career counseling guidance and project in July 2017. It is implemented by iDreamCareer.com (iDC) with support from UNDP, India & Central Square Foundation. The project was inaugurated by Honorable deputy Chief Minister & Education Minister Shri Manish Sisodia. 4 lac students will be going through a psychometric career assessment test, followed by one-on-one guidance from an EVGC counselor in their respective institution. Every student will get an online personalized career guidance dashboard where the student can access information on 500+ careers and 350+ entrance exams. The good part is that the portal is also available in Hindi language. Additionally all the 480 counselors in EVGC bureau of DoE will be trained and they will also be getting an online counselor dashboard so as to access student's report, access career information and chat with their mapped school student.

In an effort to ensure maximum participation from the top grade institutions in the University Grants Commission's scheme of autonomous colleges, the regulatory authority has invited colleges from across the country for an orientation programme on Thursday. Six Delhi University colleges have already expressed their interest in seeking autonomous status. The orientation programme is likely to give an idea about the interest level among the other colleges for autonomous status. The UGC has already notified the scheme earlier this year. In his letter to the colleges P K Thakur, secretary, UGC, wrote that the commission has been implementing the scheme of autonomous colleges in order to facilitate the colleges to achieve further qualitative improvement leading towards academic excellence.

2.7 Summary and Analysis

UGC has been making policies and conducting programs in order to uplift the higher educational scenario in the country. Some of the important policies are NAAC accreditation of the educational institutions, autonomization of the colleges, introduction of vocational courses, introduction of community colleges, digitization, etc. The questions concerned with the system of education is to ask whether students find it interesting as it focus on their day to day affairs,

hobbies and future and at the same time, development of the individual as well as social integration as a pattern of uniformity in behavior and access to facilities. As far as hobbies and personal interests are considered those areas of activities are not incorporated into curriculum as part of it. In colleges they still remain as extra-curricular activities. If those sports and fine arts activities are included into curriculum as optional subject in minimum number per semester with focus on practical performance and completion based evaluation in various levels such as college, intercollege, inter university academic life would have been more engaging and interesting facilitating all-round development of personality with inner growth as well along with knowledge in other elected subjects.

NCC, NSS activities are also considered as co-curricular activities which could have been taken as a subject along with other elective subjects in order to enhance interest and skill in these areas. It is suggested that there should be one course belonging to any of these areas as optional for students per semester including physical fitness,   style performance in dressing and body postures and gestures and speech, etc. vocational course should get extended beyond Retail Management, Tourism and Hospitality; and Early Childhood Centre Management and Entrepreneurship (ECCME), etc. to more and more day to day practical areas such as department of food processing with practical in college cafeteria along with theory papers focusing on what do as narrating it with papers such as hygienic food, adulteration, etc.; a branch of home management where they do get practical of food processing, cleaning, interior ordering and decoration along with gardening, etc. a branch of environmental manage can deal with environmental cleaning such as toilets, yard, road, streets, and waste management and processing for fertilizer.

These three branches of food processing, Home management and environmental management can be integrated so that it leads to multiple job opportunities and self-employment. It should also get extended to agricultural fields as well according to the demand and popularity and use of a crop in a certain region in which an institution is established with practical courses on cultivation of that local item in combination with other local items as well with the possibility of comparing with practices in other countries with fertilizer knowledge and crop marketing and crop waste management.

The issue of wastage of money in education system also to be dealt with making teachers responsible for the students' performance especially in exam based marks that they score at least in the primary and upper primary level that will pave a minimum knowledge foundation to enable them to learn in higher classes as well as higher education. In this case teachers should be paid according to the subject wise performance of the students and the number of the students assigned to the teachers should be manageable. It should be introduced on an experimental basis at least in school education level where the age group that the students belong needs extra care and compulsion especially for those who come from backward social backgrounds.

Chapter 3

Profile of the Case Study Institution: Zakir Husain Delhi College

3.1 Introduction

This chapter deals with the profile of Zakir Husain Delhi College, New Delhi, University of Delhi as the case study institution. This college was selected as the case study institution for this research project's Delhi capital region out of Delhi university colleges in view of its specialty in relation to diversity as it includes wider variety of urban, as well as rural even from far way states as from the city areas such as walled city and nearby villages of Ghaziabad, Faridabad, etc. One of the important aspect of this college student population is that it includes students from minority section of the society as well as students from marginalized sections of the society. It is the same case with faculty and staff members of the college is concerned. This chapter includes topics such as the history, courses and programs offered by the college, student, faculty and staff strength in the college, and governance and management of the college.

3.2 History of the Institution

Zakir Husain Delhi College, though one of the Delhi University colleges, holds the distinction of being in existence well before the establishment of Delhi University. It carries within itself a history of nearly 300 years as an institution of learning. In the closing years of the 17th C, the Madrasa Ghaziuddin, as it was then called, was established by one of Emperor Aurangzeb's leading Deccan commanders and was famous for education in Literature, Science and Arts. The upheavals that weakened the Mughal Empire during the 18th C resulted in the closure of the Madrasa in the early 1790s, but with the support of the wealthy citizens of Delhi, an oriental college for Literature, Science and Art was established at the site in 1792. Instruction was provided in Prose, Literature, Rhetoric, Logic, Philosophy, Jurisprudence, Astrology and Medicine.

The British East India Company, in 1824, declared the institution to be a center for higher education in the country where the medium of instructions were Persian, Arabic and Sanskrit. It was called The Delhi College, and it received support through an endowment of Rs. 1,70,000 by Nawab Itmadudduala, the Oudh Vazir in 1829. Soon after that, Urdu or Hindustani gained importance and became the chief mediums of instruction not only for oriental Sciences and Literature, but also for the study of Astronomy and Mathematics based on European principles, which had been introduced and enthusiastically received by teachers and students as early as 1827. The translation of scientific treatises, Greek classics and Persian works into Urdu was taken up by the Vernacular Society which was set up in 1832. Within the space of two decades it published works covering a range of subjects including Mathematics, Science, Philosophy, History, Surgery, Geography, Political Economy, Civil Law and Principles of Legislation. Its remarkable achievements were later supplemented by the Society for the Promotion of Knowledge in India.

Throughout the 19th and early 20th C, a diverse socio-cultural and secular community evolved around Urdu culture and etiquette. The Delhi College was the focus of this composite urbanity in northern India's premier city because of its proximity to both the geographically, historically and culturally rich old and new aspects of Delhi. A distinguished group of its teachers and student-educationists, mathematicians, historians and literatures - became the center of a scientific and literary flowering that would be referred to as the 'Delhi Renaissance'. They founded schools, wrote books and textbooks, translated works into Urdu and edited journals.

Apart from preserving traditional systems of knowledge, Delhi College was one of the pioneers in offering English education in the country, providing a constructive engagement between the oriental and western intellectual traditions, particularly before the 1857 revolt. Its popularity can be gauged by the fact that, in 1845, of a total strength of 460 students, 418 were studying in the oriental section, while 245 students were learning English. They included 299 Hindus, 146 Muslims and 15 Christians, demonstrating even then, that the college answered to the needs of the city as a whole by providing a distinctly diverse cultural ambience that cherishes composite culture and a spirit of mutual accommodation.

On May 11, 1857, the revolutionaries plundered the college, then located at Kashmiri Gate, because it provided Western education. However, British authorities closed it down after the defeat of the revolt because they suspected the loyalties of its teachers and students. In 1862, the institution sent candidates for the entrance examination of the Calcutta University. Between 1864 and 1871, intermediate, B.A. and M.A. classes were started with creditable results. Ultimately the imperial government decided to close down the institution, transferring its staff and library to Lahore, despite vociferous protests from the citizens of Delhi.

In 1924, the Anglo-Arabic Intermediate College was started almost 50 years later to answer the "very definite loss to the city occasioned by the transfer of the Delhi Oriental College to Lahore in 1877." The college was affiliated to Delhi University in 1925, and became one of its constituent degree colleges in 1929. Following the partition of India, the college was attacked and set on fire by incendiary mobs. Courageous staff members managed to save the Library and office records. Supported by Dr. Zakir Husain and others, the Delhi College was revived as a non-denominational institution in 1948, and was renamed after him in 1975 and managed by Dr. Zakir Husain Memorial College Trust. As principal, the legendary Beig Saheb moulded the institution with a deep sense of its historical past, and a culture that even today gives it a distinctive quality. Within the next decade and a half, the college was shifted to its present location in 1986 outside the Turkman Gate; a location which geographically and symbolically unites Old Delhi with New Delhi, merging old traditions with a constant striving towards progress and modernity. However, what remained unchanged was the institution's commitment to the dissemination of knowledge and the creation of a scientific temper, together with promoting secular, progressive values.

After a repeated request from the alumni, faculty and students the members of the Dr. Zakir Husain Memorial College Trust agreed to change the name of the College to Zakir Husain Delhi

College. The College was renamed on 7th January 2012.Formerly known as the 'Delhi College', Zakir Husain College is situated right opposite the Ramlila Maidan, the college is quite centrally located, on the Jawaharlal Nehru Marg. The closest being New Delhi Station, on the Yellow Line of the Delhi Metro, there is a bus stop like 10 steps away from the main gate of the college, so getting to the college is never going to be an issue. In fact even for those students who come from outside Delhi, the railway station is very close, and convenient.

3.3 Courses and Programmes Offered

The college from the outside looks good, and is quite unique keeping the architecture of other colleges in mind. And the college has an interesting historical legacy which is interesting to learn about. Although the classrooms are not air-conditioned, they are comfortable. The library is good, and there are enough books available to issue or read in the library itself. There is ample seating space also available for students to make use of. Students can get Internet access at the library. The college also has a book bank facility that enables students to use the books, for the entire academic session. The computer labs are also good, and the computers updated. There's a separate girls common room (GCR) with decent sofas to sit, and relax. The college also has sports facilities which include well maintained Cricket ground, football ground and a basketball court, and carrom for indoor sports.

Courses offered affiliated to Delhi University (DU):

Humanities

  B.A. (Hons) Arabic

  B.A. (Hons) Bengali

  B.A. (Hons) Economics

  B.A. (Hons) English

  B.A. (Hons) Hindi

  B.A. (Hons) History

  B.A. (Hons) Mathematics

  B.A. (Hons) Persian

  B.A. (Hons) Philosophy

  B.A. (Hons) Political Science

  B.A. (Hons) Psychology

  B.A. (Hons) Sanskrit

  B.A. (Hons) Urdu

Commerce

  B.Com. (Hons)

  B.Com. (Pass)

Science

  B.Sc. (Hons) Botany

  B.Sc. (Hons) Chemistry

  B.Sc. (Hons) Electronics

  B.Sc. (Hons) Mathematics

  B.Sc. (Hons) Zoology

  B.Sc. Life Sciences

  B.Sc. Physical Sciences

PG courses are also there in the college. However, enrolment of the students and the classes for those courses are conducted in the university central departments. It is a great disadvantage for the sake of higher education in the national capital. Since there are almost 80 colleges under Delhi University and almost all the colleges having departments of the various subjects for higher studies such as post-graduation and research there is only a single departments at the central campus for one subject. It is a scenario of breaking the back born of higher education in national capital since students passing out of these colleges do not get enough opportunity for post-graduation and research which force them to stop higher education and often to turn to lucrative jobs and many of the educated people in a very young age fall victims of committing crimes to earn a livelihood even when there is a scenario of huge lack of teachers even in higher education across the country. It is a disadvantage for teachers as well that they do not teach students of higher level and do not get opportunity to supervise in research fields as well.

3.4 Student and Faculty or Staff Strength (2014-15)

This section deals with student and faculty or staff strength in the college both in Postgraduate and Undergraduate courses of the year 2014-15. Department wise student strength in the college for PG courses do not make much sense in the case of number of students who took admission in the college. Regarding the strength segregated by male, female, etc. since students are actually enrolled in the university central departments as per the criteria of their corresponding department or university rules and regulations for PG courses and it is according to students' convenience that they are allowed to take admission in any of the college under Delhi university. However, the 2014-15 data of students who took admission in the college is given in table 3.1.

Approved strength of the number of students in a department is not given in this case since department strength is available in the university central department which is not under the purview of this research study since it is exclusively college based. The table 3.2 gives the data of UG section 2014-15 regarding strength, gender and native location of students in the college admitted.

Female students are significantly less than the male students. Regarding the location of students who take admission in the college is dominated by Delhi and Uttar Pradesh followed by Haryana. Students from other states are comparatively less though students from all over the

nation are present in the college being admitted to one or the other department. However from south the presence of students very less if not from Kerala among them and from North-East a majority of them are from Manipur. The table 3.3 gives the data of students UG section 2017-18 with reference to strength, gender and location.

The less number of female students continues in the same way as it was in the year 2014-15 showing the national characteristic of female deprivation both in population and education wise. The characteristic of the location diversity is more or less the same as the 2014-15 with dominance of Delhites followed by Uttar Pradesh and Haryana and students from other states are comparatively less though there is presence of students from all the states of the country.

3.5 Governance and the Management

Zakir Husain Delhi College is a Delhi University constitutive college. College is governed by a Governing body. Fees for most of the undergrad courses here is around Rs.5,000, and for Masters courses, around Rs.6,500. The faculty at Zakir Husain College is not bad when it comes to teaching. In fact some of the courses Persian and Arabic offered here are so exclusive that, it's the only college to offer it. So the teachers are pretty decent at their job, qualified and well experienced. Most of the professors are seniors, but the students feel that the junior professors are more open to talk to, and they try to establish a rapport with them. But the only issue students feel about the faculty is that they are very conservative, when it comes to the students conduct in the college.

For an example girls and guys are not allowed to hang around together outside the class, and if seen together, they are yelled at. The teachers try to communicate in English, but most of the times turn over to Hindi for comfortable communication. Although the norms set by the Delhi University is 67%, but the college certainly is okay with you attending about 50-55%. But surprisingly the college gets strict in attendance for the higher years, and at times students are debarred if the attendance is less than 50%. The principal is particularly strict about the attendance, so students should maintain at least 55-60% to be on the safe side. And when in the campus, you can't roam around in the campus, so you have to attend all day.

The crowd is decent here, and is from various backgrounds so you can expect a lot of diversity among the students here. The seniors don't generally indulge in ragging the juniors, but don't be surprised if there's some 'friendly introduction' you need to do. Students even come from outside Delhi, and also from outside India, from countries like Sri Lanka and Afghanistan. From the students from Delhi, people are from around Delhi-6 area itself. And girls don't need to worry here too, as the area around the college is quite safe. The ratio of boy to girl is different in morning and evening sessions, with 50:50 and 80:20 respectively, and it could be due to the timings. The new canteen at Zakir Husain College is now way better than the previous canteen, but again the food is not so great at the new one either. There's a Safal and a Mother dairy outlet, and a Chat corner. The food at the canteen is cheap and there is enough space and the best part is that its clean and hygienic. V3S mall in Laxmi nagar is quite popular among the students here, where you can chill for a lot of time. Then there's Connaught Place and Delhi Gate around where

there are a lot of options to eat and roam. There's Kamla Market near the North Campus, which is again quite a popular hangout amongst college students.

The annual college cultural festival is called 'Adaab' and the /sher-o-shayari /event is the highlight. Earlier they organised an event for modelling also, but it is now banned. Apart from that events include mostly music and dance type competitions. The participation at the festival is good, with students coming in from various Delhi colleges to participate. There is a separate festival for the evening students, and is called 'Zeenat'. To name a few companies coming to the campus, there's HDFC, Citi Bank, LIC, Vodafone, hiring students from various faculties, but generally Economics honours. The salaries offered to the students range from Rs 2 Lakh to 4 Lakh a year. And apart from that the students are eligible for placements at the Campus Placement Cell (CPC) at the North Campus of the Delhi University. Zakir Husain College with the brilliant and historically significant legacy that it carries, its certainly a good choice if you want to do the absolutely unique programs offered here, like Persian and Arabic rather you don't have a choice anyway.

3.6 Summary

The chapter of the profile of the college included the topics of the history of the college, courses and programs offered and student and faculty strength and governance and management of the college. As far as the topic of courses and programs offered it is intended to say that the PG programs though admission is given in the college classes are conducted in the department center at university campus only. It automatically leads to less intake of students in a department meant for highly specialized study of that subject in PG level as there are more than 80 colleges that teaches the same subject in UG level. It also damages the higher education scenario of the university and of the national capitol at large. Students who pass out from these colleges even in minimum ratio cannot be accommodated by the University for the Higher Studies in PG and Research level. It while maintains only the elite status of the higher studies become unable to produce enough quality faculty members to teach the students even in UG level. It also damages the career of the faculty members of the colleges in the university that they do not teach PG level students and courses and do not get students for research supervision. As far as the topic of faculty strength and diversity is considered it is given in detail in the next chapter.

Chapter 4

Campus Diversity of Students and Teachers in the Colleges

4.1 Introduction

In this chapter an attempt has been made to study and analyze the nature of diversity and its changing scenario as compared to yesteryears in case of faculty and especially in case of students since they constitute the floating population of the campus year to year with respect to their social group such as SC, ST, OBC, PWD and General. It includes topics such as student diversity with reference to 2014-15 and 2017-18 admission with an analysis of changing perspective and faculty diversity with reference to gender, social group and disability and religion. The diversity of a higher education institution's faculty, staff and students influences its strength, productivity and intellectual personality. Diversity of experience, on the basis of religion, age, gender caste community birth place, ethnicity, and many other attributes contributes to the richness of the environment for teaching and learning by increasing creativity, innovation and problem solving and play a pivotal role in inducing civic learning and developing democratic outlook in students hence inculcating in them the knowledge, skills, values and competencies that citizens in a democracy need to carry out their civic responsibilities.

Diversity: It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Although issues of diversity and discrimination have been recognized internationally, the responses differ dramatically. *Diversity Management and Discrimination: Immigrants and Ethnic Minorities in the EU* examines racial discrimination and diversity in the workplace, and the development of diversity management. Diversity charters have been introduced in most parts of Europe. By signing, companies agree to promote equal opportunities. "In the year 2000, when we did our first research on diversity in Europe, one of the stunning results was on the attitude and performance in diversity inclusion. In the northern countries, 20 percent of companies were engaged in diversity inclusion, whereas in the southern part of Europe, there was only awareness of one per 1000" said Myrtha Casanova. She says since then things have improved. More and more countries and companies are raising awareness and diversity charters are increasing. "The diversity charter is a very successful tool in the creation of awareness because it is a voluntary commitment that companies assume, the reality is that when a charter has many signatories in a country these companies exchange their best practices, they learn from each other and the movement starts and diversity policies are being implemented," Myrtha Casanova added.

4.2 Student Diversity

This section attempts to look into student diversity from the perspective of admission given to students from the various social groups such as SC, ST, OBC, PWD and general. It looks into admission data of two years (2014-15 and 2017-18) so that a changing scenario in the case of

student groups taking admission can be understood. The table 4.1 gives the social group data of students admitted in the academic year 2014-15.

Student Diversity (2014-15)

In the analysis total number of departments is taken as 21 excluding BA (P) since in case of BA (P) course the approved strength is not given in the table provided by the college even at the time of admission procedure. The table of 2014-15 admission shows that out of 21 departments only 5 departments have admitted more students than the allotted number and 14 departments under admitted students that is more than half of the total departments including much sought after subjects such as B.Com. (P), B.Sc. Life Sciences, Physical sciences, and Mathematics admitted students in less than the approved strength. The same scenario of admission strength in case of general category shows a different picture that out of 21 departments only 6 departments have got students under admitted of general category students while in overall student case only 5 departments have got over admitted and the rest of them are under admitted. It means that the less number of students are admitted not in case of general category but in reserved categories drastically affecting their intake not reaching upto the level of approved strength.

In case of SC category admission, 18 departments are under admitted that is a majority of the departments did not give admission to SC category students up to the level of approved number. A majority of these departments are of B.Sc. courses such as Physical Sciences, Botany, Chemistry, Mathematics, and Zoology that is almost all science courses conducted by the college. The only department in which SC category students is over admitted is Hindi just 5 in number. 4 departments did not get even a single student belonging to SC category. In case of ST category just 1 department that is department of history got over admitted just 3 in number. In this case a huge majority of departments that is 18 out of 21 are under admitted of ST students of which half of the departments that is 12 out of 21 did not admit any single student and it includes almost all science subjects except Mathematics in which 1 student is admitted against the 5 approved strength and Electronics in which 1 student is admitted against the approved strength of 2.

In case of OBC category only 2 departments got students over admitted such as B.Com (H) just 1 and Zoology (H) 7 in number. 18 departments that is a majority of the total departments got OBC students under admitted. However, in this category there is no 0 admission of students in any of the departments as point of improvement in comparison to other reserved categories. In case of PWD category all the departments remained unadmitted. In case of general category more than half of the departments that is 13 out of 21 got students over admitted and the scale of over admission is in many cases more than double of the approved strength in all the sections of arts, humanities, commerce and science with cases such as Hindi (23 against the approved strength of 14), History (23 against the approved strength of 14), Pol. Science (52 against the approved strength of 39), B.Com honors (122 against the approved strength of 61), Zoology (50 against the approved strength of 14), etc. Though there is a rule that the reserved category seats to be admitted should be calculated as per the number of seats admitted in general category, it is not

followed while closing the admission but admission procedure is closed not admitting students even up to the level of approved strength.

Current Status (2017-18)

The table 4.2 gives the details of social group wise admission 2017-18 in all the 22 departments of the college including BA Program (P) and Honors (H) and B.Sc courses. It gives the information regarding the approved (A) and existing (E) strength as well as category wise. In case of BA (P) there is no given information of approved seats rather only existing or admitted strength is available.

The table 4.2 shows that of all the 21 departments, excluding BA(P), in almost half of the departments (10 out of 21) less number of students are admitted than the approved strength, in which half of them are very less especially even in highly sought after subjects such as Economics, English, B.Com(H), etc. Surprisingly, it affected the number of students in reserved category than general category. In a majority of the departments (16 out of 21) general category students are admitted more than the approved strength whereas it is in reverse order in reserved category students admission. In case of SC category half of the departments fall short of the approved strength especially in popular departments such as Economics, English, History, B. Com (H), B.Sc. Electronics, etc. In case of ST category a majority of the departments (16 out of 21) in all streams such as Arts, Commerce and Science failed to admit required number of students.

In case of OBC category more than half of the departments (13 out of 21) did not admit approved number of students even in the highly sought after subjects such as Economics, English, Pol. Science, B. Com Honors as well as Program, B.Sc. Life Sciences, etc. In cased of PH category almost all departments did not admit approved number of students and in more than half of the departments, admission of these students is completely absent. It is also came to be known that the college authorities did not follow proper admission procedure as required by rules and regulations and it caused less admission of students than the approved number of students largely affecting the reserved category students' admission. It also came to be known that proper meeting of the admission committee was not conducted before closing of the admission procedure.

Changing Nature of Student Diversity (2014-15 and 2017-18)

As far as the aspect of changing nature of student diversity resulting from the number of students admitted from various social groups with reference to the admitted number and the approved number does not show any change as it follows more or less the same pattern of less admission in case of reserved category students especially of the categories of SC, ST, and PWD and excess admission in case of general category. It shows that social mobility is at stake in the crucial field of higher education system.

The 2014-15 admission data shows that out of 21 departments 14 departments under admitted students that are half of the departments including much sought after subjects such as B.Com.

(P), B.Sc. Life Sciences, Physical sciences, and Mathematics. It directly affected the admission of reserved category students especially SC, ST, and PWD category students since they are the really less admitted categories than the approved strength while general category students remained over admitted in the same under admitted departments even double of the approved strength.

The 2017-18 data also follows more or less the same pattern that of all the 21 departments in 10 departments less number of students are admitted than the approved strength, in which half of them are very less especially even in highly sought after subjects such as Economics, English, B.Com(H), etc. It affected the number of students in reserved category admitted than in general category as in 16 departments general category students are admitted more than the approved strength.

In 2014-15, SC category students in 18 departments are under admitted that is a majority of the departments did not give admission to SC category students up to the level of approved number. A majority of these departments are of B.Sc. courses such as Physical Sciences, Botany, Chemistry, Mathematics, and Zoology that is almost all science courses conducted by the college. 4 departments did not get even a single student belonging to SC category. However, they are departments such as Arabic, Bengali, Persian and Urdu. In 2017-18 also in case of SC category admission more or less the same pattern follows though the number of departments reduced to 11 from 18 that fall short of the approved strength of SC category students even in popular departments such as Economics, English, History, B. Com (H), B.Sc. Electronics, etc. In all these departments in all these two years general category students are admitted in excess to approved strength even double to the approved strength in some of them.

In 2014-15, ST category students got over admitted in just 1 department of History (1). 18 departments got under admitted of ST students of which 12 departments did not admit any ST student and it includes almost all science subjects. In 2017-18 the rate of admission of ST students remained in the same status without any significant change comparing to 2014-15 scenario that just 2 departments got over admitted of ST students such as Hindi (just 1) and Philosophy (just 1) whereas 15 departments under admitted ST category students, out of which 11 departments did not admit any ST students.

In 2014-15, OBC category got just 2 departments over admitted in B.Com (H) and Zoology. But 18 departments got OBC students under admitted and almost all of them belong to science subjects including arts and humanities such as Economics, Hindi, English, etc. However, in this section there is no admission of student in any of the departments. In 2017-18 the admission rate of this category remained more or less in the same status without any significant improvement that just 2 departments got over admitted and in 13 departments OBC category students got under admitted even in the sought after subjects such as Economics, English, Pol. Science, B. Com Honors as well as Program, B.Sc. Life Sciences, etc. and got 1 negative point that 1 department got no admission for this category.

A little bit of changing scenario is observable in PWD category from 2014-15 to 2017-18 that while only 3 departments got students though under admitted, in the latter case, 7 departments got students admitted indeed though under admitted.

In 2014-15, in general category 13 departments got students over admitted in all the sections of arts, humanities, commerce and science with cases and the scale of over admission in some cases is more than double of the approved strength with cases such as Hindi (23 against the approved strength of 14), History (23 against the approved strength of 14), Pol. Science (52 against the approved strength of 39), B.Com honors (122 against the approved strength of 61), Zoology (50 against the approved strength of 14), etc. In 2017-18 in general category the scenario remained same without much change that 15 departments got over admitted.

It would be better to stop the current admission procedure based on cut-off system that gives rise to various malpractices and fluctuation from department to department, college to college and year to year within one university. It is required that an admission system maybe introduced based on fixed total number of seats to be admitted and implementation of reservation rules in order to avoid under admission in reserved categories and over admission in general category leading to great educational scenario of social injustice. It also constitute major problems in the college as lack of space for classes to be conducted, laboratory work and library space are uncomfortably overcrowded and work load fluctuation in case of teachers to manage the class. In case of any department or college that do not face any problem regarding over admission or fear of loss of existing workload, their number of admission of students should be fixed accordingly and cut-off system should be stopped.

4.3 Faculty Diversity

As far as faculty diversity is considered, the current status shows that there are total 140 permanent faculty members in the college. Out of 140 almost half of them are women faculty members showing an equal status that woman possess, at least, in teaching position in the college. Out of the total number of faculty members, only 38 members belong to Muslim community though the institution was initially conceived for the educational upliftment of Muslim community members. A majority of these faculty members are in the departments like Urdu, Persian, and Arabic. This shows that their representation in other subjects are very poor signifying its inability to be in the mainstream of society. In case of other religious members are considered their presence is significantly low and among them Christian community is absolutely none. As far as SC faculty members are considered - out of 140 it is just 16 showing their teaching position is not filled up to the mark of reservation rules. However, comparing to other colleges it is found that in Zakir Husain College their number is comparatively better. Out of the 16 members female members are just 4 which is far below equal position, which also shows the women equality is dominated by the general category women. Women from the general category are more dominant as faculty member vis-à-vis the rest. In case of ST it is just 3 showing the same scenario of unfilled reservation seats. Interestingly in case of women equality in the ST social group, 2 members out of three are women faculty members. In case of OBC their number

is 16 though OBC reservation started very recently. This number is also the consequence of converting earlier posts into OBC category if anybody belonging to that category had got appointed earlier.

This also questions the principle of reservation treating general as a category that other reserved category members cannot enter into as not treating it as unreserved and open for all. Out of 16 female members, there are just 2 which indicate that among the backward castes women equality in faculty position is very poor. Another interesting point is out of 16 OBC faculty members, 9 are Muslim faculty members showing the poor representation from Hindu religion as it suffers seriously from lack of energy for upward mobility. Other reserved categories like PH, OH and VH has got 1 member each out of which one member is female and their representation is also less. As far as Professional status is considered there is no Professor in the college though there is a rule that 10% reservation of faculty position for Professorship. The numbers of Associate professors are 56 out of total 140 showing the scenario that college work is mostly handled by Assistant Professors.

4.4 Summary

As concluding remarks of this chapter it can be mentioned that as far as diversity is considered in case of students' social groups it is mainly contributed by the existing rules of reservation. However it is found that a large number of seats of especially reserved category students in majority of departments in the college are under admitted. In a few departments even if they are over admitted it is in few numbers. Nevertheless in case of general category in a majority of departments the seats are over admitted even if the departments show an overall status as under admitted. This signifies the fact that it is reserved category seats that are under admitted and even left completely unfilled leading to the under admission in the departments. In case of teachers diversity from the same point of view presents a more pathetic situation that even the present roster system is implemented in view of not filling up the required posts of the reserved category faculty members.

Chapter 5

Students' Survey: Profile and Initial Experience on Campus

5.1 Introduction

Adolescent is the tender, delicate and challenge accepting age. Impression in this age carry for longer period of time, and sometimes it lasts for alifetime; good impression makes a person sociable, emotionally strong, caring and highly productive. If due to any reason initial impression becomes negative, the person may become negative, aggressive and sometime will show anti-social personality disorder. Therefore it is important to provide a better conducive and supportive environment in the initial days of college/university. Nowadays a number of students facing discrimination that leads them to committing suicide. Rohit Vemula's case is an example of death of merit.

Zakir Husain Delhi College is a mini India, students from different castes, communities, religions and ethnic groups take admission in this college. This college has a glorious history, where students from different sections of society, caste, religion and group get admission and study peacefully and effectively. It was started as a Madrsa; Gaziddun the commander of Aurangzeb and gradually it became a college with distinction. This college makes effort to make each individual as unique recognizing the individual differences. Differences can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Nevertheless, any individual is a part of the society which is inclusive. Formation of such a society is the aim of education.

This chapter is aimed at understanding the diverse character of classroom in terms of the caste, religions, ethics, regional and gender identity of the students. The extent to which such diversity shapes teaching practices inside the classrooms and the impact of the same on the larger objectives of civic learning and democratic engagement will also be discussed here. This chapter is also aimed at describing Level of Study of respondent students; as our college is an Under-Graduate college so we conducted data from under graduate students. The data collection is specially focused on 2nd year 3rd semester students who are supposed to have enough classroom and college campus experience, whose experience may true, authentic and based on personal experiences.

5.2 Current Academic Profile

The current academic profile is of Under-Graduate level comprising 2nd year degree students belonging to 3rd semester in courses of BA, B.Sc, B Com, BA (H), B Com (H), B.Sc (H), and B.Tech of the year 2014 - 15.

Table 5.1 shows number and percentage of respondent students from various courses. There are 272 (51%) students in BA honors in comparison to 20.4% in B.Sc. B.Sc.(H) have 10.1 percentage, B.Com have 4.9 percentage, 3.7 percentage and 1.1 percentage in B Tech and B.Com (H) respectively. Table also indicates very low frequency and percentage of B com (H) out of 534 participants of Delhi College.

Table 5.2 reveals that highest percentage of students respondents are from political science that is 14 percent, Mathematics 11 percent, English 9 percent, History 7 percent, Chemistry and Commerce 6 percent each, Botany, Economics, Hindi and Psychology 5.2, 5.6, 5.8 and 5.8 percent respectively, Arabic and Electronic is 3.7 percent each. Persian and Philosophy has 2.2 and 2.6 percent student respondents respectively. Student respondents from Sanskrit department are minimum 1.5 percent only.

5.3 Gender, Socio-Economics, Religious Profile and Family Background

Higher Educational Institution is also a part of our society and differences we see in our society is also reflected in this research. A gender wise analysis table 5.3 shows that a significant difference is there between male and female student respondents, 56.2 percent are male and 43.8 percent are of female. Our society is mostly male dominated society; male child is given more preference in every sphere of life. Educating a male child is a preparation of family to progress. Female child is perceived as a liability on the family, expending money on girl child for education is a wasting of money and expending money on male child is a kind of investing money for better future of the family.

Table 5.4 shows representation of the students belonging to different social group in the Zakir Husain Delhi College, University of Delhi. At glance it seems that discrimination had taken place at administration level because students from general is 64 percent, reserved category students given admission left with 36 percent whereas 50 percent students belonging to reserved class supposed to be admitted. Students belonging to SC category given admission are only 9.9 percent in place of 15 percent. Students belonging to ST category were admitted only 3percent in place of 7.5 percent. It is observed that teacher in-charge for the admission deliberately kept cut-off high to avoid admission of reserved category students thinking that left over seats will be converted into general, and it is happening. It is also evident that if students belonging to reserved category and first generation learner, 10-20 percent students are having mistakes in caste-certificate, in the form of spelling mistakes, surname mis-match, even little mis-match error admission is denied without giving chance to correct/under taking etc. It is also seen that students belonging to reserved category having marks equal to unreserved students often admission denied. These are some important cause, ways of less admission to SC, ST and OBC students.

Religious Background: Above mentioned table-5.5 depicts true diversity in the college that 288 Hindu students out of 534 are admitted in this college which means about 54% (53.9 percent) students are from Hindu religion. They enjoy full autonomy in terms of celebration of their religious rituality, often organize lecture, college also organize lecture in order to understand

Lord Rama, culture of Delhi, India, and scholars are invited from Hindu, Muslim and other community. College as a family participates without any hesitation. College reflects true national character: "unity in diversity".

227 students from Muslim community got admission in 2014 that is equal to 42.5 percent. It would be easy to understand percentage and representation of Muslim community in University of Delhi, if we look into demographic of the college; we find that college is surrounded by Muslim community areas. This college is located in a Muslim dominated area and therefore percentage of Muslim community was expected to get more than 50 percentage admission but it was not seen in the table. This may be a matter of great concern and it signifies Sachar Committee report that Muslim should be dealt in different ways in order to uplift and develop the community.

Table 5.5 shows that admission of Christian students was 3 which is 0.6 percent. This is very less and therefore students belonging to Christian community are not very interactive and participative in class.

Similarly Buddhists students' admission is only 01 and it is 0.2 percent. Admission of Jain students is only 2 that is 0.4 percent which is also negligible and therefore individual participation in class is hardly visible. Students belonging to religious minority sometimes face discrimination and humiliation.

Occupation of Mother: A significant proportion of mothers (85.4 percent) were housewife. This is also a reflecting trend of the society because it is highest in percentage and it can't be by chance. 5.1 percent mothers of respondents are government employees, which is much less than that of developed country. 3.7 mothers of respondent students are regular wagers or are employed in private company. Self-employed mother is in negligible number (0.6 percent) followed by agricultural labor on daily wage (table 5.6). The analysis across different section of society shows the same trend.

Occupation of Father: Almost one third (35.2 percent) father of respondent students are regular wage salaried employees employed in private company, followed by self-employed non-agricultural business persons. 14 percent fathers of respondent students are regular salaried or Government employed. 4.1 percent father of respondent students are agricultural labor on daily wages followed by self-employed in agriculture. 12 percent fathers of respondent students are casual wage or employed in other occupation (undisclosed) (table 5.6).

Household Income: Household income group analysis shows that three-fourth (74.5 percent) of the student respondents were from households having income between Rs.5000-50000. Student respondents from below Rs.5000 monthly income household were only 11.6 percent and student respondents from household having above Rs.50000 were only 13.9 percent. Highest percentage of students respondents were from household having income from Rs.10000 to 25000 and this percent is 25 percent (24.9). One third (31.7) of student respondents were from household having income more than Rs.25000 (table 5.7).

The caste wise analysis shows that student respondents from SC/ST are from relatively poor households, 70% SC/ST students respondents are from household income below Rs.25000 whereas OBC student's respondents are mostly from above Rs.25000 (70%). In general category students, respondents are from all income group but more than 50% student's respondents are from below Rs. 25000 household income group. A comparatively higher representation 'Rs50000 and above group' was reported in Urban respondents when compared to rural respondents. Among the least income group, most of them were from rural areas and in case of highest income group majority was from urban areas.

Differently Abled and Type of Disability: There was very small number of differently abled students respondents (3.4 percent only) in the sample respondents (table 5.8).

State, Rural/Urban, Mother Tongue: The student respondents were from different states of the country, India, it seems that Zakir Husain Delhi College is representing mini India. Almost half of the sample (53.8 percent) students' respondents were from NCT Delhi. Place of residence analysis shows that more four-fifth of the respondents (84.8 percent) were from urban areas (table 5.10). Delhi is a capital of the country and commercial place too. Students with 90 percent and above score are more than 20 percent, Delhi university colleges have 54000 seats but almost 3 lakh students pass class XII every year, and high achievers in schools from all over the country come to Delhi for admission. Maximum high achievers are from urban area and this is probably the reason of having 84 percent and more student respondents from urban area itself. NCT Delhi is followed by Utter Pradesh; 24.6 percent student respondents were from Uttar Pradesh (UP). UP is close to Delhi, Some part of UP is included in NCR, mostly excellent private schools are located in Delhi and NCR, and we see almost 70 percent respondents were from private schools, it was also noticed that maximum students respondents were from middle class household - around 89 percent (table 5.7). Students' respondents in NCT Delhi were from all categories, SC, ST, OBC and General i.e. 53, 57, 54 and 53 percent respectively. Percentage of respondents from Uttar Pradesh was same as NCT Delhi. Respondents from Bihar were more OBC and General than SC/ST category, followed by Haryana students and then by Manipur state. Most of ST student's respondents were from Manipur/Nagaland. In addition to NCT Delhi, Uttar Pradesh, Bihar, Haryana, Manipur and Nagaland, respondents were also from Assam, Jammu and Kashmir, Jharkhand, Kerala, Madhya Pradesh, Odisha, Punjab, Rajasthan, Tamil Nadu and Uttarakhand. SC student respondents followed the same pattern as student respondents from General category followed. ST students were more from four states NCT Delhi, Uttar Pradesh, Rajasthan and Haryana only.

Mother tongue of students respondents were diverse; 74 percent were having Hindi as mother tongue (66.50 percent male respondents and 79.10 percent were female respondents). 12.20 percent respondents were having Urdu as their mother tongue (17.60 male respondents and 9.50 were female respondents). 11% student respondents were having different regional language as their mother tongue (table 5.9 a).

Mother's Education: Analysis of data shows that nearly half of respondents' mothers had not completed education beyond secondary –up to10th standard which is 53.2 (table 5.11). 46.8 percent mother of respondents could complete education beyond secondary level of education. Around 20 percent mother of student respondents could complete education up to higher secondary level. Student respondent of Zakir Husain Delhi College situated in NCT Delhi, showed an interesting fact that mothers of female respondents were more educated in comparison to those of male student respondents; 21.40 percent of female respondents whereas 13.30 percent of male respondents. Similarly 10.30 percent mothers of female students were postgraduate in comparison of 5.70 percent mothers of male respondents were post graduate. These differences were not significant up to senior secondary level. Up to senior secondary level, mother of male students respondents were ahead of mother of female student respondents (table 5.12). Highest percent of illiterate mothers were from SC and ST students respondents; 90.5 percent mothers of SC students' respondents could not complete education beyond senior secondary level. 87.5 percent mothers of ST students' respondents could not complete education beyond senior secondary level. High level of illiteracy was there in the case of SC respondents (table 5.14).

Education of Father: In the case of fathers' education, there weren't any significant difference between fathers of male students and fathers of female students, 56 percent fathers of female respondents were able to complete up to senior secondary level whereas 53 percent fathers of male students respondents could complete education up to senior secondary level. 25.3 percent fathers of male respondents could complete education up to graduation; whereas 22.2 percent fathers of female student's respondent were able to complete education up to graduation level. 13.20 fathers of female respondents completed education up to post graduation in comparison to fathers of male respondents. (table 5.13)

Education of Sibling: Majority of the siblings of the student's respondents had educational qualification above the senior secondary level. None of the sibling was illiterate. It is said about Delhi that those who are living in Delhi, paying rent or having own house, sending children to college, are not poor, they usually comes under middle class family, had dream to be better and better, that forces parents to give higher education. Interesting case of post graduation in psychology, maximum female students were from Delhi and NCR but male students were from outside Delhi. In Delhi specifically college/university going female students are more intelligent and dedicated to education in comparison to male students.

Section Summary: Higher education scenario is influenced when its social condition is different from students' home and community background. A Gender wise analysis shows that a significant proportion of the universe under study –here the class, groups studied was female and male students separately. The social group distribution of respondents shows that nearly 84 percent respondents were from general and OBC and only 14 percent were from SC and ST student respondents. Among the highest income group, majority were from Other Backward

Caste group followed by General group then came Scheduled Caste followed by Scheduled Tribe.

Comparatively a high representation of female was seen among Hindu though this association is not statistically significant but it is possible in NCR Delhi and this trend is also seen in big cities. It is also supported by the fact that pass percent of female students is higher than male students. A significant proportion of the mothers of students respondents were House wife. The caste wise analysis shows that the participation in non-agricultural labor on daily wages or casual labor was higher in SC/ST category. There is a close association between type of employment and household income.

A significant proportion of mothers of the respondents were housewife while a significant proportion of fathers of students respondents were self-employed followed by regular daily wages/salaried fathers. This trend was seen among all sections of society, a marginal number of fathers of respondents were involved in self employed agricultural work. Household income group analysis shows that two third of the respondents were from the household having monthly income above the Rs.10,000. Analysis of monthly household income showed that about 20 percent of students respondents were belonging to household having income Rs 50,000 and above. Caste wise analysis shows that among SC/ST category, majority were having average income. A comparatively higher representation in highest income group was reported in urban respondents when compared to rural respondents. Among the least income group, most of them were from rural areas and in the case of highest income group most of them were from urban areas.

There were a very small number of differently-abled respondents in our sample. Analysis of data shows that nearly half of respondents' mothers had not completed education beyond Secondary – Up to10th standard i.e. 53.2 percent. Highest percent of illiterate mothers were from SC and ST student's respondents. There were no illiterate in urban area; similarly there were no illiterate mother of any general category student respondents. In the case of father's education, majority of father had educational qualification up to secondary level. Among the illiterate fathers, majority were of ST respondents which was 31 percent followed by OBC respondents 29.30 percent and then number came of SC respondents, this may be rare example, but in NCT Delhi, it is a reality. A significant proportion of SC, ST and OBC students respondents were first generation education achievers. Majority of siblings of student's respondents had education beyond senior secondary level.

5.4   Pre-College Background: Type of School and Academy Background

Secondary School: Location, Rural/Urban*:* Analysis of data pertaining to location of school showed that 86 percent student respondents of Zakir Husain Delhi College came from urban area in comparison to 14 percent student respondents that came from rural areas. Female respondents were more from urban area in comparison to male respondents but this difference was not statistically significant as 94 percent were female respondents whereas 80 percent were male

respondents. One fifth male respondents were from rural area but negligible representatives of female student respondents were from rural area (6 percent), (table 5.16).

Secondary School: Majority of respondents were from secondary schools situated in urban areas which is 86.3 percent whereas 13.7 percent respondents were from secondary school situated in rural areas. (table 5.16)

Management Type: Majority of the respondents completed their secondary level education from private schools (53.30 percent), 30.30 percent from private aided schools and 23 percent from private unaided schools in comparison to 46.6 percent respondents who achieved their secondary level education from Government secondary schools. Majority of student respondents in this college were from government schools and government aided schools i.e. 76.90 percent (46.60+30.30 percent) (table 5.18). According to discussion with the respondents, good number of government and government aided schools are available in NCT Delhi with qualified and experienced teachers with respect to private unaided schools. Good private schools are in less number in NCT Delhi and these are costly.

Secondary School Syllabus: Almost three fourth student respondents were from CBSE (77.20 percent) followed by State Board i.e. 17.60 percent. A small percent of student respondents were from ICSE 3.40 percent and rest of 1.9 percent respondents did their secondary education from other Board (table 5.19).

Secondary School: Co-ed/Single Sex

Majority of respondents (56.90 percent) completed their secondary schooling from Co-Ed schools (table 5.20) whereas 43.1 percent respondents completed their education from single sex school. On the analysis of comparison between male and female student respondent in relation to their schooling, 53 percent female respondents completed their school education from single sex school in comparison to male respondents. This is a typical character of Indian parents that wish to send their female child to girl school (single female sex school), schools of Delhi Government are being run in two shifts, morning shift for girls and afternoon shift is for boys. Private schools in Delhi are almost co-education and inclusive schools. But number of students passing from government school is more in number of students than private schools, these are also vital reason of more female respondents completing schooling from single sex schools.

Marks Obtain in 10th Class: Majority of the respondents had scored above 60 percent, only 11 percent respondents scored below 60 percent marks which has 13 percent male respondents in comparison to 8 percent female respondents. 90 percent respondents were with more than 60 percent marks in 10th class, it is obvious that college admits students with higher marks. Interesting facts that came from analysis that female respondents were having better marks in 10th class than male respondents, although this is not statistically significant but it reveals many untold stories, rejecting well establish myth that females are behind the boys in education and cannot do intelligent works (table 5.21).

Higher Secondary: Rural/Urban, Management Type, Syllabus, Co-ed/single Sex, Stream of Plus Two, Marks Obtained in 12th Class Secondary School: Majority of respondents were from higher secondary schools situated in urban Areas i.e. 86 percent whereas 13.7 percent respondents were from secondary school situated in rural areas. (table 5.25)

Syllabus Almost three fourth student respondents were from CBSE (77.20 percent) followed by State Board 17.60 percent. A small percent of student respondents were from ICSE 3.40 percent and rest of 1.9 percent respondents did their secondary education from other Board (table 5.19).

Co-ed/Single Sex: About 70 percent respondents completed their senior secondary education from Co-educational schools whereas 30 percent respondents completed their senior secondary schooling from single sex schools. 76.30 male respondents did their senior schooling from Co-ed schools whereas 60 percent female respondents completed their senior schooling from Co-educational schools. 39.70 female respondents completed their senior secondary schools from single sex schools in comparison to 23.70 percent male respondents who completed their senior secondary education from single sex schools (table 5.22).

Stream of Plus Two: Of the 534 students respondents 51.50 percent respondents were from science stream, 24 percent were from Humanities, 13.50 percent were from commerce and about 10 percent of student's respondents from others stream (table 5.23). Male respondents were more in science (61 percent) than female respondents (39 percent). In Humanities female respondents were more (33 percent) in comparison to their male counterpart (17 percent). In commerce, there were no significant differences between male and female respondents, male respondents were 14 percent and female respondents were 12 percent. In other stream, there is a significant difference; female respondents were more than male respondents-14.50 percent whereas male respondents were 7.30 percent (table 5.23).

5.5 Choice of Career at Post – Secondary, College and Course

Choice of Career at post-secondary, college and course of Student respondents from Zakir Husain Delhi College are given in table 5.28 which is discussed as follow. Student respondents from SC category had a choice as follow; 9.6 percent respondents opted for general degree, 16 percent had opted for professional degree, 11.1 percent had ITI/ITC, 20 percent opted for diploma and 18.90 percent had first choice for teaching profession. In the case of ST; student respondents had a negligible percentage that had first choice for general degree, diploma or teaching profession, 2.6 percent for general degree, 3.30 percent for professional degree and only 3.8 percent for teaching profession. Highest percent of Student respondents from OBC and General category had first choice for general degree and professional degree; OBC respondents with 45.60 percent had opted for general degree and 42.50 percent for professional degree whereas 42.20 student respondents from general category had opted for general degree and 38.10 percent opted for professional degree. This is a matter of discussion that student respondents from SC/ST opted more for ITI/ITC and diploma and OBC/General opted more for general degree and highly professional degree, this also shows that SC/ST are struggling more for livelihood than thinking of very bright future.

Choice of college: The major reason for selecting their college was the availability of transport (Metro) system, proximity of college, internal environment of college, history of college, placement in college. Zakir Husain Delhi College is situated at the center of Delhi and a big population of this area is of Muslims, internal environment of this college is girls friendly, Muslim girls may come in Burqua, even a few teachers are also coming in Hijab taking class without any problem. In the University of Delhi, this is a unique college where maximum language, Hindi, Urdu, Sanskrit, Bengali, Arabi and Persian are taught along with Arts, Science and Commerce. This is an important reason that percentage of Muslim Girls is more in this college than those of other colleges in the University.

Availing reservation for Admission: Most of the student respondents from reserved category availed reservation at the time of admission. Student respondents disclosed that even we had equal or more marks than the general category; we were placed in reserved category. This is happening not only in this college but in most of the colleges in the university as indicated by one of the faculty members. The faculty member further elaborated that "Sometimes it happens deliberately and sometimes happens because of ignorance…. teachers from general category or feudal minded still are not ready to understand the essence of the Constitution of India in relation to reservation. For example, the faculty member shared his experience of facilitating admissions of SC students in the college. He shared that "once a SC student came for admission in SC category but surname was left out in the caste certificate, admission was denied but fortunately her marks was coming under general category. I approached the teacher In -Charge for the admission but teacher in-charge being from upper caste refused and even turned down my request to see the rule. I took the student to principal, principal being from minority, gave attention, instructed teacher in charge to accept her request and gave admission and finally she got admission in the college. She passed with distinction marks and at present pursuing post-graduation in University of Delhi."

5.6 Initial Days of College Experience

Access to Infra-Structure: A very large majority of student respondents revealed that their college arranged an orientation program on the very first day. Among those who admitted that college arranged orientation program, most of them got invitation from college itself. More than 80 percent students attended orientation program and got all the necessary information. Almost all of them admitted that they got information of library facilities, they got library tickets on same day, and they were provided 4 library tickets to get books issued and ticket for consultation in library itself. Other major information received from orientation program were rules, regulations and code of conduct, Anti-Ragging rules and regulations, Scholarships, fellowships, Internship, etc. Hardly any one of them reported that they got information of rules against caste, ethnicity and gender based ragging.

Class-Rooms: A very large majority of student respondents revealed that their class room experiences were encouraging; there is no segregation of students on the basis of caste in classroom. But a significant number of students revealed that girls are willing to sit in a group

with girls on front bench, before teacher. Students from North East often prefer to sit with other north eastern. Students from south India (lacking in language) also sit with south Indians and often on last benches.

The caste wise analysis shows that comparatively the SC/ST/North Eastern students experience a rate of good experience when compare to their counterparts. We can see a clear association between income status and initial experience in college. None of the richest group respondents got poor initial experience in college.

Some respondents found hiding their category, they had fear that if other came to know their caste, their behavior would be different and it will be difficult in adjusting in class. A small group of SC category student revealed that their teachers were not friendly and marks in practical examination were given poorer in comparison to general category. This finding is supported by study like death of merit.

5.7 Summary and Analysis

This chapter of data analysis of student's profile and initial experience on the campus shows the diversity in the college in various aspects such as gender, social groups, religious groups, economic sections, family background, and academic background. In case of gender diversity the lower rate of female student's shows that higher education access is still less for female students. Though it is a reflection of female rate in society as a whole it deserves special attention in order to enhance the educational status of women. In case of social groups such as SC, ST and OBC, the admission level of students belong to this group is just limited to the allotted seats and admission of general students exceeds those allotted number of seats. It is due to the cut off system of admission procedure and reservation rules of corresponding ratio of the reserved sections of the society should be admitted is not followed. It leads to excess of general category students admitted as more than allotted number of seats. In case of students belonging to marginalized sections are found to be coming from poor family background, poor academic background as belonging to backward economic sections of the society and a good number of them belong to Muslim community. Though the number of Muslim students among the respondent groups is not very less comparing to other social groups it is also true that taking into account the college location and its aim of establishment is not fulfilled as those students belonging to those locations are not successful in getting admission in the college due to national level competition.

Chapter 6

Diversity and Academic Experiences of the Students

6.1 Introduction

Diversity of experiences in the classroom plays a very important role in promoting creative thinking and intellectual engagement among students. It also creates an environment to generate self confidence among the students. Diversity in nature is strength and so is the diversity among university/college students, diversity of gender, social groups, religion and classroom background along with many other attributes contributes to the richness of the environment for teaching and learning. The challenge is how to harness that strength, and how to unleash the creativity and exuberance for learning that is present in all students who feel free to learn, free to be who they are, and validated for what they know. This largely depends upon their academic experiences they achieve in the higher educational institutions which play a major role in their wholesome development.

In this chapter an attempt has been made to find out how the diversity in gender, social group, religion and caste background affects the academic experiences of the students in higher education institutions and what are the reasons for these differences so that the challenges faced in academic experiences by diverse group of students are minimized and students derive maximum benefits from diversity.

6.2 Classroom Seating Arrangement

The seating arrangement of students revealed that majority of students get the choice to select a row and sit in the classroom of Zakir Husain Delhi College. It was found that almost half of the students including gender and all the social groups sit in the first and half of them sit in the second row with significantly low number of male and female students sitting at the back reflecting the presence of well-motivated learners in the classroom. The major reason of seating in the classroom is to get direct attention from the teacher, to make lecture of the teacher more audible. The seating arrangement in the class is not influenced by any medical or physical problem. While majority (close to 70%) of the students accepted that students do not sit according to their own community in the classroom, and they sit together because of prior acquaintance. There were however one-third of students admitting that seating in the classroom was based on the belonging to the community.

6.3 Teacher Sensitivity towards Diversity of Student Identities

As far as teacher's sensitivity is concerned, it was statistically found (see tables of appendix) that a majority of students never found teachers making remarks based on caste or region of the students in the classroom, with a big majority of male and female students reaffirming the same. If we try to see the appendix table, table focusing the label of students as reserved category in the classroom, a big majority of male students also accepted that teacher never labeled them as reserved category.

6.4 Sensitivity to Student Diversity in Curriculum Transaction

It was stated by almost half of the students that teacher never or rarely included various perspectives of different cultures in class discussions. As it is seen from the tables, half of the students felt that the teacher never or rarely encourage students from different social background to work together in group assignments whereas half of the students accepts that the teacher always or frequently encourage students to do so.

Summary

There are two group of students one believe that teachers always encourage students from different social background to work together in group assignments and the other believes teacher never do so. Although a significant number of students accept that teachers encourage students to respect different beliefs always or frequently, there is a small group of students who never find teachers encouraging students to do so.

6.5 Equality in Provision of Academic Support

Regarding equality in provision of academic support, majority of students are of the opinion that they never or rarely received academic support from the teachers. It is reported that there existed some disparities among teachers in providing academic support to students. But in the case of academic discussions inside the classrooms, teacher always gave equal attention to them in comparison with others. As far as equality in provision of academic support is concerned, majority of students felt that they never or rarely received any academic support from the teacher, very few students frequently or always received academic support thus highlighting teachers disinterest in helping students excel in academic field to do better in life.

6.6 Classroom Interaction

The classroom interaction between teachers and students shows that overall there exist a good relationship between the teachers and students. But, at the same time, SC/ST respondents, males and poor respondents felt that comparatively they got lower rate of encouragement from their teachers.It was admitted by around less than half of students that teacher never identified them by their names, or rarely did so whereas very small number of students always found teacher identifying student's name and students accepted that this happens frequently. Reflecting that teachers lack to express sense of belongingness and respect for the students which plays a very important role in accelerating their academic progress, rather creates walls which may adversely affect effect classroom interaction and achievement of the student. Most of the teachers encouraged questions in the class. Student diaries revealed that teachers generally adhere to lecture method in the classroom and questions are rarely used to illicit students' reflection, and understanding. Pedagogical methods, such as inter-group dialogue and mixed peer groups were completely found missing where students from diverse groups come together and interact, thereby unlearning many prejudices and developing capacities to deal with diversity and difference.

6.7 Guidance and Time Given by the Teacher for Feedback

In short, with regard to the providing guidance, teachers acted well. Students could meet their teachers without much inhibitions and their doubt got clarified without any issues. But here also, certain groups like 'category' students stood behind in getting these facilities when compared to their counterparts. Around half of the students admitted that teacher give them time for one-to-one interaction in academic matters or guide them in project work, whereas half of the students denied. It got further reflected from interviews and group discussions that teachers do not make attempts to have one to one interaction but lend ear to the academic problems of all students who approach them and require some help.

6.8 Inter-Personal Relationship with Teachers

Interpersonal relationship with teachers showed a mix of responses. Respondents felt free to interact informally with faculty members outside the class room frequently. As it is seen from tables of appendix chapter 6 which shows around half of the students admitted that they never felt free to interact informally with faculty members outside the class room, and half of the students can always or frequently interact with the teacher which also reflects a certain change in the nature of teacher-student relationship.

6.9 Equality in Evaluation

In short, in the case of equality in evaluation, teachers gave equal attention to all students. Notable issues were not reported in the case of revaluation also. Even though the rate is low, category (OBC, SC and ST) respondents complained about evaluation. When we see the evaluation and equality tables of chapter 6, tables shows that majority of students think that teachers evaluate examination papers fairly.

6.10 Teachers Support to Build Leadership Qualities

The survey findings show that teacher never delegated academic responsibilities to 1/4th of students, 30.4% of them said that the teacher rarely did this, whereas 21.6% of them said that the teacher always delegated academic responsibilities to them and 1/4th of them said that the teacher frequently delegated academic responsibilities to them. These findings reflect that more than half of them were delegating academic responsibilities always or frequently which will help them develop leadership qualities whereas marginalized students shared that teacher hardly give them any such responsibility and only few students "smart ones" in the class are chosen for this.

6.11 Students Library Experience

In the Zakir Husain Delhi College, no separate seats are earmarked for students or for any type of group of students in the reading hall. Students shared in the group discussion that some student sit alone in the reading hall and some students live together with their friends, both male and female become friend and group can become on the basis of gender, religion, region and the base of standard of living.

6.12 Students Experience of Administration

It is evident from tables of appendix 6 that majority of students stated that there is no availability of the schedule for the release of fellowship/ scholarship. It was also shared by the marginalized students through interviews and diaries that no information is provided regarding the schedule or release of scholarships/ fellowships due to which at times there is a severe dearth of financial resources further adding to their grievances.

6.13 Students own Learning Strategies for Academic Progress

As far as students own learning strategies for academic progress is concerned, it is evident from the result which is given in the table in chapter 6 appendix that some students always search internet if they were not clear about some issue taught in the classroom. Some of them used it frequently whereas some of them never did so. Some students also admitted to search internet rarely for academic progress, which indicates a growing use of internet as assistance for learning. A large majority of students also visit the library, whereas an appreciable number of students also accept that they rarely visit library for academic progress. During discussions with marginalized and women students it was shared that library is still a popular source in absence of internet facility which is difficult for them to avail. Majority of students did bother if they are not clear about some issues taught in the class.

6.14 Summary and Analysis

This chapter was an attempt to get a comprehensive picture of the diverse character of classrooms as well as the various patterns of behaviour – in terms of learning and teaching – that it generated. The diversity was already measured, and articulated already as well, in terms of their caste, class, and gender. However this diversity gathers more meaning and relevance in the context of its impact on the learning outcomes and the various strategies adopted and implemented in order to make classroom learning more effective.

It was found that almost half of the students including gender and all the social groups sit in first row and half of them sit in the second row with significantly low number of male and female students sitting at the back reflecting the presence of well-motivated learners in the classroom. The major reason of seating in the classroom is to get direct attention from the teacher, to make lecture more audible. It was not common to see remarks in the classroom based on caste, region identity. Their teacher did not make any caste based jokes. Students who belonged to the reservation categories did not confront situations, as used to be the case in the past, where their caste names or that they managed to get admission through reservation quota were publically made a point of sarcasm by other students.

Chapter 7

Social Life of Students in the Campus

7.1 Introduction to the Chapter

The social life of the students in the college campus is very important part of academic stay in any of the institutions. Their participation in various academic and co-curricular activities with friends, interaction in the college or University campus, all students help them learn many things on the basis of own understanding and they develop best understanding with their friends and they share their own emotion, attitude, values, ability, behavior and habits with their friends. This chapter tries to reflect some light on the social life of the students of Delhi College Student, including their peer group, friends, nature of interaction in the campus, their involvement in co-curricular activities and their political life. The social composition and mix of social categories within a campus is a pivotal factor in deciding the nature and forms of discrimination. The diversity of campuses also has a major role in deciding the nature of democratic engagements or social life of the students within each campus. This experience may vary in accordance with the unique nature of each campus. The major points of discussion are covered in this chapter.

7.2 Basis of Peer Group Formation

There are several factors that affect the peer group formation of the student's caste, class, gender, ethnicity, religion, area, birth order and the institutional environment are major among them. Religion is an important factor for group formation. Zakir Husain Delhi College is a very important college of Delhi University because number of Muslim student ratio is high as compared to Other Colleges of Delhi University while this is not a minority group college, but there is some reservation for minority student.

Generally caste wise peer group formations were being observed in the college, especially by the general category. Close to 70% of the students from the general category reported that their first best friend was their own social background. More male than female students (21.8%) form peer group with the students of their own caste. Another important factor of peer group formation was religion. It has been elaborated that they may get a psychological feeling of protection while they are sitting together.

7.3 Intergroup Interaction on the Campus

As far as intergroup interaction is concerned it was observed that more than half of the students are never cautious to interact with the students of other castes, 29.4% of them are cautious rarely, 30.40% of them frequently and only 18.80% of students are always cautious to interact with the students of other castes.

Table 7.6 indicates that more than 1/3rd students have never had open discussion about caste/religion issues outside of class, 21.4% students rarely had, 35.2% students frequently and 26.2% students always had open discussion about caste/religion issues outside of class. Table 7.7, table 7.8, table 7.9, and table 7.10 show diversity of the Zakir Husain Delhi College

students on the bases of caste, gender, religion, location and economic level. The respondents never had tension filled interactions with students from a caste other than their own. In the case of interaction inside the campus, it was reported that the respondents were not cautious to interact with students from other castes. The respondents never had tension filled interactions with students from a caste other than their own. The respondents could frequently share their personal feelings with students belong to other castes, but they rarely had open discussions about caste/religious issues outside of class.

7.4 Level of Involvement in Co-Curricular Activities on Campus

Zakir Husain Delhi College has the legacy of performing well in both cultural and sports activities and sports competitions. They could even contribute players to state and national level teams. In other way around they are more active in cultural and sports activities and exploring such possibilities to establish their own individual identity within the campus.

7.5 Nature of Participation in Co-Curricular Activities on Campus

As we have discussed earlier participation of the marginalized students in the arts and sports activities of the colleges is indicated as good, and exclusionary practices based on caste, gender were not widely reported. In the case of sports activities students require regular practice in the campus. They need nutritious food and refreshment to ensure best performance. Students from marginalized groups are facing scarcity of money for meeting such minimum demands.

7.6 Awareness about Campus Level Committees/Cells

A very large majority of the respondents (60 percent) were not aware of the UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2012. Students from urban areas were more aware (45 percent) (table 7.11). As far as the awareness of anti-discrimination office is concerned, almost all students were not aware about the Anti-Discrimination Office. Only 40 percent of the students had heard about this office (table 7.12).

7.7 Level of Political Participation

Zakir Husain Delhi College is well known for student politics in campus. It has also contributed several state level leaders to students and youth organizations like Akhil Bharatiya Vidyarthi Parishad (ABVP) and National student Union of India (NSUI) with both students' parties working for student welfare.

7.8 Summary

The information regarding the peer group formation of the students indicated that there are no restrictions existing in the colleges for effective interaction between boys and girls. Caste wise isolation is not widely visible in the campuses during the peer group formation of students because there is a lot of unity in diversity. Major reason observed for the absence of caste wise segregation is the similar background of majority of the students coming into the colleges. Most of the students reaching into the colleges are hailing from poor socio-economic background and are from lower castes and other backward castes.

Chapter 8

Teachers' View on Teaching Diverse Student Groups

8.1 Introduction

This chapter deals with views of teachers on teaching diverse student groups. It is from the perspective of imparting education that it is necessary to interact with students especially in classroom having a variety of students from different social groups. Since students are of different educational background though passed from the same level of course as minimum educational qualification and undergoing the same level of course in the college. As they belong to different economic and social strata and of various intellectual level it becomes necessary for a teacher to have a view of taking certain strategic steps to handle class room teaching. This chapter is based on interviews with faculty members from various departments. The faculty members also belong to various social groups so that a clear picture of various types of views with the background of their social and mindset can be understood. This chapter discusses the issues in relation to the views of teachers regarding social, cultural, and behavioral aspects of students with their changing pattern among students from various backgrounds. It also includes the matters of modes of interaction of teachers with students both in class room as well as outside of the class room.

8.2 Views of Teachers Towards Social and Cultural Background of Students

Regarding socio economic and cultural background of students in the college, the faculty members generally responded that students come from diversified socio, religious, economic backgrounds that include students from different regions such as north, south and north-east of India varying in different aspects such as color, creed, region, and caste. Though the students are from different regions and religions, there is one socio-economic condition that unifies them that they are from comparatively weaker sections of the society. One SC faculty member in his interview disclosed that it is students from basically lower sections of the society that are attracted to this college even from such faraway places like Saharanpur, Bihar, Chhattisgarh in the midst of tight competition in admission in Delhi university colleges. They could get admission in this college mainly due to their marks in the qualifying examination matched with the comparatively lower cut-off range of the college than the other campus colleges. It is also a fact that many students knowing their cut-off do not even try for admission in other campus colleges where cut-off range is very high. It is also an interesting phenomenon that a majority of students with low cut-off mark belongs to lower middle class signifying the fact that now-a-days a quality educational background demands a lot of investment by parents in their children's education.

Though there are students from all over the nation including North-East, one faculty member observed that there are large number of students coming from Ghaziabad, Faridabad and the nearby capital regions, due to better connectivity especially as a result of the introduction of metro train service in the city. Some of the other faculty members were of the view that due to

the influx of students in both regional as well as national level is that local students get marginalized in higher educational institutions in the national capital.

As far as religion wise representation of the students is considered, the faculty members shared that there was a considerable presence of students belonging to Muslim community in this college was in comparison with their representation in other Delhi university colleges where Muslim community representation is very poor. However, due to the location of the college as it is near the "walled city", this made the college to be wrongly viewed as a minority college. It was shared that though the college was originally conceived for the student population from the "walled city" in post-independence period it was declared as a non-denomination college. Many faculty members in the college even belonging to the Muslim community expressed their concern in their interviews that this is a wrong perception about the college and there is no such benefit for the community in that way and, that unfortunately media is also part of this wrong propaganda.

In order to avoid this misrepresentation college authorities recently even thought, as informed by the principal in his interview of dropping the name of the college as "Zakir Husain Delhi College" and retain its old name only as "Delhi College". It clearly shows the nature of Indian psyche that even the name of a former president of this country is viewed from a communal perspective. It is also evident that it is not a Muslim denomination college per se as there is considerable majority of the faculty members of the college belong to other religions. On the other hand, the disturbing fact emerged in the analysis of questionnaire filled up by the students is that Muslim students face uneasiness in interaction with their teachers.

Among the interviewed faculty members some old generation faculty members from science departments belonging to Hindu general category remarked regarding their class room student population that a majority of students are from lower middle class and belonged to "conservative background", indeed, referring to the students from the "walled city". This view seems to be supported by the younger Muslim faculty members. A faculty member from Urdu department which is one of the land mark language department of the college along with Arabic, Persian, mentioned that students come to the college from lower strata of society with lower cut-off and that teachers in addition to teaching are often compelled to attend and guide them in the everyday matters related to their social and classroom behavior due to their poor social and economic background.

Many faculty members from Muslim category especially from science, commerce and economics departments mentioned that a majority of students are socially and economically weak and not in a position to pay their fees. They are not in a position to buy costly books and other study materials as there is more technological needs in education such as calculator, smart phones for quick and easy reception of information from net, computer, software, photocopy materials, printouts, etc. which are becoming more and more necessary now a days but are costly. They were of the opinion that these students should be given some financial assistance

since some of them are really promising in their capabilities and aspiring with a changed view of social life to be a part of main stream society.

Some of the old generation OBC Muslim faculty members in social sciences and humanities mentioned that students are from poor and public school background and it is due to reservation they entered into college as a positive development, of course, after the recent introduction of OBC reservation in higher education institutions. Some faculty members from Economics department observed that students are mostly from poor background, and especially from public school background. Government school students have to work hard to compete with private school students. It is due to reservation that students from lower background get entry to the college. They find it very hard to cop up with the new educational workload and pressure in higher educational institutions.

This gives an overall picture of the nature of the student population in this college. Teachers were aware that the students in their classrooms were from weaker sections of the society whatever the region or religion they come from. The slightly larger representation from Muslim community in student population in this college is only in view of comparison to their population in other Delhi colleges, which is otherwise far less represented from a national perspective in educational institutions. Teachers were of the view that students from the deprived communities demands special attention through financial assistance to bring them at par with mainstream society ensuring more participation in higher education. It is also an interesting observation that none of the faculty members belonging to other communities could mention the financial difficulties that the poor Muslim students face in the college and make suggestion accordingly. Rather it is also true that some faculty members belonging to other religious background were not able to be sensitive towards the deprived nature of the background of diverse student body and viewing them as from "conservative background" implying their biased perspective

8.3   Views on Changing Characteristics of Students

Regarding the change in the nature of student population from earlier times to present times, the analysis of the interviews with the faculty members discloses still far in-depth truth of the society. From the interviews of both the older and new generation faculty members, old generation teachers were able to make sound observations referring to the phenomenon of change in the student population from a historical background of the college than the new generation ones due to the fact that such changes take place gradually. However, new generation faculty members also could make valid observation regarding this change signifying a different aspect of the phenomenon of rapid change as more recent in student population in comparison to older times.

Some senior science faculty members said that there is qualitative change in the students especially in their knowledge background and personality development…."now they have high cut-off, strikes are very less and rowdism is also very less in the campus…now they are more career-oriented…students are comparatively non-smokers. A lot of change occurred culture wise, nature wise, manner wise…students IQ have improved and they are of good quality." However,

some of them observed that there is another side to this scenario which is not very much positive. They observed that now a day they are having only bookish knowledge and their aim is to get education only to get degree and job. A senior social science faculty member observed that now there is more diversity in terms of caste, religion and economic class. There is greater participation in higher education from the marginalized group. One OBC Muslim faculty member in social sciences mentioned that due to OBC reservation, poor students from reserved category have started to come more recently. Overall faculty members were of the view that the present day expansion of diversity indeed has a lot to do with the recently introduced OBC reservation.

Diversity is student background varied according to discipline. In the economic department and the science, faculty members felt there were students were more from middle strata which perhaps curtailed the entry of lower strata students. In order to support students to study science and economics, faculty members were of the view that they required to be financially supported as students face problem of the fee payment. However, faculty members from the Urdu department complained of "change in 'quality' of students and indicated that earlier the admitted students were aware of Urdu literature, now their awareness is very less… all are local students and from public school background… even basic reading and writing is not possible by them and consequently they are to be taught everything from elementary level." This was also corroborated by the Hindi department faculty members who mentioned "that quality of students is coming down."

8.4   Views on Social and Behavioral Aspects of Students from Marginalized Groups

Behavior of marginalized Groups in the Class

To the question related to the learning activities such as attention and participation and general behavior of the students belonging to marginalized sections, faculty members in general were of the opinion that there is no behavioral problem that is distinguishable from other students. However, in learning aspect there is a problem especially they are less interactive and low scoring of marks and there is even dropout. Old generation faculty members from science and commerce departments in general were of the opinion that only some of the students from the marginalized communities are attentive and participate in the class. Only those who wanted to study are attentive and participate in the class. A few of those faculty members even stressed that it is only a few students that are attentive in the class, participate in classroom interactions and are regular to class. There is a kind of inferiority complex among them though it is not applicable to all. Nevertheless, there are a few exceptionally brilliant students as well.

Some of those faculty members expressed their inability to give an accurate picture regarding this issue from the perspective of social category since p*ersonally they do not know* their categories. Class in totality is perceived rather than social group wise and it is always found that as some are attentive and some are not. However, according to them, there are certain occasions in which caste can be known. *If some students create some problem* then they come to know

about their castes. From the *percentage of marks* also caste can be known. Otherwise even the name of the students are not remembered to recognize their caste or religion.

It is true that it is not possible to remember the name or caste of all the students of a class and register numbers of the students are used to take attendance for the purpose of convenience though it is generally advised to teachers to relate and address students by their names. Regarding this issue a faculty member from the marginalised category but from the department of social sciences said that students from marginalized communities are attentive and participate in the class. It was also added that attention in class has *nothing to do with economic or social* class and those who wanted to study are attentive and participate in the class. It signifies one fact that in social sciences or in humanities these students are more comfortable as far as learning behavior in the class is considered than in the science departments. But there is a different opinion from other social groups of faculty members from science and commerce departments regarding the class room learning behavior of these students.

A majority of the Muslim faculty members from science and commerce departments were of the opinion that students from marginalized communities are attentive and participate in the class. A few of them expressed their sympathetic feelings that sometimes they are not attentive and participating in the class due to their personal problems. A few of male faculty members expressed their observation referring to girl students that they faced problems in their studies due to their house hold duties that they have to perform at their home. It is strikingly that none of the interviewed female teachers pointed out these issues regarding girl students that these are their everyday job which did not deserve any special mention but to cope with it.

Some of the faculty members mentioned that some of the students suffer from inferiority complex that locks them to be attentive and participative in the class. Some teachers were also of the opinion that the attention and participation of students in the class depends on the teacher to a great extent. Among the interviewed SC faculty members from science as well as non-science departments, a majority of them reported that a majority of the students from the marginalized communities were attentive in the class. And only a few of them expressed their inability to identify students based on their categories in the class room teaching in order to make an opinion regarding this issue. Faculty members generally were not attentive and sensitive to social issues and economic background of a student and rather viewed all in general without paying any special attention or care. Many of the faculty members of provided their opinion on the class as a whole and indicated that some of the students were attentive and some were not attentive.

Faculty members from the disadvantaged social group were more attentive to students from the perspective of their social as well personal backgrounds and only a few SC faculty members negated not to care students from that perspective. These observations stress the fact that though reserved category students are exhibiting good learning behavior in class room at least in the classes of some faculty members. It is also true that there is a general inferiority complex haunting students from the disadvantaged groups preventing them from better classroom

performance. This complex is more dominant in the classes of some faculty members which in turn seem to be expressed as inattentive, non-participation, and even absence.

Regarding the issue of learning and behavioral aspects of the students admitted through the reservation policies, senior faculty members from science departments generally agreed that there is no behavioral difference between these students and other category students. Nevertheless there is difference in the learning aspect from students of upper strata, with the former category students failing to meet the expectation. Only some of the faculty members from the same social category said that there is no difference in their both learning and behavior aspects from other general students. Their opinion was basically based on the indifferent perception that class as whole is perceived not in terms of social groups and in that sense some are good and some are bad and it is not according to their social category. "Sometime students are just careless it has nothing to do with their social background." A few expressed their inability to comment on this issue since they do not know their castes.

From social sciences also they expressed the opinion that as far as learning is concerned there is a difference between upper strata and the marginalized but if *given proper care* both groups can flourish. Regarding behavior, these faculty members said that it is sad that students coming through reservation generally are shy in opening up. It is due to their inferiority complex. A majority of the faculty members belonging to Muslim community from science and commerce departments responded regarding students belonging to the marginalized communities that they are conscious, well behaved, attentive, regular and punctual. "Their behavior is very good…. some are brilliant and not in need of reservation still others are in need of it. It is the public perception that is accounting that they are weak."

Nevertheless some of the faculty members mentioned that some of these students in learning are not up to the mark. Giving a causal justification for this drawback of these students some of the faculty members belonging to the same category told that they are doing well, but may suffers from *inferiority complex*. It is shown from the opinion of these faculty members that there is public perception that they are weak, on the one side, and, on the other side, there is inferiority complex that they suffer from as somehow correlated as a social manifestation of dichotomical opposition of superiority and inferiority complexes.

This phenomenon of binary opposition of within the social psychic states can be the expression of something else that is the undercurrent of the cultural tradition of the country since inferiority complex as one sided expression inherent in certain social group cannot exist if it is not to be correlated by the other counterpart. According to Jean Paul Sartre, a French existentialist philosopher- shy does not exist without being looked at and consequently making him to pronounce famously that the other is the hell. However it has proved fatal in the case of performance of these students and it is evident from what is told by some of these faculty members that they are interested in learning but they *need attention from teachers. This* marks them as being recognized by others in the form of a social dependency and as possessing the

symptom of low self-confidence or due to draw back in grasping things due to their improper school educational background.

It shows the dependency and non-self-sufficiency of students from marginalized communities not only socially and economically but culturally as well as psychologically in the case. Referring to the latter aspect some faculty members said that learning capacity is a major hurdle for this group. The views ranged from… *drop outs* are in reserved categories….english is inadequate…mathematics is lacking in pursuing Economics. It shows that there is tremendous influence upon students with reference to their social background and educational backgrounds on their higher studies. This also implies that remedial classes should be given to all whoever is poor in content knowledge, in English and subjects of science including mathematics. There is no learning and behavioral difference among the students to be based on their social groups.

General Inferiority Complex

Regarding general behavior of the students from the marginalized communities, the most common opinion even including that of the reserved category teachers was that they suffer from some kind of general inferiority complex. It makes them less interactive with students from other communities and even with teachers though some of them are attentive and a few participate in class. The general opinion of the interviewed faculty members from both older and newer generations is that avoiding this general aspect of inferiority complex they do not have any other peculiar behavioral problems as some kind of identity mark of a particular social group but paradoxically it add up to their learning underperformance. Indeed, in general there is learning problem due to various other factors such as social, economic, familial, circumstantial, cultural, etc. though there are a few exceptions of very brilliant students that can even compete with general category students.

A majority of the faculty members were of the opinion that all these issues can be overcome given proper care, special attention, remedial steps, etc. Nevertheless, the issue of general inferiority complex is a complex issue that may not be expected to be overcome simply by overcoming all the factors of financial, familial and circumstantial issues since these issues can be seen suffered by students from other communities as well and indeed they overcome if proper facilities are provided. It is also evident in case of OBC students entered through reservation that their seats are filled up comparatively faster than those of SC/ST students and they are relatively in better position to enjoy reservation facilities and their performance also comparatively better. If the general inferiority complex identified with students of the marginalized communities as cannot be overcome by these facilities and if their underperformance proceeds from or influenced to a great extent by this complex itself then the issue that demands certain means to overcoming it is much more complex.

It is evident from faculty members' remarks that even brilliant students from these communities face this problem and become less interactive and hesitant and lack of self-confidence. Here one crucial issue is the very nature of available or existing modes of interaction between a marginalized community student with the other community students and teachers which matters

to a great extent. What kind of attitudes are faced by and what kind of economy of terminology practiced as day to day cultural practice and what kind cultural hangover is there in the social psyche all matter. This fact is also exposed by some news reported the kind of attitudes and even words used and comments made by some faculty members against the students of marginalized communities by other community students, faculty members, and administration staff, etc. even leading to the incidents of committing suicide by these students.

8.5   Perception of Teachers on Discrimination within the Campus

From the responses, to the question regarding general perception of teachers towards students from marginalized communities, a majority of the teachers assured that no differential practice is maintained in the class, rather class is considered as one. Teachers do not go by community segregation but approach students irrespective of caste and creed. Some of the faculty members said that it is also a fact that teachers hardly know such things about their students. Effort and ability of students are being taken into account to formulate an opinion about any student. Academic background that students have built up is more important than their social background. It shows that teachers do not discriminate in general. Some faculty members belonging to the same category stressed that if the students are academically good or at least trying hard teachers in general are very encouraging and cooperative. Teachers maintain positive perception towards them.

Some faculty members said that earlier drop outs were more in number in the case of students from marginalized communities. Now that scenario is changing. The drop outs are less. These facts also contribute to develop positive perception towards them. All these views indicate that it is the hard work and interest and the success of the students in their attempt whether belonging to marginalized communities or not that contribute to formulate a general perception towards them rather than traditional caste bias. If the students from marginalized communities are also working hard academically then they are also perceived with a positive outlook and encouraged whole heartedly. Some faculty members shared that there are some teachers who are helping those students even financially and in view of helping them to get rid of their financial difficulties provide them information regarding various scholarship programs. Teachers cooperate with them and help them not only academically but also financially, and provide moral support.

To the question asked in the interview regarding the perception of teachers in general if they think that students from marginalized communities can do well in the studies a majority of the faculty members answered positively. A majority of the faculty members mentioned that only some of them think so and not all. Some of the faculty members added stressing that these students can definitely do well in their studies provided that good guidance and motivation is given. They are basically brought to that position rather than earned by them like other students. So it should be taken care of with proper guidance and motivation and they should work well too. Some of them commented regarding some tendency prevailing among the students from marginalized communities that some of them think that even if they get 50% of mark they will get a job. This attitude is harming their ability to work hard and lead to lower performance than

what they are expecting. Some teachers mentioned that communities do not come into picture between student and teacher.

A majority of the minority faculty members also affirmed this fact responding positively that teachers have the perception that students from marginalized communities can indeed do well in studies. A few of them stressed that it is not simply a perception only but rooted in reality as they have seen them doing well. However some of them stressed the fact that though teachers maintain a perception in general positively the reality is that they can do well in studies only if they are provided with amble opportunities with financial as well as moral support.

For example, some faculty members from Economic department said that many a time teachers can witness that, in Economics department, it is a highly difficult subject for them, and they cannot complete the course without adequate support and extra help. We give them back up classes, helping students in various ways and encouraging them. Medium of instruction is also a serious matter for these students since the department is not in Hindi medium and no books available in Hindi. For BA Program course Hindi medium is there and there students are performing better than the students in English medium. In view of benefitting these students in English medium honors course also both the languages are used to teach.

It is also a fact that number of students in Hindi medium is more than in English medium showing a majority of these students prefer Hindi medium though not all. Some of the faculty members belonging to minority category were of the opinion that such a perception regarding the capabilities of the students from marginalized communities depends upon teachers. It is also true that, they observed, generally SC/ST students think that they can manage to pass without working hard. Parents also inform them that way. Then they become more deteriorated. They fail to score even up to the expected level.

A majority of the faculty members belonging to SC/ST category affirmed that only some of the teachers think that the students from marginalized communities can do well in studies but a majority of them do not think so. Some of the faculty members said that it is only the thinking of teachers that they can do well in their studies but the truth is that students from these social category are not putting enough effort though a few work hard. A few faculty members especially from science section said that a majority of these students are not good in academics though a few of them are even better than average.

Suggestion for Branch/Discipline

To the query related to the opinion of the faculty members individually regarding the suitable branch or discipline for the section of the student belonging to reserved categories such as SC/ST/OBC based on his or her long years of experience a majority of the old generation Hindu general category faculty members stressed on the aspects of knowledge, interest, ability, background, usability, etc. that are to be taken into account while suggesting a suitable discipline for a student. They also added that all these criteria is not only for the students of reserved categories but all. Some of them emphasized this fact that only after judging knowledge, interest,

and educational background of a student a suggestion can be made. Nevertheless it should be the same process adopted for all and not just for SC or ST or OBC.

Some of the faculty members were of the opinion that interest should be given priority. Nevertheless, they supported the view of corroborating aspect of ability to pursue certain subject and that the ability also should be taken into account then only they can do justice to their discipline. They also mentioned the point of practicality which is another aspect of importance to be given due attention as the usability of a subject in life. Some of them expressed their concern especially in case of reserved category students that some of them are doing just a graduation it may not be much useful for them in later life if a proper subject is not chosen based on the aspects of interest, capability and usability. Hence students must look into what is their interest, which subject they can understand and which is useful.

A few of the faculty members from science section suggested that these students should study science. It can be the expression of science as more benefitting for job purposes and also relevant knowledge wise as well especially to make mind objective and fact based. This view expresses the idea that students from underprivileged sections of the society must cultivate a scientific temperament and objective awareness as what is truth and real. Some faculty members from the disadvantaged social groups from social sciences suggested that all branches of study is suitable for these students. They are no less capable in order to suggest only certain subjects for them. It is also true that they may need special assistance depending on their educational background and that should be provided.

Nevertheless a few faculty members were of the opinion that students from the disadvantaged social groups should prefer Humanities and Commerce, because science is very difficult and books are very expensive as well. This suggestion seemed to be from a more practical and realistic view with a genuine worry that students belonging to these categories may somehow manage to get admission in science departments but latter find themselves in serious difficulties of understanding the subject, low level performance, loosing self-confidence, financial problem to acquire costly study materials and may drop out. This opinion was not of any bias that students admitted through reservation do not deserve science subjects. It is also true that some faculty members may hide their genuine opinions which are based on realistic measurements as anticipating the possibility of being interpreted as biased. It was also general opinion of this category faculty member that these students should go to all fields according to their capabilities, hidden talents, taking into account the usefulness of the discipline and interest for better performance and dedication in the field. Selection should be not be based on caste or creed. A few faculty members from Arabic department suggested that the students from this department should go for Arabic with English translation since it provides vast opportunities in market and it was also added that Arabic is a dollar language.

One of the interesting fact noticeable in the opinion of the faculty members belonging to SC/ST categories as different from other social group faculty members is that there is more stress on the aspects of interest than the aspects of capability and usability. A few faculty members from

Psychology department pointed out that Science will be difficult for them. They suggested that these students should opt for psychology, because it is simple, easy to learn and career oriented. It is also a genuine opinion regarding the difficulty level of science subjects if special care is not taken in matters pertaining to adequate knowledge background especially in mathematics and also financial background to be self-sufficient to support the expensive study materials. Some faculty members from Humanities suggested that though the selection of a discipline depends on their level of caliber all the students should study history, philosophy, and literature to know their own culture and traditional background. This suggestion seemed to be supporting the fact of awareness of one's own culture and background that can contribute effectively to the study process and future planning from a proper social and circumstantial awareness.

Orientation/Discipline Talk

To the question asked in interview with faculty members of the college regarding the major points that they might enlist as contents in their orientation and motivational talk for newly joined SC/ST/OBC/Minority students they responded mainly with three types of approaches: such as forgetting the traditional cultural scenario of marginalization, be aware of it and tackle it effectively in order to make a move ahead and general suggestion to improve oneself. It was the general suggestions made by all of the interviewed faculty members across all the categories including general Hindu and Minority faculty members. The SC category members did not agree with the first approach, that is, forgetting the issues and feel as equal in order to concentrate upon actualizing inner capabilities. They stressed rather the latter two aspects of be aware of the situation and tackle it effectively and also focus on general aspect of improving oneself through hard work. Regarding the first approach some faculty members belonging to Hindu general category said that it is better that these students must feel themselves as equal to all others so that in class room situation this attitude must be of the case that they should not feel any hesitation to ask question and doubts. They should be optimistic and work hard. Some stressed that students from marginalized sections of the society should not feel inferiority complex.

Some faculty members suggested that they should try to be the part of majority. Try to believe in yourself and your potential, and must think that what others can do you also can do. These faculty members were of the opinion that it is important to feel equal and not to succumb to the negative feeling of inferiority complex, attempting to do the things that others are doing and trying oneself to be part of majority. Faculty members belonging to minority category also stressed this aspect of forgetting the present traditional cultural background as its hangover from the pat in order to actualize the inner potentialities. Nevertheless there is one point in this category of faculty members' suggestion as different from the suggestions made by Hindu general category members that they should fight for their rights in order to actualize their inner potentialities and social status. The latter group was of the attitude such as forget and forgive putting effort to improve oneself rather than fighting and improving. Some of the minority faculty members out rightly stressed the fact that these students should not feel that they are inferior. They should fight for their rights. They should feel confident.

Some of them strongly advised to forget about all category labels and background in order to bring out their inner capabilities, and potentialities and that is very important since otherwise yielding to inferiority complex as part of accepting the cultural practice of the society would prove deadly dangerous as degrading oneself into a deteriorated social existence. Many of them suggested to develop self-confidence, and generate a feeling as not inferior to anybody, and also to work hard. Some of them pointed out that in constitution there is no discrimination, and Government tries to make everybody equal, there should be no discrimination on the basis of caste.

They pointed out the example of Ambedkar, who envisioned the very Constitution. It was expressed "one must feel proud in the rights provided by the constitution rather than feeling inferior based on regulations documented by some other traditional documents such as Manusmriti…. to feel oneself as subjects to such traditional documents is to degrade oneself in total forgetfulness of the present new social documents and democratic directions and human rights." Many of them were of the opinion that all these should be pointed out to the students in order to motivate them to feel as equal and to get rid of their traditional inferiority complex and to work hard. Nevertheless, the fact that despite of new Constitution of equality, fraternity, and freedom the hangover of the traditional unequal practices and cultural set up signifies something more than envisioning of equality in a theoretical fashion. There is something to practice willfully with the aim of real transformation of Indian society in order to materialize the rights provided by Constitution.

There were faculty members from Hindu general faculty members as well though only a few that stressed the fact that instead of forgetting the cultural scenario of the country be well aware of it and try to tackle it effectively. One of the faculty members of that group responded to the question regarding the points that can be included in orientation or motivation talk to the students of marginalized sections:

a. I will give a general lecture to all students regarding the unequal opportunity available to various students in India, so, it is not about unequal ability, but unequal opportunity. Given the same opportunity, since childhood, all would flourish equal. Whole class has to understand this.

b. Special counseling with each disadvantageous student. So that she can overcome her weakness through hard work and commitment because all are born with equal capabilities. The society upbringing creates discriminating situations. But that could be overcome.

A majority of Muslim faculty members also were of the opinion that we should first of all make them aware of their social economic background and how to uplift. Some suggested that for this in order to motivate them, point out some examples from society and day to day life and any work done by common man can also be done by marginalized sections as well. A majority of the interviewed faculty members from the SC category were of the opinion that instead of forgetting the present existing cultural scenario of the nation we should try to understand its roots of

culture, discuss the problems as existing now and find out solutions through problem solving strategies.

There were some faculty members, however, across all sections of the faculty categories that stressed neither to forget not to forgive not to analyze the present cultural scenario in order to find solutions to overcome but simply focus on individual capacities and work hard focusing on the context and developing certain manners in order to improve oneself. Some faculty members from general Hindu category suggested that it is better to orient students to particular course of their study as per their choice of subject. "Make them aware of the dos and don'ts of the college so that they are not differently noticed in the college." They suggested that it is very important to cultivate respect to general norms of the society and respect for girls and society. Some of them were of the opinion that the most important thing that they have to improve is language skills.

Minority faculty members stressed the part of motivational talk ranging from points such as importance of education, the scenario of universalization of education that stress the significance of education and the need of co-operating with circumstances and environment. They were of the view that there should be enough stress on encouraging and motivating them that they can do well. It should also be explored that based on career what field of study is better for them. The most important question that needs to be addressed is how to build a better career in a competition world. There were some SC faculty members also with this approach that the focus should be on hard-work rather than historical analysis of culture and other things. Talk on career, motivation and encouragement are the important things that should be included in these types of endeavors.

The responses in general shows that a majority of faculty members from general Hindu category members were of the approach that students belonging to marginalized sections of the society should forget their traditional cultural circumstances that they experienced or encountered with and rather concentrate on inner capabilities and work hard. This approach shows that there is something inherent in their traditional culture and social environment that would discourage and de-enable them to actualize their inner potentialities deteriorating them into lower status. This approach also shows that it is also part of a certain 'feeling' aspect which can be forgotten which should not prevent them from flowering their inner capabilities. Even if it is an aspect of feeling lower to others in a socio-cultural set up it would be a difficult to ask to forget it completely as feeling equal to others is an ongoing cultural process that should also exists in society of being treated generally. In this situation it should be part of the whole society to bring it into a forgotten state, which is more difficult to be established.

Able to Identify or Not

To the question asked whether the faculty members are able to identify caste/ethnicity and religious background of most of the students a majority of them across all the categories affirmed that it is possible by means of students' name, dress, behavior, etc. However, some of them were of the observation that even if religion can be understood by the name and in some cases even from dress it is not possible to recognize caste in that manner. A few of them said that even if

religion can be understood by name it is not possible by means of dress since students dress more or less uniformly. A few faculty members said that it is not known normally, however, through interaction it is evident from their general behavior. However, some of them were of the opinion that though it is possible to recognize in that way it is not possible in all cases. Some faculty members observed referring to the size of the department that as they have less number of students in a class they come to know gradually.

Advantage of Knowing or Not Knowing

To the question regarding the advantage of knowing or not knowing the social background of a student in dealing with or teaching her in the class room a majority of teachers expressed their good will that it is better to know so that their problem can be understood in that way and some necessary measurements can be taken. It was mainly the opinion of the whole of Hindu general category members and a majority of Muslim faculty members. Contrary to this it was surprisingly seen that whole of the SC faculty members opinioned that it is always better not to know the social background so that the inherent traditional cultural attitudes in Indian psyche may not get activated.

Advantage of Knowing

Faculty members in general responded that flexibility and adjustment is possible in teaching if social background of student is known. Some of them even stressed that social background of student should be known so that a student can be related positively to her background. A few of them specified the issues such as of financial difficulties some students face especially from marginalized communities can be understood in that way. They said that if we know the social background we can understand their learning problem better such as some students don't get enough money to buy books and it is affecting their studies. A few faculty members stressed that a teacher must know the social background of her students in order to effectively show her responsibility giving particular attention to each and every student. Stressing this fact a teacher said: "I as a teacher need to know their social background since India is not an equal society. Some students would need a greater care. Some bit of nurturing would make them confident pupil. Faculty members in general pointed out that in any way there is no disadvantage in knowing. Whereas there is advantage by knowing that the student can be properly taken care of with reference to his social background." A few faculty members expressed their personal approach that no special attention is given in these matters in the class room. Nevertheless they said that it is true that poor students need some special attention.

The responses from minority faculty members seemed to show much sense of commitment even helping them personally especially in case finance matters, motivating effort, putting more personal effort inside as well as outside classroom. They were of the opinion: "teacher can take care of them according to their social necessities and needs. If teacher do not know then teacher tends to treat students according to the norms of his social background. The advantage of knowing the social background is mainly to motivate them, help them. If one knows special attention can be paid. If they need some help we also help them financially." Some said: we can

guide and help them in better way if we know their social background and requirement. Some of them were of the opinion that it gives better understanding regarding students learning, behavior, attitudes, perspectives, motivational level, and leadership qualities. Some of the faculty members sounded complaining about the university authority approach that enough measurements are not implemented in order to deal with this aspects. And that the University is not providing a proper space for counseling students in these matters.

Some minority faculty members were of the observation that university has done something to this effect referring to the mentor scheme that is introduced in the university/colleges. It is very much beneficial for the student that her teacher understands her social background in order to support them in all ways, and it facilitates them that they be directed to concerned mentors. A few of them referred it "as a very sensitive issue that it should be handled carefully and it should not hurt the sentiments of a student… these issues in that age are serious matters to them especially if they are revealed publically…. it should be known, but it is not good to ask in the classroom especially the cases such as caste, financial status ….. privately good to know, we can make an idea and give more attention to them."

Disadvantage of Knowing

There was different opinion among faculty members regarding this issue that there is disadvantage in knowing the social background of a student such as religion and caste, since it can lead to bias, discrimination in the institution or class room. A majority of the SC faculty members and a few Muslim faculty members were of this opinion that to know all these social background is a disadvantage. A minority faculty member said that "it is anyway dangerous… social identification is very dangerous now a days. It was an expression in the background of certain communal riots that had taken place in the country especially in north India in relation to election and political change in the center." Many of the SC faculty members were of the opinion that this kinds of information is not required in any way. Some faculty members of this category from science departments were of the opinion that there is no advantage in knowing social background at least in their departments. Some of them stressed that it is better not to know the social background of religion, caste, etc. so that justice to every student can be delivered without bias. However, a few of the faculty members belonging to SC category said that if it is known regarding the social background of a student more work can be done to improve them. But at the same time they expressed their concern that unfortunately some teachers take this knowledge for negative activities. The opinion of SC faculty members discloses certain Indian social psychic condition as well as their fears regarding it based on their own lifelong experiences or at least the way they have interpreted their life experiences and situations.

Enjoying Groups of Reservation

In response to the question regarding the social groups that enjoy reservation almost all faculty members were of the opinion that OBC category enjoy maximum in the sense of full utilization of the reserved seats without making any seat vacant though it is introduced quite recently. In case of SC category also they are making use of it though some seats were left unfilled showing

that this category though it is introduced for a long time is not socially in a position to make use of it completely and effectively. In case of ST category all the faculty members observed that their performance is very poor and numbers of seats unfilled are comparatively more in number. A few OBC faculty members were of the opinion that if some seats are vacant in some reserve category it should be allotted to other available reserved category students instead of keeping it unfilled and wasted. It is also true that the court order regarding this issue to keep vacant was referring to peculiar Indian behavior that in order to admit other category members the authorities may even try to manipulate the situation by making it unfilled.

Attainment of Reservation Goals

To the question asked regarding the opinion of faculty members about the attainment of reservation goals through the implementation of reservation policy especially in higher education institutions a majority of the faculty members from the general Hindu category said that it is achieved to a certain extend but much more could be achieved in this front and some of them responded negatively. They affirmed that through reservation policy some goals are achieved. The unfortunate situation that reservation policy could not handle is that among the reserved categories only some people are enjoying the facilities. It did not reach the poorer sections of the community. This policy is not handling the issue that lack of basic facilities is blocking the poorer from benefitting reservation policies.

Some faculty members pointed out another factor though reservation policy could achieve its goals to a certain extend that it is only some students really do well in studies availing the opportunity of reservation. On the other hand the sad scene is that some students just take admission but don't study properly making a waste out of the opportunity given to them. This is also a defect of reservation policy that it does not make students accountable for the opportunity that they are availing of. Some of the faculty members highlighted two issues: "the poorer amongst the disadvantaged groups are not in a position to make use of the reservation benefits…. and only some sections of the disadvantaged castes are making it. Consequently the second issue relates to the reserved category students are that they are not making effective use of it…..by wasting the opportunity…… being non accountable to what they have been provided."

Some of the faculty members asserted that reservation policy in this sense is not achieving its goals at all. Apart from filling the positions/seats, no social goal is achieved. Some of them suggested that though the reservation policy is based on caste the policy must account for the poorer among them. Whether they are actually economically backward to get benefits also should be verified as a condition in the implementation of this policy for effective achievement of the goals of reservation.

A huge majority of Muslim faculty members were of the opinion that reservation policy is successful to achieve its goals to a great extent. Even if it is not complete and perfect, members of the marginalized communities are benefitting out of it, getting seats in higher education institutions and jobs after their studies. However, some of them pointed out that the imperfection in achieving the goals of reservation policy is basically due to its imperfect implementation. It

was suggested to provide the benefit of reservation policy to one generation of the disadvantaged groups. "If one generation of a particular person is given and is uplifted then his or her next generation should not be given then only other people of the same section can be uplifted. The unfortunate scenario that prevails now after the implementation of reservation policy for a long time that only a section of those communities enjoy reservation from generation to generation while the other members of the same community suffer from poverty and injustice from generation to generation. This is basically because they are not in a position to achieve at least the minimum qualifications in order to avail of reservation benefits. This situation is actually a contradiction to the aims and objectives of the policy itself."

A few of the faculty members were of the negative perspective that policy is a failure to achieve its goals not from the point of views such as - inherent imperfect envisioning of the policy that it overlook the economic criteria of the beneficiaries and doesn't make the beneficiaries accountable to what they are availing of, but, the imperfection and the lack of responsibilities of the authority of implementation and their inherent tendencies to the manipulation in implementing the policy even in its present status with its inherent imperfection. "If the reservation policy was successful in implementing it would have changed India. We have good policies but not implemented properly." It is also significant here none of the interviewed general category Hindu faculty members reflected on this issue while it was the minority faculty members that pointed out these issues.

It also points out the attitude towards reservation policy change from category to category. Minority category members stressed more on the aspects of drawbacks of the implementation of policy even in its present state whereas others stressed more on its present inherent drawback rather than its implementation drawback blaming the policy itself and the beneficiaries that are irresponsible rather than the irresponsibility of implementing authorities that tries to make use of loopholes and manipulation. Faculty members from the privileged groups stressed more on the aspect of the inherent drawback of the reservation policy from the perspective of its limit not in the sense that it does not verify the economic background of the beneficiaries. They were of the observation that if the purpose behind the reservation policy is to take the reserved categories at par with general categories which has availed all the benefits in the past due to their social background and privilege, then it is the need of the time that all the facilities should be given to the reserved categories too other than just reservation.

Among the interviewed SC faculty members were of the view that reservation goals cannot be fully attained if other facilities are also not provided. "A huge majority of the people are not in a condition to make use of this policy that is the main reason behind many seats lying vacant in higher education institutions and in job sector. Some of them opinioned that as far as our college is considered they are benefitting. Nevertheless, it is also true that only creamy section within reservation is benefitting."

Syllabus

To the question regarding the basis of formulation of syllabus and curriculum as top 10% or average or below average a majority of them disagreed that it is based on any of these categories though a good number of them replied that it is based on average students. This question is very significant in the present turmoil that Delhi University is undergoing the rapid change of shifting from one mode of course to another mode such as from annual mode to semester mode with revised syllabus that remained up to 2011-12 which got shifted to FYUP mode again with changed syllabus in 2012-13 which is withdrawn in the very next year due to political intervention from the changed government that came into power in 2013 replacing NDA government shifting back to 2011-12 mode in 2012-13 which again got shifted to CBCS in 2013-14 with revised syllabus.

It is the general observation of the faculty members that syllabus is not revised according to the student caliber but determined by the University or the panel members appointed by it and a lot political intervention is witnessed rather than academic. Their main opinions: Curriculum is not based on student requirement but it depends on university. Curriculum is not designed based on any of these categories, but based on the designers' interest, caliber, and perspective of the government policies. Syllabus is not based on students' caliber, but imposed by university. It depends on those who design syllabus. Faculty members were of the opinion that if below average students are not considered they will be left out.

Regarding the query related to the process of revision of syllabus a majority of the interviewed faculty members said: that they were not satisfied with the university process. Explaining the process they shared University teachers and 2- 3 college teachers are involved in the process of the revision of the syllabus….and others are unaware of it….it is revised periodically at 5 years, so that students can learn new things, updated, by constituting different committees of experts in subjects. College teachers are not contacted to design syllabus by university; University revise syllabus periodically. Teachers from colleges are invited for discussion… many a time meetings are conducted and no rationale is adopted to decide and design." There should be maximum involvement of college teachers but they are very selective in their approach.Many of the members were of the opinion that "syllabus preparation is at random and students' interests are not concerned." Some also had positive experiences. "We are invited by main department to give suggestions at the time of discussion as per the guideline…these members were also of the opinion that…. I would not suggest dilution of course curriculum, rather, special classes should be arranged for the disadvantageous."

8.6   Views of Teachers in Teaching Diverse Student Groups

Teacher's Awareness of Academic Background and Its Ingredients

To the question regarding the awareness of academic background of students almost all of the interviewed faculty members answered affirmatively and only a few answered negatively. The faculty members who answered negatively all belonged to new generation signifying the fact that

among the new generation teachers there is a tendency to be indifferent to their students' academic backgrounds and it is also due to the pressure of workload that is to be completed in time in the changed academic scenario of semesterization of the course and improvisation in the syllabus that they are not able to give proper attention to the individual cases of students. However, one of the interviewed faculty member from SC category told that he wanted to know it specifically so that he could teach them accordingly.

To the question of what are all the elements of academic background, faculty members answered differently. A majority of them agreed that it included grades of qualifying examination, grades of each subjects, entrance score, medium of instruction, parents' education and the previous school background. If the parents of a student are of well academic background then they are found doing well in studies. However, almost all of them stressed the fact that medium of instruction is the necessary element of academic standard and added that efficiency in English determines academic standard of student to a maximum extend. Almost all were of the view that English is the biggest problem in higher academic institutions especially shared by the faculty members from social sciences section. Whereas faculty members from science background mentioned that only a few students take admission from Hindi background and the rest are from English medium background. This goes to show that their student population already has enough English language background. It stresses the fact that Indian higher education scenario face the crisis of medium of instruction.

Learning Requirement of Different Social Background

In the class room teaching and interaction with students in higher education institutions one of the major issue a teacher faces is of different learning requirement of students in front of him within one class room. It is also a major problem for the students as well not being able to follow what is being taught and for others if it is attempted to be simplified as boring, repetitive and even wastage of time. It is a major issue especially in undergraduate level since students from school background from various economic levels as well as schools of different standards and mediums for the first time are being introduced into a course of a subject in its higher level which requires certain adequate level of knowledge in that subject as well as related subjects. It is also a matter of great importance that the requirement of efficiency in the language of medium of instruction in higher institutions since the subject in higher level is taught in changed medium of instruction for some students who come from other vernacular medium of learning in school level. Many faculty members from different departments were interviewed in order to make a clear picture of these difficulties that are faced by both teachers and students due to the difference in learning requirements among students among diverse social backgrounds within one class room.

Faculty members generally agreed that they all have different learning requirements more or less and that special attention and motivation are required in case of marginalized sections as a whole. Faculty members' findings ranged in case of difference in learning requirements related to different student groups such as girls and boys, of English medium and Hindi medium and

government schools and private schools. In order to remove learning differences they suggested steps such as providing sex education for improving gender relations, English language coaching and subject fundamental courses and social education program. Social education program is needed to get rid of traditional psychological tendencies and attitudes and modes of linguistic expressions and social behavior rooted in national hierarchical culture. In case of the difference between girls and boys, a few faculty members said that girls are hardworking than boys and they get more awards than boys. Regarding male and female student difference in learning situations some faculty members said that they have different requirements depending on gender specificities and sensitivities and sex education is very necessary. Some girl students are disturbed by comments by the boys and lose concentration in class and also fall into unhealthy mental as well as behavioral clashes. It can be removed only by proper sex education program to cultivate awareness.

One of the most important factor as far as learning requirement is considered is the medium of instruction in the form of efficiency in English language which is varying basically between poor students from government schools and relatively well of students from private English medium schools irrespective of the fact that whether they belong to different social categories or gender or even location. Nevertheless, it appears to be a majority of them belonging to the marginalized categories, poor section of the society and villages as falling into the deprived group as far as learning difference is considered not only in case of medium but also in case of subject. It also shows the pathetic condition of education program in government schools both in villages and urban areas or wherever they are.

Regarding medium of instruction a majority of the interviewed faculty members said that there are some Hindi medium students taught in Hindi in school level happened to take admission in the college every year indeed through reservation facility from rural as well as urban but with poor social background and it is found that soon they lose interest in studies since the medium of instruction in college is English leading to their failure and drop outs. Some stressed that SCs and STs especially and students from rural areas and from poor background even though from urban background need special classes in English. Almost all faculty members agreed that English language is a big problem not only for the students from marginalized sections but including those coming from rural areas and poor sections of the society though they belong to urban areas. In Delhi, in Zakir Husain Delhi College, the faculty members observed that it is mainly Hindi medium students that face problem in medium and consequently in subject as well due to poor teaching in those schools that can be a problem in national level related to all vernacular medium schools and especially affecting reservation category students as majority of them belong to poor sections of the society though it is extended to other categories as well especially if they belong to poor social background.

Even if some Hindi medium students can understand things explained in English they find it very difficult to articulate and write in English. Teachers have to explain both in English and Hindi. Hindi medium students have different requirement of teaching – that is of teaching them in Hindi

even if the department is of English medium and a majority of teachers are comfortable with it. Nevertheless, many a time teachers find it difficult to manage in both the languages combining with other difficulties of other types of different learning requirements. For example, the difference in learning requirement, though dominated by medium, subject wise also creates serious problem for both faculty members and students. A faculty member from Economic department said that mathematics is a compulsory paper in this course but SC and ST students are poor in mathematics. They need special training in mathematics but it is not available in the college. Some faculty members especially in science departments expressed their concern that it is also the case regarding both the language and subject that some students don't know even the minimum fundamentals leading class room teaching into a very pathetic situation. It becomes extremely difficult as the syllabus is of difficult level. Many faculty members were of the opinion that students from marginalized sections need special attention, extra class in subject, coaching in language and it should be arranged by the college authorities.

It shows that the actual difference in learning requirement across different categories of male and female, rural and urban, poor and rich, reserved and unreserved pertains to the difference in efficiency in the medium and subject especially in relation to the difference between government school and private school. However, even if a student belong to village but got good educational or school background even in Hindi medium students are found to follow in the class room teaching provided that things are explained in Hindi too at least in a minimum level. Many of them study and write examination in Hindi and some even develop in English putting self-effort and write examination in English though in the beginning they have articulation problem in the new medium of instruction. On the other hand, even if a student belong to urban area but have poor schooling indeed from a government school she faces both medium as well as subject problem in higher education institution up to the level of becoming a drop out or a failure. If a student is from poor section of the society despite of the fact of belonging to urban or village or any other then it is obvious that it is not possible for her to get better school education and can enter into higher education system only through reservation that also in some less demanded subjects shows the other side of the story students of the same background can never enter into higher educational institutions but has to opt for open or private registration system in universities where they cannot get any proper teaching and training.

A general conclusion can be arrived at that poor schooling takes place especially among students of poor section of the society in vernacular medium constituting difficulties in higher education institutions as unmatchable differences in leaning requirement are manifested between students from poor and rich, Hindi medium and English medium and government and private school backgrounds. The majority of the poor from both villages and urban areas as belonging to the reserved categories at least in being admitted to higher education institutions are being usually identified as constituting category of difference in learning requirement and targeted as criterion of making distinction between reserved and unreserved or general. But the actual issue is the poor schooling, whether the category is of girl or boy, rural or urban, poor or rich and reserved or

general, which is to be compensated in higher education institutions as English language coaching, subject fundamental teaching, along with sex education and social education.

Addressing in the Class and Its Impact

The issue of different learning requirements among students constitutes the necessity of different sorts of addressing or attending students in the classroom teaching with reference to their educational background though not social background directly. Nevertheless, it indirectly has got a social dimension since many of those students with poor learning requirements come from poorer sections of the society both from village and urban areas though mainly from government schools. Teachers are found to adopt different strategies of addressing students from different educational backgrounds in order to make sure that every student understands things at least in a minimum level so that they can improve latter by themselves. It is shown from the analysis of the interview with the faculty members regarding the issue of addressing students variously in classroom that teachers adopts different strategies of addressing or different modes of addressing such as asking questions, encouraging to explain, making into expectation of being asked a question at any time mainly due to different learning requirements making imparting knowledge a laborious task.

Faculty members had the following view on teaching methods and one of them expressed it as following: "It is also a fact that the individual students learning difference is playing a major role in Indian higher education class rooms due to the reason that Indian higher education institutions still handle the class rooms by traditional methods of teaching by lecturing to a group of students sitting passive to receive whatever is delivered. In the era of technological development, intervention and innovation this traditional method is becoming more and more irrelevant since students can get lectures delivered at their home from watching recorded videos and can study themselves using other relevant study materials. As in developed countries, the students should be allowed to come to class room for interactive sections such as presentation, discussion, doubt clearing and further clarifications."

To the question of the generally addressed group of students by the teacher in the class such as top ten, average, or below average, the interviewed faculty members responded variously. While a majority of the faculty members said that they addressed below average, there were some who admitted that it was only top ten who were mainly addressed and others acknowledged that all were attempted to be addressed. Majority of the faculty members seemed to be convinced of the point that if the below average students are made to understand things taught then the whole class indeed can be considered as understood. Some of them expressed their serious concern that if only the top ten are addressed then the standard of the class would be facing degradation.

Below average students are addressed in the class with the view that they need more attention and in order to solicit their attention they are encouraged to ask more questions and doubts. Some teachers agreed the fact that if below average students are specially addressed, they are found to be attentive and learn better otherwise they tend to go astray. Some faculty members adopted the strategy of asking questions especially to below average students in order to make

them attentive and ensure that they understand what is being taught. Some of the faculty members expressed their anxiety on the quality of instructions imparted at the school and its consequences in higher education classrooms: "the fact that below average students tend to be astray if they are not especially attentive shows the serious effect of the inadequate education in school level both in medium and subject that makes students unable to be attentive and even up to the level of becoming unable to put effort to self-study….. making the teaching situation in higher education institution at receiving ends….. where higher level of knowledge is expected to be imparted instead of wasting time on medium and fundamentals of subject."

Signifying this fact some faculty members expressed their concern regarding the actual fact that if the below average students are addressed the top students might feel boring, repetitive, and even wastage of time. Nevertheless, to this issue teachers gave different views that: "the top students should be taught to be patient which is also part of teaching and learning from the perspective of social care and concern which is integral to education." Some in science departments said that "it is creating positive impact on the top students too since they would feel that the topic is revised and taught well." Teachers generally observed that in this case top ten students are found to cooperate with the class and addressing below average students make a positive impact as a whole since it is beneficial to all.

Some teachers observed that in case of other students it is not making any issue if the below average students are addressed since they are also curious to know the fundamentals of the subject and show interest since it makes their understanding proper. It could found that addressing both below average and average students is not found creating any negative impact rather positive impact on the class as a whole including the top ten students since the topic is recognized as well taught with enough revision. This fact of top students as cooperating or considering as benefitted if below average students are attended also shows the fact that general nature of students to be empathetic towards students belonging to weaker section.

Another participatory strategy is adopted by teachers are asking question to the top students related to certain fundamental aspects of the subject encouraging them to give some explanation in order to make the whole class understand those basic things in view of those who may not understand certain basic things or have certain queries raised in the class so that the top students do not feel bored or wastage of time rather she is made to feet as her knowledge is made use of for the beneficial of all students and also being recognized. In non-science departments a few faculty members expressed their observation that top ten and a majority of average students think that they can acquire knowledge themselves other than from the class room teaching and they are indifferent if teachers addressed below average students in the class. Some faculty members said that even if the top ten is addressed the average students are found approaching the teacher for further clarifications and the below average students since they are less in number are called separately and cleared their doubts. A few especially one faculty member from science as well as belonging to marginalized community openly with a tone of helplessness said that since there is lack of time only the top ten front row students are given proper attention and other students are

not properly attended due to lack of time, large syllabus and even difficult in making them understand since they lack even the fundamentals.

A few teachers however said that all the students are addressed with the strategy that there is an expectation from everybody to be asked a question at any time during the class so everybody is attentive and consequently addressed. This is a best way for all students with all kinds of learning difference to be attentive as expected to be equally attentive at every time. All these facts show that faculty members in the classroom with students of different learning requirements are not in a comfortable position to enhance knowledge and abilities of their student community due to varying learning requirements. Many of the faculty members were of the opinion that "a possible way out saving higher education institutions from this educational downfall of standard is to adopt technological methodology as making students to watch recorded videos of lectures on specific topics of the subject and encouraging them to participate in class room discussions, presentations in order to make them more efficient in subject and articulation of issues and problems, and self-dependent in accumulation of ideas and formulation of new ideas and acquirement of inadequate learning requirements."

Learning Issues of the Reserved Category Students

Though it was concluded in the previous section of the differential learning requirements of students in general that it is basically a majority of the students of the marginalized castes, indeed, including the poor of the general category social as well who have a great difference in learning requirements from other students especially in medium of instruction as English and the subjects. The present section examines the learning requirements of students belonging to reserved category particularly. Into this effect some questions exclusively referring to this issue were included in the interview with the faculty members.

The interviewed general category Hindu faculty members were of the opinion that these marginalized groups need more attention despite of the fact whether they are from village or urban background. They were of the opinion that their major problem is due to lack of proper schooling. It creates the two major problems of inefficiency - in medium of instruction and subjects as well. A few of them mentioned that all these problems can be resolved provided that proper remedial measures are taken. A few female faculty members belonging to the same category especially from science departments mentioned that SC/ST students have very lower IQ and they should go for the proper subjects that match with their IQ level. In this case the general low IQ level of these students are to be analyzed with reference to their historical socio-cultural set up in which they are born and brought up including the tradition of their parents and forefathers. A few of the faculty members belonging to the same social category expressed their dissatisfaction regarding the lack of proper commitment among these students to improve themselves. However a few of them categorically mentioned that it is not a general phenomenon as a landmark characteristic of any particular social group and some North-East students also face the same problem of language as well as subjects.

Among the interviewed Muslim faculty members all of them mentioned that the students from these social categories have both language problem as well as subject problem. A few of them especially mentioned that language problem become very serious that it makes their understanding and grasping level go down. A majority of them were of the opinion that this problem cannot be generalized as of any particular social group. They were of the opinion that it should be taken as individual ability and not as a social group ability issue and if they should put more effort in order to sustain in the system. A few of them observed that their main problem is that they are not properly guided and they need it urgently. The reply from the Muslim faculty members show that they are less in social bias regarding the SC/ST students' different learning requirement from other students and none of them mentioned that there is some category specific IQ lower level. Rather there was stress on the need of self-effort in order to sustain in the system. Nevertheless, a few of them mentioned that they have issues such as, in addition to Language problem of English inadequacy, adjustment problem with classmates, cultural problem, dressing, physical structure, appearance and complexion.

Among the interviewed SC faculty members, all of them mentioned that the students belonging to marginalized communities have socialization problem in various ways. A majority of them were of the opinion that it is due to language problem that they are less interactive in class room since they don't know English as majority of them are from government Hindi medium schools. Hindi is easy for them but they have articulation issues in English medium. Some of them were of the opinion that they do not mix up with other students not only in classroom but also outside as well due to inferiority complex or caste complex. They have tendency to hide their caste background and even brilliant students due to this complex become hesitant and non-confident.

Nevertheless, none of these faculty members mentioned that there is some caste related low level IQ issue with them. It shows some kind of social bias still existing inherently within the social psyche in a general way. The reason for this is the traditional practice of hierarchical ordering of social groups based on notion of inequality. It gets expressed through the individuals in social dimension of interpersonal interactions in its dichotomical manifestation of superiority and inferiority complexes as an inevitably correlated binary opposition.

If the responses of all the faculty members are taken generally there are certain common issues being articulated related to the issue of learning differences of the students from the marginalized sections of the society. In response to the question related to the learning requirement of students admitted through reservation faculty members in general mentioned that language is the biggest problem to them and knowledge in their own "chosen" subject is also found to be inadequate. It was also mentioned that they suffer from various problems such as, along with language problem and subject inadequacy, adjustment problem with classmates, cultural problem, dressing, physical structure, appearance and complexion.

Faculty members were of the general opinion that they have language, articulation, socialization problems which are very serious. All these problems are found made into worse, as they opinioned, due to some inherent inferiority complex that they suffer from in general. A few

faculty members went up to the level of stressing the seriousness of this inferiority complex from their observation that even brilliant students from these social groups have the inferiority complex and they are hesitant and not self-confident. This view altogether make the issue something that need urgent attention and serious analysis especially in the scenario of the some recent cases of certain students committed suicide in Indian universities belonging to these categories due to certain casteist remarks from other general category faculty members and administration staff as well. It is also a fact that these students has to bear mental torture from even other students in the campus and other people outside the campus on a daily basis and undergo psychic trauma due to their inferiority complex. It indeed is the result as the social dicotomical manifestation of certain mythological conception of inequality as various modes of creation with various capabilities as suitable for certain stereotype social functioning which have given on the one hand superiority complex and on the other hand inferiority complete to people due to its cultural assimilation and day to day practice from time immemorial constituting empirical reality of social genus and national culture.

A few faculty members were of the opinion that all their weaknesses cannot be attributed to their social background as special caste or category rather these are social empirical problems as such which can be suffered by any one if born and brought up in those situations and cultural practices. There cannot be any special learning issues to any special social group. In this case a few faculty members even argued that these issues should be taken as individual background problem. What these students urgently need is proper guidance and adequate assistance since they lack it. Some faculty members observed that basically students belonging to these categories come from government schools and Hindi medium background and proper schooling is not done. It is this background that makes their inadequacies more serious not any caste background. The main problem for the marginalized sections of the student is medium problem added with subject inadequacy. This goes up to the level of huge learning inadequacy since they don't know even know the English terminology of the main concepts of their own subjects that they study at present in the college though they knew its corresponding Hindi terminology.

In this case it is suggested that at school level in Hindi medium they should be taught all relevant English terminology of the subjects and be tested by introducing questions in examination. Since both the problems of English language and subject are due to the fact that a huge majority of them belong to villages and consequently educated at village vernacular medium schools and also for the few from the same kind of schools in urban areas as well, more effective functioning of the government schools of both villages and urban areas should be focused with above mentioned teaching and testing methods. Language makes a big barrier in their grasping power causing their degradation below average. Some North-east students also face the same language problem in addition to Hindi as well. Because of these reasons too they are not able to mix up with other students in class room participation and indeed with teachers too. All this inadequacies add into their inherent or socio cultural caste inferiority complex and want to hide it hiding themselves from other social groups.

A majority of the faculty members are of the view that all these problems can be resolved taking remedial measures and devoting more time for them. In order to remove these problems special classes, extra coaching, counseling sessions should be arranged in a more suitable, systematic and practical ways, which are lacking however at present in the higher education system in the country. A few of the teachers were of the opinion that any of these remedial attempts would be successful only if they devote more self-effort and spending more time in order to overcome their own weaknesses which is unfortunately not shown by them. The awareness to work hard with a sense of commitment to themselves is found lacking in them. The issue of self-effort is also compounded by another fact that it requires certain minimum level of external and circumstantial facilities enabling one to build upon, even that is lacking especially in case of students coming from poor, village and government Hindi medium students.

Some of the faculty members were of the opinion that: "there are some social or cultural as well as economic reasons for which the present system fails to tackle…nevertheless there are certain inherent inabilities lingering with them even to make use of the present facilities available to them such as special classes and extra coaching…. many a time, it is found that even if special classes are arranged for them they express certain hesitation and unwillingness to cooperate… it is also the expression of the inherent inferiority complex in general that makes them shy of revealing or scared of being identified as belonging to certain castes…to a great extent it is that which makes them non-cooperative as their hesitation of revealing their caste identities… here it can clearly be identified as part of Indian culture of hierarchical structure of caste practices and privileges and humiliations as being born out of different body parts of Brahma, the created deity of creation by Brahman, the supreme God or Brahman.. in case of marginalized sections of the students as these inadequacies of language and subject are added with their inherent or socio cultural inferiority complex, is the reason that they become more vulnerable to the extent of seemingly even irremediable and irreversible." Many of the faculty members were of the view that individual background problem rather than special caste or category problem gives space for including the poor from the same socio economic background. It would help to remove the non-willingness of these students to cooperate with the remedial attempts since it goes beyond the caste identities and resultantly being targeted at other caste group students.

A few faculty members from science departments categorically mentioned that their IQ is very less for these courses. A faculty member said that it is often found that they are admitted in these departments with the purpose of only filling up the reserved seats. In this case it was also suggested that it would be better for them if they go to other subjects that are suitable to their IQ level. Their lower cut-off, less mark in the subjects and low level IQ are the problem for them that make them unsuitable for science courses especially in addition to language problem. It shows that there is some bias still existing in social psyche and the inherent inferiority complex of the students of certain social group is the manifestation of the bias in its social integrity pattern. It shows the story of creation by Brahma as creating the society with different IO level dividing into four varnas has gone deep into the social psyche up to the level that after along traditional practice it has resulted into unobjectionable natural and normal facts. Even the

physical instincts, psychical attitudes, bodily gestures and social behavior are patterned in the model of distinction and exclusion of hierarchical structure. However, this is not any problem any individual per se but the collective inheritance of the tradition and practice through childhood inception by cultural practice.

Among the interviewed SC faculty members all of them mentioned that the students belonging to marginalized communities have socialization problem in various ways. A majority of them were of the opinion that it is due to language problem since they don't know English as a majority of them are from government Hindi medium schools. Hindi is easy for them and they have articulation issues in English medium. Some of them were of the opinion that they do not mix up with other students not only in classroom but also outside in the campus and even outside the campus. This is mainly due to inferiority complex not only because lack of efficiency in English but also due to caste complex. They have tendency to hide their caste background. Even brilliant students due to this complex become hesitant and non-confident. None of these faculty members mentioned that there is some caste related IQ issues as a few general category faculty members had indicated.

Ways and Hurdles to Promote the Socially Disadvantaged Group

In relation to the question, the ways in which faculty members in their individual capacity taking some initiatives to promote learning of socially disadvantaged groups including minorities a majority of them said that some positive concrete steps are taken by them in their individual capacity in class room teaching and a few even reported as taking some positive steps helping them even outside the class room. However, a few of the male teachers belonging to general category shared that they are not doing anything. They shared: as far as the major hurdles to improve learning outcome of students belonging to socially and economically disadvantaged groups and religious minorities are related to language and subject problem.... the major hurdle is within them as unwillingness to improve themselves." A few of them belonging to the same category replied that "they are not doing anything in their personal level in the class room since the caste identities are not known in the class room… no special attention could be provided in the class…their castes may come to be known only if their academic performance has gone down."

A majority of the female teachers especially from science departments belonging to the same category reported of taking many modes of classroom initiatives while engaged in teaching. They said that they have adopted the ways such as encouraging them in class room to speak in English, read in English, personally try to help them by giving reading material, explaining to them more and asking them to come at any time for help and to feel free. They were of a strong perspective that their deprivations in these matters were not to be taken as any kind of inferiority complex. What they could suggest was that, in short, reservation policy must continue but special classes must be organized for the disadvantageous.

A few Muslim faculty members from science departments replied to the question related to the ways taken by them in their personal level to improve the learning level of the students

103

belonging to marginalized sections of the society including those of minority sections. They shared that such special steps to improve learning level of students are not taken based on social category labels rather whoever is weak and in need and have aptitude is provided with. A few said that instead of giving attention to any specific section effort is made for all in general. A few faculty members of the same category shared that steps are taken even unofficially such as separate classes, special classes, discussing personal problems, academic problems, language help, explain in Hindi, note in Hindi, separate tutorial class, encouraging them to do hard work, encourage them, ask them to be regular, connect them personally. One teacher said, "I council them and guide them for proper studies and career." Though all these steps had to be institutional effort through official strategies, their reply show that at present the college lacks these kinds of institutionalized strategies.

To the next query regarding the hurdles to improve the learning of these students the responses were mainly with reference to those of the students rather than their own. Some observed that domestic problem and poor economic conditions of students as major hurdles that limited their abilities to excel in their studies. Some stressed the fact that economic problem is their major hurdle. Their inadequacy in the language and knowledge in subject as well are creating hurdles for them and consequently they need a lot more special attention. Unfortunately, since the teachers have to complete the syllabus they do not get enough time to pay attention to them as their own major hurdle. Some mentioned as far as college atmosphere is considered there is lack of infrastructure to facilitate all these remedial steps. One faculty member regretted: "Ideally there should be special classes. But really such things do not take place. We do not have any kind of mechanism to give solution to these problems, there is lack of resources." Another important hurdle that they mentioned especially in case of marginalized sections is that these students are also hesitant to attend those classes even if arranged. They think that their identity as underprivileged will be revealed. In case of Urdu department, one faculty member said: Students all have the same standard so no differential treatment is possible…. they all belong to the same standard so there is no major hurdle to any special group particularly…it signifies the special social structure of this department with a different cultural background from religious perspective.

A few SC faculty members also replied that they are not doing anything regarding this issue though they knew the issues. A few of the same category said that they take separate classes for those whoever is in need whatever the social groups they belong to. Some of them said that they take personal efforts in class room teaching such as teaching especially in Hindi, teaching in simple way, helping by providing extra time, giving tutorials, providing books, teaching materials, and encouraging them. In reply to the major hurdles many of them replied in the same sense of the hurdles of the students such as lack of knowledge, guidance and access to resources, and inferiority complex. A few specially mentioned that all these are the result of existing feudal and patriarchal structures. However, a few said that these students lack infrastructure, like computer, software, internet which are now-a-days very necessary in learning process but costly to them to access to as other students can.

In general all these opinion signifies that faculty members have different perspectives regarding taking personal initiatives to improve the learning level of the students belonging to the marginalized sections as well as minorities. A few of them very frankly said that they are not doing anything even if they are aware of the issues and also added that there is still some unwillingness seen in those students to overcome their own weaknesses as one of the hurdles within them. In some case it is the very policy of reservation itself that make them unwilling to do self-effort for further improvement since they think that minimum effort is enough to get a job and survive and nothing more is required and even unnecessary. Faculty members general observation show that the basic forms of hurdles to take initiatives are related to various aspects. These are individual hurdles faced by students as well institutional failures as constituted by language problem, weaknesses in the subject, student's unwillingness, their economic conditions, infrastructural inadequacies and lack of resources to take proper remedial steps.

Nevertheless, some of the steps can be taken to overcome the hurdle of language is as simple as encouraging them to speak in English and compel them to read in English in class room as personal class room initiatives. It is good remedial step to remove their inability in language that leads to communication gap resulting in lack of class room participation and interaction with other students and even with teachers. Some simple steps on personal level are also found to be working such as asking them to do hard work, encourage them, ask them to be regular and connect with them personally.

All these reply show that there are faculty members who are not interested to do anything personally to improve the learning of these students not only in the general category but also in the reserved categories indeed due to may genuine reasons such as lack of commitment among these students to cooperate, lack of time due to work load of vast and difficult syllabus, large number of students and communication gap. It is also found that there in more dedicated efforts initiated by female faculty members in general Hindu category and both male and female faculties from other religious categories and reserved categories as well. There are some who take personal initiative in a general way without paying special attention to any of these social backgrounds of the students but to their need and demands.

This issue also can be managed in a different way instead of traditional special classes by the faculty members in the label of remedial classes or for economically weaker students or for special social group or SC/ST students which prevent them from attending those classes due to social inferiority complex in a collective sense. The department can acknowledge certain senior batch students who are showing some excellence in their studies as student tutor assistants to guide the junior batch students who need assistance and are willing to join. These efforts can be acknowledged officially as student assistants and certificates can be issued to the tutors. It can also make the excellent student more expert in their education process with thorough understanding.

These efforts can also be provided with remuneration that can be divided in to two halves, the first half can be given to the tutor students only after the beneficiary student reported in written

that she could understand at the end of the semester or before exam, and, the other half only after the improvement shown by the weak student as either passed or got more percentage of mark or higher grade. The money for this purpose can be paid from the institution welfare fund or government fund in case of poor students.

8.7   Classroom Transactions and Academic Interactions

To the question asked whether the faculty members encourage all the students to participate in the class was answered positively. They answered mainly that all teachers are supposed to do it in ways of prompting the students to ask questions regarding their doubts in the topic under discussion. Some faculty members said that asking questions from the topic discussed in the previous class and encouraging them to ask anything anytime that they could not understand. Asking students to give presentation is another way of engaging them. If one student is asking question it is benefiting all others. So students are encouraged to ask questions, clarifications and doubts. Interactive type of class is maintained by providing a clear view, by asking question of the previous topic, by giving a social issue to the students, by telling a story related to syllabus. Faculty members responded to the query what are the ways in which students are engaged in participation mentioning common strategies such as encouraging them to ask doubts, questions but nobody answered as asking the students to make a critical remark neither to the teacher nor to the topic discussed.

To the question regarding whether the faculty members encourage students to meet them at their office for academic discussion or clearing doubts all of them answered positively. If they have some problem they are welcomed at any time and to come for extra class. To the question who are the students that approach them after the class and why it is so they replied differently. This question seemed to be a bit unexpected and a bit annoying to a few since they were not used to look at the background of a student that approaches them for clearing doubts. Consequently a few responded that "students are students…they don't pay any attention to any other characteristics….all types of students come such as good students…weak students whoever seeks some guidance, suggestions, help…whatever may be the case those are students who are interested in studies but failed to understand or have some doubts or need further clarification…anyone whoever has got a doubt or problem comes sometime in group or individually."

A few faculty members said that "topper and below average come….average students generally do not come…average students think that they did understand and they do not have doubts… only when they study at home or before examination they realize that they could not understand and they come for help…at that time we help them and give resources." Faculty members from science departments said that in science practical we have greater interaction with students and in practical we give more clarification to their doubts. Some faculty members expressed their observation that "it is generally the more confident one that usually approach teachers….people with language problem are shy to interact with teachers…very poor students in the subject need

to be specially motivated and encouraged to come for clearing of doubts and some of them really had become very successful."

Some Muslim faculty members replied that "it is the absentees, deprived class or marginalized students that face problem in understanding the class, generally approach after classroom hours to clarify their doubts…those students who have doubts, problems to get books, or problems in understanding comes irrespective of social groups…they do get financial, domestic, social problems such as lack of money for buying books, lack of technological facilities for resource materials and information…social problems such as Muslim girls are not free to study especially in the walled city in New Delhi." Some faculty members also try to give counseling to their parents. "We encouraged them to let their daughters study…we maintain a mentor type relationship with the students…especially it is below average students who seek help for academic as well as career guidance… students may belong to various backgrounds…it may be the case that I may miss some point in the class so I encourage students to come and ask questions or doubts if they feel so… most of the time they discuss problem related to studies and syllabus…sometime they discuss personal and domestic problem as well….many a times it is financial."

Some faculty members used the phrase "weak students" as approaching them, those who are interested in the subject and have doubts. They also shared that students from their own background (in this case SC) approach them for help indicating that there is social feelings working among the students in their approach to teachers for coming to them and discussing with them and opening their minds for asking career guidance, financial help, domestic problems, and personal issues. To the question related to what is the type of interaction the interviewed faculty members answered almost in the same way such as primarily academic as clarifying doubts in the syllabus, then issues of social, domestic, personal, career, future counseling.

8.8   Non Class Room Student Engagement

To the question regarding whether the faculty members encourage the students to meet them to discuss personal issues they answered negatively. Among the general category interviewed faculty members a majority of them affirmed to encourage students to meet to discuss personal issues though the rest of them disagreed. Half of them agreed and the rest disagreed. Among the Muslim faculty members a huge majority of them affirmed to encourage students to meet to discuss personal issues though some of them negated. Almost the entire interviewed SC faculty members said that they do encourage students to meet to discuss personal issues though a few negated.

Faculty members generally said regarding the nature of interaction that it is regarding the issues of financial, domestic, fight with other students, mostly girls with quarrels, fees related issues, no place for proper interaction; generally among students there is gender problem. Some of the important responses included: just the way I would have solved my child's problem…problems relate to the books, availability of notes, doubt clarification…I keep track if somebody does not look well or if somebody does not come to class. The problems generally relates to financial,

domestic problem, girls come from walled city have more specific problems. These relate to parents not allowing them for higher education…. we encourage them by counseling. It was also shared that some students are very shy… some of them hardly come to discuss any issues. Many also come from families with no education to help them to solve the problems. There are gender issues, religious issues etc.; Academic sometime personal, domestic problems, financial as well;

To the question regarding the importance of non-class room interaction and its outcome they answered stressing on the aspect of studies as follows: Positive outcome. Students need suggestions and guidance once their problems are solved they become more confident and interested to studies; for better understanding, removal of doubt, for their better performance, for understanding concepts in better way, and inculcate self-study; motivational and to guide them in correct path. They have financial problem to meet doctors at time so they motivate them; it helps college to get good result; moral support is also given. In some cases they have got better jobs as well. Urdu students get some jobs in UPSC. Some got elected in metro. Some go for B.ed. There are opportunities for girls in TV, radio.

Some teachers said "that teachers are the best friend: Students are under pressure and parents expect from them too much. They find their teacher as the best person to talk to. They are relieved of their pressure; many a time teachers understand students better than their parents. Outcomes have been positive and encouraging; they have complex which can be removed. If they work they can be successful. There was also mentioning of gender issues: because of their personal problem they are not able to concentrate in the class. Sometimes girls complain about comments from boys that disturb them in listening in the class. So we advise both that it will not create further problems. Many a time after discussion with teacher they get a peace of mind; some new faculty members think that if encouraged to discuss personal issues it may lead to unnecessary familiarity and it may not be good for a teacher. If students have personal issues they should go to counseling cells and get advice and help as set up by the institution as a collective attempt of all for all instead of going for personal help to individual students. However, we are helping on personal levels too." SC faculty members responded that it is important in order to help students development in career and to solve the problems. It is important for SC/ST/OBC background students. Some even resisted responding: "I am not psychologist and personal counselor….. number of students are more so it is not practical"

Some faculty members from Urdu department said: For girls we give training for B.Ed and computer education. Girls' association committee constructed common room for girls. Sewing machine practical is made available for them after 2 pm where they are trained for sewing clothes. No other college provides this training for girls in the college. English speaking class is also conducted. NSS training for girls is also conducted. Also Medical health awareness program is arranged.

Involvement with Co-curricular Activities/Clubs/Committees

To the question asked what are the non-teaching activities of the faculty member is engaged in or assigned to such as committees, cells and forums they answered according to their engagements.

The non-classroom engagement were in various committees which included: rotational administration work and chemistry society in-charge; proctorial board; Girls Grievance Cell; Environment Club; Student advisory committee; Zoology Society; Admission Counseling Cell; member of NSS, Member of UGC merged scheme for preparing competitive examination of marginalized students; Equal Opportunity Cell; Disable Committee; Administration Committee; Counseling at the time of admission; Placement cell; Quiz convener; Member of Girls Association; Magazine editor; President of Arabic Society; Member of time table committee; member of Workload Committee; Time table committee; Wi-fi in charge; Canteen Committee – selected through staff council; Staff Requirement Council; Anti-ragging Committee; Grievance Cell; Women's Cell. Some of them are found engaged in multiple non-teaching student engagement at the same period even taking their full time in the college where in they have to spend on these activities even up to 10 - 15 hours per week. This scenario shows whoever is interested or got a sense of responsibility is burdened with willingly or unwillingly such assignments. Faculty members with these non-teaching assignments responded generally to the question how many hours per week they are engaged in that 1-2 to 3-5 hours.

To the query related to the procedure of selection, most of them answered almost in the same way that it includes all aspects of interest, willingness, expertise, selection by the administration head or Principal including democratic process by the staff council and association meetings such as election, proposing and seconding. Selection by the administrative head often shows that an expertise due to his non-willingness is not wasted by the college by effectively made use of by timely promptings and encouragements. The process of proposing and seconding also avoids unnecessary complicated process of election. However, it also provides opportunities to all or whoever is wished since tenure for each committee is only for two years and many committees and cells are available. College administration also sends email to faculty members asking for willingness to work in committees of their own choice. Teacher in charge duty is rotation based according to seniority.

To the question related to their opinion about the time spend for such non-teaching student activities as waste of time and unnecessary at any point of time, a majority of the interviewed faculty member said that they never felt it or they never thought. However some faculty members said that it did take their valuable time of teaching otherwise also. A few are not willing to take such assignments once they complete their tenure as a cell or committee in-charge solely because of this issue. Nevertheless a few continue willingly in this in-charge tenure after tenure due to willingness, interest and an enhanced sense of responsibility as well. Only a few of them responded that they felt so only at times but not all the time. Some opinions: Many of these works are new and lab centric, staff centric and administrative; they do take time; they are too busy with teaching and interacting with students; It is part of teaching work. Some faculty members are neither interested nor willing to do it and they replied: No. I didn't do it. It does not take time as it is a waste since it also gives some experience and more exposure and more knowledge about students. One faculty member of chemistry society in charge said that she

never thought it is a waste of time rather many of these works are new and lab centric, staff centric and administrative.

Campus Life and Overall Student Development

To the question asked regarding the ways in which the institution is facilitating the overall development of a student apart from teaching and learning, the faulty members responded differently however with a common point of view of various activities held in the campus. First of all, what almost all faculty members mentioned is of the Orientation program held in the college in the beginning of every academic year. This program gives all details about college and all behavioral instructions to be followed in the college campus such as dress code, movements in the college, classroom behavior. It includes behavior of teachers, non-teaching staff, other students, girl students, and environmental concern, non-smoking, non-junk food, health awareness. It becomes really an eye opener especially for the newly admitted students since they come from school level to college for the first time.

College conducts various other academic as well as non-academic activities aiming at overall development of students. Institution engage students with extra-curricular activities and give them opportunities to bring their hidden talents providing various stages and platforms presenting them in front of audience or in other suitable ways of performance. College conducts girls' special programs with their special participation that includes cultural extra-curricular activities. Girls are given all opportunities to do what they wanted to do in all of these programs. There are self-defense program especially for girls that are physically as well as mentally based on defense skill development and it is conducted to empower them from the advances often made by negative elements in the society.

For the intellectual development of the students there are various programs conducted by philosophical society, debate club, quiz club, literary societies, etc. Besides these societies and clubs for all students, each and every department conducts their own seminars, workshop, lectures, talks, symposium, etc. Many departments have their own committees for various programs such as innovative projects, etc. College conducts many social activities and social work mainly under the banner of NSS. College also conducts blood-donation camps inside the campus in association with many societies educating about social development, committees and association are working towards it.

The extra-curricular activities in cultural domain aiming at emotional expressions, development and opportunities for talent development ranges from singing, dance, drama, to photography and sculpting, etc. All these programs are conducted by various cells, arts clubs, drama societies, etc. A few faculty members, nevertheless, opened up their observation that in these cultural programs, only students from well-off background participates. SC/ST/OBC students are very less in these activities and often negligible. Some faculty members strongly suggested the necessity of conducting personality development program for all the students and especially for the students from marginalized section to enable them to be as confident and competent at par with other students. There are many extra-curricular activities conducted for the national

awareness such as NCC and also for the physical fitness and defense skills such as sports and games, judo teaching, etc. Environmental programs are also conducted by environmental society as training for better environmental awareness regarding the present day environmental degradation activities. Gardening society activities also aims at aesthetic as well as gardening skills. Cleaning day observed in the campus with the participation of everybody including students, teachers and non-teaching staff in the campus.

To the question asked what does it mean by "overall development" and its various components, the faculty members replied variously referring to its various aspects- intellectual and mental and social and personal, academic as well as extra-curricular. A majority of the faculty members said that overall development is facilitated by all academic, social, sports, extra-curricular or cultural activities. All these add to the personality development. Students' awareness in surroundings, political, legal, cultural, social, environmental as broadening the faculty of mind are also components of overall development. Behavioral, moral, ethical, physical as well as mental aspects are important rather than special skills or talents in any of these domains.

However there is common view emerge from their perspectives, good academics is an inevitable component of overall development dominating all other components. Personality, speech manners in the public, expression capacity of ideas, leadership quality, along with good academics really contribute to overall development. Academic expertise, mental broadness, clarity of thought process, openness towards others and their views, conception about and practice of values, respect to different aspects and walks of life really contribute to a holistic growth. Utilization capacity of knowledge enables them to do things well as to be more confident to face the world and to make their own career.

To the question: Since college students are in their transition period from late childhood to early adulthood, what are the challenges before the teacher? How would you consider training them to be a better citizens and human beings?; faculty members answered touching on the various aspects of the challenge and the worsening situations prevailing at present making it more difficult to handle if newer effective ways of training and awareness program for the students are not undertaken. Many of the faculty members agreed that to guide them from school behavior to college behavior starting from the very first day of the beginning of college is a challenge and also an inevitable part of transforming them into an individual with the sense of self-discipline and self-responsibility. It is necessary to train them to develop the aspect of inner growth and to explore it. Many observed that this transition period is the defining period. It should be aimed to improve the quality of interaction with fellow students, teachers and other staff in the beginning eventually culminating with other members as society as a whole. Some of the faculty members especially from Urdu department expressed concern regarding the challenge faced by some students in this transition period as the challenge to remove their hesitation as they come from Government Hindi school background and unable to mix up with new English background students as well.

A majority of the faculty members expressed serious concern from both old generation and new generation that students get diverted by many factors such as internet, media etc and it is very necessary that this should be properly handled. Some expressed their views as follows: "technology has brought a lot of distractions for them…mobiles and app distracts their minds in the present day technological revolutions which though make education more democratic as non-class room or teacher dependent…. by internet and technology they are exposed to many things which is very challenging…we should be open to all these things to guide them properly with a sense of value in various capacities and roles….it is very urgent to make them aware of the new challenges faced by them besides academics giving the moral instructions." Some of them also opinioned: "we teach ethical and moral values that they should be very sensitive to opposite sex. These inherent tendencies become uncontrollable and often deviant as after school life of immediate control of the parents and direct restrictions from the teachers they are exposed to open atmosphere and have freedom….in college there is free atmosphere, self-discipline is to be maintained…. one has to correct oneself…have to learn a lot by oneself…sensitizing on gender, caste and religion is important.

Though the necessity of sex education and awareness for students was mentioned by many interviewed faculty members to make students better human beings, caste issues were not mentioned by them except by a few belonging to marginalized communities that is also specially by female members. They were of the view that: "in this phase of transition teacher should be very intelligent to tackle the issues of students and should try to inculcate all the traits of good character…. counseling and mentoring are required and constant dialogue is to be maintained in order to train them to be better citizens and better human beings…. good lessons of helping others are to be taught to them to be human in the world of competitive market trends…. moreover, what is required that teacher should be able to give adequate attention to students to guide them by teaching them discipline, ethical and moral behavior encouraging them by their career opportunities enabling them not to slip into confusion, insecurity, hopelessness, and frustration."

Some faculty members observed some kind of academic negative atmosphere of pressure and over workload in the present academic field in a way preventing these extra measures to be taken to inculcate human values in students. "There are extra-curricular activities, imposed semester systems, imposed curriculums and hence shortage of time, multiple subjects takes much time to teach and so there is less attention to these issues…we are not attending to social issues since the strength of students are very high and syllabus is very vast." Some faculty members even complained that especially from science departments that no training to teachers is given to give right guidance to students at right time in the college. A few faculty members belonging to minority communities observed a special feature of this college as developed in the minds of the general public as a certain perspective, damaging the reputation of the college though the college is full time engaged with these kinds of activities for the development of the student as a full human being. "People are prejudiced by media exposition, regarding college culture, we give them entirely different attitude, training and practice, regular class attendance is strictly

practiced…since it is in the center of the city and space construction and also due to security concern entry is provided based on i-cards but propagated as conservative and closed culture."

To the question, what are the ways your institution promote human values among the students, faculty members answered differently. Replies included: Summer program, teacher mentor scheme, cultural programs, drama, music, film clubs, lectures and seminar; by Orientation program with Principal's speech and different lectures; seminars on human values, direct interaction with students, plays on issues of social relation, multi-disciplinary activities. Some faculty members also shared "then the most important thing is interaction with students for their personality and overall development and for inculcating good manners; personal interaction of teachers with students because during teaching also human values are inculcated; organizing value programs….gender issue is serious in our college….controlled mobility in the galleries…such various steps are taken so that students develop disciplined behavior." But other also shared negative views regarding this issue: "no significant effort is being initiated by the college to improve human qualities…no activities are done for human value education." These members recommended that "there should be one committee for human value inculcation organizing workshops and other programs… also there are various ways of promoting these values among students…for example, the most important aspect is teacher himself should be an example of these values for students, and that is the most effective method… by teaching and practicing cultural values and respect for each other." The issue of the denial of professorship to college teachers was also reported to having damaged professional status of college teachers.

Summary

This chapter is based on the interviews with faculty members which gives a wide picture of teachers' views on teaching diverse students. Teachers generally view this classroom scenario of diversity as real reflection of social structure and it is to be dealt with inclusive attitude for the sake of social justice. Nevertheless teachers themselves are within limits to carry out this process of inclusion due to individual differences among the students aggravated by social extreme differences that is reflected in student's educational as well as economic backgrounds. The interviewed faculty members expressed the view that now a days the scenario of students in the class room is improving as students with better educational qualification are entering the campus. This is the consequence of emerging modern ambition of the students that they come from far away states and villages in search of better opportunities and prestigious educational institutions.

Delhi become a target for these students from all across the country and Delhi university attracts the student crowd being in the national capital as well as a central university. In this new scenario the students of Delhi especially from government school background and poor social start are getting excluded from their home state. It is also reported that students from Delhi government schools go to other states for higher education since they fail to get admission in educational institutions in Delhi. This scenario is more pathetic in case of minority students of the locality of the college for whom the college was established.

Regarding the behavior of students from marginalized sections of the society many teachers were of the opinion that they suffer from inferiority complex and that is blocking their interaction abilities and educational and social development. It is also due to various factors such as social hierarchical structure still prevalent in the society and the consequent perception that they undergo and due to poor economic background. It constitutes family problems, social problems and all the more psychological stress and inferiority complex for them. It is this situation that leads to the attainment of reservation goals are a failure. Nevertheless, many faculty members though recognized reservation as a positive affirmation program for social justice had the opinion that if a member of that society is accommodated into the system into a higher post then his or her children should not avail reservation. It can also help them to bring out of their caste inferiority complex as targeted by other caste groups and also their attitude of not working more since reservation is there.

Their next generation can avail reservation only if the middle generation failed to be successful. It also helps the other members of the society who are deprived of any facilities to get accommodated by reservation policy. This should be a positive step to be taken towards reservation policy change after its implementation of fifty years. Students belonging to marginalized communities are facing a big hurdle of English language in higher education. Since they have studied in government vernacular medium schools it becomes very difficult for them to change into a different medium and their inability to understand even basic concepts of a subject leads them to failure. It also constitute to their inferiority complex preventing them from interaction in the class as well as outside especially with teachers. It was suggested that comprehensive remedial measures be implemented to improve the subject knowledge and english speaking and communication skills.

Chapter 9

Diversity in Governance, Management and Professional Development

9.1 Introduction

This chapter deals with the topic of diversity in governance, management and professional development. It especially focuses on the issue of diversity of faculty in governance and management and professional development since faculty range from various social groups, their inclusive pattern in the governance and management structures and opportunities in professional development becomes important. This chapter is based on secondary data from the college records and faculty interviews. This chapter includes issues such as faculty diversity in governance and management, views on the level of representation, and status and views of professional development opportunities and views on working conditions of the faculty.

9.2 Faculty Diversity in Governance and Management Structures

As far as diversity in governance and management structures is considered the college committees and societies maintain diversity though it is not intentionally maintained. It shows that there are abled, interested and willing persons in the faculty community of the college from various departments and sections of the society. In time-table committee, out of 8 members no women member is included and 2 of them belong to minority community and 3 of them including the convener are from marginalized communities. In Student's Union Advisory Board out of 8 members, 1 member is female and 5 are from minority community. In Proctorial Board out of 13 members, 3 members are female and 4 members belong to minority community. In Student Aid Committee out of 5 members, 1 member is female and 1 member belongs to minority community and 1 from marginalized community. In staff requirement committee out of 8 members, 1 member is female and 5 belong to minority community and 1 belongs to OBC category. In academic supervisory committee out of 10 members, 5 members are female and 2 belong to minority community.

9.3 Views on Level of Representation and Participation in Governance and Management

Many faculty members were of the opinion that the level of representation and participation in government and management depend on first of all interest level of the faculty members. The element of efficiency is next determining factor that makes a person successful in the task undertaken by him or her. However, if a person is willing to undertake a task in any committee or society and interested in work, others are supportive. Hence the question regarding the views on level of representation and participation in governance and management is basically dependent on the willingness, interest and efficiency aspect of the individual.

9.4 Status of Access to Professional Development Opportunities

To the question asked regarding the advantage and disadvantage of their college comparing to other colleges in terms of professional development opportunities available to faculty members a

majority of them were disappointed to a great extent. However, it depends upon the level of aspiration of the individual teacher. Furthermore as far evaluating their college in comparison to other colleges depends on their knowledge of other colleges and other institutions. Some faculties had worked in other colleges made their opinion relevant however only up to the extent of comparing between the present status of their college and the past state of art of their previous one. Some faculty members openly told that comparison is impossible as far as such experiential aspects are lacking. Many a time faculty members are neither interested to know the working conditions prevailing in other colleges due to their work pressure and lack of interaction opportunities with faculty members of other colleges or institutions or limited interaction by means of attending seminars or conferences which are again with hectic schedules that attracts attention to the topic of the program rather than other considerations and dialogues. However some teachers could make out the difference comparing with other colleges by means of many other modes of contacts such as friendships, informal interactions.

Some faculty members belonging to both science and social sciences or humanities and old or new generation said that there is not much difference among Delhi university colleges. They all face more or less the same situation as far as faculty development opportunities and programs are considered. This can also be supported by the fact that such program generally take place at university special centers meant for conducting faculty development programs especially in case of general or orientation or even interdisciplinary programs are considered. Individual departments themselves conduct such programs pertaining to the special subjects of each department where teachers from the colleges belonging to the same department or related working areas are invited. Nevertheless as far as other facilities are considered such as research facilities, infrastructure, etc. there can be differences. One of the major disadvantage faced by the faculty members in this college is infrastructure especially space constraint as pointed out by the entire interviewed faculty members.

Some of the old generation faculty members generally were of the opinion that the kind of professional underdevelopment that they face now is mainly due to the lack of infra-structure facilities in the college. They were of the opinion that comparing to other colleges infrastructure facilities are very less in this college. It is difficult to do research in this college since enough opportunities are not available in this college. Some of them expressed their concern especially from social science section regarding the very positive fact of the social diversity that can be claimed by their college as the very cause of their professional underdevelopment to a great extent since they have to spend more time in explaining more fundamental things in order to make students understand rather than focusing on higher lever research topics.

However, some opinioned that teaching these students has got its own merit as far as social aspect is considered. One teacher from Economics department said: "since he had to teach diverse set of students coming from various background, he as a teacher, had to address the lowest common denominator, as a result, he had learned to be simple, more understanding, more patient and as a result developed as a better teacher. This would have never happened if he were

in St. Stephan's or Hindu college…disadvantage included…sometime, he as a teacher has to spend much longer time explaining the same concept in order to reach the most disadvantageous…this amount of time he could have devoted to teaching newer things."

Some faculty members especially from Muslim community said that their college is better than other colleges especially pointing to the positive aspects of the college such as location where it is situated having easy accessibility, a great extent of socially diverse groups comparing to other colleges, unity among them as well as different sections of administration and teaching staff and non-teaching staff and harmonious working condition of all the teaching members as one community as different from other college situations and also referring to the recent development in the case of infrastructure. However, almost all of them pointed out the disadvantages as well especially referring to lack of infrastructure facilities up to the level of expectation, research facilities, space congestion. According to them their college is better than other colleges regarding various facts such as diversity, harmonious working condition. Some of them mentioned that high-tech facilities such as Wi-Fi, online journal access, net facilities, are available in the college though introduced recently and working in excellent condition.

A few of them compared to other colleges even outside of the Delhi university even in other states that other colleges for example in Bengal… 28 periods for a week work load but in this college workload is only what is prescribed by university according to UGC rules and regulations. A few SC faculty members also stressed the fact of unity among faculty members of the college as a single community providing peaceful working condition without any harassment. They shared that there is unity of college with all its diverse groups, co-operation of college and principal and non-teaching staff, disciplined environment and regular salary online. However, the same faculty member also mentioned one point of weakness: staff association is not working properly in co-ordination.

One of the common point of advantage mentioned regarding the location of the college is that it provides easy access as centrally located in the city by road, metro and railway. Students outside of Delhi can easily come to the college. Some of them expressed their opinion that, however, college can conduct some program for faculty development if its administration takes initiatives. A valid comparison of this college with other colleges to highlight its advantage is not possible without any professional development opportunity available in this college. In terms of disadvantages it was shared that there is no residential facility for faculties and students. Some science block teachers expressed their satisfaction that they are provided with special chambers. However, they mentioned disadvantage as lack of funding for teaching development program. "No orientation and refresher programs are conducted." A few complained that no reimbursement is provided to faculty members from the college office for attending refresher courses elsewhere. On the other hand, teachers belonging to social sciences and humanities complained that no separate room is allotted for teachers including for the department of Mathematics and no department rooms are properly arranged. In their answers it was also clear that the distinction between science block and social science and humanities block - in the case

that science block faculty members are given separate faculty rooms that facilitated their studies and research activities, whereas, other faculty members were given only staff room where there is no space even to sit for all at the time of interval or during free periods waiting for the next class to start.

Comparing with other colleges or institutes one of the relevant fact that is mentioned is the locality of the college as near to New Delhi railway station is within walking distance that is of much help to students including New Delhi metro station though metro facilities are available generally in all places within the city. And indeed a lot of outstation students have started to take admission in this college in recent years that was not there previously. Another fact of difference among the faculty members is of the older and new generation due to new UGC regulations of point system for faculty evaluation, promotion, etc. and the old generation who are not constrained by these regulations.

As shared by some of the faculty members "the older generation is suspicious of the newer ones in the view that the younger generation may skip their teaching duties in the name of attending seminars and conferences and project works and so they wanted to closely observe the latter and restrain and warn them from principal's office by emails referring to the number of classes missed by them enforcing strict leaves calculations, and other bureaucratic procedures… the new CBCS syllabus teaching styles are also not fully adopted by the older generation and if the newer generations adopt, it is often considered as technological extravagance rather than teaching and not allowing conveniences as banning seminars and other extracurricular activities during week days and allowed only on Saturdays however only informally…. it creates the problem of the traditional monotonous way of teaching making students disinterested in learning process and many students being from out station wanted to leave for home during weekends and other students also wanted be off the campus as the way of freshening themselves for the next week ….also because of the problem of pollution being at its height in central Delhi near to new Delhi railway station…additionally Ramlila maidan is the place where political gatherings takes place…being industrial and business area related congestions….students feel fatigue by all these issue which compels them to be away from college in order to escape from these menace…this all affect teaching learning process."

9.5   View on Access to Professional Development Opportunities

To the question asked whether you are happy with professional development opportunities available in your college, a majority of the faculty members answered negatively ranging from some common reason to certain specific reasons as well. The major reason that are pointed out by the faculty members are the non-implementation of professorship in the colleges which covers the huge number of faculty members in various departments, lack of faculty development programs in the colleges and lack of research facilities in the colleges. Some faculty members complained that there is no provision to become professor in the colleges though UGC has allowed professorship in college. It is not yet implemented due to elite attitude of authority in the center though there more qualified teachers in the colleges and more hardworking members in

the college departments. 10% professorship is allotted to college teachers which is not yet implemented allowing even to a single faculty. One Associate professor from chemistry department said that she have been working as associate professor for the last 19 years.

Faculty members were of the opinion that at least some of the colleges under Delhi University should be allowed to have post-graduation courses and research guidance either independent or in association with department in the University. At present professorship as well research guidance is reserved for the departments in the center with PG courses. Reserving all PG courses to the central campus is a great education injustice to the mass of students who come from all over the country to Delhi University for under graduation courses which has got more than 80 colleges. These students who pass from all these colleges find difficult to get admission for higher studies in Delhi since there is minimum number of seats available at the center departments that has just one department of the each subject.

Faculty members were of the opinion that research and teaching is supported by college but research in college is not possible since there in adequate department lab and time as we have to do justice to teaching; it amounts to lack of facilities for professional development…even if the college has got a good library there is no space for research and no access to research journals. Some faculty members complained that there is no professional development training. "We have to go outside of the college and even outside university; there is no program organized in our college for professional development; College d o not have professional development activities in order to provide that kind of opportunities to its faculty members, it depends upon university."

A majority of the interviewed Muslim faculty members were happy with college atmosphere of faculty development opportunities since there are no obstacles created by any factors of administration for the professional development of its staff. They were of the opinion that "regarding the factors such as library facilities, journals, and faculty rooms for teachers are provided by the college and in matters such as leave for refresher course, orientation program, and authorities do not interfere." Some faculty members expressed their view that since the professional development is according to rules and norms set by Delhi University according to rules and regulations of UGC, college cannot be blamed in these matters.

To the question asked, apart from teaching and evaluation, what are your other academic engagements such as conducting research, publishing, organizing seminars/workshops the faculty members replied that they are engaged with all those activities mentioned though at varying levels. For example, one faculty member from Chemistry department mentioned various activities that he had carried out such as student guidance…CBSC program, training for underprivileged girls, 100 girls were selected and training was given… more than 100 invited lectures in teacher training program, for central, DPS, Navodaya…. MHRD project of recording online lectures, ICT teachers and Monthly Vyas channel lectures… online lectures, BSC syllabus committee….UGC channel that is available in You Tube. Some of them mentioned in addition to all those extra activities such as guiding students for career development and attainment and research guidance to Ph.D. students.

To the question asked about the key highlights of their career achievements since they joined the college they answered referring to their individual achievements which ranged from being promoted, publications, developing material for open distance learning, attending international conferences, guiding scholars and being involved in administrative duties. A majority of senior faculty members said that their achievement as getting promoted to associate professorship as the zenith of their career achievement. Some faculty members mentioned regarding their opportunity to interact with eminent personalities by being in many committees as an academic achievement. For example, one faculty member from Zoology mentioned that she could do research in UK and got 2 papers published in UK and attended 2 conferences there. Another faculty member from English department said that he could avail of Fulbright fellowship and had published17 papers. One commerce faculty member said achievements as publication of book, translation of commerce books into Hindi and development of study material for open distance learning. One Chemistry faculty member said she could get the opportunity of doing post-doc in the US, published 2 papers in international journals, guided research scholars, published 3 books and 7 papers. This faculty member was also involved in administrative duties such as the examination controller, viva conductor and was a regular visitor to news channels as an internal affair expert.

9.6   View on Working Condition of the Faculty

To the question asked regarding the view point of the faculty member about the working conditions. The faculty members pointed out both strength and weakness. The strength included: good working environment, sense of better working spirit for faculty members, harmonious staff. And lab-staff, clerical staff being very cooperative, cultural diversity, organized administration, good teaching faculty, good administration, diversity of enabling the lower strata of the society to become empowered and ancient cultural heritage of over 300 years, faculty members who all are well qualified and competent in their respective field, varied number of departments, number of various committees, girl students of walled city, harmony and good academic culture. Faculty members also reflected on the emphasis in their college on discipline, academics, customs and traditions, morality, human values, respect for all religions and caste. They further highlighted strength in terms of number of students, composite culture, different background, students from the walled city, students from marginalized communities and Muslim, fraternity, diversity, cooperative staff, and cooperation among students.

Regarding weakness many of them emphasized: infrastructure a inadequate, congested due to lack of space, lack of faculties for research and development and other academic work, lack of separate enclosure for teachers for their improvement in academic excellence; identified as a minority institute while it is a non-denominational college, while there are 19 departments but no departmental space or room, only science departments are provided with space, afternoon periods are forced on us due to space congestion, no language lab, low state of art and no research promotion facility.

9.7 Summary

Regarding the issue of diversity in governance, management and professional development many of the faculty members were of the view that though there are institutional inadequacies in providing adequate professional development opportunities such as enough programs are not conducted under the initiatives of the college, there are opportunities provided by the college to participate in such programs according to rules and regulations. In case of governance and management interest, willingness and working nature is also taken into account before giving such assignments. If anybody is interested and willing in such a task, staff council selects the person for a certain period of time giving him or her full opportunity and responsibility.

Chapter 10

Institutional Response to Diversity, Equity and Quality

10.1 Introduction

An institutional response to diversity, equity and quality is expressed through its various policies and its effective implementation. In case of universities by rules and regulations mandated by UGC many cells and committees are constituted for this purpose. Following it in Zakir Husain College there are many cells and committees constituted for the purpose of responding adequately to the phenomenon of diversity and maintenance of equity among various social groups of students as well as teachers and other staff especially in view of achieving democratic quality and humanistic perfection. It is found that there are cells and committees such as Disciplinary Committee, Proctorial Board, Anti Raging Cell, Internal Complaint Cell, Equal Opportunity Cell, North-East Cell, Enabling Cell, Environment Cell, and many other cultural and sports and game activity cells especially for students to orient them for their intellectual, emotional and performance development. In order to get a clear picture of the structure of functioning of these cells and committees interviews with the in-charges of their managing bodies are done covering topics such as process of appointment of the members, training received or required, incentives available or required, planning and implementing strategies, day to day activities, status of infra-structure, maintenance of office records, coordination with other cells, challenges faced and suggestions, monitoring and evaluation procedures, etc.

10.2 Structure and Core Functions of the Cells and Committees

In this subsection related to the topic of structure and core functions of the cells or committees it is intended to look into the replies and comments given by the faculty members as the in-charge of these organizations. The queries related to the structure of organization, planning and monitoring of day to day activities is analyzed in order to provide the working features of the cells or committees. And about the infrastructure it is to look into the fact whether it facilitates their proper functioning and the aspects of appointment, training, incentives and the highlights and the problems faced by them are meant to look in to the efficiency and satisfactory level of the in-charge himself or herself.

Disciplinary Committee

An associate professor from the department of Persian is the in-charge of various cells simultaneously such as Disciplinary Committee, Anti Ragging Cell, Proctorial Board, and North-East Cell. The in-charge reflected upon the over-all working conditions of all these four cells and shared that since all these cells or committees have got more or less same type of issues which are related to behavior of students. These range from class room manners, campus discipline, interaction with teachers, staff and with diverse students (diversity ranged from same locality and culture to different regions and even to different races and culture). Being an in-charge of multiple cells also shows the non-willingness of other faculty members to take such extra responsibilities related to overall management and discipline maintenance of the entire college

due to various reasons such as lack of interest, lack of time, lack of incentives, lack of sense of responsibility, lack of adequate infrastructure, lack of rules and regulations that mandates, etc. Rather whoever is found with some sense of responsibility and willingness is found to be overburdened willingly or unwillingly.

Structure and Core Functions of the Cell

Regarding the year of constitution of Anti Ragging cell the faculty member shared that it was after the verdict of the court that Anti Ragging cell was started to work and now it has been 5 years over. The North-East cell is constituted very recently in 2015 itself and Proctorial Board has been working in the college from the very beginning. The core functions and mandate of these cells are to make sure that no ragging or other misbehavior takes place in the college campus. Regarding the organizational structure – organogram – staff, it was informed that there are 7 to 8 members in the Anti-Ragging Cell.

As far as the typical one day activity as a faculty in-charge of cell the faculty member said that he keeps himself always on the round while in the college… always watching students especially in the initial days of the academic session. Other members also usually keep doing rounds observing students. If any student is found guilty or complaint received, enquiry is conducted, parents are informed and suitable punishment is given to the misbehaved student. The response of the in-charge to these aspects shows his as well as other members sense of responsibility in managing these cells and committees effectively, in maintaining the college atmosphere as disciplined and helping students to grow into better citizens.

Regarding infrastructure available to the cells and committees, however, the in-charge was disappointed and told that there is no infrastructure and no office available. Meetings are usually held in staff room which is usually crowded since teachers don't get independent separate department rooms especially in case of large majority of departments belonging to social sciences and humanities and also that there is no facilities available such as computer and staff.

Role and Typical One Day Activity

The process of appointment of faculty is done through staff counsel meeting. One person proposes and another person seconds or supports. Principal also decides if there is any interesting and capable person in his knowledge. Regarding the hours spend in this assignment; the faculty member said that everyday up to 4 'o' clock he remains in the college. Management of the cells is done in addition to regular teaching and research. His opinion about the general perception of the college authority is that regular teaching work is compulsorily to do and management of the cell is supposed to be done along with it. The cell in-charge regretted that there are no incentives available. He expressed the attitude of the authority that it is to just to assign the duty then it is to be done as part of college managing work. He said about himself that many a time the work is undertaken by him since there is a kind of personal responsibility felt to the assignment and to the college.

Regarding the training to run the cell he said that there was no training he got and there is no system for training available at present and neither the college nor the university nor any other organization has provided it. To the question about the opinion about nature of training required the faculty member expressed that it is the determination to work is more important than training and there is no necessity of training. To the query regarding the highlights of activities carried out during his tenure, he informed that North-East Cell is constituted under his administration. Football matches were also conducted under his supervision. Many issues related to students behavior problems were dissolved under his management. About the major problems faced as faculty member and as an individual being the cell in-charge he told that he did not face any major problems, rather, in the college such incidents generally do not take place. So there were no major problems faced by him.

From the response of the cell in-charge it is found that he satisfied with his working level though it is in addition to the compulsory teaching hours. However, he is dissatisfied with the lack of proper infrastructure and incentives. Regarding training he is not considering it as necessary rather what is necessary is willingness, interest and determination.

Internal Complaint Cell

Structure and Core Functions of the Cell: The in-charge of the ICC is an associate professor from the department of Bengali Language and Literature. Regarding the year and establishment of the cell, the in-charge reported that it was established in 2013 and previously it was known as Sexual Harassment Cell. It came to be known as ICC from 2013 onward. The core functions and mandate of the cell is to attend any complaint given by any member, male or female, though basically it end up with female members and students and especially to look for sexual harassment at work place. The organizational structure and staff of the cell includes 4 teaching and 1 non-teaching staff. In the 4 teaching members, 1 member is represented from an NGO and 1 member from a legal background along with the in-charge. The planning and monitoring of the cell includes making posters and notices which are distributed in the campus to students, displaying the posters on the notice board and also attend meeting in university when authority calls.

The typical one day activity as a faculty in-charge of cell, the faculty member disclosed that there is no such typical activity on a daily basis. There is work only if there is complaint received. The faculty member could give a good picture of the working nature of the cell that it is not a work that has to be undertaken daily but only when the situation demands. This implicitly shows that such type of complaint is not occurring in large number.

Regarding infrastructure – office space, computer the in-charge said that no infrastructure is separately available. Only notice board to sensitize students and to display information for students and others is available. University had asked to develop a website but unfortunately has not yet been done. The faculty member also mentioned about the future plan that in summer vacation of the following year a website is planned to be established.

Role and Typical One Day Activity

The process of appointment of faculty is that the members are nominated by Principal. Usually the hours per week spent in the college for this work amount to 3 – 4 hours if there is a complaint received. It generally takes 3 – 4 weeks to resolve an issue. In some cases, if students or their parents are at faraway places then it takes long time to resolve the issue. The responsibility of the management of the cell is in addition to regular teaching/research and the cell in-charge disclosed the fact that it is hard to manage both teaching work and cell management. First preference is to teaching and to prepare to be a good teacher. Department has many works to be done like syllabus making, time table making, examination duties which makes cell management difficult to be carried out among all the other duties.

Regarding availability of incentives, the faculty member reported that no incentives are available. The faculty member also added that since it is a duty of being a member of teaching community, there is no need of special incentives. But, the faculty member strongly suggested that incentives must be given to members from outside college such as from NGO and Legal experts otherwise they are found not showing much interest in helping matters related to the college. Once it happened in such a way that the NGO member did not pick up phone when a call was made from the college for their help which was necessarily required. Regarding details of training undergone to run the cell the In-charge told that training is necessary for effective functioning of the cell. But, so far, no training is made available by the authorities. Nevertheless, she also shared that there are members in the committee who have received training from NGO. Her opinion about the training required for the cell functioning is that every member should go for training.

The highlights of activities carried out during her tenure contained 2 cases that came from Proctorial board. She added that students do not often realize the difference between the functions of Proctorial board and ICC that is exclusively for cases of sexual harassment. So they do not generally approach ICC even for the matters related to such issues. Students have no clear idea what this cell is all about and many a times, complaints received are found not related to sexual harassment in their nature but sometime this is found only after detailed investigation. In her response it is implicit that this problem is indeed due to the very way this cell was renamed as "internal complaint cell". She also shared that all members are active and they come together if there is a problem to resolve it.

Regarding the major problems faced as faculty member and as an individual, the faculty member shared that in many cases it is found that parents are not well aware of the nature and significance of such issues and do not cooperate with investigation. On the other hand, some parents are found to hurry to withdraw their girl student from the college. Only awareness of the parents can help investigation and resolve the issue and placing faith in the institution. Some faculty members are also involved in making girl students to complain to the cell complicating the nature of such issues which is also a challenging aspect of the problem.

Though there is no dissatisfaction in the in-charge words for the fact of the lack of infra-structure, she implies that the cell cannot work properly with just a notice board. The harsh fact is that even if the number of complaints is less and there is work only if there is complaint the fact is that it takes comparatively long time to resolve the issue due to various other reasons and it becomes extremely difficult to manage it among many other departmental assignments. Regarding training the faculty member strongly supports the view that every members of the cell should get training. Regarding the effective functioning of the cell and not to lose goodwill of the institution, the faculty member was of the view that parents also should be part of the cell especially in case of their awareness about the cell, its functioning and also it is necessary to take steps against unnecessary complicating of such sensitive issues due to internal politics.

Enabling Cell (Equal Opportunity Cell)

Structure and Core Functions of the Cell

An Assistant Professor in the department of Political Science is the in-charge of (Equal Opportunity Cell) Enabling Cell of the college. Regarding the functioning of the cell the in-charge shared that it was after she joined the college as a faculty member that she was made in-charge of the cell that, in turn, made the beginning of the cell and accordingly it started to function only in January 2011. The core functions and mandate of the cell is to deal with the issues of students with disabilities or with therapeutic disability students. Regarding organizational structure and staff she informed that all students and faculties with disabilities are members of cell. There are 3 faculties and 25 students at present. Many of them are orthopedic and visually disabled. There is a 3 member committee comprising 1 disabled teacher, 1 member from Equal Opportunity Cell, and 1 as a general faculty member.

Concerning typical one day activity as the faculty in-charge of the cell she affirmed that there are many. Sensitization is a typical everyday activity. Students enjoy various workshops conducted by the cell frequently. Lectures and awareness programs are conducted often by inviting eminent personalities in the related areas and physically challenged university faculties are also invited to deliver lectures in order to share their experiences and to receive guidance from them. Regarding infrastructure, such as, office space, computer, etc. the faculty member shared that there is library facility and reading facility enabled by computer systems are also available. Official details of the files are kept in computer library of the college. In case of computer and cupboard or general office set up, it is also made available in the same way as arranged in the library. It would be better for that there is a separate room for the cell as the activities of the cell would not to be disturbed or delayed by other engagements which are related to general functions of the college library and office. However, if it is extension of library, then library staff will take care of things but it should not be library concern as it usually tends to be. Infra-structure of college has undergone modification for purpose of the differently-abled students and faculty members: lift is made, and ramp is constructed, audio-visual reading facility is also implemented. The faculty member also mentioned that, nevertheless, even day to day planning and monitoring of the cell takes place using common teacher's reading room in the library by

conducting meeting and other activities there but there should be a separate room for effective planning and implementation.

Role and Typical One Day Activity

About the process of appointment of faculty the faculty member shared that somebody who is disabled and has experience or willingness to take care of matters and issues related to those students is selected and there is UGC guidelines to be followed up in this matter. About the time spent in the college for this work she shared that 4 – 5 hours per week are spent for the work as the cell in-charge delivering duties. Management of the cell is carried out in addition to regular teaching/research. Students also take part in organizing various programs taking order from the cell in-charge. She also mentioned that other colleagues are also helping her in these matters. As far as incentives are considered there is something encouraging to the cell in-charge unlike other cell in-charges that UGC is providing honorarium. Monetary incentives are available from UGC as per the rule. Regarding the matter of training undergone to run the cell as well there is a positive step taken by the authorities that training is made available.

The cell in-charge told that she had got training. Consequently she knew rules, rights and laws. Consulting Disability Bill 2014 the faculty member makes her efforts law bounded helping to implement it more effectively without any kind of or tackling the hurdles from any other corners of intentional non-willingness or ignorance. Various NGOs are also providing training program. The faculty member specially named one organization as Blind Women NGO that organizes cultural activities for physically disabled people. They conducted senses in 2010 for differently abled persons. The faculty member has got a good and positive opinion about nature of training required as it is made available by the authorities.

The faculty member highlighted some of the activities that she carried out during her tenure such as employment awareness program conducted for disabled students. She also informed that training for those students was going on at the time the interview took place. Also she could organize sensitization workshops frequently. Some NGOs are also at times invited to deliver talk on related topics and corporate enterprises are also involved in some of these activities. The faculty member is proud of some of her initiatives that got successful such as she could establish locker in college for enabling unit and also seven software systems in library for visually challenged students. Various scholarships were also made available to students such as Fulbright scholarship.

Major problems faced as a faculty member and as an individual is none to be mentioned specially and whatever the defects that are existing in the present activities, though inevitable as it is in the beginning the cell, members are learning by doing and will be in a position to overcome in future. However, since there are no written rules and framework to do things it creates some problem in effective implementation of various projects. Every year different types of disabled students are taking admission. Administrators always encourage in all the activities of the cell. Monetary problem is that it is only from UGC sanctioned fund that can be spent but the real fact is that the cell could not get any fund from UGC for the last 3 years despite of the

rules and regulations. Delay in these matters is a great difficulty faced by the organizing members in conducting various programs. Regarding the physically disabled nature of the students the faculty member mentioned that most of the students are physically disabled persons. Their self-confidence is very low and they don't know the world outside. The faculty member screened the 1980 movie "*Spursh*" to inspire and encourage them. However the faculty member also pointed out one negative fact related to well-being of students of disabilities is considered that different schemes are not provided as it is available for SC/ST/OBC students.

Though the faculty member gave a clear picture of the cell with its constitutional structure and working structure, she was disappointed regarding the aspect of infrastructure as it is managed in the reading room of all the teachers in the library with cupboard and computers being kept in the corners of the library though it is taken care of by the library staff since it is there in the library itself. The faculty member expressed her positive opinions regarding the facts of incentives and training available to the in-charge of the Enabling cell. Nevertheless, in the case incentives and funds from UGC, the unfortunate part of it is the delay in making it available. Another sad fact is the low confidence level of the differently abled students for which there should be some special psychological as well as social awareness cum personality enhancement programs envisioned, planned and implemented by the authorities.

Liaison Officer

Structure and Core Functions of the Cell: An assistant professor from the department of History was the liaison officer of the college earlier and of the university later. The faculty member told that the cell is established in 1984 in Delhi University. Its core functions and mandate is to deal with the issues of students, faculties and non-teaching employees belonging to SC/ST categories. There is strength of 20, 000 SC/ST students, 700 – 800 faculties and 900 – 1000 non-teaching employees. It has the organizational structure and staff comprising Deputy Registrar, Assistant Registrar, and 3 personal staff. It monitors admission process of students, roaster of faculty appointments and non-teaching employees, collecting information from dean office and reporting directly to Vice-Chancellor and Dean of Colleges.

Typical one day activity as a faculty in-charge of cell includes attending grievances of SC/ST non-teaching employees. Daily 7 – 8 complaints are received which relate to the matter of rotation which are not followed and behavior of other category employees. It is always found that promotion is not given to SC/ST members whereas general category employees are promoted in proper time. To the query of infrastructure such as office space, computer, etc. for the effective working of the office, the cell in-charge disclosed the unfortunate fact that at present the office is not working properly. He suggested removing this limitation by making the Liaison officer equivalent to a Deputy Secretary Rank, unfortunately, it is not established in that way.

Role and Typical One Day Activity: The process of appointment of faculty is nomination by Vice-Chancellor through Executive Council. Regarding the hours per week spent for these activities is, according to him, many a time proved to be full time and sometime partly like 4

hours per day, or 27 – 28 hours per week. Management of the office is indeed in addition to regular teaching/research and working after teaching hours. About incentives available, the faculty member informed that there is honorarium that is 20% allowances of basic salary. However, he disclosed the fact that DOPT guidelines are not described by authorities. Previously it was 1000/month and 20% is newly created.

Regarding the training undergone and its availability to run the cell, according to the In-charge, it is available and implemented and he himself had attended it. The faculty member has undergone training twice at Bangalore and Chandigarh supported by Delhi University. They were 3 day residential seminars by DOPT. The faculty member expressed his opinion about training as it required or not that one should undergo training and that it is very necessary.

The highlights of activities carried out during his tenure included various activities that he undertook by his sole initiative. There was no roaster adopted in college and department appointments in the university previous to his appointment as the liaison officer. Appointment of SC/ST staff in the university as well as in the college takes place randomly and arbitrarily without following roaster. The faculty member made special initiation to implement roaster system and it was successful. Previously, in the case of ST, non-teaching appointments never took place. He initiated and made advertisements for appointments both in college and departments.

As far as major problems faced as faculty member and as an individual the faculty member admitted that there were many problems. The faculty member is of the view that it is due to the special 'nature' of our society that authorities do not want to give any position to an abled person of this category. They are always threatened by the abilities of such persons and always take precautions to exclude such persons by this or that excuses or interpretation of rules, etc.

The reply of the in-charge discloses that it is a good initiative that university did initiating such an office of liaison officer and it is found that it was very necessary to facilitate effective functioning of such an office since the number of complaints that his office received making him necessary to work even full time. The present non-functioning condition of the office, as disclosed by the in-charge also unravels the fact the inherent attitude in the minds of the authorities. It is absolutely annoying to certain people of this mindset that the office is functioning efficiently. There is a fear in the mind of such people toward the efficient persons of these communities that indeed their interests are under threat. It shows that as the in-charge rightly pointed out that "it is indeed a socio cultural issue which demands more detailed in depth analysis, remedial planning and implementation." Regarding incentives and training, however, the in-charge well appreciated the efforts of the university authorities as the training was implemented and made available.

Career Counseling Cell

Structure and Core Functions of the Cell: An assistant professor from the department of Commerce is the in-charge of the Career Counseling Cell. The faculty member said that he has been the in-charge of the cell from the last 3 years that is from 2012 onward. Career counseling and guidance are the core functions and mandate of the cell. Its organizational structure and staff is not up to the mark, according to him. It is often volunteered by any faculty and no staff and no office is available. Planning and monitoring takes place as per the needs of students and demands of the circumstances. The typical one day activity as a faculty in-charge of cell is to coordinate the cell members when companies are willing to come to college for campus recruitment. Regarding infrastructure such as office space, computer, etc. the faculty member is very disappointed that there is nothing available in these matters.

Role and Typical One Day Activity: Process of appointment of faculty is voluntarily by faculty and also appointed by faculty of the process of staff council meeting in the college. 2 – 3 hours per week are spent for these activities according to the demand of the situation. Management of the cell takes place in addition to regular teaching and research. However, the cell in-charge admitted that it is not difficult to manage 2 – 4 hours per week after teaching 18 hours per week. Regarding incentives, the cell in-charge was rather frustrated that there is nothing available of that sort that really affects the work negatively. It is voluntary and it is much related to inner satisfaction that whatever activities he carried out. As far the issue of training is considered the in-charge is of the opinion that there is no need of training. However, the faculty member said that the cell members invite experts to give career counseling. According to the need of students and demand the cell members arrange career development program.

The highlights of activities carried out during his tenure included various programs organized with ICICI Prudential, Pertivity Company, Aspiring Minds, Concentric Company, etc. The Cell helped students to send their resume to various companies. Last year, 70 students got selected from campus recruitment. Major problems faced as faculty member and as an individual vary from unavailability and non-interest of students. The Cell in-charge told that students from very well-off families are not interested in these programs. They seek higher education. Since no incentives are available for faculty members, they also do not show much interest to involve themselves in these activities or taking initiatives.

The in-charge provide a very pathetic condition of the Career Counseling Cell that functions only if there is any company is in need of campus recruitment. Planning and monitoring takes place only in this time and that also without any infrastructure of office, staff and other facilities and only with the help of volunteered faculty members to help in these matters otherwise without any organizational structure for the cell. The cell In-charge shared that there is no difficulty in managing cell and have to dedicate 2-4 hours in a week after the compulsory teaching hours. In case of incentives he strongly suggested that there should be provision for incentives and that the lack of it is really affecting the positive functioning of the cell since inner satisfaction alone cannot help functioning of the cell. As far as training is considered he mentioned that it is not

necessary and also that it is impossible to comment on the nature of training require since no training was ever conducted. One of the issue as contradictory phenomenon affecting the effective working of the cell as per the need of both the students and the companies is that aspiring students from upper strata of the society do not want to join these companies whereas the companies wanted students who are efficient and intelligent.

Environment Club

Structure and Core Functions of the Cell: An associate professor from department of Commerce is the in-charge of the Environment Club. Regarding the year and establishment of the cell, the faculty member informed that the cell has been working for more than last 10 years. The cell has got core functions and mandate such as creating awareness among students regarding environment protection. Concerning organizational structure – organogram – staff he reported that there is 1 convener and 6 member faculty committee. In addition to that there are students as president, vice president, and, after all, all students and all teachers are members of the cell. The planning and monitoring process takes place as part of normal functioning of the cell. The cell in-charge told, "We plan programs such as inviting NGOs to interact with students. Center for Science and Environment, Green Peace, WWF of Nature, Ministry level Eco clubs are invited to cooperate with the cell programs and we also conduct trips to Eco Park." The typical one day activity as a faculty in-charge of cell depends on the activities within the college. Otherwise there are activities of coordinating with certain companies when companies are willing to come to college for campus recruitment in cooperation with Career Counseling Cell. As far as infrastructure such as office space, computer, etc. are considered, the cell in-charge regretted that there is no infrastructure provided by the college.

Role and Typical One Day Activity

The process of appointment of faculty is voluntary and interdisciplinary in approach. Generally students are found to show not much interest in these matters. Political science and psychology department students are showing some interest and initiative. Regarding the hours per week spent in the college for these activities, the cell in-charge informed that it is 7 – 8 hours. Management of cell is in addition to regular teaching and research and it is also reported that there is no difficulty in managing the activities of the cell after teaching hours. About incentives available the cell in-charge told that no incentives are available except funding for Environment Club which is meant to be spent exclusively for its own activities.

In relation to the question of details of training undergone to run the cell the faculty member informed that there was no training required. However, in his case he had got some experience with NGO called *Kalpavrusha* and has NGO membership as well. They gave training for survey. His opinion about nature of training required, the faculty member expressed that some NGO experience is required as a form of training for the better conduction of the activities of the cell.

As highlights of activities carried out during his tenure, the faculty member shared that the cell organized trips, like Excursion to Natural Park Sanctuary. Other programs conducted include

education of legal issues, displacement of people, tree plantation in the campus. To the query of the major problems faced as faculty member and as an individual he disclosed that there were no such issues. The Cell is working towards creating awareness towards environment protection as its day to day activity. However, the cell in-charge is greatly disappointed that there is no office infrastructure available for the cell. The in-charge disclosed one fact regarding inability of the cell to popularize its activities since students are not showing much interest in these activities in the college as a whole except some students from some departments like Political Science and Psychology. He expressed his view that there is no difficulty in managing the cell after the teaching hours and no training is essentially needed though he himself had got it from some NGO. Also there are no incentives available.

National Service Scheme (NSS)

Structure and Core Functions of the Cell: An associate professor from the department of Commerce is the in-charge of N.S.S. regarding the year and establishment of the cell, the in-charge told that the cell functioned right at the beginning of the college. However, he joined as in-charge of the cell for 2 years in 2014.The core functions and mandate of the cell, according to him, included providing social service, engaging students in social service scheme, creating social awareness, conducting studies in social issues, inculcating social values and habits, etc. The faculty member reported that the organizational structure and staff of the cell is comprised of 2 office staff, 1 for managing accounts, and 1 for administration. The planning and monitoring of N.S.S are all regulated by University guidelines as per Vice-chancellor ordinance. All activities are to be followed by guidelines.

The in-charge mentioned that the typical one day activity as a faculty in-charge of cell contains at present year the programs of Swachha Bharat Abhiyan. Nevertheless, other routine activities are going on daily basis throughout the year.   Regarding the infrastructure such as the office space, computer, etc of the cell, the faculty member disclosed that no infrastructure is made available. No proper service of the office staff is available. Office space is already occupied by different cells. NSS guidelines provide separate room, office, staff, etc. but these are not implemented in the college.

Role and Typical One Day Activity: The process of appointment of faculty is basically as decided by the Principal. The faculty member reported that hours per week spent are 10 – 12 hours. Management of N.S.S. is indeed in addition to regular teaching/research by devoting extra time for activities. Concerning incentives available he reported that 3000/- per year is available. It is available only after following all administration staff procedures which is lengthy and lagging. It is available only for faculty. Bills have to be sent to University and after receiving amount it has to be credited to account and tax also has to be paid. The faculty member regretted that students do not get any incentives. They must get something at least in the initial stage. So they join and nurture some interest. Teachers also need some incentives whoever is willing to coordinate or participate in these activities.

Concerning details of training undergone to run the cell, he opinioned that no training is required. His opinion about nature of training required is that every person should do social service officially or unofficially without any formal training.

He highlighted certain activities carried out during his tenure as following:

1. Blood Donation camp organised with the Indian Red Cross Society,
2. Awareness of Disaster Activities and Disaster Management with Delhi Disaster Management Authority.
3. Participation in National Youth Convention
4. Participation in pre-republic camp
5. Provided service in International Book fair

The major problems faced as faculty member and as an individual being in-charge of N.S.S.,the faculty member disclosed that there are many problems. Problems of finance are the major problem and it is regulated by University. A small budget is allotted by University for wide activities, which is insufficient by any means. The NSS in-charge was able to give a clear picture regarding the aim, structure, function of the cell but he was disappointed regarding the infrastructure facilities available to the cell despite of the fact that there are guidelines provided by the authorities for separate room, office and staff. The cell in-charge was of the opinion that everybody working with cell should get incentives since such is the nature of work in NSS and also it is for some noble purpose. Incentives will work as encouragement to join such activities. Incentives could be also provided to students so as to encourage them to join NSS at least in initial stage. Additionally the in-charge also shared that completing all procedures were taxing and took a long time to complete all procedures. Regarding training as well he is of the opinion that everybody must get training in social service office or unofficially since it is for a noble cause. The faculty member also complaint about the finance made available for wider activities of NSS as it is very small in amount which is insufficient.

10.3 Level and Nature of Complaints Received by the Cells and Committees

The in-charge of Disciplinary Committee, Anti-Ragging Cell, Proctorial Board and North-East Cell shared that there was just 1 complaint received in the Anti-Ragging Cell last year otherwise there was no complaints received. In Proctorial Board last year there were 10 – 12 complaints. Regarding the change in terms of number and nature of complaints that have occurred in the last 5 years he told that in anti-ragging cell no complaint is received since such things generally do not happen. In Proctorial Board complaints are decreasing. Last year that one complaint had reached up to police station. It occurred in the farewell party of B.A. Program students at the end of the year. 10 – 12 students were suspended.

The in-charge of Internal Complaint Cell (ICC) against sexual harassment shared that during 2014 – 15 there were 3 complaints received. She further indicated that a Register is maintained with record of decisions. Usually, both parties associated with the complaint are contacted after the issue is resolved to know if they are satisfied. Mostly an apology is offered and the complaint

is resolved. The faculty member seemed to be satisfied in the working of the cell and also in the fact that the cell is having positive impact in the student community in achieving values of character. The in-charge of Enabling Cell or Equal Opportunity Cell (EOC) shared that in the annual report all the activities of the cell is reported. The in-charge of the Career Counseling Cell reported that there was continuous reflection process in order to improve the interventions of the cell "wherever we have some lacunae we try to overcome it in the next session."

The in-charge of the Liaison Office of both college and University shared that close to 6 complaints were received last year and a total of 700 complaints were received over the last 5 years. Over the last few years the number complaints had increased because of the receptivity of the person in-charge in receiving the complaints. He pointed out that "now the feeling has changed…. that there is somebody to take care of the complaints." Concerning the maintenance of office record of decisions, activities and data which can be used to assess the improvement of interventions of cell he affirmed positively that the office records are there. It is linked with Dean through office of Dean of the colleges with recommendation reaching up to Vice-chancellor. It was generally felt that the liaison office had a direct impact upon the target group and it was very positive in the sense that it gave them a ray of hope that there is somebody to take care of the issues related to them and consequently the number of complaints increased. It was also pointed out that 'unfortunately the same 9increase in number of complaints) was damaging the proper functioning of the office since authorities perceived it as an annoying fact."

10.4 Views of Faculty In-Charge of the Cells and Committees that Take Care of the Concerns of Students

Regarding the special efforts initiated in order to make activities of the disciplinary committee/anti-ragging committee more inclusive the in-charge shared different strategies are used such as making information reachable to all students. These include,. Also the cell has the practice of giving notices publically for the awareness of all students in order to make sure the activities of the cell are inclusive, by displaying in the notice board and since everybody is treated equally the activities of the cell are inclusive. Referring to the key issues target group face in campus he disclosed that "Jat students from Haryana are problematic….. they wanted to dominate the college campus…hence some issues broke out in clash with other students. It started to happen only from last 2 years after reservation for OBC students has been introduced." The in-charge of Internal Complaint Cell (ICC) shared "as far making sure that activities of her cell are inclusive or reaching to all eligible student population that it adopted certain strategies of making postures, notices, many competition based events for awareness and calling experts to deliver lecture. She further shared that the committee members request teachers to discuss the issue in the class room for increasing the awareness of students and members are also actively involved in these activities. Referring to the key issues target group faced in campus she said that some student behavior such as mobile SMS, eve teasing, annoying comments were some of the issues faced.

The in-charge of Enabling Cell shared about group messaging method she adopted in order to make the activities of the cell inclusive and also she took special efforts such as conducting awareness program related to the issues of differently abled students not only for those students but also for non-disability students in order to make all aware the issues related to them. She pointed out certain unfortunate issues that the target group were facing in the campus. These related to lack of interest of other students in them; not being informed and invited for programs so they are not able to participate in other college programs and even of their own department. It shows the sad scenario that this group of students needs special way of communication and even assistance which is often forgotten by others because everyone are involved in a busy schedule. Such issues results in student from vulnerable group not being able to be part of mainstream of the campus.

The Liaison office of the college as well as of the University, mentioned the ways of making sure that activities of cells are inclusive or are able to reach to all eligible student population certain strategies are adopted. These include by organizing a meeting with individual liaison officers in all colleges and by coordination among all college liaison officers…the activities can be made more inclusive. Referring to the key issues target group face in campus, the faculty member told that the key issue mainly is discriminatory attitude. Routine promotion is not given to the SC/ST faculties and to other non-teaching employees of the same categories. They are considered as not able to work.

The in-charge of the Career Counseling Cell reiterated the need to ensuring the activities of cells are inclusive or reach to all eligible student population, as these students face barriers at the time of campus recruitment opportunities offered by various companies. First of all, since his college is an off-campus college reputed companies are not showing much interest to come to college for campus selection. And secondly, the companies choose only the bright students. One of the reason for limited companies showing interest in recruiting students from the college is that since they prefer "bright students…. they leave the company soon…they complained that they come for just work experience…. the paradox is that if such students are recruited by the companies as they have aspirations for higher studies they leave the company and the company complaint the cell that students come only for experience." He disclosed the fact that in selecting and preparing bio-data and sending to the companies', inclusive attitude is not maintained. Companies are not willing to recruit students from marginalized sections and they don't want Hindi speaking students as well. Companies prefer upper class, upper caste, English speaking…private companies always want cream layer students and it, indeed, leads to more social problems.

Regarding the special efforts the faculty member had initiated in order to make activities inclusive that it is actually very difficult to implement such initiatives since there is no such requisite power. Because of that no special initiative has been taken. Lack of incentives also is a big problem. It is also because there is an absence of policies that can address such bias attitudes… lack of proper monitoring also make things worse….and since most companies are in

private sector and there is no rule to guide and control and regulate them. If there is no policy directive they will keep excluding marginalized people.

The in-charge of Environment Club mentioned the ways adopted to make sure activities of cells are inclusive or reach to all eligible student population is that "notices are pasted in notice board and also manually going to classes to invite students….having a close association between N.S.S. and Environment Club helps many activities to be conducted easily and widely." There initiatives that were implemented included "No-smoking campus…junk food not allowed in the campus….paper making from recycled material….burning of any waste material has stopped…..planting of trees on boundary walls and now are trying to make Bio-diversity Park. Students had also made a short documentary film. When US wise president John Kerry came to Delhi students participated and screened the documentary. Certain difficulties pointed out were…. "Garden committee faced a problem of space to make nests for birds on trees…. bushes, shrubs and climbers are also necessary for small birds to make nests". Referring to the key issues that the committee faces in campus the faculty member informed that it is unfortunate that most of the students are not interested in the Environmental activities. However the faculty member makes his special efforts to include as many as students possible by coordinating with N.S.S. and other cells.

The in-charge of the N.S.S., pointed out that certain steps have been taken to make sure that the activities of cells are inclusive or reaching to all eligible student population…these include that at the time of admission students are given an option to join NSS. 300 students on average join yearly. Majority of them are from economically weak sections…50% of them are with real spirit whereas 50% of them are only interested in the food and the certificate of participation. Regarding the special efforts he had initiated in order to make activities inclusive he shared that "information are displayed in the notice board for all students…special announcements are made in class rooms…other teachers are informed to announce in their classes."

10.5 Challenges and Suggestions for Improvements of the Functioning of the Cells

Related to challenges in the functioning of the Disciplinary committee and related cells, the in-charge reported that there were some issues of non-coordination between the various committees of management and Disciplinary Committee. For example, non-coordination between management committee and Discipline committee blocks effective implementation of maintenance of discipline. The faculty member suggested strengthening of the coordination of various activities of different cells and committees for better results. Disciplinary committee should be invited and involved in meeting of relevant management committees when programs are planned and arranged. The faculty member strongly suggested that Proctorial Board should get participation in other management committees.

The faculty member suggested improving the functioning of cell with the support that is required for the same that these committees should get power to take decision and to implement it. "Proctorial members are entitled only to recommend to the Principal and are not given the authority to decide and implement on its own. The Principal takes the final decision. There is no

power with the Disciplinary Committee to expel students if they are found guilty by the Proctorial board…it is also ensured at the time of briefing the Principal we have to make sure that it does not spoil students' future. Committee's activities are limited by the future of the students which needs to be taken care of at large rather than immediate maintenance of discipline." The in-charge also added sometimes "other faculty members intervene trying to influence authorities to avoid punishment for their students though they were sure that they were guilty and deserve adequate punishment."

The in-charge of the ICC was of the view that there was an overlap of functioning of her cell and the Proctorial board. "Many a time its activities are overlapping with ICC. ICC is a statutory board. It works at 3 levels. Institute must have a complaint committee." The faculty member suggestion was "that cooperation and co-ordination must be there especially for easy functioning between Proctorial board and ICC." Her other suggestions included provision for incentives; fund for functioning. The in-charge was hesitant to continue for one more term and added: "I am not really willing for a next time due to other departmental works."

The faculty member of the Enabling Cell shared that there was coordination amongst various cells, for example, students with disability participated in the events organised by the Arts and Cultural Society. The in-charge did however highlight certain challenges which were related to lack of awareness of the existence and function of this cell among her colleagues. This created administrative hurdles in organizing activities related to this cell. "The major challenges she had to face personally and professionally is somewhat strange due to certain circumstantial peculiarity of enabling cell… for example it is a new cell in the college…most of the colleagues and office staff do not know its function to cooperate effectively…it makes problem in cases such as booking a venue to conduct a program… some other cells and societies tend to postpone the booked program of the Enabling cell in order to conduct their program on the dates of their convenience." Also that "monitory committee of the college supported access to reading for the blind students… however, no Hindi software version is available in computer.…it creates problem…Readers are arranged for students and college should pay for the readers, with remuneration of Rs100/hour….Principal had agreed but none of the student readers were paid by the college."

The faculty member suggested the support from the college authority in the form of a room, funding. The faculty member specially mentioned that the college provides the cell support at the time of admission by arranging special desk during admission time. "every year to enable the admission procedure of the disabled students easier…Disability Help Desk is provided." To the query of her consent if there was the request to continue for one more term she agreed and said: "I enjoy doing it." The faculty member suggested that for effective functioning of the cell for the common wellbeing of the differently abled student community there should be separate infrastructure facility for the cell including computer with Hindi software and there should be attempt to clarify the issue of payment for the readers.

The Liaison officer of both the college and Delhi University expressed dissatisfaction because of the unsupportive behaviour of the authorities. He shared that "there are various strategies intentionally played by authorities to curtail the initiatives he tries to implements for the well-being of university employees from marginalized sections… for example, he said that administrators have different methods of making delay in advertisements, conducting interviews, appointments, promotions and flouting of rules and regulations…the faculty member shared that regarding student admission there is flouting of reservation rules by means of special ways… DSW has ordered fixed number of students to be admitted i.e. 35,000….SC/ST numbers are also fixed following reservation rules…. but by cut-off system more number of students from general category are admitted but at the same time proportionally reserved category students are not admitted under the pretention that they did not turn up within the limits of cut-off… later by advertisement, it is up to Principal to decide whether to call for number of seats in proportion to admitted seats of general category or as per the allotted seats…Principals generally go for latter option." Concerning the issue of any situation where his initiatives had been important and essential to achieve the goals and objectives of the office but were opposed by different stakeholders he shared the fact he had to face such situations in a series…. the College Principal used to block activities of the liaison officer.

The faculty member suggested on coordination of various activities of different cells/committees for better results that DSW and SC/ST office should be under the control of liaison officer and DOPT norms should be followed. The Liaison office must have representation from students, faculties and non-teaching staff. Liaison officer should be independent and not controlled by any authority. Representatives should directly report to UGC or MHRD, not to Vice-chancellor.

The in-charge of the Career and Counseling Cell on coordination with other cells was of the opinion that "the NSS, Equal Opportunity Cell can coordinate with his cell and it would be better if they do so for the sake of wider implementation of various programs…it is also better to think of a new committee that can organize the marginalized sections of the students…. students from these sections are not willing to share their personal as well as social problems… if there is a platform it would be better for resolving their issues regarding their future… most of the cells and committees do not interact with students properly rather all tend to be introverted… unless and until mental attitudes are changed there is no way out".

The faculty member suggested on coordination of various activities of different cells and committees for better results "that Equal Opportunity Cell can coordinate and it can articulate issues of marginalized sections of students… special efforts must be taken to upgrade their skills and that will help them to move in society to be accommodated by different organizations." He commented that there is no infrastructure and no material available for Hindi speaking students at present in colleges… it makes them not suitable for companies and for society at large. And they are considered as second grade citizens."

As an in-charge of cell, the major challenges he had to face was: "How to motivate faculties and students"…and suggested improving the functioning of cell with the support that is required by

all faculty members. He further suggested making the Placement cell or Career Counseling Cell as a statutory cell and there should be strict monitoring. Office space, infrastructure proper documentation and close monitoring should be there to make initiative to get properly implemented. Government has to come up with certain policies that private sector has to provide jobs for the marginalized sections to decrease the social tensions among various religious sectors and social groups. Otherwise the gulf between rich and poor will increase unprecedently. Government aided institutions should get Government approved office, staff with special reference to selection and alignment with private sector. In response to the query regarding if there was a request to continue for one more term he was positive and put forward a reason: "I wanted to work for the upliftment of them as it gives me immense satisfaction."

The in-charge further opined that "a serious concern should be there on the working of various cells and committees especially which are meant for the marginalized sections of the society who are many-times hesitant to approach and seek help for their problem. "It is not the issues of conflict of interest or overlapping of the functions of the various cells and committees that constitutes problem especially in case of marginalized sections of the students…. they are introverted in nature that they don't open up to share their problems and experiences and the cells and committees meant for them are also exhibiting more or less the same attitude that they don't interact with these students."

The faculty member suggested that organizations like N.S.S. and Equal Opportunity Cell can work with Career Counseling Cell and come up with certain programs for enabling the students from marginalized sections to be enable themselves with skills as per the demands of the market that exist at present…. it is also found that education system many a time with its unrevised syllabus does not make students up to the level of demands of the skill level required by market and also general education system syllabus wise does not focus on these issues… if things are not working by the existing ways there should be a new cell or committee formulated and implemented for these purpose."

The faculty member also suggested that though there were no challenges from the level of institution or other cells, the greatest challenges exist in the social system as such. In order to tackle these challenges there should be government policies regarding job opportunities in private sector for the students from marginalized and minority religious sections in order to decrease the widening gap between the poor and rich. Incentives should be provided to the office bearers and there should be strict monitoring and accountability.

The in-charge of the environment cell reported that the major challenges he had to face is that the activities of the Environment club are often mistaken as against development and growth and it is big challenge. "It is often accused that you are antidevelopment agent….word sustainable development is wrongly used…. simply by speaking ecology and environment things are not implemented…performance falls short of implementation". The in-charge suggestions to improve the functioning of cell but with the support that is required for the same is that the workload of the students creates big problem that they are not interested to participate as they

don't get time due to attending classes for gaining attendance. Space for activities is also a problem and there is no office to work for planning. Though funds are available there is no will to do as well as student's participation is very less. To the query regarding his response to if there was the request to continue for one more term the in-charge affirmed positively.

Regarding certain situation like where his initiatives had been important and essential to achieve the goals and objectives of the cell but were opposed by different stakeholders such as faculty forum/union, the in-charge disclosed that Garden committee often is against ideals of Environment club such as "creating biodiversity corner, scent corner of 6 species of seasoned smells since there is no competition in university for these items. The Rock garden which is maintained in the college is a garden of stones… it does not provide smell and familiarization with natural seasoned smells… college students are interested in awards so they look for competition items that are listed in university level."

As far as the issues of conflict of interest, the in-charge was of the opinion that such issues are existing and problems are occurring. The in-charge pointed out one such issue both in conflict of interest and ideologies that differentiates between Environmental club and Garden committee that "the latter mode of activity of horticulture is against environmental and biodiversity values…the issues of ideological clashes are also expressed by the attitude of the students that they are not interested in Environmental club activities, the biodiversity corner or the scent corner of the 6 species seasoned smells."

However, to a great extent other problems of overlapping of functions are overcome by effective coordination between the environment club, Gardening committee and N.S.S. The in-charge suggested "there should be common members in the committee of various cells from the related cells or committees".

N.S.S.

Coordination with Other Cells

The NSS in-charge highlighted the following issues which can be resolved through coordination at the time implementation of activities. The in-charge shared that "student union activities related to the flood in Jammu and Kashmir overlapped with NSS activities… Student Union also wanted to collect fund…. there was a clash in the campus because Student Union was not allowed for such activities in the college… at time clashes emerge with environmental club too as environmental club plants trees… it comes under NSS activities but nevertheless we did it jointly… clash among the students was successfully resolved that way".

He further elaborated that "due to the fact that there are so many committees but many of their interests are same and certain functions should be determined among committees… recently UGC sent a guideline that each student should plant at least one tree but this also followed by various cell such as Environment, Garden etc. including N.S.S…consequently clashes emerged due to overlapping of functions. The in-charge suggestions on coordination of various activities

of different cells and committees for better results were that committees and cells with various activities should have a common forum to discuss common issues.

The in charge expressed that the major problem is financial along with the problem of independence with administration not providing adequate support for activities. For example, at the time of student election N.S.S. was not given proper functioning space and students were littering paper bits everywhere. We took *swachh bharat* initiative to clean the campus. The in-charge suggestions to improve the functioning of cell are mainly the urgently needed support in the form of finance and infrastructure and independence are also very necessary for proper functioning. Responding to the query regarding if there were the request to continue for one more term the in-charge regretfully told that because of these problems he might not accept one more term.

10.6 Institutional Policies on Diversity and Equity

Institutional leaders of this college were highly appreciative of the existing institutional policies on diversity and equity such as reservation for SC, ST, OBC and physically differently enabled students. The college is following the rules and regulations in letter and spirit every year in admission procedure though some seats remain unfilled in some categories due to lack of candidates with minimum qualifications. In case of some subjects which are very peculiar to this college such as Persian, Arabic, Urdu, no SC or sometimes ST candidates are available and almost all the years those seats are lying vacant since candidates from other categories though eligible cannot be admitted. On the other side there is this scenario that due to cut-off system in admission procedure every year there are more number of students taking admission in other subjects beyond the limits of allotted seats though corresponding number of reserved category candidates are not available within that cut-off range and that possible number of students are not admitted through open application procedure due to lack of space in college.

As far as minority students were considered there were reservation in earlier times but after college became a non-denominational college that inclusive practice was stopped. Otherwise college is very much inclusive and maintains its status as a secular institution. It is the very legacy of this institution right from its inception. In the earlier days this college was totally funded by Muslim Nobles though many students were non-Muslims. Even now a days this college includes some students from the walled city especially girls though in some subjects like Urdu, Persian Arabic, etc. At present, in our college majority of the students belong to SC, ST, OBC and minority sections managing it to be a very inclusive institution following policies of diversity and equity.

In the college, the cells and committees for all the marginalized section including women are active and take care of their needs and demands. There are special cells for SC, ST, North-East students, Differently Enabled Students and women. Reserved category students have their problem of opening up to others and even to teachers due to inferiority complex and language problem. Women Cell is an outlet for students to contact and communicate with authorities for their various problems that they face. Working of these cells have indeed made a change in the

students and now a days it is not visible that boys look at the girls while they are playing at ground or whistling as it used to be in the earlier days. College has appointed female Doctor in the campus to take care of health problems of the girl students.

10.7 Views on Regulations and Practices of Institutional Leaders in Promoting Quality

It is true that there is a general perception that the more the reserved category students the less the quality. It was also evident from responses of some faculty members wording such as "They actually don't deserve it but only brought to it." It is also viewed many a time that other meritorious people are making sacrifice for the sake of non-meritorious people due to the policies of equity risking quality, status of the institution and even development of the nation. However, the educational leaders of this college, especially the then principal were of a different perspective: "inclusion itself is a quality". According to the institutional leader "only inclusiveness can assure quality… it is the most important quality of the educational institutions. Education is a basic need just like clothing, food and shelter for growth of a person. If everybody is not getting these basic necessities then there is no overall development for the society. Development of the nation depends on the inclusiveness. If there is no policies of inclusion and equity then that will be not only unproductive but also dangerously counterproductive. It can generate social problems." The then principal denoted a sad scenario of human existence that we are not inclusive even at home. According to the in-charge there is something lacking even at ground level. We are arguing for equity only in political level but political force alone is not an ultimate option. Education process has to address this issue and has to be more inclusive.

Institutional leaders expressed their views regarding the topic of educational experience and equity that they are not quite satisfied as far as their experience is considered. Equity at present is "more taught than implemented"…educational process does not mean mere teaching and especially in the topic of equity, inclusion, etc. there should be more effort to implement those ideals after making policies. It is evident from the classrooms that we receive students after school education even without the skill of writing ability. We have to start in some discipline everything from 9th standard. Government school students are largely excluded in the educational process. It is the exclusive attitudes prevailing in our society that makes this scenario.

The views of institutional leaders regarding student union and political organization were not very positive though it is acknowledged that it is necessary in democratic society to provide practice in democratic process and management. However, the overall outlook was as if it got deviated from its right intentions "mainly due to influence of political organization upon the student unions inside the campus… political parties wanted root holders in the colleges or universities up to the extent of spoiling the ideals of democratic praxis in young minds… parties from outside support student wings with money, cadres, and mediators…these activities now a day's spoils educational atmosphere of a campus."

But on the other side private educational institutions are free of this chaotic and negative scenario and more engaged in educational process. Elite students are more involved in political activities at leadership level and the rest of the students waste their time following them for no

benefit in return. It is financial background of a student that matters in politics. Students belonging to left parties are more polite than others. Some ideological influence can be seen in them while others have no sign of it. The result of the activities of student union and political organization and their activities signifies the fact only a proper educational process can save the nation.

Views of institutional leaders regarding Extension and Co-curricular activities and Institutional Social Responsibility were of satisfaction. College itself is situated near a slum and college students take activities such as teaching students in those areas in their free time inside the college. By means of NSS activities also college commits many community engagements of the students as part of social responsibility. Even elite students visits *bastis* and as a consequence they change their mindset regarding Indian society. Students are smart in extension as well as Co-curricular activities that they participate in many cultural activities through various clubs and societies and participate in many competitions as well. This college almost every year is a winner of football competition and gained many trophies.

The view of institutional leaders on student feedback mechanism was not very positive. In many meeting of staff association and staff council many members expressed their doubts regarding this mechanism of assessing teachers by students. First of all it undermines teachers in front of students. In the present scenario it may not work properly due to various reasons. If students don't like a teacher who is very strict about attendance and punctuality and discipline in the class room the student can intentionally give a negative feedback regarding the teacher. As there is internal marking system students may give high opinion regarding a teacher who gives high mark for any good reason. It is the general opinion of the teachers that student's feedback cannot be taken as objective evaluation of a teacher.

Chapter 11

Summary and Conclusion

11.1 Introduction

The present study on diversity and discrimination in higher education campuses focusing on Zakir Husain Delhi College, Delhi University, New Delhi was introduced with the backdrop of efforts done in the field of higher education in India from a historical perspective. National capital Delhi being the location of the case study institution of this research project both union as well as union territory Delhi policies regarding higher education was mentioned in the 2nd chapter. The 3rd chapter dealt with the profile of the Zakir Husain Delhi College located in central Delhi as the case study institution selected from Delhi University colleges with the details of courses and programs offered by the college and its student and faculty strength. The 4th chapter depicted the scenario of diversity of students and faculty in the college campus belonging to different social groups. The next three chapters from 5th to 7th exclusively dealt with issues of students. The 5th chapter focused mainly on the students' initial experience on the campus in view of understanding the initial hurdles students generally face while shifting from school as well as different social backgrounds to college or city background of a larger community of a wider diversity as being part of conscious undergoing of diversity experience with its new background. The 6th chapter focused on the academic experiences of the students in classroom as well as library, administrative office, etc. with reference to interaction with other students, teachers, staff, etc. 7th chapter dealt with the topic of social life of students in general in the campus related to peer groups, co-curricular and political activities. In the remaining chapters from 8th to 10th teachers' as well as administrators' viewpoints were expressed based on interviews conducted with faculty members and administrative leaders. The 8th chapter articulated the views of teachers regarding teaching diverse student groups belonging to different socio, cultural and educational backgrounds. The 9th chapter discussed the issues of governance, management and professional development with reference to the involvement of faculty members belonging to the different social groups. The 10th chapter expressed the views of faculty members as well as institutional leaders as in-charges of various cells and committees with reference to handling the issue of diversity, equity and quality.

The present chapter is an attempt to give the conclusion regarding the issues of diversity in the campus both in case of students and faculty members and the resulting problems and responses to them as well as suggestions in view of managing these issues for a better campus life of democratic learning and coexistence towards a just society. It gives the analytical summary of the topics *viz.* diversity of students and faculty depicted in the 4th chapter; general and group specific experiences of the students as dealt in the chapters from 5 to 7; and faculty views regarding diversity especially with reference to students belonging to marginalized groups discussed in the chapter 8, diversity concerns of teachers belonging to marginalized sections of the society described in the chapter 9 and institutional response to diversity, equity and quality that dealt in the chapter 10.

11.2 Diversity of Students and Faculty

Diversity of students in the college in various aspects such as gender, social groups, religious groups, economic sections, family background, and academic background of which the former 2 aspects are given main focus. In case of gender diversity the lower proportion of female students shows that higher education access is still less for female students. Though it is a reflection of female rate in society as a whole it deserves special attention in order to enhance the educational equity status of women. In case of social groups such as SC, ST and OBC, the admission level of students belong to this group is much lower to the allotted seats and admission of general students exceeds those allotted number of seats. It is due to the cut off system of admission procedure and negligence of reservation rule of corresponding ratio of the reserved sections of should be filled up to the filled up general seats. It leads to excess of general category students admitted as more than allotted number of seats. In case of students belonging to marginalized sections, it is found that a majority of them come from poor family background, poor academic background as belonging to backward economic sections of the society and a good number of them are from Muslim community belonging to OBC category and a few of them belong to ST category. Though the number of Muslim students among the respondent groups is not very less compared to other social groups it is also true that taking into account the college location and its aim of establishment is not fulfilled as those students belonging to the nearby locations are not successful to be admitted in the college due to national level competition.

Diversity of faculty members in the campus as far as gender ratio is considered, equity norm is achieved as almost half of the faculty members are female out of a total 140. In case of the diversity of other social groups especially from reserved category they are much less represented that there are just 16 members are from each categories of SC and OBC and just 3 from ST showing that reservation rules are yet to be implemented properly in order to maintain social justice. PWD members are just 3 in total. Among the total of Muslim faculty members of 38, the female members are less than half (just 12); in case of SC just 4 out of 16; in case of ST it is 2 and in case of OBC it is just 2 out of 16. If shows the female representation as equaled in total is by the dominance of female members from general category.

11.3 General and Group Specific Experiences of Students on Campus

General and group specific experiences of students on the campus are a very crucial issue that has got implication on a students' campus life and consequences on off-campus life. On the one hand it is the reflection of the social spheres that work in the campus and on the other hand it is the specific sphere of the campus that enables to change the social spheres. If the former sphere is conducive for the latter process then it would be encouraging for the students to be involved in the campus life otherwise it gives rise to tension and struggle. It is in this context the responses of the students expressed in the chapters from 5 to 7 are analyzed in this present section giving conclusion as well as suggestions to overcome those issues.

As far as general and group specific experience of students especially of initial days- a huge majority of student respondents revealed that their college arranged orientation program on the

very first opening day and got all necessary information regarding rules and regulations related to campus life and codes of conduct of classroom discipline, and special rules such as Anti-Raging Rules and information regarding scholarships, fellowships, Internship etc. Nevertheless, hardly any one of them reported that they got information of rules against caste, ethnicity and gender based raging. It is also true that in their initial days college experience a huge majority of student respondents revealed that their class room experiences were encouraging and there is no segregation of students on the basis of caste in classroom. However, gender based segregation was common among the beginners that a significant number of students revealed that girls were willing to sit in a group with girls on front bench before teacher. In the beginning days there were some regional or racial grouping as well among students as students from North-East often preferred to sit with other north-eastern and students from south India (lacking in language) also sit with south Indian students often on last benches.

In case of general and group specific experiences of students on Campus there are spheres where experiences are positive as well as negative with various forms of discrimination. As far as the sitting pattern in the classroom is considered it was found that almost half of the students belonging to both gender as well as all the social groups sit in the first and second rows as a positive sphere of student classroom experience. The fact emerging from the student survey that only a very few number of male and female students sit at the back rows reflects the presence of well-motivated learners in the classroom. The major reasons of seating in the classroom are to get direct attention from the teacher and to make lecture of the teacher more audible. The seating arrangement in the class is not influenced by any medical or physical problem.

Majority of students never experienced teachers making remarks on the caste and region of the students in classroom, whereas a small group of boys stated that teacher always do so in the classroom. Majority of students said that teachers never makes caste or gender based jokes and do not label students as reserved category in the classroom whereas few male and female students and a significant number of SC, ST and OBC students experienced so. It shows the negative sphere of student experience belonging to specific social groups with the forms of discrimination as belonging to casteist remarks in the classroom though it is not felt by other students belonging to other social groups.

Negative spheres of group specific experiences of students are also evident in case of lack of encouragements received by students from teachers. There are two group of students in this case; one believe that teachers always encourage students from different social background to work together in group assignments and the other believes teacher never do so. It is also evident in case of religious beliefs especially referring to group specific negative spheres of student experience as students belonging to various religions. Although a significant number of students accept that teachers encourage students to respect different beliefs always or frequently, there is a small group of students who never find teachers encouraging students to do so.

The negative sphere though not experience of students in general is also evident in case of academic support received from teachers. Regarding equality in provision of academic support,

majority of students are of the opinion that they never or rarely received academic support from the teachers in comparison with other students; highlighting teachers are disinterested in helping students to excel in academic field to do better in life. The classroom interaction between the teachers and students shows that overall there exist a good relationship between the teachers and students. But, at the same time, SC/ST, male and poor student respondents felt that comparatively they got lower rate of encouragement from their teachers.

It was admitted by around less than half students that teacher never identified them by their names, or rarely did so whereas very small number of students always found teacher identifying student's name and students accepted that this happens frequently. Reflecting that teachers lack to express sense of belongingness and respect for the students which plays a very important role in accelerating their academic progress, rather creates walls which may adversely affect classroom interaction and achievement of the student. Most of the teachers encouraged questions in the class. Student diaries revealed that teachers generally adhere to lecture method in the classroom and questions are rarely used to illicit students reflection, and understanding. Pedagogical methods, such as inter-group dialogue and mixed peer groups were completely found missing where students from diverse groups come together and interact, thereby unlearning many prejudices and developing capacities to deal with diversity and difference.

Only half of the students admitted that teacher give them time for one-to one interaction in academic matters or guides them in research or project work, group discussion with marginalized students further reflected that teacher do not make attempts to have one to one interaction or lend ear to the academic problems but tried to helped all those students who approached them and required some help. Majority of students have no inhibition visiting teacher in his room to discuss academic issues, whereas half of them can clarify their doubts during or end of the class, which also reflect students motivated level to learn and do better. Around half of the students admitted that they never or rarely felt free to interact informally with faculty members outside the class room, whereas half of the students expressed that they can do so which reflected a certain change in the nature of teacher-student relationship.

There are several factors affects the peer group formation of the student's caste, class, gender, ethnicity, religion, area, birth order and the institutional environment are major among them. Religion is important factor for group formation but Zakir Husain Delhi College is very important college of Delhi University because there are Muslim Student number is higher as compared to other College of Delhi University. While this college does not belong to a minority Group College, but there is some reservation for minority student. Generally caste wise peer group formations are not observed in the college, however, caste wise peer groupings are occurring particularly among SC's and ST's. Another important aspect of peer group formation in this college is religion. This form of peer group formation is related to a psychological feeling of protection while they are sitting together.

As far as interaction within the campus is concerned, one of the major factors determining the interaction in the campus was the familiarity of the students from their own course or subjects.

The other important reasons were the familiarity from the school level and intellectual wave length. Economic status, caste and religion did also play a role in deciding the interaction. A tendency of selecting the best friend from the same religion, same gender and same class could be noticed. However, the SC students in the college did not give any indication regarding the ragging or any kind of public harassment they faced in the campus during the campus days.

11.4 Faculty View and Response to Diversity

Teachers generally view the classroom scenario of diversity as real reflection of social structure and it is to be dealt with inclusive attitude for the sake of social justice. Nevertheless teachers themselves are within a limit to carry out this process of inclusion due to individual differences among the students aggravated by social extreme differences that is reflected in students educational as well as economic backgrounds. The interviewed faculty members expressed the view that now a day the scenario of students in the class room is diverse. Students with better educational qualification are also entering the campus. This is the consequence of emerging modern ambition of the students that they come from far away states and villages in search of better opportunities and prestigious educational institutions. Delhi becomes a target for these students from all across the country and Delhi university attracts the student crowed being in the national capital as well as a central university. In this new scenario the students of Delhi especially from government school background and poor social start are getting excluded from their home state. It is also reported that students from Delhi government schools go to other states for higher education since they fail to get admission in educational institutions in Delhi. This scenario is more pathetic in case of minority students of the locality of the college for whom the college was established.

Regarding the behavior of students from marginalized sections of the society many teachers were of the opinion that they suffer from inferiority complex and that is blocking their interaction abilities and educational and social development. It is also due to various factors such as social hierarchical structure still prevalent in the society and the consequent perception that they undergo and due to their poor economic background. It constitutes for them family problems, social problems and all the more psychological stress and inferiority complex. It is this situation that leads to the limited success in attainment of reservation goals.

Further, students belonging to marginalized communities face a big hurdle of English language in higher education. Since they have studied in government vernacular medium schools it becomes very difficult for them to change into a different medium and their inability to understand even basic concepts of a subject which results in failure. It also constitute to their inferiority complex preventing them from interaction in the class as well as outside especially with teachers. It was the general opinion of the teachers that nobody tend to make discrimination within the class towards the students if a student whatever the social group he or she belong to or at least putting effort. The condition of minority community students are also more or less the same as that of the marginalized social groups. It is more pathetic in case of girls since their social perception as unwillingness to send girls for higher education.

148

11.5 Institutional Response to Diversity, Equity and Quality

Institutional response to diversity, equity and quality has been to implement various mechanisms to support and protect the interest of the students. Various cells such as Internal Complaint Cell and Enabling Cell have been functioning in this college. All the in-charge of the cells were of the view that there should be a better coordination amongst the cells, creating awareness among students, the cells should be provided sufficient administrative and financial support and that the cells that handle the issues pertaining to students' wellbeing in the college especially of those from marginalized sections and women should have statutory powers. The in-charge of ICC also added that for the effective functioning of the cell and not to maintain the goodwill of the institution, parents also should be part of the cell especially in case of their awareness about the cell and its functioning. Also it was suggested that necessary steps should be taken to protect against unnecessary complication of sensitive issues due to internal politics among faculty members. The Enabling Cell in-charge shared that to boost confidence levels of the differently abled students – psychological and personality development, and social awareness program for others to enable understanding are important.

The in-charges of the committees and cells such as Disciplinary Committee and Internal Complaint Cell, etc. said that the working of the committees or cells had created a positive impact upon student community and they also reported that the number of complaints have also decreasing and many a cases students themselves had reported that it could change their life positively. According to Liaison office the positive impact of his office is seen in the case of the increase in the number of the complaints received. According to the officer, it signifies the changed attitude of the faculty members and other non-teaching staff that there is somebody to take care of the issues.

The in-charge of Career Counseling Cell expressed the hopeless state of affair that any inclusive attitude is not possible in case of campus recruitment since there is pressure from the companies that they need only English speaking, smart and brilliant students but only to end up with dissatisfaction informed from their side that these students are only interested in experience certificates and leave the company after their target is fulfilled. The In-charge of Career Counselling Cell said openly that in sending bio-data of students to companies no inclusive attitude is maintained due to pressure from the company attitude that they need only bright and English speaking students. The in-charge observed that it is the same attitude of upper caste, upper class elite attitude maintained by company authorities in campus recruitment and it is getting more and more accentuated due to increasing privatization as all companies are in private sector. The cell in-charge was of the opinion that there should be a policy to control and regulate the private companies otherwise the social divide between rich and poor will increase.

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Appendix: List of Tables

Chapter 3

Table 3.1: PG Section, 2014-15

S. No.	Department P G	Strength	Gender M	F
1	Philosophy	8	3	5
2	Psychology	20	8	12
3	Zoology	3	3	0
4	Mathematics	29	18	11
5	Chemistry	7	6	1
6	Urdu	20	13	7
7	Sanskrit	9	9	0
8	History	4	4	0
9	Hindi	12	6	6
10	English	11	8	3
11	Arabic	18	18	0
12	M. Com	16	4	12

Table 3.2: UG section, 2014-15

S. No.	Department UG	Strength E	Gender M	F	Location D	U	B	H
1	Arabi	11	10	1	5	1	3	0
2	Beng	7	4	3	3	0	0	0
3	Econ	25	21	4	12	6	1	1
4	Engli	31	18	13	12	8	0	3
5	Hindi	41	24	17	27	0	1	3
6	Histo	39	24	15	21	7	1	1
7	Persia	9	4	5	9	0	0	0
8	Philos	17	9	8	9	4	0	1
9	Pol.S	90	65	25	55	7	3	2
10	Psych	31	21	10	12	5	1	1
11	Sansk	13	7	4	9	4	0	0
12	Urdu	24	11	13	18	2	3	0
13	BA(P)	240	140	100	156	33	2	9
14	BCom(P)	44	33	10	13	13	1	6
15	" (H)	183	140	43	85	34	3	28
16	LifeS	41	21	20	20	8	1	3
17	PhyS	51	45	6	15	17	1	10
18	Botan	27	14	13	9	2	0	8
19	Chem	52	41	11	12	20	3	10
20	Electr	11	10	1	1	8	1	0
21	Math	46	40	6	4	33	1	2
22	Zoology	69	36	33	19	13	4	4

Table 3.3: UG section 2017-18

S.No.	Department	Strength	Gender		Location			
	UG	Existing	M	F	U	B	H	D
1	BA (H) Arabic	16	10	8	2	0	0	6
2	BA (H) Bengali	7	2	6	0	0	0	5
3	BA (H) Economics	25	14	8	4	1	1	11
4	BA (H) English	28	11	12	8	0	0	17
5	BA (H) Hindi	55	32	44	8	2	0	23
6	BA (H) History	31	24	10	7	0	3	7
7	BA (H) Persian	12	3	11	0	0	0	9
8	BA (H) Philosophy	42	27	21	6	4	4	15
9	BA (H) Pol. Science	87	56	42	15	1	3	31
10	BA (H) Psychology	48	12	19	9	0	1	36
11	BA (H) Sanskrit	29	24	22	6	1	0	5
12	BA (H) Urdu	35	6	33	0	0	1	29
13	BA (Prog.)	221	117	182	10	3	9	104
14	B.Com (Prog.)	64	45	22	24	0	3	19
15	B.Com (H)	83	54	36	22	3	11	29
16	B.Sc. Life Sciences	97	50	44	28	2	14	47
17	B.Sc. Physical Sciences	106	99	44	35	0	21	7
18	B.Sc. (H) Botany	35	15	15	11	0	2	20
19	B.Sc. (H) Chemistry	67	53	14	25	2	13	14
20	B.Sc. (H) Electronics	21	20	7	10	0	4	01
21	B.Sc. Mathematics	62	53	8	32	2	3	09
22	B.Sc. (H) Zoology	32	17	10	13	1	3	15

Chapter 4

Table 4.1: Social Group of Students Admitted in 2014-15

S. N.	Depar	Strength		SC		ST		OBC		PH		General	
	UG	A	E	A	E	A	E	A	E	A	E	A	E
1	Arab	18	11	3	0	1	0	5	2	1	0	9	12
2	Beng	18	7	3	0	1	0	5	1	1	0	9	7
3	Econ	31	25	5	2	2	2	9	7	1	0	14	21
4	Engli	37	31	6	2	3	3	10	9	1	0	16	20
5	Hindi	31	41	5	10	2	1	9	7	1	0	14	27
6	Histo	31	39	5	4	2	6	9	6	1	1	14	28
7	Persia	18	9	3	0	1	0	5	2	1	0	9	11
8	Philos	25	17	4	1	2	0	7	5	1	0	11	15
9	Pol.S	86	90	13	12	6	6	24	21	3	1	39	62
10	Psych	37	31	6	5	3	1	10	8	1	1	16	20
11	Sansk	18	13	3	2	1	0	5	1	1	0	9	16
12	Urdu	31	24	5	0	2	0	9	7	1	0	14	20
13	BA(P)		240		31		13		55		1		140
14	BCom(P)	74	44	11	10	6	0	20	16	2	0	33	18
15	BCom(H)	135	183	20	20	10	4	37	38	4	0	61	122
16	LifeS	55	41	8	8	4	0	15	11	2	0	25	18

17	Phys	55	51	8	4	4	0	15	15	2	0	25	32
18	Botan	27	27	4	1	2	0	7	6	1	0	12	20
19	Chem	55	52	8	7	4	0	15	12	2	0	25	33
20	Electr	25	11	4	1	2	0	7	3	1	0	11	7
21	Math	62	46	9	5	5	1	17	15	2	0	28	25
22	Zoolo	31	69	5	3	2	0	9	16	1	0	14	50

Table 4.2: Social Group of Students Admitted in 2017-18

S. N.	Depar	Strength		SC		ST		OBC		PH		General	
	UG	A	E	A	E	A	E	A	E	A	E	A	E
1	Arabi	18	16	3	0	1	0	5	4	1	2	9	10
2	Beng	18	7	3	0	1	0	5	0	1	0	9	7
3	Econ	31	25	5	2	2	0	8	4	2	0	16	16
4	Engli	38	28	6	2	3	0	10	6	2	0	19	16
5	Hindi	31	55	5	13	2	3	8	13	2	2	16	24
6	Histo	31	31	5	4	2	2	8	8	2	0	16	17
7	Persia	18	12	3	0	1	0	5	2	1	0	9	10
8	Philos	26	42	4	18	2	3	7	6	1	0	13	14
9	Pol.S	86	87	13	14	7	5	23	20	4	2	43	42
10	Psych	38	48	6	6	3	3	10	9	2	1	19	24
11	Sansk	18	29	3	7	1	0	5	5	1	0	9	17
12	Urdu	31	35	5	0	2	0	8	8	2	0	16	27
13	BA(P		221		26		10		56		1		117
14	BCoP	74	64	11	9	6	4	20	11	4	1	37	31
15	” (H)	135	83	20	4	10	0	37	5	7	1	68	70
16	LifeS	55	97	8	34	4	9	15	10	3	0	28	43
17	PhyS	55	106	8	14	4	0	15	14	3	0	28	78
18	Botan	27	35	4	5	2	2	7	6	1	0	14	20
19	Chem	55	67	8	11	4	0	15	19	3	0	28	37
20	Electr	26	21	4	1	2	0	7	7	1	0	13	12
21	Math	62	62	9	11	5	2	17	19	3	0	31	29
22	Zoolo	31	32	5	4	2	1	8	8	2	1	16	18

Chapter 5

Course of Study is depicted in the following table:

Table 5.1: Sample framework of the study

SN.	Course	Frequency	Percent
1	BA	47	8.8
2	BSC	109	20.4
3	B Com	26	4.9
4	B A (H)	272	50.9
5	B Com(H)	6	1.1
6	BSC (H)	54	10.1
7	B Tech	20	3.7
Total		534	100

Table 5.2: Department of Study

SN.	Department	Frequency	Percent
1	Arabic	20	3.7
2	Botany	28	5.2
3	Chemistry	32	6
4	Commerce	32	6
5	Economics	30	5.6
6	English	47	8.8
7	Hindi	31	5.8
8	Electronics	20	3.7
9	History	41	7.7
10	Mathematics	61	11.4
11	Persian	12	2.2
12	Philosophy	13	2.4
13	Psychology	31	5.8
14	Political Science	75	14
15	Sanskrit	8	1.5

Table 5.3: Gender

SN.	Gender	Frequency	Percent
1	Male	300	56.2
2	Female	234	43.8
Total		534	100

Table 5.4: Social Group

SN.	Social Group	Frequency	Percent
1	SC	53	9.9
2	ST	16	3
3	OBC	112	21
4	OEC	2	0.4
5	SBC	2	0.4
6	BC1	7	1.3
7	GENERAL	342	64
	Total	534	100

Table 5.5: Religion of Respondent Students

SN.	Religion	Frequency	Percent
1	Hindu	288	53.9
2	Muslim	227	42.5
3	Minorities	3	0.6
4	Christian	3	0.6
5	Buddhists	1	0.2
6	Jain	2	0.4
7	Others	10	1.9
	Total	534	100

Table 5.6: Occupation of Parents

SN.	Occupation of Mother	Frequency	Percent	Occupation of Father	Frequency	Percent
1	Self-employed in non-agricultural/ Businessperson	3	0.6	Self-employed in agriculture	18	3.4
2	Agricultural labor on daily wages/casual labor	1	0.2	Self-employed in non-agricultural/ Businessperson	156	29.2
3	Regular wage/ salary earning (government)	27	5.1	Agricultural labor on daily wages/casual labor	22	4.1
4	Regular wage/ salary earning (private)	20	3.7	Non-agricultural labor on daily wages/casual labor	9	1.7
5	Home maker (House-wife)	456	85.4	Regular wage/ salary earning (government)	75	14
6	Other	27	5.1	Regular wage/ salary earning (private)	188	35.2
7				Other	66	12.4
Total		534	100		534	100

Table 5.7: Monthly household income in Rupees

SN.	Monthly household income	Frequency	Percent
1	Less than or equal to 5000	62	11.6
2	5001-10000	170	31.8
3	10001-25000	133	24.9
4	25001-50000	95	17.8
5	50000 and above	74	13.9
Total		534	100

Table 5.8: Differently abled students

S. No.	Differently abled	Frequency	Percent
1	Yes	18	3.4
2	No	516	96.6
Total		534	100

Table 5.9: State of Domicile

	State of Domicile	Frequency	Percent
1	Assam	4	0.7
2	Bihar	23	4.3
3	NCT Delhi	259	48.5
4	Haryana	19	3.6
5	Jammu and Kashmir	6	1.1
6	Jharkhand	4	0.7
7	Kerala	5	0.9
8	Madhya Pradesh	4	0.7
9	Manipur	10	1.9
10	Nagaland	2	0.4

11	Orissa	1	0.2
12	Punjab	2	0.4
13	Rajasthan	7	1.3
14	Tamil Nadu	1	0.2
15	Uttar Pradesh	118	22.1
16	Uttarakhand	9	1.7
17	West Bengal	7	1.3
Missing	999	53	9.9
Total		534	100

Table 5.9(a): Gender

Mother tongue	Male	Female	Total
Hindi	66.50%	79.10%	74.90%
Urdu	17.60%	9.50%	12.20%
Regional Language	12.50%	10.30%	11.00%

Table 5.10: Location of school (10th class)

SN.	Location	Frequency	Percent
1	Rural	81	15.2
2	Urban	453	84.8
Total		534	100

Table 5.11: Education of Parents

SN	Education of Mother	Frequency	Percent	Education of Father	Frequency	Percent
1	Illiterate	85	15.9	Illiterate	34	6.4
2	Primary Complete (Up to 5th STD)	88	16.5	Primary Complete (Up to 5th STD)	52	9.7
3	Secondary (Up to 10th STD)	111	20.8	Secondary (Up to 10th STD)	95	17.8
4	Plus Two or Higher Secondary	106	19.9	Plus Two or Higher Secondary	111	20.8
5	Diploma/ITI/ITC	4	0.7	Diploma/ITI/ITC	22	4.1
6	Graduate	90	16.9	Graduate	128	24
7	Professional Degree	9	1.7	Professional Degree	28	5.2
8	Post Graduation & Above	41	7.7	Post Graduation & Above	64	12
	Total	534	100		534	100

Table 5.12: Education of Mother

Gender	Male	Female	Total
Illiterate	19.00%	12.00%	15.90%
Primary Complete (Up to 5th STD)	17.70%	15.00%	16.50%
Secondary (Up to 10th STD)	21.30%	20.10%	20.80%
Plus Two or Higher Secondary	20.00%	19.70%	19.90%
Diploma/ITI/ITC	1.30%		0.70%
Graduate	13.30%	21.40%	16.90%
Professional Degree	1.70%	1.70%	1.70%
Post Graduation & Above	5.70%	10.30%	7.70%
Total	100.00%	100.00%	100.00%

Table 5.13: Education of Father

Gender	Male	Female	Total
Illiterate	6.30%	6.40%	6.40%
Primary Complete (Up to 5th STD)	8.70%	11.10%	9.70%
Secondary (Up to 10th STD)	19.00%	16.20%	17.80%
Plus Two or Higher Secondary	19.30%	22.60%	20.80%
Diploma/ITI/ITC	6.30%	1.30%	4.10%
Graduate	25.30%	22.20%	24.00%
Professional Degree	4.00%	6.80%	5.20%
Post-Graduation & Above	11.00%	13.20%	12.00%
Total	100.00%	100.00%	100.00%

Table 5.14: Education of Mother

Social Group	Illiterate	Primary Complete (Up to 5th STD)	Secondary (Up to 10th STD)	Plus Two or Higher Secondary	Diploma/ ITI/ITC	Graduate	Professional Degree	Post Graduation & Above	Total
SC	22.60%	24.50%	11.30%	32.10%		3.80%	1.90%	3.80%	100
ST	31.20%	12.50%	25.00%	18.80%		12.50%			100
OBC	29.30%	16.30%	16.30%	20.30%	1.60%	13.00%		3.30%	100
GENERAL	9.40%	15.50%	23.70%	17.80%	0.60%	20.50%	2.30%	10.20%	100
Total	15.90%	16.50%	20.80%	19.90%	0.70%	16.90%	1.70%	7.70%	100

Table 5.15: Education of Father

Social Group	Illiterate	Primary Complete (Up to 5th STD)	Secondary (Up to 10th STD)	Plus Two or Higher Secondary	Diploma /ITI/ITC	Graduate	Professional Degree	Post Graduation & Above	Total
SC	9.40%	9.40%	17.00%	20.80%	11.30%	22.60%	3.80%	5.70%	100
ST	18.80%		12.50%	25.00%		31.20%	6.20%	6.20%	100
OBC	8.10%	17.90%	24.40%	13.00%	2.40%	22.80%	1.60%	9.80%	100
GENERAL	4.70%	7.30%	15.80%	23.40%	3.80%	24.30%	6.70%	14.00%	100
Total	6.40%	9.70%	17.80%	20.80%	4.10%	24.00%	5.20%	12.00%	100

Table 5.16: Location of schools

	Location of school (Plus two)		
Gender	Rural	Urban	Total
Male	19.70%	80.30%	100.00%
Female	6.00%	94.00%	100.00%
Total	13.70%	86.30%	100.00%

Table 5.17: Rural/Urban

	Type of school (10th class)		
Gender	Co-education (Mixed Sex)	Single Sex	Total
Male	64.70%	35.30%	100.00%
Female	47.00%	53.00%	100.00%
Total	56.90%	43.10%	100.00%

Table 5.18: Management Type

Gender	Management of school (10th class)			
	Government	Private-Aided	Private-Unaided	Total
Male	42.30%	29.30%	28.30%	100.00%
Female	52.10%	31.60%	16.20%	100.00%
Total	46.60%	30.30%	23.00%	100.00%

Table 5.19: Syllabus (10th class)

Gender	Syllabus (10th class)				
	State	CBSE	ICSE	Others	Total
Male	27.30%	67.70%	3.00%	2.00%	100.00%
Female	5.10%	89.30%	3.80%	1.70%	100.00%
Total	17.60%	77.20%	3.40%	1.90%	100.00%

Table 5.20: Type of school; Co-ed/Single

	Type of school (10th class)		
Gender	Co-education (Mixed Sex)	Single Sex	Total
Male	64.70%	35.30%	100.00%
Female	47.00%	53.00%	100.00%
Total	56.90%	43.10%	100.00%

Table 5.21: Marks obtain in 10th class

Gender	% of school (10th class)						Total
	Below 50 Percent	50 to below 60	60 to below 70	70 to below 80	80 to below 90	90 and above	
Male	7.00%	6.30%	19.30%	25.30%	25.30%	16.70%	100.00%
Female	5.10%	3.00%	20.50%	25.60%	26.10%	19.70%	100.00%
Total	6.20%	4.90%	19.90%	25.50%	25.70%	18.00%	100.00%

Table 5.22: Higher Secondary School Co-education

Gender	Yes	No	Total
Male	76.30%	23.70%	100.00%
Female	60.30%	39.70%	100.00%
Total	69.30%	30.70%	100.00%

Table 5.23: Stream in Higher Secondary by Gender

Gender	Science	Humanities	Commerce	Other	Total
Male	61.00%	17.70%	14.00%	7.30%	100.00%
Female	39.30%	33.30%	12.80%	14.50%	100.00%
Total	51.50%	24.50%	13.50%	10.50%	100.00%

Table 5.24: Location of Higher Secondary Schools

	Location of school (Plus two)		
Gender	Rural	Urban	Total
Male	19.70%	80.30%	100.00%
Female	6.00%	94.00%	100.00%
Total	13.70%	86.30%	100.00%

Table 5.25: Marks obtained in 12th class

	% of school (12th class)						
Gender	<=50%	50-60%	60-70%	70-80%	80-90%	>90%	Total
Male	8.70%	4.00%	18.30%	22.30%	37.70%	9.00%	100.00%
Female	6.80%	3.00%	9.40%	35.90%	37.20%	7.70%	100.00%
Total	7.90%	3.60%	14.40%	28.30%	37.50%	8.40%	100.00%

Table 5.26: Management type of School

	Management of school (plus two)			
Gender	Government	Private-Aided	Private-Unaided	Total
Male	47.30%	31.30%	21.30%	100.00%
Female	54.30%	32.90%	12.80%	100.00%
Total	50.40%	32.00%	17.60%	100.00%

Table 5.28: Choice of Career at Post –Secondary, College and Course

Social Group * What was your first post choice of course Cross tabulation							
% within What was your first post choice of course							
		What was your first post choice of course					
		Degree (General)	Degree (Professional)	ITI/ITC	Diploma	Teacher Education (D. Ed, B. Ed)	Job oriented certificate courses less than six month duration
Social Group	SC	9.60%	16.00%	11.10%	20.00%	18.90%	14.30%
	ST	2.60%	3.30%			3.80%	
	OBC	45.60%	42.50%	11.10%	20.00%	37.70%	28.60%
	General	42.20%	38.10%	77.80%	60.00%	39.60%	57.10%
				100.00%	100.00%	100.00%	100.00%

Chapter 6

Table 6.1: Did you have a welcome party at the time of joining?

		Did you have a welcome party at the time of joining?		Total
		Yes	**No**	
Gender	Male	93.1%	6.9%	100.0%
	Female	93.0%	7.0%	100.0%
Total		93.0%	7.0%	100.0%

Table 6.2: Did your college arrange a formal orientation programme during your initial days?

		Did your college arrange a formal orientation programme during your initial days?		Total
		Yes	No	
Gender	Male	90.8%	9.2%	100.0%
	Female	92.1%	7.9%	100.0%
Total		91.7%	8.3%	100.0%

Table 6.3: Were you invited for an orientation programme during initial days?

		Were you invited for an orientation programme during initial days?		Total
		Yes	No	
Gender	Male	88.6%	11.4%	100.0%
	Female	90.2%	9.8%	100.0%
Total		89.6%	10.4%	100.0%

Table 6.4: If yes, did you attend the orientation programme?

		If yes, did you attend the orientation programme?		Total
		Yes	No	
Gender	Male	83.8%	16.2%	100.0%
	Female	90.0%	10.0%	100.0%
Total		88.0%	12.0%	100.0%

Table 6.5: Rules, regulation and Code of conduct

		Rules, regulation and Code of conduct		Total
		Yes	No	
Gender	Male	98.1%	1.9%	100.0%
	Female	93.3%	6.7%	100.0%
Total		94.9%	5.1%	100.0%

Table 6.6: Library facilities

		Library facilities		Total
		Yes	No	
Gender	Male	93.8%	6.2%	100.0%
	Female	95.1%	4.9%	100.0%
Total		94.6%	5.4%	100.0%

Table 6.7: Scholarships, fellowships, Internship

		Scholarships, fellowships, Internship		Total
		Yes	No	
Gender	Male	77.4%	22.6%	100.0%
	Female	77.5%	22.5%	100.0%
Total		77.5%	22.5%	100.0%

Table 6.8: Job prospects of your course/college

		Job prospects of your course/college		Total
		Yes	No	
Gender	Male	60.1%	39.9%	100.0%
	Female	67.9%	32.1%	100.0%
Total		65.3%	34.7%	100.0%

Table 6.9: Placement opportunities

		Placement opportunities		Total
		Yes	No	
Gender	Male	61.7%	38.3%	100.0%
	Female	65.6%	34.4%	100.0%
Total		64.3%	35.7%	100.0%

Table 6.10: Anti-Ragging Rules and Regulations

		Anti-Ragging Rules and Regulations		Total
		Yes	No	
Gender	Male	87.5%	12.5%	100.0%
	Female	91.1%	8.9%	100.0%
Total		89.9%	10.1%	100.0%

Table 6.11: Rules against caste, ethnicity, gender based ragging

		Rules against caste, ethnicity, gender based ragging		Total
		Yes	**No**	
Gender	Male	86.0%	14.0%	100.0%
	Female	85.2%	14.8%	100.0%
Total		85.5%	14.5%	100.0%

Table 6.12: Committees and cells that deals with variety of student welfare issues

		Committees and cells that deals with variety of student welfare issues		Total
		Yes	**No**	
Gender	Male	83.6%	16.4%	100.0%
	Female	84.1%	15.9%	100.0%
Total		83.9%	16.1%	100.0%

Table 6.13: Did you have a welcome party at the time of joining?

		Did you have a welcome party at the time of joining?		Total
		Yes	**No**	
Religion	Hindu	92.1%	7.9%	100.0%
	Muslim	95.9%	4.1%	100.0%
	ORM	92.9%	7.1%	100.0%
Total		93.0%	7.0%	100.0%

Table 6.14: Did your college arrange a formal orientation programme during your initial days?

		Did your college arrange a formal orientation programme during your initial days?		Total
		Yes	**No**	
Religion	Hindu	90.9%	9.1%	100.0%
	Muslim	93.4%	6.6%	100.0%
	ORM	92.9%	7.1%	100.0%
Total		91.6%	8.4%	100.0%

Table 6.15: Were you invited for an orientation programme during initial days?

		Were you invited for an orientation programme during initial days?		Total
		Yes	**No**	
Religion	Hindu	88.2%	11.8%	100.0%
	Muslim	91.2%	8.8%	100.0%
	ORM	97.6%	2.4%	100.0%
Total		89.6%	10.4%	100.0%

Table 6.16: If yes, did you attend the orientation programme?

		If yes, did you attend the orientation programme?		Total
		Yes	**No**	
Religion	Hindu	87.1%	12.9%	100.0%
	Muslim	89.1%	10.9%	100.0%
	ORM	92.5%	7.5%	100.0%
Total		88.0%	12.0%	100.0%

Table 6.17: Rules, regulation and Code of conduct

		Rules, regulation and Code of conduct		Total
		Yes	**No**	
Religion	Hindu	94.8%	5.2%	100.0%
	Muslim	95.2%	4.8%	100.0%
	ORM	94.7%	5.3%	100.0%
Total		94.9%	5.1%	100.0%

Table 6.18: Library facilities

		Library facilities		Total
		Yes	**No**	
Religion	Hindu	94.6%	5.4%	100.0%
	Muslim	94.6%	5.4%	100.0%
	ORM	94.6%	5.4%	100.0%
Total		94.6%	5.4%	100.0%

163

Table 6.19: Scholarships, fellowships, Internship

| | | Scholarships, fellowships, Internship | | Total |
		Yes	No	
Religion	Hindu	77.0%	23.0%	100.0%
	Muslim	77.7%	22.3%	100.0%
	ORM	80.0%	20.0%	100.0%
Total		77.4%	22.6%	100.0%

Table 6.20: Job prospects of your course/college

| | | Job prospects of your course/college | | Total |
		Yes	No	
Religion	Hindu	64.3%	35.7%	100.0%
	Muslim	66.3%	33.7%	100.0%
	ORM	69.7%	30.3%	100.0%
Total		65.2%	34.8%	100.0%

Table 6.21: Placement opportunities

| | | Placement opportunities | | Total |
		Yes	No	
Religion	Hindu	63.7%	36.3%	100.0%
	Muslim	63.4%	36.6%	100.0%
	ORM	70.6%	29.4%	100.0%
Total		64.2%	35.8%	100.0%

Table 6.22: Anti-Ragging Rules and Regulations

| | | Anti-Ragging Rules and Regulations | | Total |
		Yes	No	
Religion	Hindu	90.3%	9.7%	100.0%
	Muslim	88.8%	11.2%	100.0%
	ORM	89.2%	10.8%	100.0%
Total		89.9%	10.1%	100.0%

Table 6.23: Rules against caste, ethnicity, gender based ragging

| | | Rules against caste, ethnicity, gender based ragging | | Total |
		Yes	No	
Religion	Hindu	84.6%	15.4%	100.0%
	Muslim	87.6%	12.4%	100.0%
	ORM	85.3%	14.7%	100.0%
Total		85.4%	14.6%	100.0%

Table 6.24: Committees and cells that deals with variety of student welfare issues

		Committees and cells that deals with variety of student welfare issues		Total
		Yes	No	
Religion	Hindu	82.7%	17.3%	100.0%
	Muslim	87.0%	13.0%	100.0%
	ORM	84.8%	15.2%	100.0%
Total		83.9%	16.1%	100.0%

Table 6.25: Did you have a welcome party at the time of joining?

		Did you have a welcome party at the time of joining?		Total
		Yes	No	
Social Group	SC	92.8%	7.2%	100.0%
	ST	100.0%		100.0%
	OBC	93.0%	7.0%	100.0%
	GENERAL	92.7%	7.3%	100.0%
Total		93.0%	7.0%	100.0%

Table 6.26: Did your college arrange a formal orientation programme during your initial days?

		Did your college arrange a formal orientation programme during your initial days?		Total
		Yes	No	
Social Group	SC	90.9%	9.1%	100.0%
	ST	93.3%	6.7%	100.0%
	OBC	93.0%	7.0%	100.0%
	GENERAL	90.4%	9.6%	100.0%
Total		91.6%	8.4%	100.0%

Table 6.27: Were you invited for an orientation programme during initial days?

		Were you invited for an orientation programme during initial days?		Total
		Yes	No	
Social Group	SC	87.9%	12.1%	100.0%
	ST	80.0%	20.0%	100.0%
	OBC	89.5%	10.5%	100.0%
	GENERAL	91.0%	9.0%	100.0%
Total		89.6%	10.4%	100.0%

Table 6.28: If yes, did you attend the orientation programme?

		If yes, did you attend the orientation programme?		Total
		Yes	No	
Social Group	SC	81.8%	18.2%	100.0%
	ST	78.6%	21.4%	100.0%
	OBC	91.0%	9.0%	100.0%
	GENERAL	87.6%	12.4%	100.0%
Total		88.0%	12.0%	100.0%

Table 6.29: Rules, regulation and Code of conduct

		Rules, regulation and Code of conduct		Total
		Yes	No	
Social Group	SC	96.8%	3.2%	100.0%
	ST	100.0%		100.0%
	OBC	94.1%	5.9%	100.0%
	GENERAL	94.8%	5.2%	100.0%
Total		94.9%	5.1%	100.0%

Table 6.30: Library facilities

		Library facilities		Total
		Yes	No	
Social Group	SC	95.2%	4.8%	100.0%
	ST	100.0%		100.0%
	OBC	95.3%	4.7%	100.0%
	GENERAL	93.4%	6.6%	100.0%
Total		94.6%	5.4%	100.0%

Table 6.31: Scholarships, fellowships, Internship

		Scholarships, fellowships, Internship		Total
		Yes	No	
Social Group	SC	76.7%	23.3%	100.0%
	ST	92.3%	7.7%	100.0%
	OBC	77.7%	22.3%	100.0%
	GENERAL	76.3%	23.7%	100.0%
Total		77.4%	22.6%	100.0%

Table 6.32: Job prospects of your course/college

		Job prospects of your course/college		Total
		Yes	No	
Social Group	SC	60.3%	39.7%	100.0%
	ST	63.6%	36.4%	100.0%
	OBC	62.4%	37.6%	100.0%
	GENERAL	70.0%	30.0%	100.0%
Total		65.2%	34.8%	100.0%

Table 6.33: Placement opportunities

		Placement opportunities		Total
		Yes	No	
Social Group	SC	66.1%	33.9%	100.0%
	ST	50.0%	50.0%	100.0%
	OBC	60.8%	39.2%	100.0%
	GENERAL	68.2%	31.8%	100.0%
Total		64.2%	35.8%	100.0%

Table 6.34: Anti-Ragging Rules and Regulations

		Anti-Ragging Rules and Regulations		Total
		Yes	No	
Social Group	SC	88.3%	11.7%	100.0%
	ST	90.9%	9.1%	100.0%
	OBC	92.2%	7.8%	100.0%
	GENERAL	87.9%	12.1%	100.0%
Total		89.9%	10.1%	100.0%

Table 6.35: Rules against caste, ethnicity, gender based ragging

		Rules against caste, ethnicity, gender based ragging		Total
		Yes	No	
Social Group	SC	83.1%	16.9%	100.0%
	ST	87.5%	12.5%	100.0%
	OBC	89.3%	10.7%	100.0%
	GENERAL	81.9%	18.1%	100.0%
Total		85.4%	14.6%	100.0%

Table 6.36: Committees and cells that deals with variety of student welfare issues

		Committees and cells that deals with variety of student welfare issues		Total
		Yes	**No**	
Social Group	SC	83.9%	16.1%	100.0%
	ST	90.0%	10.0%	100.0%
	OBC	84.1%	15.9%	100.0%
	GENERAL	83.3%	16.7%	100.0%
Total		83.9%	16.1%	100.0%

Table 6.37: Students felt welcomed

		Students felt welcomed				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Gender	Male	7.4%	13.6%	44.9%	34.1%	100.0%
	Female	10.1%	12.0%	39.4%	38.5%	100.0%
Total		9.2%	12.5%	41.2%	37.1%	100.0%

Table 6.38: Students found the new place interesting

		Students found the new place interesting				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Gender	Male	7.4%	19.9%	48.9%	23.9%	100.0%
	Female	10.6%	18.7%	37.4%	33.2%	100.0%
Total		9.6%	19.1%	41.2%	30.1%	100.0%

Table 6.39: Students felt nervous and experienced an inferiority complex

		Students felt nervous and experienced an inferiority complex				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Gender	Male	35.2%	24.4%	31.2%	9.1%	100.0%
	Female	25.1%	32.4%	26.8%	15.6%	100.0%
Total		28.5%	29.8%	28.3%	13.5%	100.0%

Table 6.40: Social and cultural life of campus was strange for Students

		Social and cultural life of campus was strange for Students				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Gender	Male	22.2%	27.8%	33.0%	17.0%	100.0%
	Female	23.2%	24.3%	28.5%	24.0%	100.0%
Total		22.8%	25.5%	30.0%	21.7%	100.0%

Table 6.41: Students found it difficult to form peer group

		Students found it difficult to form peer group				Total
		Disagree strongly	**Disagree somewhat**	**Agree somewhat**	**Agree Strongly**	
Gender	Male	37.5%	37.5%	17.0%	8.0%	100.0%
	Female	36.6%	30.7%	21.2%	11.5%	100.0%
Total		36.9%	33.0%	19.9%	10.3%	100.0%

Table 6.42: Students felt they were deliberately ignored

		Students felt they were deliberately ignored				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Gender	Male	50.6%	29.0%	14.8%	5.7%	100.0%
	Female	52.5%	30.7%	12.0%	4.7%	100.0%
Total		51.9%	30.1%	12.9%	5.1%	100.0%

Table 6.43: Students felt it was hard to adjust

		Students felt it was hard to adjust				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Gender	Male	43.8%	27.8%	21.6%	6.8%	100.0%
	Female	36.0%	28.2%	27.4%	8.4%	100.0%
Total		38.6%	28.1%	25.5%	7.9%	100.0%

Table 6.44: Restrooms were not available

		Restrooms were not available				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Gender	Male	56.2%	22.2%	10.8%	10.8%	100.0%
	Female	60.1%	20.4%	10.9%	8.7%	100.0%
Total		58.8%	21.0%	10.9%	9.4%	100.0%

Table 6.45: Students did not feel safe in the campus

| | | Students did not feel safe in the campus | | | | Total |
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Gender	Male	67.0%	18.8%	6.8%	7.4%	100.0%
	Female	64.8%	16.5%	9.8%	8.9%	100.0%
Total		65.5%	17.2%	8.8%	8.4%	100.0%

Table 6.46: Students were searching for other students of their background to avoid feeling out of place

| | | Students were searching for other students of their background to avoid feeling out of place | | | | Total |
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Gender	Male	45.5%	19.9%	20.5%	14.2%	100.0%
	Female	47.2%	19.6%	20.7%	12.6%	100.0%
Total		46.6%	19.7%	20.6%	13.1%	100.0%

Table 6.47: It was difficult for students to follow the class room teaching

| | | It was difficult for students to follow the class room teaching | | | | Total |
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Gender	Male	39.2%	33.0%	21.0%	6.8%	100.0%
	Female	38.8%	33.5%	17.6%	10.1%	100.0%
Total		39.0%	33.3%	18.7%	9.0%	100.0%

Table 6.48: Difficult to follow classroom instructions compared to other students

| | | Difficult to follow classroom instructions compared to other students | | | | Total |
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Gender	Male	53.4%	24.4%	16.5%	5.7%	100.0%
	Female	51.7%	24.9%	17.0%	6.4%	100.0%
Total		52.2%	24.7%	16.9%	6.2%	100.0%

Table 6.49: The teacher addressed to other types of students and not to the social background students belong to

		The teacher addressed to other types of students and not to the social background students belong to.				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Gender	Male	67.6%	22.7%	6.2%	3.4%	100.0%
	Female	64.0%	18.7%	10.6%	6.7%	100.0%
Total		65.2%	20.0%	9.2%	5.6%	100.0%

Table 6.50: The instructions were simple and easy to follow

		The instructions were simple and easy to follow				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Gender	Male	9.7%	17.6%	38.1%	34.7%	100.0%
	Female	7.8%	18.4%	28.8%	45.0%	100.0%
Total		8.4%	18.2%	31.8%	41.6%	100.0%

Table 6.51: Study materials are too expensive

		Study materials are too expensive				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Gender	Male	36.4%	29.0%	24.4%	10.2%	100.0%
	Female	38.3%	27.4%	24.3%	10.1%	100.0%
Total		37.6%	27.9%	24.3%	10.1%	100.0%

Table 6.52: Difficulty in dealing with the subjects

		Difficulty in dealing with the subjects				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Gender	Male	33.0%	30.7%	26.7%	9.7%	100.0%
	Female	36.9%	26.3%	31.0%	5.9%	100.0%
Total		35.6%	27.7%	29.6%	7.1%	100.0%

Table 6.53: Cost of living in campus is too high

		Cost of living in campus is too high				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Gender	Male	44.3%	27.3%	15.3%	13.1%	100.0%
	Female	43.0%	25.7%	17.3%	14.0%	100.0%
Total		43.4%	26.2%	16.7%	13.7%	100.0%

Table 6.54: The classrooms were inaccessible

		The classrooms were inaccessible				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Gender	Male	44.3%	34.1%	15.3%	6.2%	100.0%
	Female	47.8%	32.4%	14.0%	5.9%	100.0%
Total		46.6%	33.0%	14.4%	6.0%	100.0%

Table 6.55: This College has officials who regularly speak about the value of equality and social justice

		This College has officials who regularly speak about the value of equality and social justice				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Gender	Male	17.0%	27.8%	34.7%	20.5%	100.0%
	Female	17.0%	24.9%	29.3%	28.8%	100.0%
Total		17.0%	25.8%	31.1%	26.0%	100.0%

Table 6.56: This College is sensitive to regional/language and cultural differences

		This College is sensitive to regional/language and cultural differences				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Gender	Male	30.7%	30.1%	29.0%	10.2%	100.0%
	Female	27.1%	27.7%	22.9%	22.3%	100.0%
Total		28.3%	28.5%	24.9%	18.4%	100.0%

Table 6.57: This College has a lot of tension around social differences and divisions

		This College has a lot of tension around social differences and divisions				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Gender	Male	45.5%	33.0%	13.6%	8.0%	100.0%
	Female	49.7%	25.4%	16.2%	8.7%	100.0%
Total		48.3%	27.9%	15.4%	8.4%	100.0%

Table 6.58: This College addresses concerns of women students

		This College addresses concerns of women students				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Gender	Male	15.3%	15.3%	37.5%	31.8%	100.0%
	Female	15.4%	17.3%	30.7%	36.6%	100.0%
Total		15.4%	16.7%	33.0%	35.0%	100.0%

Table 6.59: Students felt that they could not stay on to study in this college/university

		Students felt that they could not stay on to study in this college/university				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Gender	Male	56.2%	25.6%	10.8%	7.4%	100.0%
	Female	50.8%	26.0%	15.6%	7.5%	100.0%
Total		52.6%	25.8%	14.0%	7.5%	100.0%

Table 6.60: Are students aware of Bridge/Remedial/ Add-on/Enrichment Courses offered by their college?

		Are students aware of Bridge/Remedial/ Add-on/Enrichment Courses offered by their college?		Total
		Yes	**No**	
Gender	Male	38.6%	61.4%	100.0%
	Female	43.3%	56.7%	100.0%
Total		41.8%	58.2%	100.0%

Table 6.61: If Yes, did you take remedial/bridge courses

		If Yes, did you take remedial/bridge courses		Total
		Yes	**No**	
Gender	Male	21.6%	78.4%	100.0%
	Female	23.7%	76.3%	100.0%
Total		23.0%	77.0%	100.0%

Table 6.62: If Yes, did you find it useful?

		If Yes, did you find it useful?		Total
		Yes	**No**	
Gender	Male	26.1%	73.9%	100.0%
	Female	26.5%	73.5%	100.0%
Total		26.4%	73.6%	100.0%

Table 6.63: Students felt welcomed

		Students felt welcomed				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	8.7%	13.6%	43.1%	34.6%	100.0%
	Muslim	8.9%	11.4%	34.1%	45.5%	100.0%
	ORM	11.9%	7.1%	47.6%	33.3%	100.0%
Total		9.0%	12.6%	41.4%	37.0%	100.0%

173

Table 6.64: Students found the new place interesting

		Students found the new place interesting				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	8.7%	19.3%	38.7%	33.2%	100.0%
	Muslim	12.2%	18.7%	43.9%	25.2%	100.0%
	ORM	7.1%	19.0%	54.8%	19.0%	100.0%
Total		9.4%	19.2%	41.2%	30.3%	100.0%

Table 6.65: Students felt nervous and experienced an inferiority complex

		Students felt nervous and experienced an inferiority complex				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	25.9%	32.2%	28.9%	13.1%	100.0%
	Muslim	34.1%	25.2%	27.6%	13.0%	100.0%
	ORM	33.3%	23.8%	23.8%	19.0%	100.0%
Total		28.4%	29.9%	28.2%	13.5%	100.0%

Table 6.66: Social and cultural life of campus was strange for students

		Social and cultural life of campus was strange for students				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	23.4%	24.5%	30.2%	21.8%	100.0%
	Muslim	19.5%	25.2%	32.5%	22.8%	100.0%
	ORM	28.6%	35.7%	16.7%	19.0%	100.0%
Total		22.9%	25.6%	29.7%	21.8%	100.0%

Table 6.67: Students found it difficult to form peer group

		Students found it difficult to form peer group				Total
		Disagree strongly	**Disagree somewhat**	**Agree somewhat**	**Agree Strongly**	
Religion	Hindu	37.9%	31.3%	21.8%	9.0%	100.0%
	Muslim	32.5%	39.8%	14.6%	13.0%	100.0%
	ORM	42.9%	26.2%	16.7%	14.3%	100.0%
Total		37.0%	32.9%	19.7%	10.3%	100.0%

Table 6.68: Students felt they were deliberately ignored

		Students felt they were deliberately ignored				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	50.7%	31.1%	14.2%	4.1%	100.0%
	Muslim	52.0%	26.8%	12.2%	8.9%	100.0%
	ORM	59.5%	33.3%	4.8%	2.4%	100.0%
Total		51.7%	30.3%	13.0%	5.1%	100.0%

174

Table 6.69: Students felt it was hard to adjust

		Students felt it was hard to adjust				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	38.4%	28.6%	25.9%	7.1%	100.0%
	Muslim	41.5%	26.0%	22.0%	10.6%	100.0%
	ORM	31.0%	31.0%	33.3%	4.8%	100.0%
Total		38.5%	28.2%	25.6%	7.7%	100.0%

Table 6.70: Restrooms were not available

		Restrooms were not available				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	59.4%	21.8%	10.9%	7.9%	100.0%
	Muslim	55.3%	18.7%	10.6%	15.4%	100.0%
	ORM	64.3%	21.4%	9.5%	4.8%	100.0%
Total		58.8%	21.1%	10.7%	9.4%	100.0%

Table 6.71: Students did not feel safe in the campus

		Students did not feel safe in the campus				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	64.3%	18.0%	8.7%	9.0%	100.0%
	Muslim	68.3%	15.4%	11.4%	4.9%	100.0%
	ORM	66.7%	16.7%	2.4%	14.3%	100.0%
Total		65.4%	17.3%	8.8%	8.5%	100.0%

Table 6.72: Students were searching for students of my background to avoid feeling of out of place

		Students were searching for students of my background to avoid feeling of out of place				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	44.4%	21.0%	20.2%	14.4%	100.0%
	Muslim	50.4%	17.1%	21.1%	11.4%	100.0%
	ORM	54.8%	16.7%	21.4%	7.1%	100.0%
Total		46.6%	19.7%	20.5%	13.2%	100.0%

Table 6.73: It was difficult for students to follow the class room teaching

		It was difficult for students to follow the class room teaching				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Religion	Hindu	41.1%	30.2%	18.8%	9.8%	100.0%
	Muslim	31.7%	40.7%	20.3%	7.3%	100.0%
	ORM	38.1%	40.5%	14.3%	7.1%	100.0%
Total		38.7%	33.5%	18.8%	9.0%	100.0%

Table 6.74: Difficult to follow classroom instructions compared to other students

		Difficult to follow classroom instructions compared to other students				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Religion	Hindu	51.2%	26.4%	16.3%	6.0%	100.0%
	Muslim	51.2%	22.8%	19.5%	6.5%	100.0%
	ORM	61.9%	16.7%	14.3%	7.1%	100.0%
Total		52.1%	24.8%	16.9%	6.2%	100.0%

Table 6.75: The teacher addressed to other types of students and not to the social background I belong to.

		The teacher addressed to other types of students and not to the social background I belong to.				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Religion	Hindu	63.5%	20.4%	10.4%	5.7%	100.0%
	Muslim	66.7%	21.1%	5.7%	6.5%	100.0%
	ORM	73.8%	14.3%	9.5%	2.4%	100.0%
Total		65.0%	20.1%	9.2%	5.6%	100.0%

Table 6.76: The instructions were simple and easy to follow

		The instructions were simple and easy to follow				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Religion	Hindu	9.3%	20.4%	31.6%	38.7%	100.0%
	Muslim	4.9%	15.4%	29.3%	50.4%	100.0%
	ORM	11.9%	7.1%	42.9%	38.1%	100.0%
Total		8.5%	18.2%	32.0%	41.4%	100.0%

Table 6.77: Study materials are too expensive

		Study materials are too expensive				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	38.4%	25.9%	24.0%	11.7%	100.0%
	Muslim	35.0%	32.5%	26.0%	6.5%	100.0%
	ORM	35.7%	33.3%	23.8%	7.1%	100.0%
Total		37.4%	28.0%	24.4%	10.2%	100.0%

Table 6.78: Difficulty in dealing with the subjects

		Difficulty in dealing with the subjects				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	37.1%	26.2%	30.2%	6.5%	100.0%
	Muslim	30.1%	31.7%	30.9%	7.3%	100.0%
	ORM	35.7%	31.0%	21.4%	11.9%	100.0%
Total		35.3%	27.8%	29.7%	7.1%	100.0%

Table 6.79: Cost of living in campus is too high

		Cost of living in campus is too high				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	43.6%	26.7%	17.4%	12.3%	100.0%
	Muslim	41.5%	23.6%	17.1%	17.9%	100.0%
	ORM	45.2%	31.0%	9.5%	14.3%	100.0%
Total		43.2%	26.3%	16.7%	13.7%	100.0%

Table 6.80: The classrooms were inaccessible

		The classrooms were inaccessible				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	44.1%	34.6%	15.0%	6.3%	100.0%
	Muslim	53.7%	25.2%	14.6%	6.5%	100.0%
	ORM	47.6%	40.5%	9.5%	2.4%	100.0%
Total		46.6%	32.9%	14.5%	6.0%	100.0%

Table 6.81: This College has officials who regularly speak about the value of equality and social justice

		This College has officials who regularly speak about the value of equality and social justice				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	17.4%	26.4%	30.5%	25.6%	100.0%
	Muslim	17.9%	26.8%	30.1%	25.2%	100.0%
	ORM	11.9%	19.0%	38.1%	31.0%	100.0%
Total		17.1%	25.9%	31.0%	25.9%	100.0%

Table 6.82: This College is sensitive to regional/language and cultural differences

		This College is sensitive to regional/language and cultural differences				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	27.5%	30.2%	24.5%	17.7%	100.0%
	Muslim	32.5%	26.0%	23.6%	17.9%	100.0%
	ORM	21.4%	21.4%	33.3%	23.8%	100.0%
Total		28.2%	28.6%	25.0%	18.2%	100.0%

Table 6.83: This College has a lot of tension around social differences and divisions

		This College has a lot of tension around social differences and divisions				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	46.6%	27.5%	16.9%	9.0%	100.0%
	Muslim	52.8%	26.8%	13.0%	7.3%	100.0%
	ORM	47.6%	35.7%	9.5%	7.1%	100.0%
Total		48.1%	28.0%	15.4%	8.5%	100.0%

Table 6.84: This College addresses concerns of women students

		This College addresses concerns of women students				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	15.5%	17.4%	32.4%	34.6%	100.0%
	Muslim	16.3%	13.8%	35.0%	35.0%	100.0%
	ORM	7.1%	19.0%	33.3%	40.5%	100.0%
Total		15.0%	16.7%	33.1%	35.2%	100.0%

Table 6.85: Students felt that they could not stay on to study in this college/university

		Students felt that they could not stay on to study in this college/university				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Religion	Hindu	49.9%	27.0%	15.0%	8.2%	100.0%
	Muslim	58.5%	21.1%	13.8%	6.5%	100.0%
	ORM	57.1%	31.0%	7.1%	4.8%	100.0%
Total		52.4%	25.9%	14.1%	7.5%	100.0%

Table 6.86: Are students aware of Bridge/Remedial/ Add-on/Enrichment Courses offered by your college?

		Are students aware of Bridge/Remedial/ Add-on/Enrichment Courses offered by your college?		Total
		Yes	**No**	
Religion	Hindu	44.1%	55.9%	100.0%
	Muslim	34.1%	65.9%	100.0%
	ORM	42.9%	57.1%	100.0%
Total		41.7%	58.3%	100.0%

Table 6.87: If Yes, did you take remedial/bridge courses

		If Yes, did you take remedial/bridge courses		Total
		Yes	**No**	
Religion	Hindu	23.2%	76.8%	100.0%
	Muslim	22.8%	77.2%	100.0%
	ORM	23.8%	76.2%	100.0%
Total		23.1%	76.9%	100.0%

Table 6.88: If Yes, did you find it useful

		If Yes, did you find it useful		Total
		Yes	**No**	
Religion	Hindu	28.3%	71.7%	100.0%
	Muslim	21.1%	78.9%	100.0%
	ORM	23.8%	76.2%	100.0%
Total		26.3%	73.7%	100.0%

Table 6.89: Students felt welcomed

		Students felt welcomed				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Social Group	SC	10.1%	8.7%	47.8%	33.3%	100.0%
	ST	13.3%	6.7%	40.0%	40.0%	100.0%
	OBC	7.0%	14.0%	39.5%	39.5%	100.0%
	GENERAL	10.4%	12.7%	41.2%	35.7%	100.0%
Total		9.0%	12.6%	41.3%	37.1%	100.0%

Table 6.90: Students found the new place interesting

		Students found the new place interesting				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Social Group	SC	15.9%	13.0%	47.8%	23.2%	100.0%
	ST	13.3%	6.7%	40.0%	40.0%	100.0%
	OBC	8.3%	18.0%	41.7%	32.0%	100.0%
	GENERAL	8.1%	23.1%	38.9%	29.9%	100.0%
Total		9.4%	19.1%	41.3%	30.2%	100.0%

Table 6.91: Students felt nervous and experienced an inferiority complex

		Students felt nervous and experienced an inferiority complex				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Social Group	SC	31.9%	23.2%	34.8%	10.1%	100.0%
	ST	46.7%	20.0%	13.3%	20.0%	100.0%
	OBC	23.7%	34.6%	28.1%	13.6%	100.0%
	GENERAL	31.2%	27.6%	27.1%	14.0%	100.0%
Total		28.5%	29.8%	28.1%	13.5%	100.0%

Table 6.92: Social and cultural life of campus was strange for students

		Social and cultural life of campus was strange for students				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Social Group	SC	26.1%	18.8%	29.0%	26.1%	100.0%
	ST	26.7%	13.3%	40.0%	20.0%	100.0%
	OBC	22.4%	28.5%	28.9%	20.2%	100.0%
	GENERAL	22.2%	25.3%	30.3%	22.2%	100.0%
Total		22.9%	25.5%	29.8%	21.8%	100.0%

Table 6.93: Students found it difficult to form peer group

		Students found it difficult to form peer group				Total
		Disagree strongly	**Disagree somewhat**	**Agree somewhat**	**Agree Strongly**	
Social Group	SC	39.1%	30.4%	23.2%	7.2%	100.0%
	ST	33.3%	26.7%	20.0%	20.0%	100.0%
	OBC	34.2%	32.5%	22.4%	11.0%	100.0%
	GENERAL	39.4%	34.8%	15.8%	10.0%	100.0%
Total		37.0%	33.0%	19.7%	10.3%	100.0%

Table 6.94: Students felt they were deliberately ignored

		Students felt they were deliberately ignored				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Social Group	SC	53.6%	29.0%	14.5%	2.9%	100.0%
	ST	53.3%	13.3%	26.7%	6.7%	100.0%
	OBC	53.1%	27.6%	14.5%	4.8%	100.0%
	GENERAL	49.8%	34.4%	10.0%	5.9%	100.0%
Total		51.8%	30.2%	12.9%	5.1%	100.0%

Table 6.95: Students felt it was hard to adjust

		Students felt it was hard to adjust				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Social Group	SC	43.5%	23.2%	27.5%	5.8%	100.0%
	ST	46.7%	33.3%	13.3%	6.7%	100.0%
	OBC	40.8%	25.0%	27.2%	7.0%	100.0%
	GENERAL	33.9%	32.6%	24.0%	9.5%	100.0%
Total		38.5%	28.1%	25.5%	7.9%	100.0%

Table 6.96: Restrooms were not available

		Restrooms were not available				Total
		Disagree Strongly	**Disagree Somewhat**	**Agree Somewhat**	**Agree Strongly**	
Social Group	SC	56.5%	21.7%	15.9%	5.8%	100.0%
	ST	53.3%	13.3%	13.3%	20.0%	100.0%
	OBC	57.9%	20.6%	9.6%	11.8%	100.0%
	GENERAL	61.1%	21.7%	10.0%	7.2%	100.0%
Total		58.9%	21.0%	10.7%	9.4%	100.0%

Table 6.97: Students did not feel safe in the campus

		Students did not feel safe in the campus				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Social Group	SC	62.3%	15.9%	13.0%	8.7%	100.0%
	ST	66.7%	13.3%	6.7%	13.3%	100.0%
	OBC	67.1%	16.7%	7.9%	8.3%	100.0%
	GENERAL	64.7%	18.6%	8.6%	8.1%	100.0%
Total		65.5%	17.3%	8.8%	8.4%	100.0%

Table 6.98: Students were searching for students of their background to avoid feeling out of place

		Students were searching for students of their background to avoid feeling out of place				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Social Group	SC	52.2%	11.6%	21.7%	14.5%	100.0%
	ST	26.7%	20.0%	33.3%	20.0%	100.0%
	OBC	50.9%	20.6%	18.4%	10.1%	100.0%
	GENERAL	42.1%	21.3%	21.3%	15.4%	100.0%
Total		46.7%	19.7%	20.5%	13.1%	100.0%

Table 6.99: Students felt it was difficult to follow the class room teaching

		Students felt it was difficult to follow the class room teaching				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Social Group	SC	44.9%	30.4%	20.3%	4.3%	100.0%
	ST	20.0%	40.0%	20.0%	20.0%	100.0%
	OBC	42.5%	29.8%	18.9%	8.8%	100.0%
	GENERAL	34.4%	37.6%	18.1%	10.0%	100.0%
Total		38.8%	33.4%	18.8%	9.0%	100.0%

Table 6.100: Difficult to follow classroom instructions compared to other students

		Difficult to follow classroom instructions compared to other students				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Social Group	SC	55.1%	27.5%	14.5%	2.9%	100.0%
	ST	46.7%	20.0%	26.7%	6.7%	100.0%
	OBC	54.8%	21.5%	16.2%	7.5%	100.0%
	GENERAL	48.9%	27.6%	17.6%	5.9%	100.0%
Total		52.2%	24.8%	16.9%	6.2%	100.0%

Table 6.101: The teacher addressed to other types of students and not to the social background I belong to.

		The teacher addressed to other types of students and not to the social background I belong to				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Social Group	SC	69.6%	24.6%	5.8%		100.0%
	ST	66.7%	20.0%	13.3%		100.0%
	OBC	66.2%	19.3%	10.1%	4.4%	100.0%
	GENERAL	62.4%	19.5%	9.0%	9.0%	100.0%
Total		65.1%	20.1%	9.2%	5.6%	100.0%

Table 6.102: The instructions were simple and easy to follow

		The instructions were simple and easy to follow				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Social Group	SC	8.7%	18.8%	37.7%	34.8%	100.0%
	ST		40.0%	33.3%	26.7%	100.0%
	OBC	9.6%	17.5%	29.4%	43.4%	100.0%
	GENERAL	7.7%	17.2%	32.6%	42.5%	100.0%
Total		8.4%	18.2%	31.9%	41.5%	100.0%

Table 6.103: Study materials are too expensive

		Study materials are too expensive				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Social Group	SC	42.0%	20.3%	24.6%	13.0%	100.0%
	ST	46.7%	20.0%	26.7%	6.7%	100.0%
	OBC	37.3%	31.6%	21.5%	9.6%	100.0%
	GENERAL	35.7%	27.1%	27.1%	10.0%	100.0%
Total		37.5%	28.0%	24.4%	10.1%	100.0%

Table 6.104: Difficulty in dealing with the subjects

		Difficulty in dealing with the subjects				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Social Group	SC	40.6%	23.2%	30.4%	5.8%	100.0%
	ST	46.7%	6.7%	40.0%	6.7%	100.0%
	OBC	36.4%	26.8%	30.3%	6.6%	100.0%
	GENERAL	32.1%	31.7%	28.1%	8.1%	100.0%
Total		35.5%	27.8%	29.6%	7.1%	100.0%

183

Table 6.105: Cost of living in campus is too high

		Cost of living in campus is too high				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Social Group	SC	42.0%	31.9%	14.5%	11.6%	100.0%
	ST	26.7%	33.3%	33.3%	6.7%	100.0%
	OBC	44.7%	26.8%	14.0%	14.5%	100.0%
	GENERAL	43.4%	23.5%	19.0%	14.0%	100.0%
Total		43.3%	26.3%	16.7%	13.7%	100.0%

Table 6.106: The classrooms were inaccessible

		The classrooms were inaccessible				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Social Group	SC	43.5%	31.9%	17.4%	7.2%	100.0%
	ST	46.7%	20.0%	26.7%	6.7%	100.0%
	OBC	48.7%	34.2%	13.6%	3.5%	100.0%
	GENERAL	45.7%	32.6%	13.6%	8.1%	100.0%
Total		46.7%	32.8%	14.4%	6.0%	100.0%

Table 6.107: This College has officials who regularly speak about the value of equality and social justice

		This College has officials who regularly speak about the value of equality and social justice				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Social Group	SC	17.4%	21.7%	36.2%	24.6%	100.0%
	ST	6.7%	26.7%	40.0%	26.7%	100.0%
	OBC	17.5%	26.8%	29.4%	26.3%	100.0%
	GENERAL	17.2%	26.2%	30.8%	25.8%	100.0%
Total		17.1%	25.9%	31.1%	25.9%	100.0%

Table 6.108: This College is sensitive to regional/language and cultural differences

		This College is sensitive to regional/language and cultural differences				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Social Group	SC	29.0%	30.4%	20.3%	20.3%	100.0%
	ST	13.3%	26.7%	46.7%	13.3%	100.0%
	OBC	25.9%	29.8%	24.1%	20.2%	100.0%
	GENERAL	31.7%	26.7%	25.8%	15.8%	100.0%
Total		28.3%	28.5%	25.0%	18.2%	100.0%

Table 6.109: This College addresses concerns of women students

		This College addresses concerns of women students				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Social Group	SC	14.5%	21.7%	30.4%	33.3%	100.0%
	ST	13.3%	6.7%	53.3%	26.7%	100.0%
	OBC	14.0%	17.1%	28.1%	40.8%	100.0%
	GENERAL	16.7%	15.4%	37.6%	30.3%	100.0%
Total		15.2%	16.7%	33.0%	35.1%	100.0%

Table 6.110: Students felt that they could not stay on to study in this college/university

		Students felt that they could not stay on to study in this college/university				Total
		Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
Social Group	SC	59.4%	24.6%	8.7%	7.2%	100.0%
	ST	33.3%	40.0%	20.0%	6.7%	100.0%
	OBC	51.3%	25.4%	15.4%	7.9%	100.0%
	GENERAL	52.9%	25.8%	14.0%	7.2%	100.0%
Total		52.5%	25.9%	14.1%	7.5%	100.0%

Table 6.111: Are students aware of Bridge/Remedial/ Add-on/Enrichment Courses offered by your college?

		Are students aware of Bridge/Remedial/ Add-on/Enrichment Courses offered by your college?		Total
		Yes	No	
Social Group	SC	31.9%	68.1%	100.0%
	ST	53.3%	46.7%	100.0%
	OBC	41.7%	58.3%	100.0%
	GENERAL	44.3%	55.7%	100.0%
Total		41.8%	58.2%	100.0%

Table 6.112: If Yes, did you take remedial/bridge courses

		If Yes, did you take remedial/bridge courses		Total
		Yes	No	
Social Group	SC	13.0%	87.0%	100.0%
	ST	26.7%	73.3%	100.0%
	OBC	19.7%	80.3%	100.0%
	GENERAL	29.4%	70.6%	100.0%
Total		23.1%	76.9%	100.0%

Table 6.113: If Yes, did you find it useful

		If Yes, did you find it useful		Total
		Yes	No	
Social Group	SC	15.9%	84.1%	100.0%
	ST	26.7%	73.3%	100.0%
	OBC	24.6%	75.4%	100.0%
	GENERAL	31.7%	68.3%	100.0%
Total		26.5%	73.5%	100.0%

Table 6.114: Do students regularly attend classes?

		Do students regularly attend classes?		Total
		Yes	No	
Gender	Male	83.0%	17.0%	100.0%
	Female	82.4%	17.6%	100.0%
Total		82.6%	17.4%	100.0%

Table 6.115: In general, where do students sit in the class room?

		In general, where do students sit in the class room?			Total
		Front	Middle	Back	
Gender	Male	32.4%	59.7%	8.0%	100.0%
	Female	37.2%	53.6%	9.2%	100.0%
Total		35.6%	55.6%	8.8%	100.0%

Table 6.116: Where do class toppers normally sit?

		Where do class toppers normally sit?			Total
		Front	Middle	Back	
Gender	Male	44.3%	45.5%	10.2%	100.0%
	Female	49.2%	40.2%	10.6%	100.0%
Total		47.6%	41.9%	10.5%	100.0%

Table 6.117: Do students have choice to select the row?

		Do students have choice to select the row?		Total
		Yes	No	
Gender	Male	84.7%	15.3%	100.0%
	Female	83.2%	16.8%	100.0%
Total		83.7%	16.3%	100.0%

Table 6.117A: To get more attention from teachers

		To get more attention from teachers		Total
		Yes	No	
Gender	Male	47.7%	52.3%	100.0%
	Female	44.7%	55.3%	100.0%
Total		45.7%	54.3%	100.0%

Table 6.117B: To avoid direct attention of teacher

		To avoid direct attention of teacher		Total
		Yes	No	
Gender	Male	27.3%	72.7%	100.0%
	Female	24.0%	76.0%	100.0%
Total		25.1%	74.9%	100.0%

Table 6.117C: Lecture and discussions would be more audible

		Lecture and discussions would be more audible		Total
		Yes	No	
Gender	Male	62.5%	37.5%	100.0%
	Female	61.7%	38.3%	100.0%
Total		62.0%	38.0%	100.0%

Table 6.117D: Due to Medical/Physical reasons

		Due to Medical/Physical reasons		Total
		Yes	No	
Gender	Male	10.8%	89.2%	100.0%
	Female	11.5%	88.5%	100.0%
Total		11.2%	88.8%	100.0%

Table 6.117E: Fear of harassment from other students

		Fear of harassment from other students		Total
		Yes	No	
Gender	Male	9.1%	90.9%	100.0%
	Female	9.8%	90.2%	100.0%
Total		9.6%	90.4%	100.0%

Table 6.117F: To sit with friends

		To sit with friends		Total
		Yes	No	
Gender	Male	50.0%	50.0%	100.0%
	Female	49.4%	50.6%	100.0%
Total		49.6%	50.4%	100.0%

Table 6.117G: No particular reason

		No particular reason		Total
		Yes	No	
Gender	Male	35.2%	64.8%	100.0%
	Female	36.9%	63.1%	100.0%
Total		36.3%	63.7%	100.0%

Table 6.118: Do you feel that students in general sit according to their own community?

		Do you feel that students in general sit according to their own community?		Total
		Yes	No	
Gender	Male	30.7%	69.3%	100.0%
	Female	32.1%	67.9%	100.0%
Total		31.6%	68.4%	100.0%

Table 6.119: Is the sitting arrangement generally based on: Caste

		Caste		Total
		Yes	No	
Gender	Male	8.0%	92.0%	100.0%
	Female	9.2%	90.8%	100.0%
Total		8.8%	91.2%	100.0%

Table 6.120: Is the sitting arrangement generally based on: Ethnicity

		Ethnicity		Total
		Yes	No	
Gender	Male	10.2%	89.8%	100.0%
	Female	9.5%	90.5%	100.0%
Total		9.7%	90.3%	100.0%

Table 6.121: Is the sitting arrangement generally based on: Religion

		Religion		Total
		Yes	No	
Gender	Male	8.0%	92.0%	100.0%
	Female	9.8%	90.2%	100.0%
Total		9.2%	90.8%	100.0%

Table 6.122: Is the sitting arrangement generally based on: Economic status or parental occupation

		Economic status or parental occupation		Total
		Yes	No	
Gender	Male	8.5%	91.5%	100.0%
	Female	9.5%	90.5%	100.0%
Total		9.2%	90.8%	100.0%

Table 6.123: Is the sitting arrangement generally based on: Rank order (entrance/plus two grades)

		Rank order (entrance/plus two grades)		Total
		Yes	No	
Gender	Male	7.4%	92.6%	100.0%
	Female	7.0%	93.0%	100.0%
Total		7.1%	92.9%	100.0%

Table 6.124: Is the sitting arrangement generally based on: Prior acquaintance (students from same school/region etc)

		Prior acquaintance (students from same school/region etc)		Total
		Yes	No	
Gender	Male	23.3%	76.7%	100.0%
	Female	23.5%	76.5%	100.0%
Total		23.4%	76.6%	100.0%

Table 6.125: Do students feel comfortable in asking questions in the classroom?

		Do students feel comfortable in asking questions in the classroom?		Total
		Yes	No	
Gender	Male	67.6%	32.4%	100.0%
	Female	73.5%	26.5%	100.0%
Total		71.5%	28.5%	100.0%

Table 6.126: Do students regularly attend classes?

		Do students regularly attend classes?		Total
		Yes	**No**	
Year of Birth	1970.00		100.0%	100.0%
	1985.00	100.0%		100.0%
	1986.00	100.0%		100.0%
	1988.00	100.0%		100.0%
	1989.00	100.0%		100.0%
	1990.00	91.7%	8.3%	100.0%
	1991.00	86.2%	13.8%	100.0%
	1992.00	73.0%	27.0%	100.0%
	1993.00	86.1%	13.9%	100.0%
	1994.00	83.6%	16.4%	100.0%
	1995.00	85.5%	14.5%	100.0%
	1996.00	80.3%	19.7%	100.0%
	1997.00	86.4%	13.6%	100.0%
Total		82.7%	17.3%	100.0%

Table 6.127: In general, where do students sit in the class room

		In general, where do students sit in the class room			Total
		Front	**Middle**	**Back**	
Year of Birth	1970.00			100.0%	100.0%
	1985.00	100.0%			100.0%
	1986.00		100.0%		100.0%
	1988.00		100.0%		100.0%
	1989.00	66.7%	33.3%		100.0%
	1990.00	33.3%	66.7%		100.0%
	1991.00	31.0%	55.2%	13.8%	100.0%
	1992.00	32.4%	60.8%	6.8%	100.0%
	1993.00	36.1%	56.9%	6.9%	100.0%
	1994.00	36.1%	52.5%	11.5%	100.0%
	1995.00	32.3%	58.1%	9.7%	100.0%
	1996.00	39.3%	51.6%	9.0%	100.0%
	1997.00	45.5%	50.0%	4.5%	100.0%
Total		35.9%	55.4%	8.7%	100.0%

190

Table 6.128: Where do class toppers normally sit?

		Where do class toppers normally sit?			Total
		Front	**Middle**	**Back**	
Year of Birth	1970.00	100.0%			100.0%
	1985.00		50.0%	50.0%	100.0%
	1986.00		100.0%		100.0%
	1988.00		100.0%		100.0%
	1989.00	83.3%	16.7%		100.0%
	1990.00	41.7%	41.7%	16.7%	100.0%
	1991.00	55.2%	34.5%	10.3%	100.0%
	1992.00	37.8%	48.6%	13.5%	100.0%
	1993.00	37.5%	51.4%	11.1%	100.0%
	1994.00	36.1%	54.1%	9.8%	100.0%
	1995.00	57.3%	31.5%	11.3%	100.0%
	1996.00	53.3%	39.3%	7.4%	100.0%
	1997.00	50.0%	40.9%	9.1%	100.0%
Total		47.6%	41.9%	10.4%	100.0%

Table 6.129: Do you have choice to select the row?

		Do you have choice to select the row?		Total
		Yes	**No**	
Year of Birth	1970.00	100.0%		100.0%
	1985.00	100.0%		100.0%
	1986.00		100.0%	100.0%
	1988.00	100.0%		100.0%
	1989.00	83.3%	16.7%	100.0%
	1990.00	100.0%		100.0%
	1991.00	86.2%	13.8%	100.0%
	1992.00	81.1%	18.9%	100.0%
	1993.00	81.9%	18.1%	100.0%
	1994.00	88.5%	11.5%	100.0%
	1995.00	80.6%	19.4%	100.0%
	1996.00	86.1%	13.9%	100.0%
	1997.00	77.3%	22.7%	100.0%
Total		83.7%	16.3%	100.0%

Table 6.129A: To get more attention from teachers

		To get more attention from teachers		Total
		Yes	**No**	
Year of Birth	1970.00		100.0%	100.0%
	1985.00	50.0%	50.0%	100.0%
	1986.00		100.0%	100.0%
	1988.00		100.0%	100.0%
	1989.00	66.7%	33.3%	100.0%
	1990.00	41.7%	58.3%	100.0%
	1991.00	58.6%	41.4%	100.0%
	1992.00	50.0%	50.0%	100.0%
	1993.00	47.2%	52.8%	100.0%
	1994.00	49.2%	50.8%	100.0%
	1995.00	41.9%	58.1%	100.0%
	1996.00	45.1%	54.9%	100.0%
	1997.00	36.4%	63.6%	100.0%
Total		46.1%	53.9%	100.0%

Table 6.129B: To avoid direct attention of teacher

		To avoid direct attention of teacher		Total
		Yes	**No**	
Year of Birth	1970.00	100.0%		100.0%
	1985.00		100.0%	100.0%
	1986.00		100.0%	100.0%
	1988.00	100.0%		100.0%
	1989.00	33.3%	66.7%	100.0%
	1990.00	25.0%	75.0%	100.0%
	1991.00	34.5%	65.5%	100.0%
	1992.00	23.0%	77.0%	100.0%
	1993.00	15.3%	84.7%	100.0%
	1994.00	27.9%	72.1%	100.0%
	1995.00	29.8%	70.2%	100.0%
	1996.00	23.8%	76.2%	100.0%
	1997.00	18.2%	81.8%	100.0%
Total		25.0%	75.0%	100.0%

Table 6.129C: Lecture and discussions would be more audible

		Lecture and discussions would be more audible		Total
		Yes	**No**	
Year of Birth	1970.00		100.0%	100.0%
	1985.00		100.0%	100.0%
	1986.00		100.0%	100.0%
	1988.00	100.0%		100.0%
	1989.00	83.3%	16.7%	100.0%
	1990.00	83.3%	16.7%	100.0%
	1991.00	58.6%	41.4%	100.0%
	1992.00	56.8%	43.2%	100.0%
	1993.00	63.9%	36.1%	100.0%
	1994.00	77.0%	23.0%	100.0%
	1995.00	58.9%	41.1%	100.0%
	1996.00	60.7%	39.3%	100.0%
	1997.00	59.1%	40.9%	100.0%
Total		62.2%	37.8%	100.0%

Table 6.129D: Due to Medical/Physical reasons

		Due to Medical/Physical reasons		Total
		Yes	**No**	
Year of Birth	1970.00		100.0%	100.0%
	1985.00		100.0%	100.0%
	1986.00		100.0%	100.0%
	1988.00		100.0%	100.0%
	1989.00	16.7%	83.3%	100.0%
	1990.00	25.0%	75.0%	100.0%
	1991.00	6.9%	93.1%	100.0%
	1992.00	21.6%	78.4%	100.0%
	1993.00	5.6%	94.4%	100.0%
	1994.00	9.8%	90.2%	100.0%
	1995.00	9.7%	90.3%	100.0%
	1996.00	10.7%	89.3%	100.0%
	1997.00	9.1%	90.9%	100.0%
Total		11.2%	88.8%	100.0%

Table 6.129E: Fear of harassment from other students

		Fear of harassment from other students		Total
		Yes	No	
Year of Birth	1970.00		100.0%	100.0%
	1985.00		100.0%	100.0%
	1986.00		100.0%	100.0%
	1988.00		100.0%	100.0%
	1989.00		100.0%	100.0%
	1990.00	16.7%	83.3%	100.0%
	1991.00	10.3%	89.7%	100.0%
	1992.00	13.5%	86.5%	100.0%
	1993.00	5.6%	94.4%	100.0%
	1994.00	13.1%	86.9%	100.0%
	1995.00	7.3%	92.7%	100.0%
	1996.00	9.0%	91.0%	100.0%
	1997.00	18.2%	81.8%	100.0%
Total		9.7%	90.3%	100.0%

Table 6.129F: To sit with friends

		To sit with friends		Total
		Yes	No	
Year of Birth	1970.00	100.0%		100.0%
	1985.00		100.0%	100.0%
	1986.00		100.0%	100.0%
	1988.00	100.0%		100.0%
	1989.00	50.0%	50.0%	100.0%
	1990.00	50.0%	50.0%	100.0%
	1991.00	48.3%	51.7%	100.0%
	1992.00	48.6%	51.4%	100.0%
	1993.00	52.8%	47.2%	100.0%
	1994.00	52.5%	47.5%	100.0%
	1995.00	50.8%	49.2%	100.0%
	1996.00	45.1%	54.9%	100.0%
	1997.00	50.0%	50.0%	100.0%
Total		49.3%	50.7%	100.0%

Table 6.129G: No particular reason

		No particular reason		Total
		Yes	No	
Year of Birth	1970.00	100.0%		100.0%
	1985.00	100.0%		100.0%
	1986.00		100.0%	100.0%
	1988.00	100.0%		100.0%
	1989.00		100.0%	100.0%
	1990.00	50.0%	50.0%	100.0%
	1991.00	41.4%	58.6%	100.0%
	1992.00	37.8%	62.2%	100.0%
	1993.00	25.0%	75.0%	100.0%
	1994.00	42.6%	57.4%	100.0%
	1995.00	41.9%	58.1%	100.0%
	1996.00	31.1%	68.9%	100.0%
	1997.00	36.4%	63.6%	100.0%
Total		36.4%	63.6%	100.0%

Table 6.130: Do you feel that students in general sit according to their own community?

		Do you feel that students in general sit according to their own community?		Total
		Yes	No	
Year of Birth	1970.00		100.0%	100.0%
	1985.00		100.0%	100.0%
	1986.00		100.0%	100.0%
	1988.00		100.0%	100.0%
	1989.00	16.7%	83.3%	100.0%
	1990.00	16.7%	83.3%	100.0%
	1991.00	34.5%	65.5%	100.0%
	1992.00	35.1%	64.9%	100.0%
	1993.00	25.0%	75.0%	100.0%
	1994.00	37.7%	62.3%	100.0%
	1995.00	34.7%	65.3%	100.0%
	1996.00	27.9%	72.1%	100.0%
	1997.00	40.9%	59.1%	100.0%
Total		31.5%	68.5%	100.0%

Table 6.131: Is the sitting arrangement generally based on: Caste

		Caste		Total
		Yes	**No**	
Year of Birth	1970.00		100.0%	100.0%
	1985.00		100.0%	100.0%
	1986.00		100.0%	100.0%
	1988.00		100.0%	100.0%
	1989.00		100.0%	100.0%
	1990.00	25.0%	75.0%	100.0%
	1991.00	6.9%	93.1%	100.0%
	1992.00	9.5%	90.5%	100.0%
	1993.00	4.2%	95.8%	100.0%
	1994.00	16.4%	83.6%	100.0%
	1995.00	6.5%	93.5%	100.0%
	1996.00	9.0%	91.0%	100.0%
	1997.00	13.6%	86.4%	100.0%
Total		8.9%	91.1%	100.0%

Table 6.132: Is the sitting arrangement generally based on: Ethnicity

		Ethnicity		Total
		Yes	**No**	
Year of Birth	1970.00		100.0%	100.0%
	1985.00		100.0%	100.0%
	1986.00		100.0%	100.0%
	1988.00	100.0%		100.0%
	1989.00		100.0%	100.0%
	1990.00	16.7%	83.3%	100.0%
	1991.00	17.2%	82.8%	100.0%
	1992.00	8.1%	91.9%	100.0%
	1993.00	5.6%	94.4%	100.0%
	1994.00	13.1%	86.9%	100.0%
	1995.00	8.1%	91.9%	100.0%
	1996.00	9.8%	90.2%	100.0%
	1997.00	13.6%	86.4%	100.0%
Total		9.7%	90.3%	100.0%

Table 6.133: Is the sitting arrangement generally based on: Religion

		Religion		Total
		Yes	**No**	
Year of Birth	1970.00		100.0%	100.0%
	1985.00		100.0%	100.0%
	1986.00		100.0%	100.0%
	1988.00		100.0%	100.0%
	1989.00		100.0%	100.0%
	1990.00	8.3%	91.7%	100.0%
	1991.00	6.9%	93.1%	100.0%
	1992.00	9.5%	90.5%	100.0%
	1993.00	6.9%	93.1%	100.0%
	1994.00	14.8%	85.2%	100.0%
	1995.00	8.9%	91.1%	100.0%
	1996.00	9.0%	91.0%	100.0%
	1997.00	9.1%	90.9%	100.0%
Total		9.1%	90.9%	100.0%

Table 6.134: Is the sitting arrangement generally based on: Economic status or parental occupation

		Economic status or parental occupation		Total
		Yes	**No**	
Year of Birth	1970.00		100.0%	100.0%
	1985.00		100.0%	100.0%
	1986.00		100.0%	100.0%
	1988.00		100.0%	100.0%
	1989.00		100.0%	100.0%
	1990.00	16.7%	83.3%	100.0%
	1991.00	6.9%	93.1%	100.0%
	1992.00	13.5%	86.5%	100.0%
	1993.00	4.2%	95.8%	100.0%
	1994.00	11.5%	88.5%	100.0%
	1995.00	5.6%	94.4%	100.0%
	1996.00	13.1%	86.9%	100.0%
	1997.00	9.1%	90.9%	100.0%
Total		9.3%	90.7%	100.0%

197

Table 6.135: Is the sitting arrangement generally based on: Rank order (entrance/plus two grades)

		Rank order (entrance/plus two grades)		Total
		Yes	No	
Year of Birth	1970.00		100.0%	100.0%
	1985.00		100.0%	100.0%
	1986.00		100.0%	100.0%
	1988.00		100.0%	100.0%
	1989.00	16.7%	83.3%	100.0%
	1990.00	16.7%	83.3%	100.0%
	1991.00	10.3%	89.7%	100.0%
	1992.00	5.4%	94.6%	100.0%
	1993.00	1.4%	98.6%	100.0%
	1994.00	9.8%	90.2%	100.0%
	1995.00	5.6%	94.4%	100.0%
	1996.00	9.8%	90.2%	100.0%
	1997.00	4.5%	95.5%	100.0%
Total		7.0%	93.0%	100.0%

Table 6.136: Is the sitting arrangement generally based on: Prior acquaintance (students from same school/region etc)

		Prior acquaintance (students from same school/region etc)		Total
		Yes	No	
Year of Birth	1970.00		100.0%	100.0%
	1985.00		100.0%	100.0%
	1986.00		100.0%	100.0%
	1988.00		100.0%	100.0%
	1989.00		100.0%	100.0%
	1990.00	16.7%	83.3%	100.0%
	1991.00	31.0%	69.0%	100.0%
	1992.00	27.0%	73.0%	100.0%
	1993.00	23.6%	76.4%	100.0%
	1994.00	31.1%	68.9%	100.0%
	1995.00	18.5%	81.5%	100.0%
	1996.00	23.8%	76.2%	100.0%
	1997.00	18.2%	81.8%	100.0%
Total		23.3%	76.7%	100.0%

Table 6.137: Do students feel comfortable in asking questions in the classroom?

		Do students feel comfortable in asking questions in the classroom?		Total
		Yes	**No**	
Year of Birth	1970.00	100.0%		100.0%
	1985.00	100.0%		100.0%
	1986.00	100.0%		100.0%
	1988.00		100.0%	100.0%
	1989.00	50.0%	50.0%	100.0%
	1990.00	58.3%	41.7%	100.0%
	1991.00	72.4%	27.6%	100.0%
	1992.00	74.3%	25.7%	100.0%
	1993.00	79.2%	20.8%	100.0%
	1994.00	75.4%	24.6%	100.0%
	1995.00	66.9%	33.1%	100.0%
	1996.00	73.0%	27.0%	100.0%
	1997.00	59.1%	40.9%	100.0%
Total		71.7%	28.3%	100.0%

Table 6.138: Do students regularly attend classes?

		Do you regularly attend classes?		Total
		Yes	**No**	
Religion	Hindu	82.0%	18.0%	100.0%
	Muslim	83.7%	16.3%	100.0%
	ORM	83.3%	16.7%	100.0%
Total		82.5%	17.5%	100.0%

Table 6.139: In general, where do students sit in the class room?

		In general, where do you sit in the class room			Total
		Front	**Middle**	**Back**	
Religion	Hindu	36.8%	55.3%	7.9%	100.0%
	Muslim	33.3%	54.5%	12.2%	100.0%
	ORM	33.3%	59.5%	7.1%	100.0%
Total		35.7%	55.5%	8.8%	100.0%

Table 6.140: Where do class toppers normally sit?

		Where do class toppers normally sit?			Total
		Front	**Middle**	**Back**	
Religion	Hindu	48.5%	40.6%	10.9%	100.0%
	Muslim	43.1%	47.2%	9.8%	100.0%
	ORM	54.8%	35.7%	9.5%	100.0%
Total		47.7%	41.7%	10.5%	100.0%

Table 6.141: Do students have choice to select the row?

		Do you have choice to select the row?		Total
		Yes	**No**	
Religion	Hindu	82.3%	17.7%	100.0%
	Muslim	87.0%	13.0%	100.0%
	ORM	85.7%	14.3%	100.0%
Total		83.6%	16.4%	100.0%

Table 6.142A: To get more attention from teachers

		To get more attention from teachers		Total
		Yes	**No**	
Religion	Hindu	50.1%	49.9%	100.0%
	Muslim	38.2%	61.8%	100.0%
	ORM	31.0%	69.0%	100.0%
Total		45.9%	54.1%	100.0%

Table 6.142B: To avoid direct attention of teacher

		To avoid direct attention of teacher		Total
		Yes	**No**	
Religion	Hindu	25.3%	74.7%	100.0%
	Muslim	28.5%	71.5%	100.0%
	ORM	14.3%	85.7%	100.0%
Total		25.2%	74.8%	100.0%

Table 6.142C: Lecture and discussions would be more audible

		Lecture and discussions would be more audible		Total
		Yes	**No**	
Religion	Hindu	60.2%	39.8%	100.0%
	Muslim	68.3%	31.7%	100.0%
	ORM	57.1%	42.9%	100.0%
Total		61.8%	38.2%	100.0%

Table 6.142D: Due to Medical/Physical reasons

		Due to Medical/Physical reasons		Total
		Yes	**No**	
Religion	Hindu	11.4%	88.6%	100.0%
	Muslim	13.8%	86.2%	100.0%
	ORM	2.4%	97.6%	100.0%
Total		11.3%	88.7%	100.0%

Table 6.142E: Fear of harassment from other students

		Fear of harassment from other students		Total
		Yes	**No**	
Religion	Hindu	10.4%	89.6%	100.0%
	Muslim	9.8%	90.2%	100.0%
	ORM	2.4%	97.6%	100.0%
Total		9.6%	90.4%	100.0%

Table 6.142F: To sit with friends

		To sit with friends		Total
		Yes	**No**	
Religion	Hindu	48.5%	51.5%	100.0%
	Muslim	50.4%	49.6%	100.0%
	ORM	57.1%	42.9%	100.0%
Total		49.6%	50.4%	100.0%

Table 6.142G: No particular reason

		No particular reason		Total
		Yes	**No**	
Religion	Hindu	34.1%	65.9%	100.0%
	Muslim	44.7%	55.3%	100.0%
	ORM	33.3%	66.7%	100.0%
Total		36.5%	63.5%	100.0%

Table 6.143: Do you feel that students in general sit according to their own community?

		Do you feel that students in general sit according to their own community?		Total
		Yes	**No**	
Religion	Hindu	33.2%	66.8%	100.0%
	Muslim	25.2%	74.8%	100.0%
	ORM	33.3%	66.7%	100.0%
Total		31.4%	68.6%	100.0%

Table 6.144: Is the sitting arrangement generally based on: Caste

		Caste		Total
		Yes	No	
Religion	Hindu	7.9%	92.1%	100.0%
	Muslim	12.2%	87.8%	100.0%
	ORM	7.1%	92.9%	100.0%
Total		8.8%	91.2%	100.0%

Table 6.145: Is the sitting arrangement generally based on: Ethnicity

		Ethnicity		Total
		Yes	No	
Religion	Hindu	10.4%	89.6%	100.0%
	Muslim	9.8%	90.2%	100.0%
	ORM	4.8%	95.2%	100.0%
Total		9.8%	90.2%	100.0%

Table 6.146: Is the sitting arrangement generally based on: Religion

		Religion		Total
		Yes	No	
Religion	Hindu	9.0%	91.0%	100.0%
	Muslim	9.8%	90.2%	100.0%
	ORM	9.5%	90.5%	100.0%
Total		9.2%	90.8%	100.0%

Table 6.147: Is the sitting arrangement generally based on: Economic status or parental occupation

		Economic status or parental occupation		Total
		Yes	No	
Religion	Hindu	8.7%	91.3%	100.0%
	Muslim	11.4%	88.6%	100.0%
	ORM	7.1%	92.9%	100.0%
Total		9.2%	90.8%	100.0%

Table 6.148: Is the sitting arrangement generally based on: Rank order (entrance/plus two grades)

		Rank order (entrance/plus two grades)		Total
		Yes	**No**	
Religion	Hindu	8.2%	91.8%	100.0%
	Muslim	6.5%	93.5%	100.0%
	ORM		100.0%	100.0%
Total		7.1%	92.9%	100.0%

Table 6.149: Is the sitting arrangement generally based on: Prior acquaintance (students from same school/region etc)

		Prior acquaintance (students from same school/region etc)		Total
		Yes	**No**	
Religion	Hindu	21.8%	78.2%	100.0%
	Muslim	27.6%	72.4%	100.0%
	ORM	23.8%	76.2%	100.0%
Total		23.3%	76.7%	100.0%

Table 6.150: Do students feel comfortable in asking questions in the classroom?

		Do you feel comfortable in asking questions in the classroom?		Total
		Yes	**No**	
Religion	Hindu	71.9%	28.1%	100.0%
	Muslim	67.5%	32.5%	100.0%
	ORM	78.6%	21.4%	100.0%
Total		71.4%	28.6%	100.0%

Table 6.151: Students surname (castes, tribes, religion or region of the students) is announced verbally in the class

		Students surname (castes, tribes, religion or region of the students) is announced verbally in the class				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	67.0%	26.1%	3.4%	3.4%	100.0%
	Female	65.9%	22.3%	5.3%	6.4%	100.0%
Total		66.3%	23.6%	4.7%	5.4%	100.0%

Table 6.152: Student is labeled as reserved category in the class

		Student is labeled as reserved category in the class				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	84.1%	10.8%	3.4%	1.7%	100.0%
	Female	78.8%	14.2%	4.5%	2.5%	100.0%
Total		80.5%	13.1%	4.1%	2.2%	100.0%

Table 6.153: It is common to see remarks in the classroom based on caste, region identity

		It is common to see remarks in the classroom based on caste, region identity				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	77.3%	15.3%	6.2%	1.1%	100.0%
	Female	74.9%	16.5%	5.6%	3.1%	100.0%
Total		75.7%	16.1%	5.8%	2.4%	100.0%

Table 6.154: Teacher makes caste based jokes

		Teacher makes caste based jokes				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	87.5%	8.0%	3.4%	1.1%	100.0%
	Female	87.4%	7.0%	3.4%	2.2%	100.0%
Total		87.5%	7.3%	3.4%	1.9%	100.0%

Table 6.155: Teacher makes gender-based jokes that are offensive to women

		Teacher makes gender-based jokes that are offensive to women				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	86.9%	7.4%	4.5%	1.1%	100.0%
	Female	87.7%	6.4%	3.4%	2.5%	100.0%
Total		87.5%	6.7%	3.7%	2.1%	100.0%

Table 6.156: Teacher makes derogatory jokes that hurt regional sentiments

		Teacher makes derogatory jokes that hurt regional sentiments				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	86.4%	7.4%	4.0%	2.3%	100.0%
	Female	85.5%	8.1%	3.9%	2.5%	100.0%
Total		85.8%	7.9%	3.9%	2.4%	100.0%

Table 6.157: Derogatory remarks are passed for students indicating their caste, social, regional, racial or religious background as reason of under-performance in the class

		Derogatory remarks are passed for students indicating their caste, social, regional, racial or religious background as reason of under-performance in the class				Total
		Never	Rarely	Frequently	Always	
Gender	Male	83.5%	9.7%	4.5%	2.3%	100.0%
	Female	80.4%	14.0%	4.2%	1.4%	100.0%
Total		81.5%	12.5%	4.3%	1.7%	100.0%

Table 6.158: In student opinion most of the teachers encourage questions in the class

		In student opinion most of the teachers encourage questions in the class				Total
		Never	Rarely	Frequently	Always	
Gender	Male	14.2%	24.4%	29.0%	32.4%	100.0%
	Female	13.4%	22.9%	25.4%	38.3%	100.0%
Total		13.7%	23.4%	26.6%	36.3%	100.0%

Table 6.159: Teacher encourages students to ask questions and participate in discussions

		Teacher encourages students to ask questions and participate in discussions				Total
		Never	Rarely	Frequently	Always	
Gender	Male	8.5%	17.6%	29.5%	44.3%	100.0%
	Female	9.8%	17.9%	24.3%	48.0%	100.0%
Total		9.4%	17.8%	26.0%	46.8%	100.0%

Table 6.160: Students surname (castes, tribes, religion or region of the students) is announced verbally in the class

		Students surname (castes, tribes, religion or region of the students) is announced verbally in the class				Total
		Never	Rarely	Frequently	Always	
Religion	Hindu	64.9%	23.2%	5.4%	6.5%	100.0%
	Muslim	65.0%	29.3%	3.3%	2.4%	100.0%
	ORM	81.0%	11.9%	2.4%	4.8%	100.0%
Total		66.2%	23.7%	4.7%	5.5%	100.0%

Table 6.161: Student is labeled as reserved category in the class

		Student is labeled as reserved category in the class				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	78.7%	14.7%	4.1%	2.5%	100.0%
	Muslim	83.7%	9.8%	4.1%	2.4%	100.0%
	ORM	85.7%	9.5%	4.8%		100.0%
Total		80.5%	13.2%	4.1%	2.3%	100.0%

Table 6.162: It is common to see remarks in the classroom based on caste, region identity

		It is common to see remarks in the classroom based on caste, region identity				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	73.3%	17.2%	6.5%	3.0%	100.0%
	Muslim	78.9%	14.6%	4.9%	1.6%	100.0%
	ORM	85.7%	11.9%	2.4%		100.0%
Total		75.6%	16.2%	5.8%	2.4%	100.0%

Table 6.163: Teacher makes caste-based jokes

		Teacher makes caste-based jokes				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	85.8%	7.9%	3.5%	2.7%	100.0%
	Muslim	90.2%	5.7%	4.1%		100.0%
	ORM	92.9%	7.1%			100.0%
Total		87.4%	7.3%	3.4%	1.9%	100.0%

Table 6.164: Teacher makes gender-based jokes that are offensive to women

		Teacher makes gender-based jokes that are offensive to women				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	86.4%	7.4%	4.1%	2.2%	100.0%
	Muslim	88.6%	4.9%	4.1%	2.4%	100.0%
	ORM	92.9%	7.1%			100.0%
Total		87.4%	6.8%	3.8%	2.1%	100.0%

Table 6.165: Teacher makes derogatory jokes that hurt regional sentiments

		Teacher makes derogatory jokes that hurt regional sentiments				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	84.5%	8.4%	4.4%	2.7%	100.0%
	Muslim	86.2%	7.3%	4.1%	2.4%	100.0%
	ORM	95.2%	4.8%			100.0%
Total		85.7%	7.9%	3.9%	2.4%	100.0%

Table 6.166: Derogatory remarks are passed for students indicating their caste, social, regional, racial or religious background as reason of under-performance in the class

		Derogatory remarks are passed for students indicating their caste, social, regional, racial or religious background as reason of under-performance in the class				Total
		Never	Rarely	Frequently	Always	
Religion	Hindu	80.1%	13.9%	4.1%	1.9%	100.0%
	Muslim	81.3%	10.6%	6.5%	1.6%	100.0%
	ORM	92.9%	7.1%			100.0%
Total		81.4%	12.6%	4.3%	1.7%	100.0%

Table 6.167: In students' opinion most of the teachers encourage questions in the class

		In student's opinion most of the teachers encourage questions in the class				Total
		Never	Rarely	Frequently	Always	
Religion	Hindu	14.2%	24.0%	27.2%	34.6%	100.0%
	Muslim	13.0%	21.1%	22.0%	43.9%	100.0%
	ORM	11.9%	26.2%	33.3%	28.6%	100.0%
Total		13.7%	23.5%	26.5%	36.3%	100.0%

Table 6.168: Teacher encourages me to ask questions and participate in discussions

		Teacher encourages me to ask questions and participate in discussions				Total
		Never	Rarely	Frequently	Always	
Religion	Hindu	9.3%	19.3%	24.8%	46.6%	100.0%
	Muslim	10.6%	13.8%	30.1%	45.5%	100.0%
	ORM	7.1%	16.7%	23.8%	52.4%	100.0%
Total		9.4%	17.9%	25.9%	46.8%	100.0%

Table 6.169: Students surname (castes, tribes, religion or region of the students) is announced verbally in the class

		Students surname (castes, tribes, religion or region of the students) is announced verbally in the class				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	71.0%	15.9%	2.9%	10.1%	100.0%
	ST	53.3%	20.0%	20.0%	6.7%	100.0%
	OBC	63.6%	29.8%	3.9%	2.6%	100.0%
	GENERAL	68.3%	19.9%	5.0%	6.8%	100.0%
Total		66.2%	23.6%	4.7%	5.4%	100.0%

Table 6.170: Student is labeled as reserved category in the class

		Student is labeled as reserved category in the class				Total
		Never	**Rarely**	**Frequently**	**Always**	
Social Group	SC	87.0%	8.7%	4.3%		100.0%
	ST	60.0%	20.0%	20.0%		100.0%
	OBC	83.8%	11.4%	2.2%	2.6%	100.0%
	GENERAL	76.5%	15.8%	5.0%	2.7%	100.0%
Total		80.5%	13.1%	4.1%	2.3%	100.0%

Table 6.171: It is common to see remarks in the classroom based on caste, region identity

		It is common to see remarks in the classroom based on caste, region identity				Total
		Never	**Rarely**	**Frequently**	**Always**	
Social Group	SC	87.0%	10.1%	1.4%	1.4%	100.0%
	ST	46.7%	40.0%	13.3%		100.0%
	OBC	78.9%	14.5%	4.8%	1.8%	100.0%
	GENERAL	70.6%	18.1%	7.7%	3.6%	100.0%
Total		75.6%	16.1%	5.8%	2.4%	100.0%

Table 6.172: Teacher makes caste-based jokes

		Teacher makes caste-based jokes				Total
		Never	**Rarely**	**Frequently**	**Always**	
Social Group	SC	95.7%	2.9%	1.4%		100.0%
	ST	66.7%	20.0%	6.7%	6.7%	100.0%
	OBC	89.5%	5.3%	3.5%	1.8%	100.0%
	GENERAL	84.2%	10.0%	3.6%	2.3%	100.0%
Total		87.4%	7.3%	3.4%	1.9%	100.0%

Table 6.173: Teacher makes gender-based jokes that are offensive to women

		Teacher makes gender-based jokes that are offensive to women				Total
		Never	**Rarely**	**Frequently**	**Always**	
Social Group	SC	94.2%	4.3%	1.4%		100.0%
	ST	66.7%	13.3%	20.0%		100.0%
	OBC	89.5%	7.0%	2.2%	1.3%	100.0%
	GENERAL	84.6%	6.8%	5.0%	3.6%	100.0%
Total		87.4%	6.8%	3.8%	2.1%	100.0%

Table 6.174: Teacher makes derogatory jokes that hurt regional sentiments

		Teacher makes derogatory jokes that hurt regional sentiments				Total
		Never	**Rarely**	**Frequently**	**Always**	
Social Group	SC	91.3%	4.3%	2.9%	1.4%	100.0%
	ST	60.0%	33.3%		6.7%	100.0%
	OBC	88.6%	7.0%	2.6%	1.8%	100.0%
	GENERAL	82.8%	8.1%	5.9%	3.2%	100.0%
Total		85.7%	7.9%	3.9%	2.4%	100.0%

Table 6.175: Derogatory remarks are passed for students indicating their caste, social, regional, racial or religious background as reason of under-performance in the class

		Derogatory remarks are passed for students indicating their caste, social, regional, racial or religious background as reason of under-performance in the class				Total
		Never	**Rarely**	**Frequently**	**Always**	
Social Group	SC	92.8%	5.8%		1.4%	100.0%
	ST	66.7%	26.7%	6.7%		100.0%
	OBC	85.5%	11.0%	2.2%	1.3%	100.0%
	GENERAL	74.7%	15.4%	7.7%	2.3%	100.0%
Total		81.4%	12.6%	4.3%	1.7%	100.0%

Table 6.176: In students' opinion most of the teachers encourage questions in the class.

		In students' opinion most of the teachers encourage questions in the class.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Social Group	SC	15.9%	18.8%	23.2%	42.0%	100.0%
	ST	26.7%	46.7%	26.7%		100.0%
	OBC	12.3%	21.1%	25.4%	41.2%	100.0%
	GENERAL	13.6%	25.8%	28.5%	32.1%	100.0%
Total		13.7%	23.5%	26.5%	36.4%	100.0%

Table 6.177: Teacher encourages students to ask questions and participate in discussions.

		Teacher encourages students to ask questions and participate in discussions.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Social Group	SC	5.8%	15.9%	29.0%	49.3%	100.0%
	ST	6.7%	20.0%	60.0%	13.3%	100.0%
	OBC	7.9%	18.4%	24.6%	49.1%	100.0%
	GENERAL	12.2%	17.6%	24.0%	46.2%	100.0%
Total		9.4%	17.8%	25.9%	46.9%	100.0%

Table 6.178: Student receive academic support from teachers in comparison with other students

		Student receive academic support from teachers in comparison with other students				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	26.1%	43.8%	20.5%	9.7%	100.0%
	Female	36.0%	30.2%	19.6%	14.2%	100.0%
Total		32.8%	34.6%	19.9%	12.7%	100.0%

Table 6.179: Teacher under-rates students' academic ability (e.g. offered student discouraging statement or give student the feeling that 'you do not have ability to study' or 'you do not deserve to be educated')

		Teacher under-rates students' academic ability (e.g. offered student discouraging statement or give student the feeling that 'you do not have ability to study' or 'you do not deserve to be educated')				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	71.0%	18.2%	6.2%	4.5%	100.0%
	Female	70.4%	17.6%	6.4%	5.6%	100.0%
Total		70.6%	17.8%	6.4%	5.2%	100.0%

Table 6.180: Teacher gives equal attention to student in comparison with others during academic discussion

		Teacher gives equal attention to student in comparison with others during academic discussion				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	17.6%	17.6%	22.2%	42.6%	100.0%
	Female	13.7%	13.4%	20.4%	52.5%	100.0%
Total		15.0%	14.8%	21.0%	49.3%	100.0%

Table 6.181: Teacher gives equal attention to student in comparison with others in monitoring their performance and giving feedback

		Teacher gives equal attention to student in comparison with others in monitoring their performance and giving feedback				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	13.1%	21.0%	23.9%	42.0%	100.0%
	Female	13.7%	12.8%	22.9%	50.6%	100.0%
Total		13.5%	15.5%	23.2%	47.8%	100.0%

Table 6.182: Teacher gives equal attention to student in classroom during question-answer sessions

		Teacher gives equal attention to student in classroom during question-answer sessions				Total
		Never	Rarely	Frequently	Always	
Gender	Male	10.2%	23.3%	23.3%	43.2%	100.0%
	Female	8.4%	16.5%	20.9%	54.2%	100.0%
Total		9.0%	18.7%	21.7%	50.6%	100.0%

Table 6.183: Teacher gives equal attention to student while clarifying their doubts

		Teacher gives equal attention to student while clarifying their doubts				Total
		Never	Rarely	Frequently	Always	
Gender	Male	8.0%	14.2%	25.0%	52.8%	100.0%
	Female	9.5%	10.9%	21.5%	58.1%	100.0%
Total		9.0%	12.0%	22.7%	56.4%	100.0%

Table 6.184: Teacher delegate academic responsibilities to student.

		Teacher delegate academic responsibilities to student.				Total
		Never	Rarely	Frequently	Always	
Gender	Male	14.2%	38.6%	25.6%	21.6%	100.0%
	Female	18.2%	27.7%	27.7%	26.5%	100.0%
Total		16.9%	31.3%	27.0%	24.9%	100.0%

Table 6.185: Teacher encourages student to organize academic activities (e.g. seminars, debates, other academic meetings) equally with other.

		Teacher encourages student to organize academic activities (e.g. seminars, debates, other academic meetings) equally with other.				Total
		Never	Rarely	Frequently	Always	
Gender	Male	14.2%	29.0%	23.3%	33.5%	100.0%
	Female	13.7%	24.9%	21.5%	39.9%	100.0%
Total		13.9%	26.2%	22.1%	37.8%	100.0%

Table 6.186: Students are able to visit their teacher without inhibitions in teachers office/staff room to discuss academics issues.

		Students are able to visit their teacher without inhibitions in teachers office/staff room to discuss academics issues.				Total
		Never	Rarely	Frequently	Always	
Gender	Male	8.0%	18.2%	29.0%	44.9%	100.0%
	Female	11.7%	17.0%	20.4%	50.8%	100.0%
Total		10.5%	17.4%	23.2%	48.9%	100.0%

Table 6.187: Teacher gives students one-to-one time on academic matters

		Teacher gives students one-to-one time on academic matters				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	12.5%	31.2%	30.1%	26.1%	100.0%
	Female	15.9%	29.3%	24.0%	30.7%	100.0%
Total		14.8%	30.0%	26.0%	29.2%	100.0%

Table 6.188: Students feel free to interact informally with faculty members outside the class room

		Students feel free to interact informally with faculty members outside the class room				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	14.8%	25.0%	27.3%	33.0%	100.0%
	Female	16.5%	17.3%	24.6%	41.6%	100.0%
Total		15.9%	19.9%	25.5%	38.8%	100.0%

Table 6.189: Teachers encourage students to discuss their personal issues

		Teachers encourage students to discuss their personal issues				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	19.3%	38.6%	18.2%	23.9%	100.0%
	Female	22.1%	29.1%	19.0%	29.9%	100.0%
Total		21.2%	32.2%	18.7%	27.9%	100.0%

Table 6.190: Students directly get their doubts clarified from faculty during or end of class

		Students directly get their doubts clarified from faculty during or end of class.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	11.9%	27.3%	29.0%	31.8%	100.0%
	Female	14.8%	22.3%	25.4%	37.4%	100.0%
Total		13.9%	24.0%	26.6%	35.6%	100.0%

Table 6.191: Teachers from student's own background give them more attention than other teachers

		Teachers from student's own background give them more attention than other teachers.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	59.7%	22.7%	11.9%	5.7%	100.0%
	Female	67.0%	17.3%	7.8%	7.8%	100.0%
Total		64.6%	19.1%	9.2%	7.1%	100.0%

Table 6.192: Student is allotted differential time to meet faculty as compared to other students.

		Student is allotted differential time to meet faculty as compared to other students.				Total
		Never	Rarely	Frequently	Always	
Gender	Male	54.5%	27.3%	14.2%	4.0%	100.0%
	Female	61.5%	22.3%	9.2%	7.0%	100.0%
Total		59.2%	24.0%	10.9%	6.0%	100.0%

Table 6.193: Student is kept idle in the laboratory and not allowed to work even if he/she is allowed to enter.

		Student is kept idle in the laboratory and not allowed to work even if he/she is allowed to enter.				Total
		Never	Rarely	Frequently	Always	
Gender	Male	65.9%	19.9%	9.7%	4.5%	100.0%
	Female	69.8%	15.4%	5.9%	8.9%	100.0%
Total		68.5%	16.9%	7.1%	7.5%	100.0%

Table 6.194: Teachers encourages student to participate in extra-curricular activities (debates, literary activities etc)

		Teachers encourages student to participate in extra-curricular activities (debates, literary activities etc)				Total
		Never	Rarely	Frequently	Always	
Gender	Male	11.4%	28.4%	26.1%	34.1%	100.0%
	Female	13.1%	18.2%	22.6%	46.1%	100.0%
Total		12.5%	21.5%	23.8%	42.1%	100.0%

Table 6.195: Students discuss their academic doubts with co-students after class.

		Students discuss their academic doubts with co-students after class.				Total
		Never	Rarely	Frequently	Always	
Gender	Male	6.8%	27.3%	37.5%	28.4%	100.0%
	Female	11.5%	20.9%	28.8%	38.8%	100.0%
Total		9.9%	23.0%	31.6%	35.4%	100.0%

Table 6.196: Student search the internet if they are not clear about some issue taught in the classroom.

		Student search the internet if they are not clear about some issue taught in the classroom.				Total
		Never	Rarely	Frequently	Always	
Gender	Male	9.1%	29.5%	32.4%	29.0%	100.0%
	Female	10.6%	26.8%	29.6%	33.0%	100.0%
Total		10.1%	27.7%	30.5%	31.6%	100.0%

Table 6.197: Student visit the library if they are not clear about some issue taught in the classroom

		Student visit the library if they are not clear about some issue taught in the classroom				Total
		Never	Rarely	Frequently	Always	
Gender	Male	9.1%	29.0%	38.6%	23.3%	100.0%
	Female	10.1%	28.8%	30.7%	30.4%	100.0%
Total		9.7%	28.8%	33.3%	28.1%	100.0%

Table 6.198: Student discuss with friends outside college if they are not clear about some issue taught in the classroom.

		Student discuss with friends outside college if they are not clear about some issue taught in the classroom.				Total
		Never	Rarely	Frequently	Always	
Gender	Male	8.5%	29.5%	40.9%	21.0%	100.0%
	Female	8.4%	29.3%	34.6%	27.7%	100.0%
Total		8.4%	29.4%	36.7%	25.5%	100.0%

Table 6.199: Student do not bother if they are not clear about some issue taught in the classroom.

		Student do not bother if they are not clear about some issue taught in the classroom.				Total
		Never	Rarely	Frequently	Always	
Gender	Male	41.5%	30.1%	19.9%	8.5%	100.0%
	Female	47.2%	27.4%	17.3%	8.1%	100.0%
Total		45.3%	28.3%	18.2%	8.2%	100.0%

Table 6.200: Faculty provides student with feedback on academic progress.

		Faculty provides student with feedback on academic progress.				Total
		Never	Rarely	Frequently	Always	
Gender	Male	19.3%	38.1%	25.6%	17.0%	100.0%
	Female	21.5%	33.8%	22.9%	21.8%	100.0%
Total		20.8%	35.2%	23.8%	20.2%	100.0%

Table 6.201: Students have been guided by a faculty member in research/projects

		Students have been guided by a faculty member in research/projects				Total
		Never	Rarely	Frequently	Always	
Gender	Male	25.6%	34.7%	25.0%	14.8%	100.0%
	Female	28.5%	26.0%	23.2%	22.3%	100.0%
Total		27.5%	28.8%	23.8%	19.9%	100.0%

Table 6.202: Teachers can identify each student by their name

		Teachers can identify each student by their name				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	4.0%	20.5%	33.0%	42.6%	100.0%
	Female	8.4%	17.6%	28.2%	45.8%	100.0%
Total		6.9%	18.5%	29.8%	44.8%	100.0%

Table 6.203: Teacher includes various perspectives of different cultures in class discussions/assignments

		Teacher includes various perspectives of different cultures in class discussions/assignments				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	17.0%	30.7%	27.3%	25.0%	100.0%
	Female	14.0%	24.6%	31.8%	29.6%	100.0%
Total		15.0%	26.6%	30.3%	28.1%	100.0%

Table 6.204: Teachers encourage students from different social background to work together in group assignments

		Teachers encourage students from different social background to work together in group assignments				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	10.8%	25.6%	27.8%	35.8%	100.0%
	Female	10.1%	17.0%	23.2%	49.7%	100.0%
Total		10.3%	19.9%	24.7%	45.1%	100.0%

Table 6.205: Teachers encourage students to respect different beliefs

		Teachers encourage students to respect different beliefs				Total
		Never	**Rarely**	**Frequently**	**Always**	
Gender	Male	7.4%	20.5%	25.6%	46.6%	100.0%
	Female	7.8%	10.1%	25.4%	56.7%	100.0%
Total		7.7%	13.5%	25.5%	53.4%	100.0%

Table 6.206: Student receive academic support from teachers in comparison with other students.

		Student receive academic support from teachers in comparison with other students.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	31.6%	35.4%	19.9%	13.1%	100.0%
	Muslim	35.8%	35.0%	18.7%	10.6%	100.0%
	ORM	33.3%	26.2%	23.8%	16.7%	100.0%
Total		32.7%	34.6%	19.9%	12.8%	100.0%

Table 6.207: Teacher under-rates students' academic ability (e.g. offered student discouraging statement or give student the feeling that 'you do not have ability to study' or 'you do not deserve to be educated')

		Teacher under-rates students' academic ability (e.g. offered student discouraging statement or give student the feeling that 'you do not have ability to study' or 'you do not deserve to be educated')				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	70.0%	17.4%	7.1%	5.4%	100.0%
	Muslim	67.5%	21.1%	4.9%	6.5%	100.0%
	ORM	83.3%	11.9%	4.8%		100.0%
Total		70.5%	17.9%	6.4%	5.3%	100.0%

Table 6.208: Teacher gives equal attention to student in comparison with others during academic discussion

		Teacher gives equal attention to student in comparison with others during academic discussion				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	15.5%	16.1%	20.4%	48.0%	100.0%
	Muslim	13.0%	10.6%	26.0%	50.4%	100.0%
	ORM	16.7%	16.7%	11.9%	54.8%	100.0%
Total		15.0%	14.8%	21.1%	49.1%	100.0%

Table 6.209: Teacher gives equal attention to student in comparison with others in monitoring their performance and giving feedback.

		Teacher gives equal attention to student in comparison with others in monitoring their performance and giving feedback.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	15.0%	15.5%	24.3%	45.2%	100.0%
	Muslim	8.9%	16.3%	23.6%	51.2%	100.0%
	ORM	14.3%	14.3%	14.3%	57.1%	100.0%
Total		13.5%	15.6%	23.3%	47.6%	100.0%

Table 6.210: Teacher gives equal attention to student in classroom during question-answer sessions

		Teacher gives equal attention to student in classroom during question-answer sessions				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	7.9%	21.8%	21.0%	49.3%	100.0%
	Muslim	10.6%	13.0%	26.0%	50.4%	100.0%
	ORM	14.3%	9.5%	16.7%	59.5%	100.0%
Total		9.0%	18.8%	21.8%	50.4%	100.0%

Table 6.211: Teacher gives equal attention to student while clarifying their doubts

		Teacher gives equal attention to student while clarifying their doubts				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	8.7%	12.0%	24.0%	55.3%	100.0%
	Muslim	8.9%	13.0%	19.5%	58.5%	100.0%
	ORM	11.9%	9.5%	21.4%	57.1%	100.0%
Total		9.0%	12.0%	22.7%	56.2%	100.0%

Table 6.212: Teacher delegate academic responsibilities to student.

		Teacher delegate academic responsibilities to student				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	15.3%	33.2%	26.7%	24.8%	100.0%
	Muslim	20.3%	28.5%	24.4%	26.8%	100.0%
	ORM	21.4%	23.8%	35.7%	19.0%	100.0%
Total		16.9%	31.4%	26.9%	24.8%	100.0%

Table 6.213: Teacher encourages student to organize academic activities (e.g. seminars, debates, other academic meetings) equally with other.

		Teacher encourages student to organize academic activities (e.g. seminars, debates, other academic meetings) equally with other.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	13.4%	28.1%	22.1%	36.5%	100.0%
	Muslim	15.4%	20.3%	23.6%	40.7%	100.0%
	ORM	14.3%	28.6%	16.7%	40.5%	100.0%
Total		13.9%	26.3%	22.0%	37.8%	100.0%

Table 6.214: Students are able to visit their teacher without inhibitions in teachers office/staff room to discuss academics issues.

		Students are able to visit their teacher without inhibitions in teachers office/staff room to discuss academics issues.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	9.8%	17.4%	24.0%	48.8%	100.0%
	Muslim	12.2%	19.5%	19.5%	48.8%	100.0%
	ORM	11.9%	11.9%	26.2%	50.0%	100.0%
Total		10.5%	17.5%	23.1%	48.9%	100.0%

Table 6.215: Teacher gives students one-to-one time on academic matters

		Teacher gives students one-to-one time on academic matters				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	14.7%	30.8%	24.3%	30.2%	100.0%
	Muslim	15.4%	26.8%	29.3%	28.5%	100.0%
	ORM	14.3%	33.3%	31.0%	21.4%	100.0%
Total		14.8%	30.1%	25.9%	29.1%	100.0%

Table 6.216: Students feel free to interact informally with faculty members outside the class room.

		Students feel free to interact informally with faculty members outside the class room.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	16.3%	19.9%	22.9%	40.9%	100.0%
	Muslim	14.6%	22.8%	26.8%	35.8%	100.0%
	ORM	14.3%	11.9%	42.9%	31.0%	100.0%
Total		15.8%	19.9%	25.4%	38.9%	100.0%

Table 6.217: Teachers encourage students to discuss their personal issues.

		Teachers encourage students to discuss their personal issues.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	21.5%	31.9%	17.2%	29.4%	100.0%
	Muslim	18.7%	35.8%	20.3%	25.2%	100.0%
	ORM	23.8%	26.2%	26.2%	23.8%	100.0%
Total		21.1%	32.3%	18.6%	28.0%	100.0%

Table 6.218: Students directly get their doubts clarified from faculty during or end of class.

		Students directly get their doubts clarified from faculty during or end of class.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	13.4%	24.8%	27.8%	34.1%	100.0%
	Muslim	13.8%	23.6%	22.8%	39.8%	100.0%
	ORM	19.0%	19.0%	26.2%	35.7%	100.0%
Total		13.9%	24.1%	26.5%	35.5%	100.0%

Table 6.219: Teachers from student's own background give them more attention than other teachers.

		Teachers from student's own background give them more attention than other teachers.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	63.8%	19.1%	9.5%	7.6%	100.0%
	Muslim	62.6%	21.1%	10.6%	5.7%	100.0%
	ORM	76.2%	14.3%	2.4%	7.1%	100.0%
Total		64.5%	19.2%	9.2%	7.1%	100.0%

Table 6.220: Student is allotted differential time to meet faculty as compared to other students.

		Student is allotted differential time to meet faculty as compared to other students.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	56.1%	26.2%	10.9%	6.8%	100.0%
	Muslim	66.7%	18.7%	10.6%	4.1%	100.0%
	ORM	64.3%	19.0%	11.9%	4.8%	100.0%
Total		59.2%	23.9%	10.9%	6.0%	100.0%

Table 6.221: Student is kept idle in the laboratory and not allowed to work even if he/she is allowed to enter.

		Student is kept idle in the laboratory and not allowed to work even if he/she is allowed to enter.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	67.3%	19.3%	5.4%	7.9%	100.0%
	Muslim	72.4%	11.4%	11.4%	4.9%	100.0%
	ORM	66.7%	11.9%	9.5%	11.9%	100.0%
Total		68.4%	16.9%	7.1%	7.5%	100.0%

Table 6.222: Teachers encourages student to participate in extra-curricular activities (debates, literary activities etc.)

		Teachers encourages student to participate in extra-curricular activities (debates, literary activities etc.)				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	12.8%	21.0%	24.3%	42.0%	100.0%
	Muslim	12.2%	23.6%	21.1%	43.1%	100.0%
	ORM	11.9%	21.4%	23.8%	42.9%	100.0%
Total		12.6%	21.6%	23.5%	42.3%	100.0%

Table 6.223: Students discuss their academic doubts with co-students after class.

		Students discuss their academic doubts with co-students after class				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	9.5%	24.8%	30.2%	35.4%	100.0%
	Muslim	10.6%	19.5%	32.5%	37.4%	100.0%
	ORM	11.9%	19.0%	40.5%	28.6%	100.0%
Total		10.0%	23.1%	31.6%	35.3%	100.0%

Table 6.224: Student search the internet if they are not clear about some issue taught in the classroom.

		Student search the internet if they are not clear about some issue taught in the classroom.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	11.2%	27.2%	32.2%	29.4%	100.0%
	Muslim	6.5%	30.9%	28.5%	34.1%	100.0%
	ORM	11.9%	21.4%	23.8%	42.9%	100.0%
Total		10.2%	27.6%	30.6%	31.6%	100.0%

Table 6.225: Student visit the library if they are not clear about some issue taught in the classroom

		Student visit the library if they are not clear about some issue taught in the classroom				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	10.6%	30.8%	30.8%	27.8%	100.0%
	Muslim	7.3%	26.8%	39.0%	26.8%	100.0%
	ORM	9.5%	19.0%	35.7%	35.7%	100.0%
Total		9.8%	28.9%	33.1%	28.2%	100.0%

Table 6.226: Student discuss with friends outside college if they are not clear about some issue taught in the classroom.

		Student discuss with friends outside college if they are not clear about some issue taught in the classroom.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Religion	Hindu	7.1%	32.2%	34.3%	26.4%	100.0%
	Muslim	12.2%	24.4%	42.3%	21.1%	100.0%
	ORM	9.5%	21.4%	38.1%	31.0%	100.0%
Total		8.5%	29.5%	36.5%	25.6%	100.0%

Table 6.227: Student do not bother if they are not clear about some issue taught in the classroom.

		Student do not bother if they are not clear about some issue taught in the classroom.				Total
		Never	Rarely	Frequently	Always	
Religion	Hindu	45.5%	28.3%	17.4%	8.7%	100.0%
	Muslim	41.5%	30.1%	22.0%	6.5%	100.0%
	ORM	52.4%	23.8%	14.3%	9.5%	100.0%
Total		45.1%	28.4%	18.2%	8.3%	100.0%

Table 6.228: Faculty provides student with feedback on academic progress.

		Faculty provides student with feedback on academic progress.				Total
		Never	Rarely	Frequently	Always	
Religion	Hindu	20.4%	36.2%	21.8%	21.5%	100.0%
	Muslim	22.8%	34.1%	29.3%	13.8%	100.0%
	ORM	19.0%	28.6%	26.2%	26.2%	100.0%
Total		20.9%	35.2%	23.9%	20.1%	100.0%

Table 6.229: Students have been guided by a faculty member in research/projects.

		Students have been guided by a faculty member in research/projects.				Total
		Never	Rarely	Frequently	Always	
Religion	Hindu	27.5%	29.2%	24.0%	19.3%	100.0%
	Muslim	30.1%	26.0%	25.2%	18.7%	100.0%
	ORM	21.4%	33.3%	19.0%	26.2%	100.0%
Total		27.6%	28.8%	23.9%	19.7%	100.0%

Table 6.230: Teachers can identify each student by their name

		Teachers can identify each student by their name				Total
		Never	Rarely	Frequently	Always	
Religion	Hindu	6.0%	18.8%	28.6%	46.6%	100.0%
	Muslim	9.8%	20.3%	34.1%	35.8%	100.0%
	ORM	7.1%	11.9%	28.6%	52.4%	100.0%
Total		7.0%	18.6%	29.9%	44.5%	100.0%

Table 6.231: Teacher includes various perspectives of different cultures in class discussions/assignments

		My teacher includes various perspectives of different cultures in class discussions/assignments				Total
		Never	Rarely	Frequently	Always	
Religion	Hindu	15.3%	28.6%	28.1%	28.1%	100.0%
	Muslim	17.9%	20.3%	34.1%	27.6%	100.0%
	ORM	4.8%	26.2%	38.1%	31.0%	100.0%
Total		15.0%	26.5%	30.3%	28.2%	100.0%

Table 6.232: Teachers encourage students from different social background to work together in group assignments

		Teachers encourage students from different social background to work together in group assignments				Total
		Never	Rarely	Frequently	Always	
Religion	Hindu	10.9%	21.0%	25.6%	42.5%	100.0%
	Muslim	8.9%	18.7%	20.3%	52.0%	100.0%
	ORM	9.5%	14.3%	28.6%	47.6%	100.0%
Total		10.3%	19.9%	24.6%	45.1%	100.0%

Table 6.233: Teachers encourage students to respect different beliefs

		Teachers encourage students to respect different beliefs				Total
		Never	Rarely	Frequently	Always	
Religion	Hindu	8.4%	14.4%	26.2%	51.0%	100.0%
	Muslim	7.3%	11.4%	23.6%	57.7%	100.0%
	ORM	2.4%	11.9%	26.2%	59.5%	100.0%
Total		7.7%	13.5%	25.6%	53.2%	100.0%

Table 6.234: Student receive academic support from teachers in comparison with other students.

		Student receive academic support from teachers in comparison with other students.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	34.8%	36.2%	13.0%	15.9%	100.0%
	ST		33.3%	46.7%	20.0%	100.0%
	OBC	32.5%	34.6%	22.4%	10.5%	100.0%
	GENERAL	34.8%	33.9%	17.6%	13.6%	100.0%
Total		32.8%	34.5%	19.9%	12.8%	100.0%

Table 6.235: Teacher under-rates students' academic ability (e.g. offered student discouraging statement or give student the feeling that 'you do not have ability to study' or 'you do not deserve to be educated')

		Teacher under-rates students' academic ability (e.g. offered student discouraging statement or give student the feeling that 'you do not have ability to study' or 'you do not deserve to be educated')				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	81.2%	11.6%	1.4%	5.8%	100.0%
	ST	66.7%	13.3%	13.3%	6.7%	100.0%
	OBC	69.7%	20.6%	5.3%	4.4%	100.0%
	GENERAL	68.3%	17.2%	8.6%	5.9%	100.0%
Total		70.5%	17.8%	6.4%	5.3%	100.0%

Table 6.236: Teacher gives equal attention to student in comparison with others during academic discussion.

		Teacher gives equal attention to student in comparison with others during academic discussion.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	17.4%	14.5%	14.5%	53.6%	100.0%
	ST	26.7%	6.7%	26.7%	40.0%	100.0%
	OBC	11.4%	15.4%	23.2%	50.0%	100.0%
	GENERAL	17.2%	14.9%	20.4%	47.5%	100.0%
Total		15.0%	14.8%	21.0%	49.2%	100.0%

Table 6.237: Teacher gives equal attention to student in comparison with others in monitoring their performance and giving feedback.

		Teacher gives equal attention to student in comparison with others in monitoring their performance and giving feedback.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	18.8%	8.7%	17.4%	55.1%	100.0%
	ST	6.7%	13.3%	40.0%	40.0%	100.0%
	OBC	11.0%	17.1%	23.7%	48.2%	100.0%
	GENERAL	14.9%	16.3%	23.5%	45.2%	100.0%
Total		13.5%	15.6%	23.3%	47.7%	100.0%

Table 6.238: Teacher gives equal attention to student in classroom during question-answer sessions.

	Teacher gives equal attention to student in classroom during question-answer sessions.	Total

223

		Never	Rarely	Frequently	Always	
Social Group	SC	10.1%	15.9%	17.4%	56.5%	100.0%
	ST	20.0%	26.7%	20.0%	33.3%	100.0%
	OBC	5.7%	16.7%	23.7%	53.9%	100.0%
	GENERAL	11.3%	21.3%	21.3%	46.2%	100.0%
Total		9.0%	18.8%	21.8%	50.5%	100.0%

Table 6.239: Teacher gives equal attention to student while clarifying their doubts.

		Teacher gives equal attention to student while clarifying their doubts.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	8.7%	11.6%	14.5%	65.2%	100.0%
	ST		26.7%	46.7%	26.7%	100.0%
	OBC	7.0%	11.0%	21.9%	60.1%	100.0%
	GENERAL	11.8%	12.2%	24.4%	51.6%	100.0%
Total		9.0%	12.0%	22.7%	56.3%	100.0%

Table 6.240: Teacher delegate academic responsibilities to student.

		Teacher delegate academic responsibilities to student.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	14.5%	31.9%	23.2%	30.4%	100.0%
	ST	6.7%	40.0%	33.3%	20.0%	100.0%
	OBC	14.0%	29.8%	27.6%	28.5%	100.0%
	GENERAL	21.3%	32.1%	27.1%	19.5%	100.0%
Total		16.9%	31.3%	27.0%	24.8%	100.0%

Table 6.241: Teacher encourages student to organize academic activities (e.g. seminars, debates, other academic meetings) equally with other.

		Teacher encourages student to organize academic activities (e.g. seminars, debates, other academic meetings) equally with other.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	14.5%	17.4%	23.2%	44.9%	100.0%
	ST	20.0%	26.7%	33.3%	20.0%	100.0%
	OBC	9.6%	26.3%	23.2%	40.8%	100.0%
	GENERAL	17.6%	29.0%	19.9%	33.5%	100.0%
Total		13.9%	26.3%	22.1%	37.7%	100.0%

Table 6.242: Students are able to visit their teacher without inhibitions in teachers office/staff room to discuss academics issues.

	Students are able to visit their teacher without inhibitions in teachers office/staff room to discuss academics issues.	Total

		Never	Rarely	Frequently	Always	
Social Group	SC	7.2%	17.4%	17.4%	58.0%	100.0%
	ST	6.7%		60.0%	33.3%	100.0%
	OBC	7.9%	21.5%	21.9%	48.7%	100.0%
	GENERAL	14.5%	14.5%	24.0%	47.1%	100.0%
Total		10.5%	17.4%	23.3%	48.8%	100.0%

Table 6.243: Teacher gives students one-to-one time on academic matters.

		Teacher gives students one-to-one time on academic matters.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	20.3%	21.7%	26.1%	31.9%	100.0%
	ST		33.3%	40.0%	26.7%	100.0%
	OBC	12.7%	31.6%	25.4%	30.3%	100.0%
	GENERAL	16.3%	30.8%	25.3%	27.6%	100.0%
Total		14.8%	30.0%	25.9%	29.3%	100.0%

Table 6.244: Students feel free to interact informally with faculty members outside the class room.

		Students feel free to interact informally with faculty members outside the class room.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	17.4%	15.9%	18.8%	47.8%	100.0%
	ST	13.3%	20.0%	26.7%	40.0%	100.0%
	OBC	13.2%	19.7%	28.9%	38.2%	100.0%
	GENERAL	18.6%	21.3%	23.5%	36.7%	100.0%
Total		15.9%	19.9%	25.3%	38.8%	100.0%

Table 6.245: Teachers encourage students to discuss their personal issues.

		Teachers encourage students to discuss their personal issues.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	30.4%	24.6%	10.1%	34.8%	100.0%
	ST	33.3%	20.0%	26.7%	20.0%	100.0%
	OBC	18.4%	31.1%	21.1%	29.4%	100.0%
	GENERAL	20.4%	36.7%	18.1%	24.9%	100.0%
Total		21.2%	32.3%	18.6%	28.0%	100.0%

Table 6.246: Students directly get their doubts clarified from faculty during or end of class.

		Students directly get their doubts clarified from faculty during or end of class.				Total
		Never	Rarely	Frequently	Always	
Social	SC	23.2%	10.1%	27.5%	39.1%	100.0%

Group	ST	13.3%	20.0%	40.0%	26.7%	100.0%
	OBC	12.3%	24.1%	27.6%	36.0%	100.0%
	GENERAL	12.7%	28.5%	24.0%	34.8%	100.0%
Total		13.9%	24.0%	26.5%	35.6%	100.0%

Table 6.247: Teachers from student's own background give them more attention than other teachers.

		Teachers from student's own background give them more attention than other teachers.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	73.9%	18.8%	4.3%	2.9%	100.0%
	ST	60.0%	20.0%		20.0%	100.0%
	OBC	67.1%	17.5%	9.6%	5.7%	100.0%
	GENERAL	59.3%	20.8%	10.9%	9.0%	100.0%
Total		64.5%	19.1%	9.2%	7.1%	100.0%

Table 6.248: Student is allotted differential time to meet faculty as compared to other students.

		Student is allotted differential time to meet faculty as compared to other students.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	69.6%	17.4%	5.8%	7.2%	100.0%
	ST	46.7%	26.7%	20.0%	6.7%	100.0%
	OBC	59.6%	25.0%	9.2%	6.1%	100.0%
	GENERAL	56.6%	24.4%	13.6%	5.4%	100.0%
Total		59.3%	23.8%	10.9%	6.0%	100.0%

Table 6.249: Student is kept idle in the laboratory and not allowed to work even if he/she is allowed to enter.

		Student is kept idle in the laboratory and not allowed to work even if he/she is allowed to enter.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	69.6%	17.4%	5.8%	7.2%	100.0%
	ST	53.3%	13.3%	20.0%	13.3%	100.0%
	OBC	70.6%	15.4%	7.5%	6.6%	100.0%
	GENERAL	67.0%	18.6%	6.3%	8.1%	100.0%
Total		68.5%	16.9%	7.1%	7.5%	100.0%

Table 6.250: Teachers encourages student to participate in extra-curricular activities (debates, literary activities etc.)

		Teachers encourages student to participate in extra-curricular activities (debates, literary activities etc.)				Total
		Never	Rarely	Frequently	Always	
Social	SC	15.9%	8.7%	21.7%	53.6%	100.0%

Group	ST	6.7%	40.0%	26.7%	26.7%	100.0%
	OBC	11.0%	21.1%	24.1%	43.9%	100.0%
	GENERAL	13.6%	24.9%	23.5%	38.0%	100.0%
Total		12.6%	21.6%	23.6%	42.2%	100.0%

Table 6.251: Students discuss their academic doubts with co-students after class.

		Students discuss their academic doubts with co-students after class.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	15.9%	20.3%	26.1%	37.7%	100.0%
	ST	13.3%	20.0%	33.3%	33.3%	100.0%
	OBC	8.8%	23.7%	31.6%	36.0%	100.0%
	GENERAL	9.0%	23.5%	33.0%	34.4%	100.0%
Total		9.9%	23.1%	31.5%	35.5%	100.0%

Table 6.252: Student search the internet if they are not clear about some issue taught in the classroom.

		Student search the internet if they are not clear about some issue taught in the classroom.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	13.0%	20.3%	31.9%	34.8%	100.0%
	ST	13.3%	20.0%	26.7%	40.0%	100.0%
	OBC	8.3%	25.4%	36.0%	30.3%	100.0%
	GENERAL	10.9%	33.0%	24.9%	31.2%	100.0%
Total		10.1%	27.8%	30.6%	31.5%	100.0%

Table 6.253: Student visit the library if they are not clear about some issue taught in the classroom.

		Student visit the library if they are not clear about some issue taught in the classroom.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	13.0%	27.5%	27.5%	31.9%	100.0%
	ST	6.7%	20.0%	13.3%	60.0%	100.0%
	OBC	11.0%	32.9%	32.5%	23.7%	100.0%
	GENERAL	7.7%	25.8%	37.1%	29.4%	100.0%
Total		9.8%	28.9%	33.2%	28.1%	100.0%

Table 6.254: Student discuss with friends outside college if they are not clear about some issue taught in the classroom.

		Student discuss with friends outside college if they are not clear about some issue taught in the classroom.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	8.7%	24.6%	39.1%	27.5%	100.0%
	ST	13.3%	26.7%	33.3%	26.7%	100.0%

	OBC	7.5%	30.7%	38.6%	23.2%	100.0%
	GENERAL	9.0%	29.9%	33.9%	27.1%	100.0%
Total		8.4%	29.5%	36.6%	25.5%	100.0%

Table 6.255: Student do not bother if they are not clear about some issue taught in the classroom.

		Student do not bother if they are not clear about some issue taught in the classroom.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	52.2%	29.0%	10.1%	8.7%	100.0%
	ST	46.7%	20.0%	13.3%	20.0%	100.0%
	OBC	44.3%	28.1%	21.5%	6.1%	100.0%
	GENERAL	43.9%	29.0%	17.6%	9.5%	100.0%
Total		45.2%	28.3%	18.2%	8.3%	100.0%

Table 6.256: Faculty provides student with feedback on academic progress.

		Faculty provides student with feedback on academic progress.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	26.1%	30.4%	17.4%	26.1%	100.0%
	ST	26.7%	26.7%	33.3%	13.3%	100.0%
	OBC	16.2%	37.7%	25.0%	21.1%	100.0%
	GENERAL	23.5%	34.4%	24.0%	18.1%	100.0%
Total		20.8%	35.1%	23.8%	20.3%	100.0%

Table 6.257: Students have been guided by a faculty member in research/projects.

		Students have been guided by a faculty member in research/projects.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	34.8%	29.0%	17.4%	18.8%	100.0%
	ST	40.0%	20.0%	26.7%	13.3%	100.0%
	OBC	28.1%	29.4%	22.8%	19.7%	100.0%
	GENERAL	24.0%	28.5%	26.7%	20.8%	100.0%
Total		27.6%	28.7%	23.8%	19.9%	100.0%

Table 6.258: Teachers can identify each student by their name.

		Teachers can identify each student by their name.				Total
		Never	Rarely	Frequently	Always	
Social Group	SC	5.8%	18.8%	18.8%	56.5%	100.0%
	ST		13.3%	26.7%	60.0%	100.0%
	OBC	5.7%	19.3%	32.9%	42.1%	100.0%
	GENERAL	9.0%	18.1%	30.3%	42.5%	100.0%
Total		6.9%	18.6%	29.8%	44.7%	100.0%

Table 6.259: Teacher includes various perspectives of different cultures in class discussions/assignments.

		Teacher includes various perspectives of different cultures in class discussions/assignments.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Social Group	SC	14.5%	31.9%	21.7%	31.9%	100.0%
	ST	6.7%	53.3%	20.0%	20.0%	100.0%
	OBC	17.5%	23.7%	31.6%	27.2%	100.0%
	GENERAL	13.1%	26.2%	32.1%	28.5%	100.0%
Total		15.0%	26.6%	30.2%	28.1%	100.0%

Table 6.260: Teachers encourage students from different social background to work together in group assignments.

		Teachers encourage students from different social background to work together in group assignments.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Social Group	SC	7.2%	15.9%	27.5%	49.3%	100.0%
	ST	20.0%	26.7%	26.7%	26.7%	100.0%
	OBC	9.2%	21.9%	21.9%	46.9%	100.0%
	GENERAL	11.8%	18.6%	26.2%	43.4%	100.0%
Total		10.3%	19.9%	24.6%	45.2%	100.0%

Table 6.261: Teachers encourage students to respect different beliefs.

		Teachers encourage students to respect different beliefs.				Total
		Never	**Rarely**	**Frequently**	**Always**	
Social Group	SC	4.3%	15.9%	21.7%	58.0%	100.0%
	ST		33.3%	13.3%	53.3%	100.0%
	OBC	7.0%	10.5%	26.3%	56.1%	100.0%
	GENERAL	10.0%	14.5%	26.7%	48.9%	100.0%
Total		7.7%	13.5%	25.5%	53.3%	100.0%

Table 6.262: Do students think that teachers evaluate their examination papers fairly?

		Do students think that teachers evaluate their examination papers fairly?		Total
		Yes	**No**	
Gender	Male	79.0%	21.0%	100.0%
	Female	81.6%	18.4%	100.0%
Total		80.7%	19.3%	100.0%

Table 6.263: Student was not given a chance of re-evaluating examination papers.

		Student was not given a chance of re-evaluating examination papers.		Total
		Yes	No	
Gender	Male	31.8%	68.2%	100.0%
	Female	26.3%	73.7%	100.0%
Total		28.1%	71.9%	100.0%

Table 6.264: Students' results were declared with a delay.

		Students' results were declared with a delay.		Total
		Yes	No	
Gender	Male	14.8%	85.2%	100.0%
	Female	17.3%	82.7%	100.0%
Total		16.5%	83.5%	100.0%

Table 6.265: Do students think that teachers evaluate their examination papers fairly?

		Do students think that teachers evaluate their examination papers fairly?		Total
		Yes	No	
Religion	Hindu	81.7%	18.3%	100.0%
	Muslim	79.7%	20.3%	100.0%
	ORM	76.2%	23.8%	100.0%
Total		80.8%	19.2%	100.0%

Table 6.266: Student was not given a chance of re-evaluating examination papers.

		Student was not given a chance of re-evaluating examination papers.		Total
		Yes	No	
Religion	Hindu	27.8%	72.2%	100.0%
	Muslim	30.9%	69.1%	100.0%
	ORM	23.8%	76.2%	100.0%
Total		28.2%	71.8%	100.0%

Table 6.267: Students' results were declared with a delay.

		Students' results were declared with a delay.		Total
		Yes	No	
Religion	Hindu	15.8%	84.2%	100.0%
	Muslim	16.3%	83.7%	100.0%
	ORM	23.8%	76.2%	100.0%
Total		16.5%	83.5%	100.0%

Table 6.268: Do students think that teachers evaluate their examination papers fairly?

		Do students think that teachers evaluate their examination papers fairly?		Total
		Yes	No	
Social Group	SC	88.4%	11.6%	100.0%
	ST	73.3%	26.7%	100.0%
	OBC	82.5%	17.5%	100.0%
	GENERAL	77.4%	22.6%	100.0%
Total		80.9%	19.1%	100.0%

Table 6.269: Student was not given a chance of re-evaluating examination papers.

		Student was not given a chance of re-evaluating examination papers.		Total
		Yes	No	
Social Group	SC	27.5%	72.5%	100.0%
	ST	26.7%	73.3%	100.0%
	OBC	25.9%	74.1%	100.0%
	GENERAL	30.8%	69.2%	100.0%
Total		28.1%	71.9%	100.0%

Table 6.270: Students' results were declared with a delay.

		Students' results were declared with a delay.		Total
		Yes	No	
Social Group	SC	14.5%	85.5%	100.0%
	ST	6.7%	93.3%	100.0%
	OBC	15.8%	84.2%	100.0%
	GENERAL	18.6%	81.4%	100.0%
Total		16.5%	83.5%	100.0%

Table 6.271: Separate seats are earmarked for students or a group of students in the reading hall from student social background.

		Separate seats are earmarked for students or a group of students in the reading hall from student social background.		Total
		Yes	No	
Gender	Male	13.6%	86.4%	100.0%
	Female	17.9%	82.1%	100.0%

				Total
Total		16.5%	83.5%	100.0%

Table 6.272: There is differential timing regarding issue of book or journals or magazines.

		There is differential timing regarding issue of book or journals or magazines.		Total
		Yes	**No**	
Gender	Male	26.1%	73.9%	100.0%
	Female	29.9%	70.1%	100.0%
Total		28.7%	71.3%	100.0%

Table 6.273: Separate seats are earmarked for students or a group of students in the reading hall from student social background.

		Separate seats are earmarked for students or a group of students in the reading hall from student social background.		Total
		Yes	**No**	
Religion	Hindu	17.4%	82.6%	100.0%
	Muslim	14.6%	85.4%	100.0%
	ORM	14.3%	85.7%	100.0%
Total		16.5%	83.5%	100.0%

Table 6.274: There is differential timing regarding issue of book or journals or magazines.

		There is differential timing regarding issue of book or journals or magazines.		Total
		Yes	**No**	
Religion	Hindu	29.2%	70.8%	100.0%
	Muslim	26.0%	74.0%	100.0%
	ORM	33.3%	66.7%	100.0%
Total		28.8%	71.2%	100.0%

Table 6.275: Separate seats are earmarked for students or a group of students in the reading hall from student social background.

		Separate seats are earmarked for students or a group of students in the reading hall from student social background.		Total
		Yes	**No**	
Social Group	SC	14.5%	85.5%	100.0%

		Yes	No	Total
	ST	20.0%	80.0%	100.0%
	OBC	13.2%	86.8%	100.0%
	GENERAL	20.4%	79.6%	100.0%
Total		16.5%	83.5%	100.0%

Table 6.276: There is differential timing regarding issue of book or journals or magazines.

		There is differential timing regarding issue of book or journals or magazines.		Total
		Yes	No	
Social Group	SC	29.0%	71.0%	100.0%
	ST	40.0%	60.0%	100.0%
	OBC	24.6%	75.4%	100.0%
	GENERAL	32.1%	67.9%	100.0%
Total		28.7%	71.3%	100.0%

Table 6.277: With whom student interact in the campus? Students who belong to their own caste.

		With whom student interact in the campus? Students who belong to their own caste.		Total
		Yes	No	
Gender	Male	20.5%	79.5%	100.0%
	Female	25.4%	74.6%	100.0%
Total		23.8%	76.2%	100.0%

Table 6.278: With whom student interact in the campus? Students belonging to their own tribe.

		With whom student interact in the campus? Students belonging to their own tribe.		Total
		Yes	No	
Gender	Male	19.9%	80.1%	100.0%
	Female	22.3%	77.7%	100.0%
Total		21.5%	78.5%	100.0%

Table 6.279: With whom student interact in the campus? Students matching their economic status.

		With whom student interact in the campus? Students matching their economic status.		Total
		Yes	No	
Gender	Male	22.7%	77.3%	100.0%
	Female	24.3%	75.7%	100.0%
Total		23.8%	76.2%	100.0%

Table 6.280: With whom student interact in the campus? Students from school where they studied.

		With whom student interact in the campus? Students from school where they studied.		Total
		Yes	No	
Gender	Male	41.5%	58.5%	100.0%
	Female	37.7%	62.3%	100.0%
Total		39.0%	61.0%	100.0%

Table 6.281: With whom student interact in the campus? Students from their own region.

		With whom student interact in the campus? Students from their own region.		Total
		Yes	No	
Gender	Male	31.2%	68.8%	100.0%
	Female	36.9%	63.1%	100.0%
Total		35.0%	65.0%	100.0%

Table 6.282: With whom student interact in the campus? Students from their hostel.

		With whom student interact in the campus? Students from their hostel.		Total
		Yes	No	
Gender	Male	18.8%	81.2%	100.0%
	Female	17.9%	82.1%	100.0%
Total		18.2%	81.8%	100.0%

Table 6.283: With whom student interact in the campus? Students belonging to their religion.

		Whom do you interact in the campus? Students belong to my religion		Total
		Yes	No	
Gender	Male	27.3%	72.7%	100.0%
	Female	26.3%	73.7%	100.0%
Total		26.6%	73.4%	100.0%

Table 6.284: With whom student interact in the campus? Students with their own intellectual level.

		With whom student interact in the campus? Students with their own intellectual level.		Total
		Yes	No	
Gender	Male	50.6%	49.4%	100.0%
	Female	44.4%	55.6%	100.0%
Total		46.4%	53.6%	100.0%

Table 6.285: With whom student interact in the campus? Students from their own course/subjects.

		With whom student interact in the campus? Students from their own course/subjects.		Total
		Yes	No	
Gender	Male	71.0%	29.0%	100.0%
	Female	65.9%	34.1%	100.0%
Total		67.6%	32.4%	100.0%

Table 6.286: With whom student interact in the campus? None of the above.

		With whom student interact in the campus? None of the above.		Total
		Yes	No	
Gender	Male	34.8%	65.2%	100.0%
	Female	28.3%	71.7%	100.0%
Total		30.3%	69.7%	100.0%

Table 6.287: With whom student interact in the campus? Students who belong to their own caste.

		With whom student interact in the campus? Students who belong to their own caste.		Total
		Yes	No	
Religion	Hindu	24.3%	75.7%	100.0%
	Muslim	25.2%	74.8%	100.0%
	ORM	16.7%	83.3%	100.0%
Total		23.9%	76.1%	100.0%

Table 6.288: With whom student interact in the campus? Students belonging to their own tribe.

		With whom student interact in the campus? Students belonging to their own tribe.		Total
		Yes	No	
Religion	Hindu	22.6%	77.4%	100.0%
	Muslim	21.1%	78.9%	100.0%
	ORM	14.3%	85.7%	100.0%
Total		21.6%	78.4%	100.0%

Table 6.289: With whom student interact in the campus? Students matching their economic status.

		With whom student interact in the campus? Students matching their economic status.		Total
		Yes	No	
Religion	Hindu	24.8%	75.2%	100.0%
	Muslim	21.1%	78.9%	100.0%
	ORM	23.8%	76.2%	100.0%
Total		23.9%	76.1%	100.0%

Table 6.290: With whom student interact in the campus? Students from school where they studied.

		With whom student interact in the campus? Students from school where they studied.		Total
		Yes	No	
Religion	Hindu	39.2%	60.8%	100.0%
	Muslim	38.2%	61.8%	100.0%
	ORM	38.1%	61.9%	100.0%
Total		38.9%	61.1%	100.0%

Table 6.291: With whom student interact in the campus? Students from their own region.

		With whom student interact in the campus? Students from their own region.		Total
		Yes	No	
Religion	Hindu	35.4%	64.6%	100.0%
	Muslim	35.8%	64.2%	100.0%
	ORM	31.0%	69.0%	100.0%
Total		35.2%	64.8%	100.0%

Table 6.292: With whom student interact in the campus? Students from their hostel.

		With whom student interact in the campus? Students from their hostel.		Total
		Yes	**No**	
Religion	Hindu	19.1%	80.9%	100.0%
	Muslim	17.1%	82.9%	100.0%
	ORM	14.3%	85.7%	100.0%
Total		18.2%	81.8%	100.0%

Table 6.293: With whom student interact in the campus? Students belonging to their religion.

		With whom student interact in the campus? Students belonging to their religion.		Total
		Yes	**No**	
Religion	Hindu	27.8%	72.2%	100.0%
	Muslim	25.2%	74.8%	100.0%
	ORM	21.4%	78.6%	100.0%
Total		26.7%	73.3%	100.0%

Table 6.294: With whom student interact in the campus? Students with their own intellectual level.

		With whom student interact in the campus? Students with their own intellectual level.		Total
		Yes	**No**	
Religion	Hindu	45.8%	54.2%	100.0%
	Muslim	43.9%	56.1%	100.0%
	ORM	59.5%	40.5%	100.0%
Total		46.4%	53.6%	100.0%

Table 6.295: With whom student interact in the campus? Students from their own course/subjects.

		With whom student interact in the campus? Students from their own course/subjects.		Total
		Yes	**No**	
Religion	Hindu	65.1%	34.9%	100.0%
	Muslim	69.9%	30.1%	100.0%
	ORM	81.0%	19.0%	100.0%
Total		67.5%	32.5%	100.0%

Table 6.296: With whom student interact in the campus? None of the above.

		With whom student interact in the campus? None of the above.		Total
		Yes	**No**	
Religion	Hindu	26.3%	73.7%	100.0%
	Muslim	33.3%	66.7%	100.0%
	ORM	75.0%	25.0%	100.0%
Total		30.3%	69.7%	100.0%

Table 6.297: With whom student interact in the campus? Any other, please specify.

		With whom student interact in the campus? Any other, please specify.				Total
		Hindu	**Muslim**	**Christian**	**Don't Know**	
Religion	Hindu		40.0%	10.0%	50.0%	100.0%
	Muslim				100.0%	100.0%
	ORM	50.0%			50.0%	100.0%
Total		7.7%	30.8%	7.7%	53.8%	100.0%

Table 6.298: With whom student interact in the campus? Students who belong to their own caste.

		With whom student interact in the campus? Students who belong to their own caste.		Total
		Yes	**No**	
Social Group	SC	13.0%	87.0%	100.0%
	ST	26.7%	73.3%	100.0%
	OBC	24.6%	75.4%	100.0%
	GENERAL	26.2%	73.8%	100.0%
Total		23.8%	76.2%	100.0%

Table 6.299: With whom student interact in the campus? Students belonging to their own tribe.

		With whom student interact in the campus? Students belonging to their own tribe.		Total
		Yes	**No**	
Social Group	SC	14.5%	85.5%	100.0%
	ST	26.7%	73.3%	100.0%
	OBC	18.9%	81.1%	100.0%
	GENERAL	26.2%	73.8%	100.0%
Total		21.6%	78.4%	100.0%

Table 6.300: With whom student interact in the campus? Students matching their economic status.

		With whom student interact in the campus? Students matching their economic status.		Total
		Yes	**No**	
Social Group	SC	13.0%	87.0%	100.0%
	ST	53.3%	46.7%	100.0%
	OBC	23.7%	76.3%	100.0%
	GENERAL	25.3%	74.7%	100.0%
Total		23.8%	76.2%	100.0%

Table 6.301: With whom student interact in the campus? Students from school where they studied.

		With whom student interact in the campus? Students from school where they studied.		Total
		Yes	**No**	
Social Group	SC	30.4%	69.6%	100.0%
	ST	46.7%	53.3%	100.0%
	OBC	38.2%	61.8%	100.0%
	GENERAL	41.6%	58.4%	100.0%
Total		38.8%	61.2%	100.0%

Table 6.302: With whom student interact in the campus? Students from their own region.

		With whom student interact in the campus? Students from their own region.		Total
		Yes	**No**	
Social Group	SC	23.2%	76.8%	100.0%
	ST	46.7%	53.3%	100.0%
	OBC	34.6%	65.4%	100.0%
	GENERAL	38.5%	61.5%	100.0%
Total		35.1%	64.9%	100.0%

Table 6.303: With whom student interact in the campus? Students from their hostel.

		With whom student interact in the campus? Students from their hostel.		Total
		Yes	**No**	
Social Group	SC	13.0%	87.0%	100.0%
	ST	40.0%	60.0%	100.0%
	OBC	16.2%	83.8%	100.0%
	GENERAL	20.4%	79.6%	100.0%
Total		18.2%	81.8%	100.0%

Table 6.304: With whom student interact in the campus? Students belonging to their religion.

		With whom student interact in the campus? Students belonging to their religion.		Total
		Yes	**No**	
Social Group	SC	20.3%	79.7%	100.0%
	ST	46.7%	53.3%	100.0%
	OBC	22.8%	77.2%	100.0%
	GENERAL	31.2%	68.8%	100.0%
Total		26.6%	73.4%	100.0%

Table 6.305: With whom student interact in the campus? Students with their own intellectual level.

		With whom student interact in the campus? Students with their own intellectual level.		Total
		Yes	**No**	
Social Group	SC	31.9%	68.1%	100.0%
	ST	73.3%	26.7%	100.0%
	OBC	46.1%	53.9%	100.0%
	GENERAL	49.3%	50.7%	100.0%
Total		46.3%	53.7%	100.0%

Table 6.306: With whom student interact in the campus? Students from their own course/subjects.

		With whom student interact in the campus? Students from their own course/subjects.		Total
		Yes	**No**	
Social Group	SC	68.1%	31.9%	100.0%
	ST	73.3%	26.7%	100.0%
	OBC	68.0%	32.0%	100.0%
	GENERAL	66.5%	33.5%	100.0%
Total		67.5%	32.5%	100.0%

Table 6.307: With whom student interact in the campus? None of the above.

		With whom student interact in the campus? None of the above.		Total
		Yes	**No**	
Social Group	SC	12.5%	87.5%	100.0%
	ST	33.3%	66.7%	100.0%
	OBC	34.4%	65.6%	100.0%
	GENERAL	30.3%	69.7%	100.0%
Total		30.3%	69.7%	100.0%

Table 6.307: With whom student interact in the campus? Any other, please specify.

		With whom student interact in the campus? Any other, please specify.				Total
		SC	OBC	General	Don't know	
Social Group	SC		100.0%			100.0%
	OBC		40.0%		60.0%	100.0%
	GENERAL	14.3%	14.3%	14.3%	57.1%	100.0%
Total		7.7%	30.8%	7.7%	53.8%	100.0%

Table 6.308: How often student interact with students of opposite sex?

		How often student interact with students of opposite sex?					Total
		Never	Very Rarely	Rarely	Very Often	Regularly	
Gender	Male	9.7%	14.2%	21.0%	19.9%	35.2%	100.0%
	Female	9.8%	14.5%	15.9%	15.6%	44.1%	100.0%
Total		9.7%	14.4%	17.6%	17.0%	41.2%	100.0%

Table 6.309: If student do not interact with students of opposite sex, then why? He/She in general do not interact with the opposite sex.

		If student do not interact with students of opposite sex, then why? He/She in general do not interact with the opposite sex.		Total
		Yes	No	
Gender	Male	21.0%	79.0%	100.0%
	Female	19.6%	80.4%	100.0%
Total		20.0%	80.0%	100.0%

Table 6.310: If student do not interact with students of opposite sex, then why? He/She don't have adequate skills to mingle with them.

		If student do not interact with students of opposite sex, then why? He/She don't have adequate skills to mingle with them.		Total
		Yes	No	
Gender	Male	21.0%	79.0%	100.0%
	Female	20.1%	79.9%	100.0%
Total		20.4%	79.6%	100.0%

Table 6.311: If student do not interact with students of opposite sex, then why? It's always better to limit ourselves in order to concentrate on studies.

		If student do not interact with students of opposite sex, then why? It's always better to limit ourselves in order to concentrate on studies.		Total
		Yes	No	
Gender	Male	38.1%	61.9%	100.0%
	Female	40.8%	59.2%	100.0%
Total		39.9%	60.1%	100.0%

Table 6.312: If student do not interact with students of opposite sex, then why? Because of their economic status.

		If student do not interact with students of opposite sex, then why? Because of their economic status.		Total
		Yes	No	
Gender	Male	14.2%	85.8%	100.0%
	Female	16.2%	83.8%	100.0%
Total		15.5%	84.5%	100.0%

Table 6.313: If student do not interact with students of opposite sex, then why? Because of their caste status.

		If student do not interact with students of opposite sex, then why? Because of their caste status.		Total
		Yes	No	
Gender	Male	9.7%	90.3%	100.0%
	Female	12.6%	87.4%	100.0%
Total		11.6%	88.4%	100.0%

Table 6.314: If student do not interact with students of opposite sex, then why? Student feel they are not showing genuine interest on students from his/her background.

		If student do not interact with students of opposite sex, then why? Student feel they are not showing genuine interest on students from his/her background.		Total
		Yes	No	
Gender	Male	15.9%	84.1%	100.0%
	Female	15.9%	84.1%	100.0%
Total		15.9%	84.1%	100.0%

Table 6.315: If student do not interact with students of opposite sex, then why? They are always teasing.

		If student do not interact with students of opposite sex, then why? They are always teasing.		Total
		Yes	**No**	
Gender	Male	10.2%	89.8%	100.0%
	Female	11.5%	88.5%	100.0%
Total		11.0%	89.0%	100.0%

Table 6.316: If student do not interact with students of opposite sex, then why? Student parents do not like mingling with the opposite sex.

		If student do not interact with students of opposite sex, then why? Student parents do not like mingling with the opposite sex.		Total
		Yes	**No**	
Gender	Male	15.9%	84.1%	100.0%
	Female	15.6%	84.4%	100.0%
Total		15.7%	84.3%	100.0%

Table 6.317: How often student interact with students of opposite sex?

		How often student interact with students of opposite sex?					Total
		Never	**Very Rarely**	**Rarely**	**Very Often**	**Regularly**	
Religion	Hindu	9.3%	15.3%	18.8%	17.7%	39.0%	100.0%
	Muslim	9.8%	12.2%	20.3%	15.4%	42.3%	100.0%
	ORM	14.3%	14.3%		14.3%	57.1%	100.0%
Total		9.8%	14.5%	17.7%	16.9%	41.2%	100.0%

Table 6.318: If student do not interact with students of opposite sex, then why? He/She in general do not interact with the opposite sex.

		If student do not interact with students of opposite sex, then why? He/She in general do not interact with the opposite sex.		Total
		Yes	**No**	
Religion	Hindu	20.2%	79.8%	100.0%
	Muslim	22.8%	77.2%	100.0%
	ORM	11.9%	88.1%	100.0%
Total		20.1%	79.9%	100.0%

Table 6.319: If student do not interact with students of opposite sex, then why? He/She don't have adequate skills to mingle with them.

		If student do not interact with students of opposite sex, then why? He/She don't have adequate skills to mingle with them.		Total
		Yes	No	
Religion	Hindu	20.4%	79.6%	100.0%
	Muslim	22.8%	77.2%	100.0%
	ORM	14.3%	85.7%	100.0%
Total		20.5%	79.5%	100.0%

Table 6.320: If student do not interact with students of opposite sex, then why? It's always better to limit ourselves in order to concentrate on studies.

		If student do not interact with students of opposite sex, then why? It's always better to limit ourselves in order to concentrate on studies.		Total
		Yes	No	
Religion	Hindu	42.0%	58.0%	100.0%
	Muslim	35.8%	64.2%	100.0%
	ORM	35.7%	64.3%	100.0%
Total		40.0%	60.0%	100.0%

Table 6.321: If student do not interact with students of opposite sex, then why? Because of their economic status.

		If student do not interact with students of opposite sex, then why? Because of their economic status.		Total
		Yes	No	
Religion	Hindu	16.3%	83.7%	100.0%
	Muslim	16.3%	83.7%	100.0%
	ORM	7.1%	92.9%	100.0%
Total		15.6%	84.4%	100.0%

Table 6.322: If student do not interact with students of opposite sex, then why? Because of their caste status.

		If student do not interact with students of opposite sex, then why? Because of their caste status.		Total
		Yes	No	
Religion	Hindu	12.0%	88.0%	100.0%
	Muslim	13.8%	86.2%	100.0%
	ORM	2.4%	97.6%	100.0%
Total		11.7%	88.3%	100.0%

244

Table 6.323: If student do not interact with students of opposite sex, then why? Student feel they are not showing genuine interest on students from his/her background.

		If student do not interact with students of opposite sex, then why? Student feel they are not showing genuine interest on students from his/her background.		Total
		Yes	**No**	
Religion	Hindu	16.6%	83.4%	100.0%
	Muslim	15.4%	84.6%	100.0%
	ORM	11.9%	88.1%	100.0%
Total		16.0%	84.0%	100.0%

Table 6.324: If student do not interact with students of opposite sex, then why? They are always teasing.

		If student do not interact with students of opposite sex, then why? They are always teasing.		Total
		Yes	**No**	
Religion	Hindu	10.1%	89.9%	100.0%
	Muslim	14.6%	85.4%	100.0%
	ORM	9.5%	90.5%	100.0%
Total		11.1%	88.9%	100.0%

Table 6.325: If student do not interact with students of opposite sex, then why? Student parents do not like mingling with the opposite sex.

		If student do not interact with students of opposite sex, then why? Student parents do not like mingling with the opposite sex.		Total
		Yes	**No**	
Religion	Hindu	15.3%	84.7%	100.0%
	Muslim	17.1%	82.9%	100.0%
	ORM	16.7%	83.3%	100.0%
Total		15.8%	84.2%	100.0%

Table 6.326: How often student interact with students of opposite sex?

		How often student interact with students of opposite sex?					Total
		Never	**Very Rarely**	**Rarely**	**Very Often**	**Regularly**	
Social Group	SC	5.8%	7.2%	15.9%	20.3%	50.7%	100.0%
	ST	13.3%		20.0%	26.7%	40.0%	100.0%
	OBC	9.2%	15.8%	16.7%	15.4%	43.0%	100.0%
	GENERAL	11.3%	16.3%	19.0%	17.2%	36.2%	100.0%
Total		9.8%	14.4%	17.6%	17.1%	41.1%	100.0%

Table 6.327: If student do not interact with students of opposite sex, then why? He/She in general do not interact with the opposite sex.

		If student do not interact with students of opposite sex, then why? He/She in general do not interact with the opposite sex.		Total
		Yes	**No**	
Social Group	SC	10.1%	89.9%	100.0%
	ST	20.0%	80.0%	100.0%
	OBC	17.1%	82.9%	100.0%
	GENERAL	26.2%	73.8%	100.0%
Total		20.1%	79.9%	100.0%

Table 6.328: If student do not interact with students of opposite sex, then why? He/She don't have adequate skills to mingle with them.

		If student do not interact with students of opposite sex, then why? He/She don't have adequate skills to mingle with them.		Total
		Yes	**No**	
Social Group	SC	14.5%	85.5%	100.0%
	ST	20.0%	80.0%	100.0%
	OBC	21.5%	78.5%	100.0%
	GENERAL	21.3%	78.7%	100.0%
Total		20.5%	79.5%	100.0%

Table 6.329: If student do not interact with students of opposite sex, then why? It's always better to limit ourselves in order to concentrate on studies.

		If student do not interact with students of opposite sex, then why? It's always better to limit ourselves in order to concentrate on studies.		Total
		Yes	**No**	
Social Group	SC	36.2%	63.8%	100.0%
	ST	26.7%	73.3%	100.0%
	OBC	36.0%	64.0%	100.0%
	GENERAL	46.2%	53.8%	100.0%
Total		40.0%	60.0%	100.0%

Table 6.330: If student do not interact with students of opposite sex, then why? Because of their economic status.

		If student do not interact with students of opposite sex, then why? Because of their economic status.		Total
		Yes	No	
Social Group	SC	8.7%	91.3%	100.0%
	ST	6.7%	93.3%	100.0%
	OBC	14.0%	86.0%	100.0%
	GENERAL	19.9%	80.1%	100.0%
Total		15.6%	84.4%	100.0%

Table 6.331: If student do not interact with students of opposite sex, then why? Because of their caste status.

		If student do not interact with students of opposite sex, then why? Because of their caste status.		Total
		Yes	No	
Social Group	SC	5.8%	94.2%	100.0%
	ST	13.3%	86.7%	100.0%
	OBC	11.4%	88.6%	100.0%
	GENERAL	13.6%	86.4%	100.0%
Total		11.6%	88.4%	100.0%

Table 6.332: If student do not interact with students of opposite sex, then why? Student feel they are not showing genuine interest on students from his/her background.

		If student do not interact with students of opposite sex, then why? Student feel they are not showing genuine interest on students from his/her background.		Total
		Yes	No	
Social Group	SC	13.0%	87.0%	100.0%
	ST	6.7%	93.3%	100.0%
	OBC	14.5%	85.5%	100.0%
	GENERAL	19.0%	81.0%	100.0%
Total		15.9%	84.1%	100.0%

Table 6.333: If student do not interact with students of opposite sex, then why? They are always teasing.

		If student do not interact with students of opposite sex, then why? They are always teasing.		Total
		Yes	No	
Social Group	SC	2.9%	97.1%	100.0%
	ST		100.0%	100.0%
	OBC	10.1%	89.9%	100.0%
	GENERAL	15.4%	84.6%	100.0%
Total		11.1%	88.9%	100.0%

Table 6.334: If student do not interact with students of opposite sex, then why? Student parents do not like mingling with the opposite sex.

		If student do not interact with students of opposite sex, then why? Student parents do not like mingling with the opposite sex.		Total
		Yes	No	
Social Group	SC	17.4%	82.6%	100.0%
	ST	13.3%	86.7%	100.0%
	OBC	15.4%	84.6%	100.0%
	GENERAL	15.8%	84.2%	100.0%
Total		15.8%	84.2%	100.0%

Table 7.1: Major factors deciding the interaction in the campus by socio-economic groups (Percentage)

Background variables	Attributes	Students who belong to my own caste	Students belonging to my own tribe	Students match with my economic status	Students from school where I studied	Students from my region I am coming from	Students from my hostel	Students belong to my religion	Students with my own intellectual level	Students from my own course/subjects	None of the above	Any other, please specify
Social Group	SC	13.00	14.50	13.00	30.40	23.20	13.00	20.30	31.90	31.90	12.50	
	ST	26.70	26.70	53.30	46.70	46.70	40.00	46.70	73.30	73.30	33.30	
	OBC	24.60	18.90	23.70	38.20	34.60	16.20	22.80	46.10	46.10	34.40	
	General	26.20	26.20	25.30	41.60	38.50	20.40	31.20	49.30	49.30	30.30	
Gender	Male	20.50	19.90	22.70	41.50	31.20	18.80	27.30	50.60	71.00	34.80	
	Female	25.40	22.30	24.30	37.70	36.90	17.90	26.30	44.40	65.90	28.30	
Place of residence	Rural	31.30	28.30	25.30	37.40	36.40	18.20	26.30	51.50	66.70	45.50	
	Urban	22.10	20.00	23.40	39.30	34.70	18.20	26.70	45.30	67.80	27.70	
Religion	Hindu	24.30	22.60	24.80	39.20	35.40	19.10	27.80	45.80	65.10	26.30	
	Muslim	25.20	21.10	21.10	38.20	35.80	17.10	25.20	43.90	69.90	33.30	
	Other& Minority	16.70	14.30	23.80	38.10	31.00	14.30	21.40	59.50	81.00	75.00	
Household Income	Less than or equal to 5000	35.50	24.20	30.60	41.90	37.10	21.00	24.20	33.90	53.20	28.60	
	5001 - 10000	20.60	20.60	22.90	43.50	37.60	20.60	30.00	51.20	65.90	27.00	
	10001 - 25000	19.50	16.50	17.30	31.60	33.80	11.30	22.60	41.40	69.90	37.50	
	25001 - 50000	27.40	29.50	30.50	37.90	37.90	22.10	32.60	49.50	75.80	41.70	
	50000 and above	24.30	20.30	23.00	40.50	25.70	17.60	20.30	51.40	68.90	20.00	

Source: Primary Survey

Table 7.2: Best friend of the respondents on the basis of caste (Percentage)

Background variables	Attributes	SC	ST	OBC	GEN	Don't know	999
Social Group	SC	7.20	1.40	10.10	59.40	15.90	5.80
	ST	13.30		46.70	26.70	13.30	
	OBC	8.30	1.80	12.70	56.10	17.10	3.90
	General	10.90	2.70	17.20	54.80	9.50	5.00
Gender	Male	8.00	1.70	16.50	55.10	12.50	6.20
	Female	10.10	2.20	14.50	55.30	14.20	3.60
Place of residence	Rural	9.10	3.00	19.20	55.60	9.10	9.10
	Urban	9.40	1.80	14.30	55.20	14.70	9.40
Religion	Hindu	9.50	2.20	15.30	55.90	13.40	3.80
	Muslim	8.10	1.60	17.10	52.00	16.30	4.90
	Other& Minority	11.90	2.40	9.50	57.10	9.50	9.50
Household Income	Less than or equal to 5000	9.70	1.60	25.80	43.50	14.50	4.80
	5001 - 10000	11.80	1.80	19.40	53.50	9.40	4.10
	10001 - 25000	6.00	1.50	14.30	57.90	15.00	5.30
	25001 - 50000	8.40	4.20	6.30	57.90	16.80	6.30
	50000 and above	10.80	1.40	9.50	60.80	16.20	1.40

Source: Primary Survey

Table 7.3: Best friend of the respondents on the basis of religion (Percentage)

Background variables	Attributes	Hindu	Muslim	Christian	Don't know	999
Social Group	SC	58.50	36.90		4.60	
	ST	46.70	53.30			
	OBC	59.40	33.60	1.80	3.20	1.80
	General	56.70	38.60	1.00	2.40	1.40
Gender	Male	57.10	38.10	0.60	3.60	0.60
	Female	58.20	35.90	1.50	2.60	1.80
Place of residence	Rural	66.30	28.40	2.10	3.20	
	Urban	55.90	38.50	1.00	2.90	1.70
Religion	Hindu	55.70	39.10	1.40	2.60	1.10
	Muslim	60.70	31.60	0.90	5.10	1.70
	Other& Minority	65.90	31.70			2.40
Household Income	Less than or equal to 5000	37.30	57.60		3.40	1.70
	5001 – 10000	53.40	42.20		3.10	1.20
	10001 – 25000	64.30	31.70	0.80	1.60	1.60
	25001 – 50000	62.20	27.80	4.40	4.40	1.10
	50000 and above	68.10	26.40	1.40	2.80	1.40

Source: Primary Survey

Table 7.4: Best friend of the respondents on the basis of gender (Percentage)

Background Variables	Attributes	Male	Female	Total
Social Group	SC	56.70	43.30	100
	ST	73.30	26.70	100
	OBC	59.00	41.00	100
	General	61.90	38.10	100
Gender	Male	59.20	40.80	100
	Female	61.00	39.00	100
Place of Residence	Rural	78.00	22.00	100
	Urban	56.70	43.30	100
Religion	Hindu	60.10	39.90	100
	Muslim	65.10	34.90	100
	Other& Minority	50.00	50.00	100
Household Income	Less than or equal to 5000	58.20	41.80	100
	5001 – 10000	58.90	41.10	100
	10001 – 25000	64.30	35.70	100
	25001 – 50000	54.10	45.90	100
	50000 and above	67.70	32.30	100

Source: Primary Survey

Table 7.5: Best friend of the respondents on the basis of branch/discipline (Percentage)

Background variables	Attributes	My class	My Discipline but from other class	Other Discipline	Total
Social Group	SC	73.80	9.80	16.40	100
	ST	76.90	15.40	7.70	100
	OBC	75.70	13.90	10.40	100
	General	76.60	12.20	11.20	100
Gender	Male	74.40	14.10	11.50	100
	Female	76.70	12.00	11.30	100
Place of residence	Rural	76.70	13.30	10.00	100
	Urban	75.80	12.50	11.70	100
Religion	Hindu	75.10	13.20	11.70	100
	Muslim	77.10	13.80	9.20	100
	Other& Minority	78.90	5.30	15.80	100
Household Income	Less than or equal to 5000	60.00	27.30	12.70	100
	5001 - 10000	73.40	16.20	10.40	100
	10001 - 25000	82.10	4.30	13.70	100
	25001 - 50000	76.10	13.60	10.20	100
	50000 and above	83.80	5.90	10.30	100

Source: Primary Survey

Table 7.6: Distribution of respondents by the responses to the statement "I am cautious to interact with students from other castes" and socio-economic variables (Percentage)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total
Social Group	SC	29.00	30.40	18.80	21.70	100.00
	ST	26.70	40.00	13.30	20.00	100.00
	OBC	19.70	34.60	22.40	23.20	100.00
	General	23.10	34.80	25.30	16.70	100.00
Gender	Male	21.60	29.50	29.00	19.90	100.00
	Female	22.90	36.60	19.80	20.70	100.00
Place of residence	Rural	23.20	41.40	15.20	20.20	100.00
	Urban	22.30	32.60	24.60	20.50	100.00
Religion	Hindu	24.50	33.50	21.50	20.40	100.00
	Muslim	16.30	36.60	26.00	21.10	100.00
	Other& Minority	21.40	35.70	26.20	16.70	100.00
Household Income	Less than or equal to 5000	30.60	33.90	17.70	17.70	30.60
	5001 – 10000	30.00	31.80	17.60	20.60	30.00
	10001 – 25000	20.30	39.80	24.10	15.80	20.30
	25001 – 50000	18.90	29.50	28.40	23.20	18.90
	50000 and above	6.80	36.50	29.70	27.00	6.80

Note: For value, 1 stands for 'Never', 2 for 'Rarely', 3 for 'Frequently' and 4 for 'Always'.

Source: Primary survey

Table 7.7: Distribution of respondents by the responses to the statement "I have studied or prepared for class together with students from other castes" and socio-economic variables (Percentage)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total
Social Group	SC	13.00	15.90	10.10	60.90	100.00
	ST	6.70	20.00	33.30	40.00	100.00
	OBC	11.00	19.30	25.40	44.30	100.00
	General	12.70	18.10	24.00	45.20	100.00
Gender	Male	9.10	23.30	28.40	39.20	100.00
	Female	13.10	15.90	20.70	50.30	100.00
Place of residence	Rural	10.10	20.20	22.20	47.50	100.00
	Urban	12.20	17.90	23.40	46.40	100.00
Religion	Hindu	10.60	18.80	22.60	48.00	100.00
	Muslim	14.60	18.70	24.40	42.30	100.00
	Other& Minority	14.30	14.30	23.80	47.60	100.00
Household Income	Less than or equal to 5000	16.10	24.20	17.70	41.90	100.00
	5001 - 10000	11.80	21.20	20.00	47.10	100.00
	10001 - 25000	9.80	20.30	18.80	51.10	100.00
	25001 - 50000	11.60	8.40	36.80	43.20	100.00
	50000 and above	12.20	16.20	25.70	45.90	100.00

Note: For value, 1 stands for 'Never', 2 for 'Rarely', 3 for 'Frequently' and 4 for 'Always'.

Source: Primary survey

Table 7.8: Distribution of respondents by the responses to the statement "I have tension filled interactions with students from a caste other than my own" and socio-economic variables (Percentage)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total
Social Group	SC	69.60	14.50	7.20	8.70	100.00
	ST	53.30	33.30	6.70	6.70	100.00
	OBC	65.40	22.40	7.90	4.40	100.00
	General	58.40	22.60	10.40	8.60	100.00
Gender	Male	59.70	23.90	10.20	6.20	100.00
	Female	64.20	20.70	8.10	7.00	100.00
Place of residence	Rural	55.60	29.30	7.10	8.10	100.00
	Urban	64.40	20.00	9.20	6.40	100.00
Religion	Hindu	63.50	21.80	7.90	6.80	100.00
	Muslim	55.30	25.20	10.60	8.90	100.00
	Other& Minority	76.20	11.90	11.90		100.00
Household Income	Less than or equal to 5000	50.00	35.50	9.70	4.80	100.00
	5001 - 10000	60.00	23.50	10.00	6.50	100.00
	10001 - 25000	64.70	18.80	9.00	7.50	100.00
	25001 - 50000	69.50	15.80	8.40	6.30	100.00
	50000 and above	67.60	18.90	5.40	8.10	100.00

Note: For value, 1 stands for 'Never', 2 for 'Rarely', 3 for 'Frequently' and 4 for 'Always'.
Source: Primary survey

Table 7.9: Distribution of respondents by the responses to the statement "I am able to share my personal feelings with students belong to other castes" and socio-economic variables (Percentage)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total
Social Group	SC	29.00	34.80	18.80	17.40	100.00
	ST	26.70	33.30	33.30	6.70	100.00
	OBC	32.90	32.90	21.10	13.20	100.00
	General	29.90	30.80	22.60	16.70	100.00
Gender	Male	33.50	36.90	20.50	9.10	100.00
	Female	29.60	30.20	22.30	17.90	100.00
Place of residence	Rural	32.30	30.30	28.30	9.10	100.00
	Urban	30.60	32.90	20.20	16.30	100.00
Religion	Hindu	27.80	33.50	22.90	15.80	100.00
	Muslim	38.20	28.50	19.50	13.80	100.00
	Other& Minority	38.10	31.00	19.00	11.90	100.00
Household Income	Less than or equal to 5000	45.20	22.60	17.70	14.50	100.00
	5001 - 10000	32.40	28.80	19.40	19.40	100.00
	10001 - 25000	36.10	31.60	25.60	6.80	100.00
	25001 - 50000	23.20	38.90	23.20	14.70	100.00
	50000 and above	16.20	41.90	21.60	20.30	100.00

Note: For value, 1 stands for 'Never', 2 for 'Rarely', 3 for 'Frequently' and 4 for 'Always'.
Source: Primary survey

Table 7.10: Distribution of respondents by the responses to the statement "I have had open discussions about caste/religious issues outside of class" and socio-economic variables
(Percentage)

Background Variables	Attributes	Never	Rarely	Frequently	Always	Total
Social Group	SC	29.00	30.40	18.80	21.70	100.00
	ST	26.70	40.00	13.30	20.00	100.00
	OBC	19.70	34.60	22.40	23.20	100.00
	General	23.10	34.80	25.30	16.70	100.00
Gender	Male	21.60	29.50	29.00	19.90	100.00
	Female	22.90	36.60	19.80	20.70	100.00
Place of Residence	Rural	23.20	41.40	15.20	20.20	100.00
	Urban	22.30	32.60	24.60	20.50	100.00
Religion	Hindu	24.50	33.50	21.50	20.40	100.00
	Muslim	16.30	36.60	26.00	21.10	100.00
	Other& Minority	21.40	35.70	26.20	16.70	100.00
Household Income	Less than or equal to 5000	30.60	33.90	17.70	17.70	100.00
	5001 - 10000	30.00	31.80	17.60	20.60	100.00
	10001 - 25000	20.30	39.80	24.10	15.80	100.00
	25001 - 50000	18.90	29.50	28.40	23.20	100.00
	50000 and above	6.80	36.50	29.70	27.00	100.00

Note: For value, 1 stands for 'Never', 2 for 'Rarely', 3 for 'Frequently' and 4 for 'Always'.
Source: Primary survey

Table 7.11: Distribution of respondents by awareness of the UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2012 and socio-economic variables
(Percentage)

Background Variables	Attributes	Yes	No	Total
Social Group	SC	43.50	56.50	100.00
	ST	20.00	80.00	100.00
	OBC	44.30	55.70	100.00
	General	49.80	50.20	100.00
Gender	Male	44.30	55.70	100.00
	Female	46.60	53.40	100.00
Place of Residence	Rural	49.50	50.50	100.00
	Urban	45.10	54.90	100.00
	Hindu	45.80	54.20	100.00
	Muslim	47.20	52.80	100.00
	Other& Minority	40.50	59.50	100.00
Household Income	Less than or equal to 5000	35.50	64.50	100.00
	5001 - 10000	47.60	52.40	100.00
	10001 - 25000	51.10	48.90	100.00
	25001 - 50000	43.20	56.80	100.00
	50000 and above	44.60	55.40	100.00

Source: Primary survey

Table 7.12: Distribution of respondents by awareness of the Anti-Discrimination Office and socio-economic variables (Percentage)

Background Variables	Attributes	Yes	No	Total
Social Group	SC	44.90	55.10	100.00
	ST	13.30	86.70	100.00
	OBC	40.40	59.60	100.00
	General	42.10	57.90	100.00
Gender	Male	42.60	57.40	100.00
	Female	39.90	60.10	100.00
Place of Residence	Rural	38.40	61.60	100.00
	Urban	41.40	58.60	100.00
Religion	Hindu	42.50	57.50	100.00
	Muslim	39.80	60.20	100.00
	Other& Minority	31.00	69.00	100.00
Household Income	Less than or equal to 5000	51.60	48.40	100.00
	5001 - 10000	44.70	55.30	100.00
	10001 - 25000	35.30	64.70	100.00
	25001 - 50000	35.80	64.20	100.00
	50000 and above	39.20	60.80	100.00

Source: Primary survey