Diversity and Inclusion in Higher Education:

A Study of Selected Institutions in KARNATAKA

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List of Abbreviations

AIEEE	All India Engineering Entrance Examination
B.Tech	Bachelor of Technology
CAT	Common Admission Test
CBSE	Central Board of Secondary Education
CPRHE	Centre for Policy Research in Higher Education
CVC	Central Vigilance Commission
DASA	Direct Admission of Students Abroad
FGD	Focus Group Discussion
GATE	Graduate Aptitude Test in Engineering
HE	Higher Education
ICC-SH	Internal Complaints Committee Against Sexual Harassment
JEE	Joint Entrance Examination
KREC	Karnataka Regional Engineering College
KSHEC	Karnataka State Higher Education Council
M.Tech	Master of Technology
MBA	Master of Business Administration
MCA	Master of Computer Application
MHRD	Ministry of Human Resource Development
MSc	Master of Science Degree
NIMCET	NIT MCA Common Entrance Test
NITK	National Institute of Technology Karnataka
NUEPA	National University of Educational Planning and Administration
OBC	Other Backward Classes
OEC	Other Eligible Communities
PG	Postgraduate Degree
PhD	Doctor of Philosophy
SC	Scheduled Castes
ST	Scheduled Tribes
TEQIP	Technical Education Quality Improvement Programme
UG	Undergraduate Degree
UGC	University Grants Commission
UN	United Nations

Chapter 1

Introduction

1.1 Introduction to the Chapter

This chapter will give the overview of the study on diversity, discrimination and equity in higher education that has been carried out in a university. The review of literature in this domain and the rationale of the study will be discussing first. Then the research questions and objectives will be discussed. The description about the data collected and the methodology adopted will be providing next. The chapter concludes by providing discussions about the chapter structure followed in this report.

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

The higher education in India is in the phase of rapid expansion and is largely inclusive by SC/ST and other backward communities in India. However the occupancy of diverse group of students and faculty in academic environment is often reported to result in mixed result. The acceptance dilemma of elite group who were largely occupied in the campuses and the quality concerns about the enrolment of socially backward communities in to these systems provide ample scope for study about this transition processes. Further, the discrimination faced by the backward community and women in the higher education and the opportunity for equal status among the elite group in the campus also often result in disturbance in the educational environment and their struggle to sustain in the system were also open up new research opportunity in this field.

However, existing studies were limited due to lack of in-depth information about the life of these socially backward classes and women community in the campus. The studies are also either limited to independent research on women or SC/ST or other backward community's isolated problems or a border view about their academic experience is still limited. This enhanced view will be helpful for providing guidelines and recommendations for improving the policy decisions in the higher education sector.

1.3 Rationale of the Study

Studies in Indian context with factors affecting diversity, discrimination and equity in higher education pertinent to women and SC/ST and other socially backward community is less adequate. The in-depth understanding from the governance, management and informal environment perspective about the function of a higher education institutions and its capacity to adapt to diversity and address the discrimination and equity issues is less explored. The current study is an attempt to fill this gap and thus will be helpful for improving understanding about the functioning and formulating strategies for enhancing diversity and equity in higher education system.

1.4 Research Questions

The research questions envisaged for the study include:

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

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

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

1.5 Objectives

The objectives formulated for the study include:

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

b. To identify the opportunities offered by the diversity by the presence of diverse student population on the higher education campuses,

c. To assess and evaluate the consequences of exclusionary behaviours and discrimination associated with diversity on civic and democratic learning of the students and on the academic performance of the students,

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

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

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

1.6 Database and Methodology

The data for the research is collected from a select institution of National Importance in Higher Education. Both qualitative and quantitative data were gathered from this university. A questionnaire survey among the undergraduate and post graduate students was carried out in the university. Focus group discussions with women, SC/ST and OBC, minority students were conducted for data collection. Further, diaries were distributed among SC/ST students to obtain their day to day experience in the university. In-depth interviews with university officials, faculty members and cell in-charge officials were conducted. Further the secondary data about admissions that were taken place on 2008-2009 and in 2013-14 was also collected for this study. The activities of formal, informal clubs and functioning of cells including SC/ST and women cell were also studied for this purpose.

1.7 Structure of the Chapters in this Report

This study report contains eleven chapters of which first chapters provide introduction to the report and second chapter provides higher education development in the state in which the university is situated. The third chapter will provide the profile of case study institution. Fourth chapter will give the analysis of historical data about the campus diversity of students and teachers in the university. The details about students' survey conducted and analysis of initial experience of students in the campus will be provided in the fifth chapter. The sixth chapter will provide the diversity and academic experience of students in the campus.

Seventh chapter discuss the social life of students in the campus by analysing the data obtained through students' survey. Teachers' view on teaching diverse students groups will be analysing in chapter eight. The faculties view about diversity in governance, management and professional development activities in the university will be analysed in chapter nine. In Chapter 10 the institutional response to diversity, equity and quality will be described. The synthesis of the findings will be summarised and concluding remarks for policy messages and road map for diversity and equity in higher education in campus will be provided in chapter eleven of this report.

Chapter 2

Higher Education Development in the State

2.1 Introduction to the Chapter

This chapter will provide the social history of democratisation in the state of Karnataka from its education, literacy and development point of view. The evolution of higher education (HE) in the state and its role in state, socio-religious groups and private sector groups will be providing next. Expansion of regional and group disparities will be discussed next. The existing structure of governance and management in the state higher education will be explained in the subsequent paras. In section 2.6, the state policies and programmes on equity will be discussed. The summary and analysis of discussions on higher education in the state, its social history, evolution, expansion, governance and policy on equity will be provided in this chapter.

2.2 Social History of Democratisation in the State – Education, Literacy and Development

The root to higher education in Karnataka state can be considered as foundation of Maharaja's college in 1864, which becomes a grade college in 1894. The higher education in Karnataka state also significantly supported by Christian educational missionaries and was present even during 1875-80. In 1875 Karnataka's central college was established which was formally Bangalore High School and in 1879 Saint Aloysius College was founded.

Apart from Government of India and Maharaja's efforts, initiatives for higher education institutions were also reported from industrialists of the time. For example in 1909 Indian Institute of Science (IISc) was founded and later in 1916 Mysore University was established. In the state, emphasis on research activities was also reported during 1950s, during this period Central Food Technological Research Institute (CFTRI) and in 1960 Karnataka Regional Engineering College (KREC) was founded. The state also pioneer in management education, for example Indian Institute of Management Bangalore (IIMB) which was established in 1973. Currently 3 such institute of national importance is placed in the state. The higher education in state of Karnataka is also supported by its one central university, 25 state, 15 deemed and 4 private universities, 3360 undergraduate colleges and 9 Educational Regulatory authorities in this geographical area.

2.3 Evolution of HE System in the State – Role of State, Socio-Religious Groups and Private Sector

In Karnataka the higher education initiatives were reported right from Maharaja's time. The religious groups, industrial experts, political organization, state and central government initiatives were also reported from this state. There are over 13 centrally funded higher education institutions in Karnataka state. These institutions focus on areas of research pertinent to health care, engineering, agriculture, law and social sciences. The state government funded universities provides their administrative support through Department of Collegiate Education to 2477 non-professional colleges in the state. The Karnataka Christian Educational Society, Carmelites of Mary Immaculate (CMI) are also contributing to the

higher education in the state. From private, public-private sector, institute like International Institute of Information Technology, Manipal University etc. were also reported to provide support to the higher education in the state.

2.4 Quantitative Expansion – Regional and Group Disparities

In Karnataka a total of 45 universities under state and central government and 3046 colleges are present. These colleges are under private-unaided (2037), private aided (405), and government (604) regulatory bodies. In the state the male students enrolled for higher education was 52.37% which is reportedly slightly more than female students pursing college degree. While SC (19.2%) and ST (16.3%) male students enrolled in higher education the female SC (14.4%) and ST (13.8%) enrolment was also less.

Students enrolling from SC/ST social groups for higher education SC (17.8%) ST (15.1%) in the state was also reportedly less (Statistics of Higher and Technical Education 2013-14). Over 3281 higher education institutions are reported from state of Karnataka and per lakhs population only 45 colleges were available and average enrolment in these colleges is 442 students (All India Survey on Higher Education – AISHE 2013-14).

2.5 Structure of Governance and Management of HE in State

The state higher education is predominantly structured in to doctoral education, post graduate education in general and technical streams, the vocational education/training and polytechnic education. The state has Karnataka State Universities Act 2000 and Karnataka State Higher Education Council Act 2010 for the governance framework for higher education institutes. Karnataka government also established a task for governance of higher education in 2002 and the Karnataka state Higher Education Council in 2009 for the governance purpose. The state also follows National Education Policy 1986 guidelines. The council has recommended 'Vision 2020' for the higher education of Karnataka. The Department of Collegiate Education Karnataka is a governing unit that emphasis on quality, accessibility and affordability of higher education in the state.

2.6 State Policies and Programmes on Equity

The emphasis of higher education system in Karnataka state for 'Vision 2020' was on '3E model'- expansion, equity and excellence in higher education, and identifies transformation as discrimination-free academic ambience in the state.

2.7 Summary and Analysis

This evolution of Higher education in the Karnataka state is depicted in this chapter. The enrolment of students in the higher education sector and the availability of education institutions in the state reportedly increased over the years. The initiatives from state, central and private sector contributed for this expansion of higher education in the state. The state literacy rate 75.60% also shown an increase and the women, SC/ST enrolment in the education institutions also increased in the state. The state has education policies which emphasis on equity and a 'Vision 2020' road map for ensuring expansion, equity and excellence.

Chapter 3

Profile of the Case Study Institutions

3.1 Introduction to the Chapter

This chapter will describe the information about the institution in which the current study has been carried out. The institute in which this study conducted during the period of 2015-16 is recognized as an institute of national importance by NIT-Act 2007 and is located in Dakshina Kannada district in India. The institute 'National Institute of Technology Karnataka' (NITK), Surathkal is situated in Surathkal city near Mangalore. First part of this chapter will provide the history of institution and then the courses and programmes of study offered at this university. The demography of students, faculty and staff strength in various department of this institute will be described next. The governance and management structure of the institute will provide in section 3.5. Last part of the chapter will provide summary and analysis of the higher education institution profile under consideration.

3.2 History of Institution

The National Institute of Technology Karnataka was founded in 1960 and formerly known as Karnataka Regional Engineering College (KREC). Till 1980s this college was affiliated to University of Mysore and after that shifted its affiliation to Mangalore University and in 2002 it was elevated to Deemed University position and now is known as National Institute of Technology Karnataka, Surathkal

Initially the college was running five year undergraduate courses in the areas of engineering and in 1966 it started few post-graduate programs and later PhD programs in the engineering, science and management areas.

3.3 Courses and Programmes of Study Offered

The institute is running 9 under graduate programs (B. Tech) in engineering branches, 30 post graduate programs and PhD programs in 14 teaching departments with various specializations through its 14 departments. The admission criteria followed for each of the courses offered by NITK is as quoted in the information bulletin of the institute "...it admits students to the B. Tech degree program on the basis of the Joint Entrance Examination (JEE Mains). Foreign students are admitted on various student exchange programs through MEA, ICCR, etc. and scheme of Direct Admission to Students Abroad (DASA). Scholarship seats for M. Tech programs are awarded on the basis of the Graduate Aptitude Test in Engineering (GATE) and a few seats are available for sponsored students. The institute admits students to MCA Program on the basis of NIMCET, admission to MBA is made on the basis of CAT score and for M. Sc Program admissions are made based upon the academic performance and written aptitude test conducted by the Institute. Every year the Institute offers 150 Ph D fellowships and also admits sponsored/external candidates to the doctoral program...". The institute also offer admission through various Continuing Education Programs – QIP.

3.4 Student, Faculty and Staff Strength Department-Wise (Year: 2013-14)

The students' strength during 2013-14 academic year in the institute was 5172, these students were admitted to various undergraduate and postgraduate courses at NITK. A total of 229 faculty members and 203 non-teaching staff were also serving in this institute.

The institute offer eight semester courses in 9 engineering branches and each year approximately 800 students enrol in this B.Tech programme. In year 2013-14 in undergraduate programms the student strength was 3234. Table 2.1 gives distribution of students' strength in 9 B.Tech branches of this institute for the I year.

Table 3.1: B. Tech Students Strength for the year 2013-14 in I year

Branch	I year students strength
Civil Engg.	103
Mechanical Engg.	155
Electrical & Electronics Engg.	103
Electronics & Communication Engg.	107
Chemical Engg.	52
Metallurgical & Materials Engg.	45
Mining Engg.	43
Computer Engg.	105
Information Technology	100

Source: Adapted from Annual report of NITK 2013-14

In the year 2013-14 a total of 990 M.Tech students were undergoing their post-graduate courses and 62 were doing their M.Tech by research courses. In MCA (265), MBA (74), MSc (82) and in PhD students strength was 465 during the 2013-14 academic year.

3.5 Governance and Management Structure of the College

The institute is administrated by Board of Governance "which consists representatives of the Government of India, Government of Karnataka, Alumni, Industry and other nominees. The chairman of Board is nominated by the Government of India. The Director is the administrative head of the institute. The functioning of NITK is governed by NIT Act 2007 and rules laid down by government of India" (Quoted from annual report of NITK 2013-14). Minister of HRD, Government of India is Chairman of the council of NITs.

The institute has over 11 committees which include Board of Studies chaired by Dean (Academic) and Sports advisory committee chaired by Dean (students' welfare). The institute has six Deans and ten faculties were in-charge of various administrative positions. It has administrative officers including one register, one deputy registrar, four assistant registrar and one Student Activity and Sports Officer. The institute conduct self review of good governance using Technical Education Quality Improvement Programme (TEQIP) II guidelines for good practice guide for governing bodies' and made available through the institute web-page www.nitk.ac.in.

3.6 Summary and Analysis both at University and College level

The analysis of profile of the National Institute of Technology Karnataka having a Deemed university status shows that the institute has evolved and grown by leaps and bounds in the higher education and has been sustaining in the field engineering education. The institute follows a structured framework for its governance and management activities. Various committees consisting of internal and external members and experts and representatives from state and central government help the system for its functioning and development. Institute has shown an increase in number of subjects offered at undergraduate and postgraduate courses offered by it. The strength of students admitted to these courses is also increased over the years. The institute has fourteen teaching departments and maintains a web-page www.nitk.ac.in for the public access to the information about the functioning of the institute.

Chapter 4

Campus Diversity of Students and Teachers in the University and Colleges

4.1 Introduction to the Chapter

This chapter contains analysis of the data collected from University/College records. The details about students admitted for undergraduate (UG) and postgraduate (PG) courses in various disciplines during the year 2008 and 2014 will be used for the analysis of student diversity. To explore the faculty diversity, administrative records from various sections like SC/ST cell, TEQIP II, vigilance, accounts and establishment will be utilised. Further, data from institute annual reports from years 2008 to 2014, and the mandatory disclosures from University/College official webpage will also used for this analysis. Summary and analysis of secondary data will be provided in this chapter.

4.2 Student Diversity in the Campus (University and College)

To analyse student diversity, UG and PG students' gender, social group, religion, disability, region, residential location, annual income of the parents and plus two class marks etc. will be considered. Analysis of 2651 students records, who were admitted during 2008-09 and 2013-14 academic year is provided in this section.

4.2.1 Current status: Nature of diversity amongst the student groups in the selected university and college (2014)

Among the 719 Postgraduate students secured admission during 2014, males were 534 students and female representation was only 25.7%. The admission criteria followed for the various courses was candidates score secured in respective entrance examinations like CAT, GATE, etc followed by interview. The student admitted in general category was 53.1% and under OBC category was 25.3%. Through SC and ST reservation 12.9% and 5.6% students respectively got their admission but only 1.7% students secured admission under Persons with Physical Disability (PWD) in 2014. Foreign students admitted to the University/College were 0.1% and through DASA scheme 0.3% students enrolled in 2014. PG students admitted through sponsorship and QIP scheme was 1% in 2014. While 85.80% of them belonged to Hindu religion, 0.3% Buddhist, 0.4% Jain, Christian (6%), Muslim (5.8%) while students from other religions were about 1.7%. Figure 1, shows religion of PG students admitted in 2014 at the University/College.

Figure 4.1. Religion of PG students admitted in 2014 at the university/college

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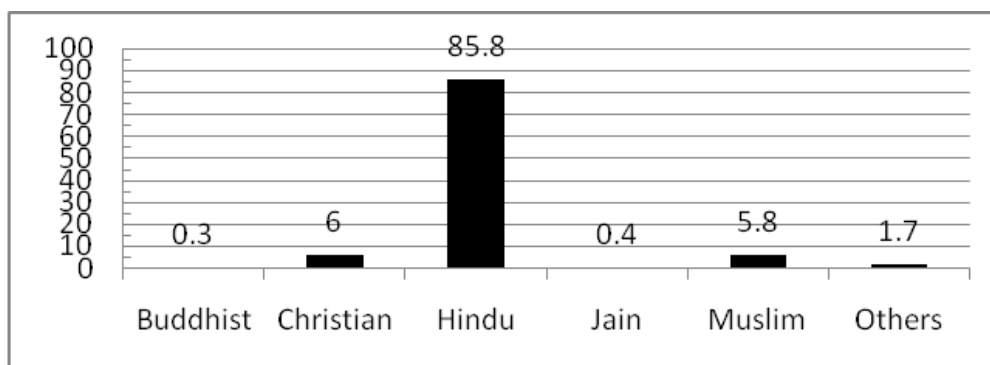
Presence of students from state of Andhra Pradesh was (14.2%), Karnataka (22.8%) and Kerala (23.4%) was significant compared to other state students admitted in 2014. Table 1 gives the state of domicile of PG students admitted in 2014 at the university/college.

Table 4.1: State of domicile of PG students admitted in 2014 at the university/college

State	Percentage	State	Percentage
Andhra Pradesh	14.2	Madhya Pradesh	7.8
Assam	0.8	Maharashtra	5.4
Bihar	2.4	Manipur	0.1
Chhattisgarh	1.4	Meghalaya	0.1
Delhi	1.1	Odisha	0.8
Gujarat	0.6	Puducherry	0.1
Haryana	0.6	Punjab	0.4
Himachal Pradesh	0.1	Rajasthan	2.4
Jammu & Kashmir	0.1	Tamil Nadu	3.6
Jharkhand	1.0	Tripura	0.3
Karnataka	22.8	Uttar Pradesh	5.6
Kerala	23.4	Uttarakhand	0.6
Lakshadweep	0.1	West Bengal	2.4
		Other	1.7

Analysis shows 23.2% of PG students' annual family income is less than Rs. 50,000, of which 7.8% of students' family income was less than Rs. 20,000. PG Students whose family income was above Rs. 5 lakhs was 21.3%.

Undergraduate 2014

Admission to undergraduate courses was open for students who qualified in national level entrance examination. Number of students who got admission in to various engineering branches for the year 2014 was 820, of which only 153 were female and the remaining 81.3% were male. During this admission period students from SC and ST group who enrolled in this university were 13% and 6.5% respectively. While 23.5% belonged to OBC category, 2.2% students with physical disability got their admission and 11.8% were admitted through DASA scheme. About 352 students' secured their admission under general merit.

Analysis shows 4.3% of students belong to Muslim religion and 4.1% of them were from Christian background. 89.3% of students belongs to Hindu religion and Buddhist (0.1%) and Jain (0.2%) and the remaining 1.3% students belongs to other or not disclosed their religion. of these Figure 2, shows religion of UG students admitted in 2014 at the University/College.

Figure 4.2: Religion of UG students admitted in 2014 at the University/College
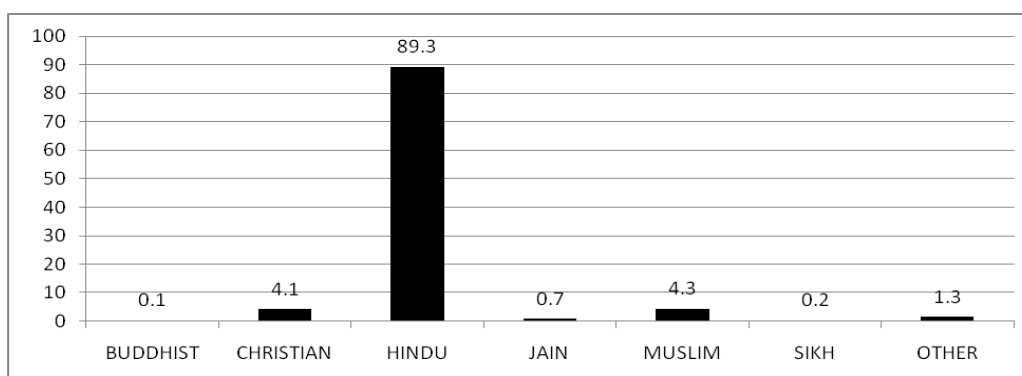
State of domicile of current undergraduate students is primarily from Karnataka (43.4%) and Andhra Pradesh (19.6%). Table 2 gives the state of domicile of UG students admitted in 2014 at the university/college.

Table 4.2: State of domicile of UG students admitted in 2014 at the university/college

State	Percentage	State	Percentage
Andhra Pradesh	19.6	Kerala	4.1
Assam	0.9	Madhya Pradesh	1.6
Bihar	1.5	Maharashtra	5.1
Chandigarh	0.1	Manipur	0.1
Chhattisgarh	0.5	Odisha	0.2
Goa	0.4	Pondicherry	0.1
Gujarat	1.6	Punjab	0.1
Haryana	0.5	Rajasthan	2.9
Himachal Pradesh	0.1	Tamil Nadu	0.5
Jammu & Kashmir	0.2	Uttar Pradesh	1.3
Jharkhand	2.0	West Bengal	0.1
Karnataka	43.4	Other	12.1

Analysis shows 14.1% of UG students' annual family income was less than Rs. 50,000 and 36.7% of students' annual family income was less than 2, 50,000. Annual income above Rs.5, 00,000 was of 38.3%.

Students who scored more than 90% of marks in their 12th class were 76.9% and less than 57% was of 0.9%.

4.2.2   *Changing nature of diversity of the students* (2008-09 and 2013-14)

Among the 437 students who secured their admission to various postgraduate students in the year 2008, 77.8% were male. Only 97 female students enrolled in that year for the PG courses.

Students who were taken admission in general category was of 65.4% and under QIP as well as sponsorship scheme was 1.1%. Foreign nations who secured their admission was 1.6% and under OBC reservation there was 13.7% students admitted. Students under SC and ST

quota secured admission were 12.4% and 5% respectively. Only 0.7% of disabled students got their admission to PG courses in 2008 to the university/college.

In 2008 the students from Christian community was of 5.5% and from Muslim religion it was 3.7%. Figure 4.3, gives religion of PG students admitted in 2008 at the University/College.

Figure 4.3: Religion of PG students admitted in 2008 at the University/College
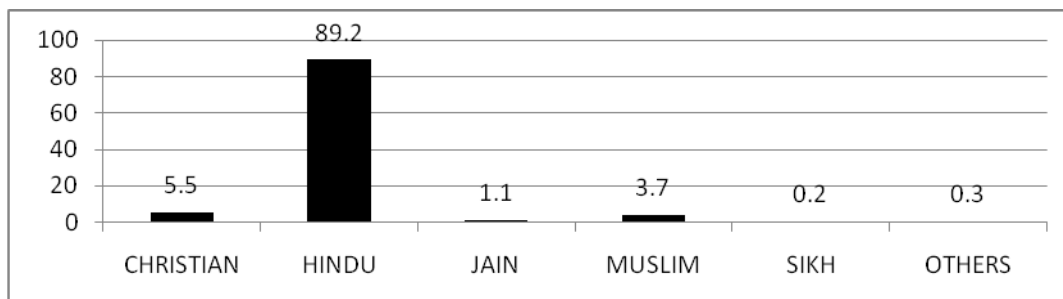
In 2008 from Karnataka students joined for PG was 47.8% and from Andhra Pradesh it was 24.5%. Table 4.3 gives the state of domicile of PG students admitted in 2008 at the university/college.

Table 4.3: State of domicile of PG students admitted in 2008 at the university/college

State	Percentage	State	Percentage
Andhra Pradesh	24.7	Madhya Pradesh	0.2
Bihar	0.7	Madhya Pradesh	3.4
Chandigarh	0.2	Maharashtra	4.3
Delhi	2.3	Manipur	0.2
Goa	0.5	Odisha	0.9
Gujarat	0.7	Punjab	0.7
Jammu & Kashmir	0.2	Tamil Nadu	0.9
Jharkhand	1.1	Uttar Pradesh	2.1
Karnataka	47.8	West Bengal	0.2
Kerala	7.1	Other	1.6

Undergraduate 2008

In 2008 out of 677 enrolments, male students got admitted in to undergraduate programmes were 84.8% while the only 103 female students (15.2%) taken their admission in to UG courses.

The candidates who admitted in general category were 53.9% and through DASA scheme it was 9.3%. The foreign students presence in campus was 9.6% and 1.5% got their admission under various other group. Disabled students who selected for UG 2008 courses were 1.8% while admission through SC and ST reservation were 13.3% and 6.8% respectively. Admissions through OBC category were 13.1% during 2008 selection.

The presence of Buddhist and Jain community student were 0.4% and 0.9% respectively. Students with Muslim religion were 3% and those following Christianity were 5.2%. Figure 4.4, gives religion of UG students admitted in 2008 at the University/College.

Figure 4.4: Religion of UG students admitted in 2008 at the University/College
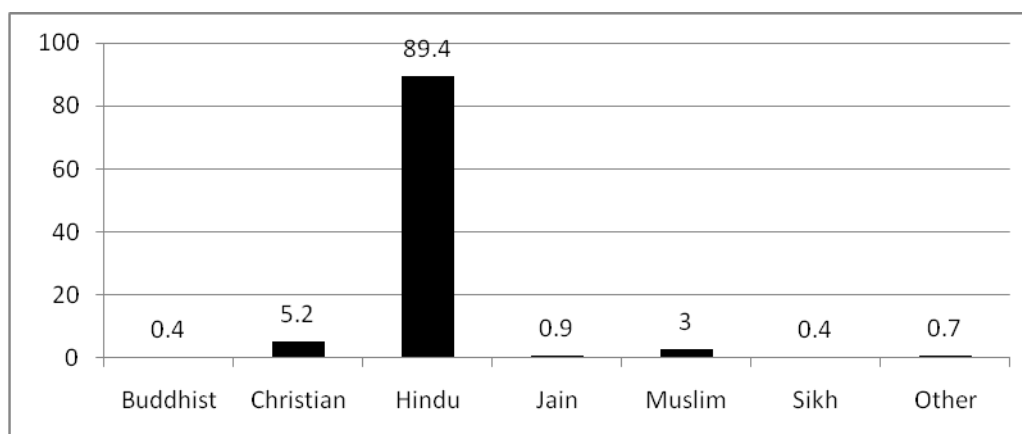
Out of 677 UG admissions taken place in 2008, students from Karnataka region were 44.9% and under DASA scheme it was 9.3%. From Rajasthan it was 6.5% and from Uttar Pradesh it was 5%. Table 4.4 gives the state of domicile of UG students admitted in 2008 at the university/college.

Table 4.4: State of domicile of UG students admitted in 2008 at the university/college

State	Percentage	State	Percentage
Andhra Pradesh	4.4	Madhya Pradesh	3.0
Arunachal Pradesh	0.6	Maharashtra	3.4
Assam	0.4	Meghalaya	0.3
Bihar	4.6	Mizoram	0.1
Chandigarh	0.1	Nagaland	0.6
Chhattisgarh	1.2	New Delhi	0.1
DASA	9.3	Orissa	1.3
Delhi	1.3	Pondicherry	0.1
Goa	0.6	Punjab	0.3
Gujarat	0.6	Rajasthan	6.5
Haryana	0.3	Sikkim	0.1
Jammu & Kashmir	0.3	Tamil Nadu	0.7
Jharkhand	3.8	Uttar Pradesh	5.0
Karnataka	44.9	Uttarakhand	0.9
Kerala	1.0	West Bengal	1.5
Lakshadweep	0.3	Other	2.1

Twelve percentage of the students' annual family income was less than Rs. 50,000/- and for 54.7% them it was less than Rs. 2, 50,000/-. For 16% of students the family income was above Rs. 5 lakhs.

Students with more than 80% of marks in their 12th class marks were 70% and those with less than 60% were 4.9%.

4.2.3 Analysis of the current status of diversity and the changing nature of diversity

In 2014 as well as 2008.Admission secured by male PG students was more (74.3% and 77.8%) compared to female candidates. This trend was also shown in UG admission in which male candidates taken admission was 81.3% (2014) and 84.85 (2008). In 2014 and 2008

there was 3.5% of increase in the female students secured their admission to both PG and UG courses.

In 2014 there was increase in OBC students enrolled in the university/college, the disabled students enrolment is also found to increase during these years. While the foreign nations secured admission decrease over the years analysis shows students admitted under DASA was increased by 2.5% in UG level. The ST and ST students' enrolment in UG courses decreased, while for PG courses students admitted under SC and ST category increased in 2014. Figure 4.5, gives social group of PG and UG students admitted in 20014 and 2008 at the university/college.

Figure 4.5: Social group of PG and UG students admitted in 20014 and 2008 at the university/college
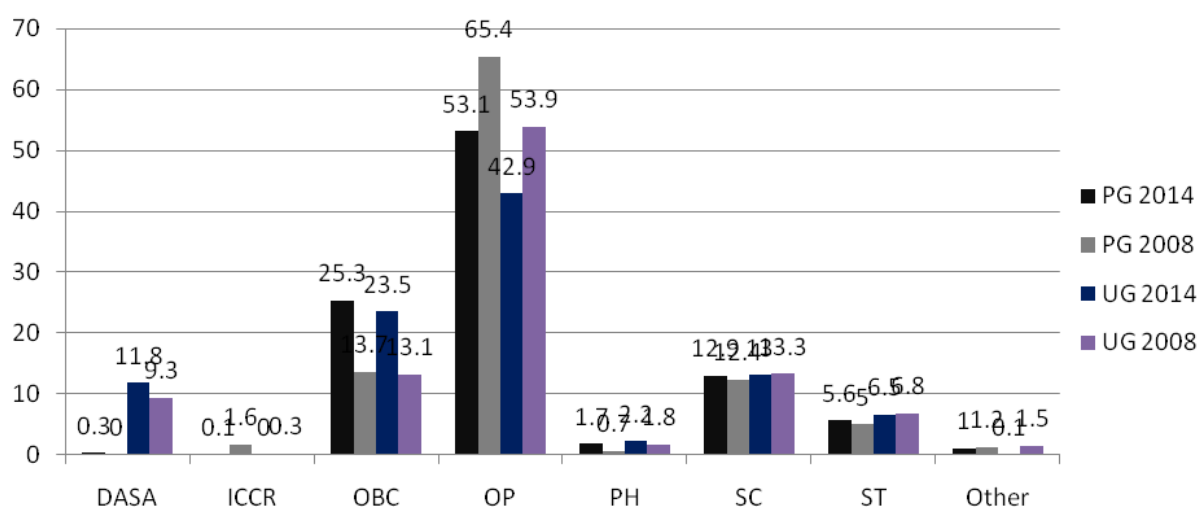
Analysis shows students from Hindu religion were enrolled more in to the university/college, and at the PG level there was a decrease of 3.4% students' enrolment from Hindu religion. There was an increase of 3.4% in Muslim students getting enrolled in higher education.

Students enrolled in UG courses from Andhra Pradesh increased by 15.1% during 2008 to 2014. There was 25% decrease in enrolment to PG courses from the students whose' residential location is Karnataka. There was an increase of 2.5% in DASA students enrolled for UG courses during these years.

Students who got admitted to UG courses with more than eighty percent of marks in their 12th class were increased from 70% to 93% during 2008 to 2014.

There was 22.3% of increase in the UG students and 2.1% in the PG students whose annual family income is above Rs. 5 lakhs. There was 35.4% increase in the PG students whose family income is less than Rs.50,000/-.

4.3 Faculty Diversity in the Campus (University and College)

Current status: Nature of diversity amongst the faculty in the selected university (2014).

To analyse the nature of faculty diversity amongst the faculty members their gender, social group, religion, disability, region and residential location will be considered. Data collected

from various cells and SC/ST roster register as well as recruitment advertisements etc were analysed.

Among 229 permanent faculty members 13.53% were female faculty and in professor scale 97.1% were male faculty and in Associate level 20% were female faculty members. In the position of Assistant professor 82.5% were male faculty. In the recent recruitment 15.55% of faculty recruited were female candidates.

Faculties from SC and ST social group were 7.42% and 2.18% respectively and those under OBC category were 9.60%. Faculties with disabilities were 0.8% only. Faculty members from Christian community were 17.03% and at the Assistant professor level it was 20.49% and those as Professor it was 15.63%. Figure 6 gives religion of faculty members at the university/college.

Figure 4.6: Religion of faculty members at the university/college
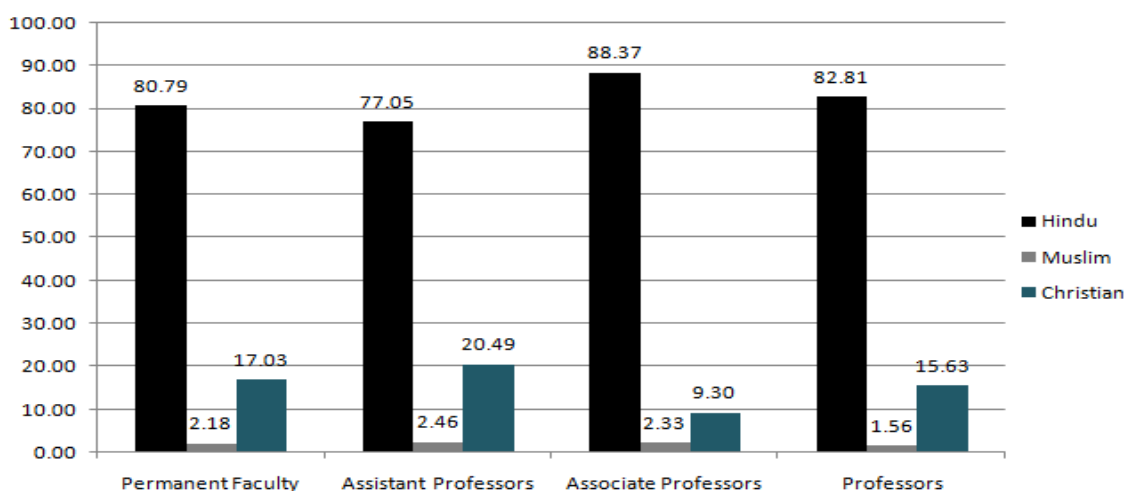
Faculty members from within the state were 65.06% and from outside the state out of 229 only 80 people where there. At Assistant Professor Scale 81.96% were from urban area and at Professor scale it was 67.60%. Only 24.07% people were come from rural areas. Table 5 gives residential location of faculties at the university/college.

Table 4.5: Residential location of faculties at the university/college

Faculty	Outside State	Within State	Rural	Urban
Permanent Faculty	34.93	65.07	24.02	75.98
Assistant Professors	36.89	63.11	18.03	81.97
Associate Professors	35.14	64.86	27.03	72.97
Professors	31.43	68.57	32.39	67.61

In recent recruitment 54% of people were from within the state and 78% comes from urban areas.

4.4 Student and Faculty Diversity: Summary and Analysis.

In the university/college under study female students (21.96%) and female faculty (13.54%) was less compared to males. The state of domicile of students in both 2008 and 2014 found to vary significantly compared to faculty members. The foreign nations were enrolled in student communities while faculty members from foreign nations were not reported in that

university/college. Apart from Hindu religion, people from Christian and Muslim religion were significantly present in the campus but people from other religions were comparatively less especially among faculty members. Increase in strength of OBC was reported, but in case of SC and ST categories it was not prominent. People from disabled group were less in 2008 as well as 2014. While the residential location of students distributed across urban and rural locations that of employed faculty members was more from urban areas. Students from various family income groups were present in the university but the average family income of students in PG courses found to less when it was compared with that of UG students.

Chapter 5

Students' Survey: Profile and Initial Experience on Campus

5.1 Introduction to the Chapter

This chapter will provide analysis of primary data obtained through questionnaire survey among the second and third year undergraduate (UG) and postgraduate (PG) students of the university/college. Primary data through group discussion among SC/ST, OBC, NCC, NSS and women students and the data from diaries that were distributed among SC/ST students will also be utilizing in this chapter for analysis of students profile and their initial days in university/college. First section of this chapter will provide analysis of survey participants' level of study, departments, percentage of marks and choice of subjects with respect to their gender and social background. Analysis of students' pre-college background and their choice of career etc. will be providing next. The students' initial days of experience in the college will be analysed then.

5.2 Current Academic Profile

The questionnaire was distibuted among 546 students and the survey was responded by 504 students of which 27% of the students were undergoing their post graduate studeies and 73% were from under grauate students. The survey participants were in the middle of their courses of which 52.8% were completed at least one year of course in the univeristy, in which 27% were PG students and 25.8% were UG students. The 47.2% students were in 3rd year of their UG study.

Among the PG students 14.9% undergoing their MCA course, 7.9 were doing their MBA and 4.8% of students' course of study was MSC. The 73% of UG students' course of study was B.Tech in various departments.

The department of study among the PG students include Mathematics (55.55%), Management (29.62%), Physics (11.11%) and the Chemistry (3.72%). The department among UG students were Civil Engineering (32.79%), Computer Science & Engineering (6.23%), Information Technology Engineering (26.55%), Electrical and Electronics Engineering (7.3%), Mining Engeering (8,13%), Mechanical Engineering (11.92%) and Chemical Engineering (4.33%). All these UG students who responded for the survey has been studied subjects offered in respective engineering branches and mandatory courses like Professional Communication and other subjects in the areas of Humanities and Scoail Sciences.

Female students who opted for Chemistry was 0.75% and 0.33% female students were studying for Physiscs subjects. From Civil Engineering and Computer Science 0.17% were female responded to the survey. Table 5.1 gives department wise gender and social background of students who responded for the survey.

Table 5.1: Department wise gender and social background of students

Department	Male	Female	SC	ST	OBC	General
Chemical Engineering	57.14	42.86	0.00	0.00	71.43	28.57
Chemistry & Physics	31.58	68.42	11.11	11.11	33.33	44.44
Civil Engineering	82.64	17.36	10.08	7.56	26.89	55.46
Computer Science	82.61	17.39	8.70	4.35	26.09	60.87
Electrical & Electronics	72.97	27.03	8.33	2.78	25.00	63.89
Information Technology	61.62	38.38	7.29	3.13	26.04	63.54
Management	70.00	30.00	15.38	5.13	20.51	58.97
Mathematics	54.05	45.95	12.00	6.67	28.00	53.33
Mechanical	90.91	9.09	7.32	2.44	29.27	60.98
Mining Engineering	86.67	13.33	10.34	6.90	34.48	48.28

From departments offering non-engineering courses like Physics, Chemistry and Mathematics female students responded more (68.42% and 45.95%) to the survey than the engineering courses like Mechanical (9.09%) and Mining (13.33%). Participation from SC/ST students from Management (15.38% and 5.13%) than that from Chemical (0%).

Among the survey respondents the percentage of marks that was less than 6 CGPA was 2.8% of which 0.39% were female students. 60.3% of the students were having above 8 CGPA and 37.3% of them were with 9 CGPA and above.

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

The survey was responded by 28.4% of female students, of which 43.70% were PG female students and 22.82% were UG female students. Among the participants 87.1% of the students' belongs to Hindu religion, 3.6% were follow Muslim religion and 4.6% from Christainity. Buddhist (0.6%), Sikh (0.4%), Parsi (0.2%), Jain (0.6%) and students from other regious group were responded to the survey. Figure 5.1. gives religious background of UG and PG students in the university/college.

Figure 5.1 Religious background of UG and PG students in the university/college
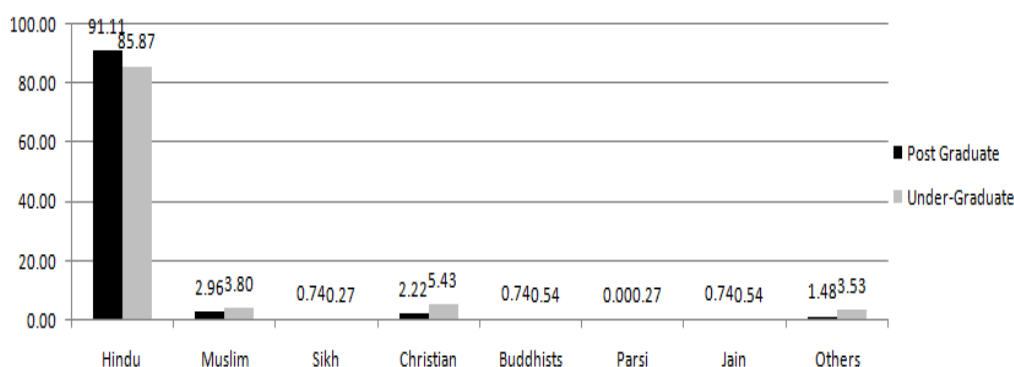
The students from SC and ST social background were 9.3% and 5.2%, from OBC group there was 27.2% of students. From PG courses 53.33% and from UG courses 59.78% of students of General category responded to the survey. At PG level SC (11.85%) and ST

(6.66%) students and at UG level SC (8.42%) and ST (4.61%) responed. OBC students response at PG level was 27.40% and at UG level it was 27.17%.

The students whose mother religion was Hindu for 88.1% and that of father it was 87.1%. Mother with Buddhists religion was 0.8% and that of father was 0.6%. Students' mother who belongs to Jain was 1.0% and father belongs to Jain was 1.6%. This diversity was less in father and mother who belongs to Christian (3.6%), Muslim (3.8%) and Sikh (1.6%).

The students father occupation in Govt. Sector was 28.6% and in Business was 16.7%, while 68.5% of their mother belongs to Houe-wife and 4.4% in Government jobs. Table 5.2 gives students mother's and father's occupation.

Table 5.2: Students mother's and father's occupation

Occupation	Mother	Father
Self-Employed in Agriculture	1.2	8.7
Self-Employed in Non- Agriculture/ Businessperson	1.6	16.7
Regular Wage/Salary Earning (Government)	4.4	28.6
Regular Wage/Salary Earning (Private)	1.8	6.8
Home Maker (House-Wife)	68.5	0.4
Others	22.6	38.8

Students monthly income in their family that was below 5000 was 5.6% and between 5001 to 10000 was 8.9%. Monthly household income less than 25001 was for 30% of students and babove 50000 was for 37.5% of students.

Diary of an SC students says ... "I felt many times deprived of money , social skills when students are asked subject related questions , I many times was unable to answer and during many class trips and owes the situations and I felt deprived of money and failed to be part".

3.2% of differently abled studnets responded to the survey of which 37.5% were doing their PG courses. The state of domicile of students in the university was Karnataka (32.1%), Kerala (6.0%), Andhrea Pradesh (10.9%) and various other states from India. Table 5.3 gives state of domicile of students in the university.

Table 5.3: State of domicile of students in the university

State	Percentage	State	Percentage
Andhra Pradesh	10.9	Kerala	6.0
Assam	0.2	Madhya Pradesh	5.0
Bihar	4.4	Maharashtra	4.0
Chhattisgarh	0.6	Meghalaya	0.2
NCT-Delhi	1.8	Odisha	1.2
Goa	0.4	Punjab	0.6
Gujarat	1.0	Rajasthan	5.8
Haryana	1.0	Sikkim	0.2
Himachal Pradesh	0.2	Tamil Nadu	1.8
Jammu Kashmir	0.4	Uttar Pradesh	6.7
Jharkand	1.4	Uttarakhand	0.2
Karnataka	32.1	West Bengal	2.2

The students whose residential location was mostly of Urban (70.4%) areas. Among UG students 75.55% and among PG students 57.03% were from urban areas. For 29.8 of the students their mother tongue was Hindi and those who speak Kannada was 18.8%. Table 5.4 gives mother tongue of students in the university/college.

Table 5.4: Mother Tongue of students in the university/college

SI.No	Mother Tongue	Spoken by	SI.No	Mother Tongue	Spoken by
1	Assamese	0.2	16	Marathi	3.0
2	Bengali	2.2	17	Marwari	0.4
3	Bhojpuri	0.4	18	Nepali	0.8
4	Braj Bhasha	0.2	19	Odia	1.2
5	Dogri	0.2	20	Pategar	0.2
6	English	0.6	21	Poula	0.2
7	Guajarati	0.8	22	Punjabi	0.4
8	Haryaka	0.2	23	Sanskrit	0.2
9	Hindi	29.8	24	Saurashtra	0.2
10	Magahi	0.2	25	Sindhi	0.6
11	Kannada	18.8	26	Tamil	6.0
12	Kashmiri	0.2	27	Telugu	16.7
13	Khasi	0.2	28	Tulu	4.0
14	Konkani	2.8	29	Urdu	0.6
15	Malayalam	8.3	30	Others	0.6

For PG students' whose parent and Siblings with PG and above degrees was 8.88%, 14.07% and 25.92% for their mother father and sibling respectively. Among the UG students with illiterate family members' status was mother 4.66%, father 1.28%, and sibling 0%. Table 5.5 gives education of parents and siblings of the students in the university/college.

Table 5.5: Education of parents and siblings

Education qualification	Mother	Father	Sibling
Illiterate	4.8	1.4	0.2
Primary Complete (Up to 5th STD)	7.1	3.2	4.2
Secondary (Up to 10th STD)	18.1	9.5	13.3
Plus Two or Higher Secondary	15.5	11.1	15.7
Diploma/ITI/ITC	3.8	6.3	1.8
Graduate	27.2	32.1	14.3
Professional Degree	6.9	9.3	15.3
Post Graduation & Above	13.3	23.2	14.7

Figure 5.2 gives diffferences in residence, occupation, income, education of the mother by social background.

Figure 5.2: Social background and various differences with respect to mother
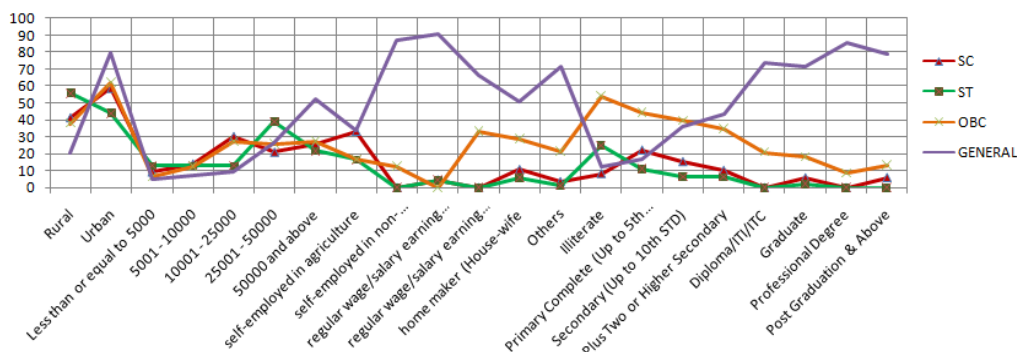
5.4 Pre-College Background: Type of School and Academic Background

The primary school of students admitted to the university is primarily located in urban (75.6%) aras. PG students whoses primary education at urban schools were 68.14% and that of UG students it was 78.26%. The type of school in their 10th class was mixed sex for 83.1% of the students and the management for their school was private aided for 35% of students and private-unaided for 32.2% of students. 29.6% of the students were from Government managed schools. Their 10th class schooling was at ICSE (6.5%), CBSE (45.6%), state schools (45.6%) and other syllabus. In 10th class 15.9% of students obtained less than 60% of makrs and 68.1% of them scored more than 80% of makrs.

Seconadry Schooling was also predominatly located at urban (81%) areas. For 77.03% of PG and for 82.33% of UG students their 12th schooling was at urban areas. From private-unaided colleges 34% and from private 32.2% of students completed their 12th schooling. 30.8% of the students undergone their 12th schooling in government manged institutions. For only 14.7% their higher secondoary schools were single-sex. Among PG students for 87.4% and among UG students for 96.7% their stram of study was sciences in 12th class level. From state syllabus was following 12th schools for 53.2% of studnets, from CBSE 40.5% ICSE 2.2% were enroled in the university/college under study. For 6% of the students their 12th class marks were less than 60% and for 73.4% of the students their higher secondary marks were more than 80%.

The female students opted for at 10th class (44.37%) and in hygher secondary class (35.66%) were private-aided schools. Figure 5.3 gives choice of schools at 10th and 12th class by male and female students in the university/colleges.

Figure 5.3: Choice of schools at 10th and 12th class by male and female students in the university/colleges
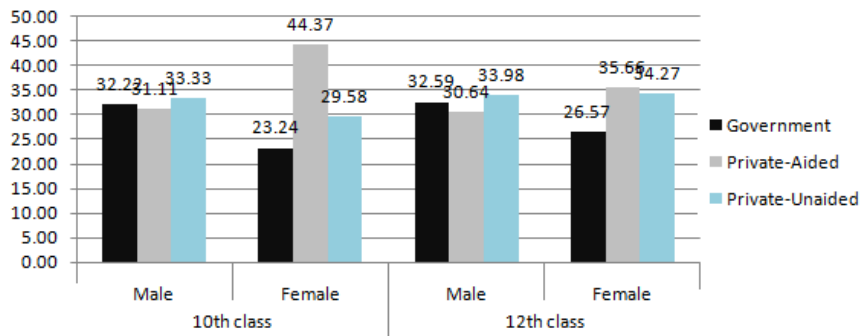
Analysis shows the location of schools for SC students at 10th standard was 59.57% and at the 12th class it was 70.21%. Other social group students also shows changing their 12th class education towards schools located in urban areas. Figure 5.4 gives the location of school at 10th and 12th class for various social groups in the university/college.

Students from Christian religion (52.17%) at their 10th standard predominantly had undergone their education in private-aided schools. The students from Muslim religion were following private-unaided (44.44%) at 10th class and Private-aided (50%) at their 12th class.

Table 5.6 give schooling at 10th and 12th class disaggregated by religious group.

Figure 5.4 Location of school at 10th and 12th class for various social groups in the university/college
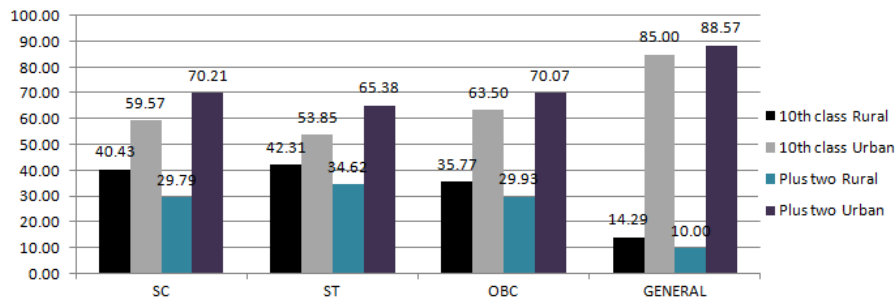
Table 5.6: Schooling at 10th and 12th class disaggregated by religious group

Religion	10th Class			12th class		
	Government	Private-Aided	Private-Unaided	Government	Private-Aided	Private-Unaided
Hindu	30.82	34.70	31.28	31.28	31.96	34.02
Muslim	22.22	33.33	44.44	11.11	50.00	38.89
Christian	17.39	52.17	30.43	26.09	39.13	30.43
Others	25.00	25.00	41.67	41.67	16.67	33.33

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

The post-secondary career choice for 75.3% of male and 79.7% of female were to pursue higher education. For that purpose 30.6% of the students attended career guidance class, workshops and seminars. Students who were in search for a job also attended (26.7%) career guidance events. Those who attended the events were primarily seeking career guidance that

were organized by schools (52.3%), neighbourhood association (10.7%), religious forums/associations (7.4%), caste/community associations (5.4%), commercial centres (32.9%), their own colleges (25.5%) and other (29.5%) centres.

Professional degree was the primary choice for 58.6% of male and 59.4% of female. The help from family members for their professional degree choice was upto 61% and the Internet was 52.1%. Help from religious associations (3%) and the caste associations (4.1%) were less compared with other sources of help for choosing professional degree. Table 5.7 gives the choice of course by gender and their source of help for them.

Table 5.7: Choice of course by gender and their source of help

Course / Gender	General Degree	Professional Degree	Diploma	Teacher Education (D.Ed, B.Ed)	Job oriented certificate courses less than six month duration	Certificate courses more than six month duration
Male	28.9%	58.6%	.6%	.6%	1.7%	0.3%
Female	33.6%	59.4%	.7%	1.4%	.7%	0%
Mentor						
Family members	62.5%	61.0%	33.3%	75%	42.9%	0%
Neighbour	28.3%	28.4%	66.7%	0%	28.6%	0%
School friends	43.4%	55.1%	66.7%	50%	28.6%	0%
Other friends	27%	37.2%	66.7%	50%	14.3%	0%
Teachers in School	44.7%	48.0%	66.7%	50%	42.9%	0%
Coaching class teacher	37.5%	49.3%	66.7%	25%	57.1%	0%
Media	34.9%	41.2%	66.7%	25%	28.6%	0%
Religious gathering	2.6%	3%	0%	0%	42.9%	0%
Caste association	1.3%	4.1%	0%	0%	14.3%	0%
Internet	42.1%	52.7%	66.7%	50%	42.9%	0%
College website	28.3%	34.8%	0%	50%	14.3%	0%
Other sources	30.15%	58.7%	0.59%	0.7%	1.38%	0.19%

Students who availed reservation for their admission was up to 39.1% of which 25.8% of students admitted through OBC category. Through SC (8.1%) and ST (4.4%) category and through other reservation schemes 4.4% of students had taken their admission. Students response shows for 29.1% of them were admitted under reservation despite they were being ranked in the merit list.

The UG and General category students enrolled in the college as it was their primary choice, near to home and affordable fees. Only 9.7% of SC students and 3.6% of ST students considered the college fee as affordable to them. Disabled students opted the college because of near to their residential location was also only up to 1.8%. Table 5.8 gives reason for choice of course/college by the students.

Table 5.8: Choice of course/college by the students

Choice of College	Level of Study		Gender		Social group				
	PG	UG	Male	Female	SC	ST	OBC	General	Disabled
My first choice of subject	25.6%	73.9%	75.6%	23.9%	7.7%	6.4%	26.1%	55.6%	4.3%
My first choice of college	26.6%	73.4%	69.9%	29.8%	8.2%	5.0%	27.6%	56.1%	3.1%
Near my home	20.0%	80.0%	75.5%	24.5%	3.6%	2.7%	27.3%	62.7%	1.80%
Afford the fees	26.0%	74.0%	75.5%	24.5%	9.7%	3.6%	22.4%	60.7%	3.10%
Grades/marks match	27.1%	72.9%	70.6%	29.0%	7.4%	5.2%	29.7%	54.3%	2.60%
Friends are here	11.8%	88.2%	85.3%	14.7%	0.0%	5.9%	23.5%	67.6%	0%
Welcoming to my social group	28.2%	71.8%	74.1%	24.7%	11.8%	4.7%	25.9%	55.3%	4.70%
Certificate was deposited	31.8%	68.2%	77.3%	22.7%	0.0%	13.6%	31.8%	50.0%	4.50%
Not get admission in any other college	32.0%	68.0%	78.0%	22.0%	6.0%	4.0%	22.0%	64.0%	0%
Hostel facilities	29.9%	70.1%	77.7%	22.3%	12.1%	3.2%	26.1%	56.1%	3.20%

The analysis of FGDs with women, OBC and SC/ST students shows the students persuaded to the university by the reputation and opportunity for better placement and the location that has close to the cities were good job opportunities. Girl students responded the choice of college were also influenced by the safety is more compared with other locations. The SC/ST students' preference for the universities was also influenced by the university that were near to their home town.

5.6 Aspirations after College

The UG students predominantly prefer to pursue higher education (52.40%) and prepare competitive exams (52.20%) right after their degree, while the PG students look for private sector jobs (66.70%) after their education. Only 9.8% of girl students want to go back to their native place or get married (11.9%) after their degree, female students also looking for private jobs (51.0%) or prefer higher education (51.7%) after their degree. SC and ST students look for public sector jobs 53.2% and 73.1% more compared to general category (36.8%). The general category students prefer higher studies (52.9%) and the ST students prefer to go back to native place (38.5%) compared with other social group.

Analysis of students diary says, for the SC/ST students campus were often provided them a strange atmosphere than the native place...to quote a response " We use to go home after every semester end ....I feel bad also after reaching back from home". Table 5.9 gives future plans of students soon after completing their degree.

Table 5.9: Future plans of students soon after completing degree

Future plan	Level of study		Gender		Social Group			
	PG	UG	Male	Female	SC	ST	OBC	General
Pursue higher studies	29.60%	52.40%	44.4%	51.7%	38.3%	23.1%	40.4%	52.9%
Prepare for competitive exam	34.80%	52.20%	47.5%	47.6%	40.4%	57.7%	41.9%	50.4%
Attend soft skill training	26.70%	26.90%	26.7%	26.6%	29.8%	26.9%	26.5%	26.4%
Look for private sector job	66.70%	42.70%	48.3%	51.0%	40.4%	42.3%	50.7%	51.4%
Look for public sector job	52.60%	41.30%	45.8%	39.9%	53.2%	73.1%	52.2%	36.8%
Prepare for competitive tests	31.10%	43.20%	41.4%	36.4%	38.3%	50.0%	39.0%	39.6%
Attend certificate course	23.70%	26.90%	26.9%	23.1%	29.8%	19.2%	30.1%	23.6%
Go back to native place	18.50%	17.70%	21.2%	9.8%	19.1%	38.5%	14.7%	17.2%
Get marry	17.80%	23.10%	25.6%	11.9%	19.1%	26.9%	24.3%	20.4%
Not decided	20%	24.80%	22.6%	25.9%	23.4%	30.8%	24.3%	21.5%

5.7 Initial Days of College Experience

The students at UG (78.4%) and PG (21.2%) level had received welcome party during their time of joining in the college. The female students (26.2%) responded that there was formal orientation programme and 24.9% of female students noticed the invitation to these events. Among SC students 10.4% were received the invitation and 9.9% of SC students attended the event. All the ST students who received official invitation (5%) attended the events. From OBC group only 27.5% of received the invitation and 28.7% students attended the orientation programme. From general category out of 54.1% received invitation only 52.8% attended the orientation programme. Figure 5.5 gives the topics and level of information provided during formal orientation programme at the university.

Figure 5.5: Level of information provided during orientation programme
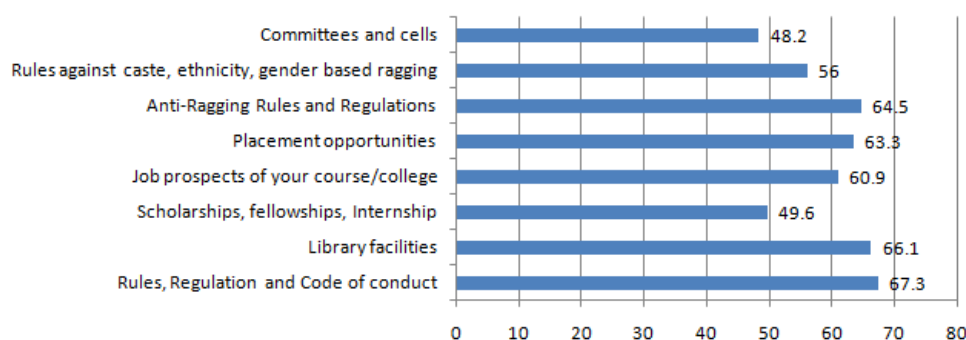
Students (66.1%) felt welcomed during their initial days in the campus and 78.4% of students found the new place as interesting. For 48.6% of students the campus social and cultural lives were strange and 39.1% of them felt nervous and inferiority complex. The students of 31.1% of them felt it difficult to form peer groups. The students (34.3%) were in search for students from their background and 31.1% found it difficult to form peer groups of which 21.1% felt they were deliberately ignored. Up to 36.3% of them found it hard to adjust and 20.8% of

think they could not stay in the college. Figure 5.6 gives initial days experience of students from different social background.

Figure 5.6: Initial days experience of students from different social groups
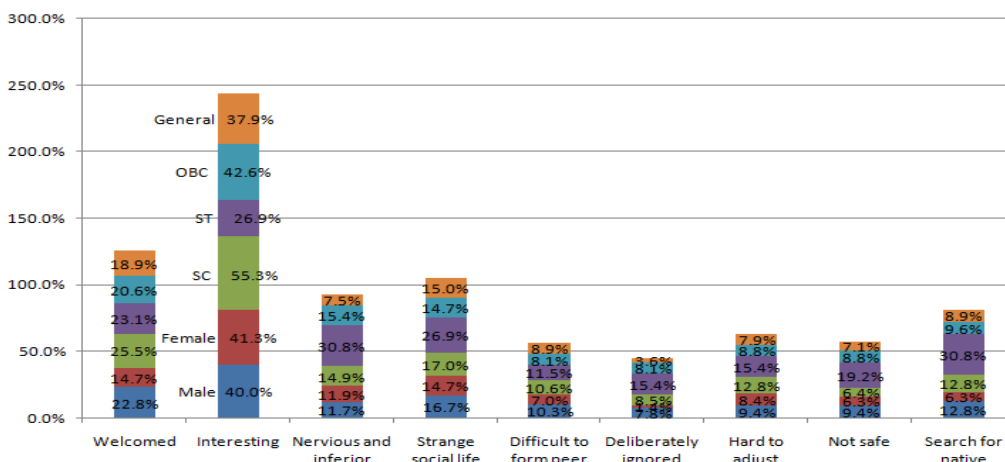
Analysis shows the male students and those from ST social background found the teaching environment of the university as difficult for them. Figure 5.7 gives the initial days of teaching and learning experience for the students in the university.

Figure 5.7: Initial days teaching and learning experience for students
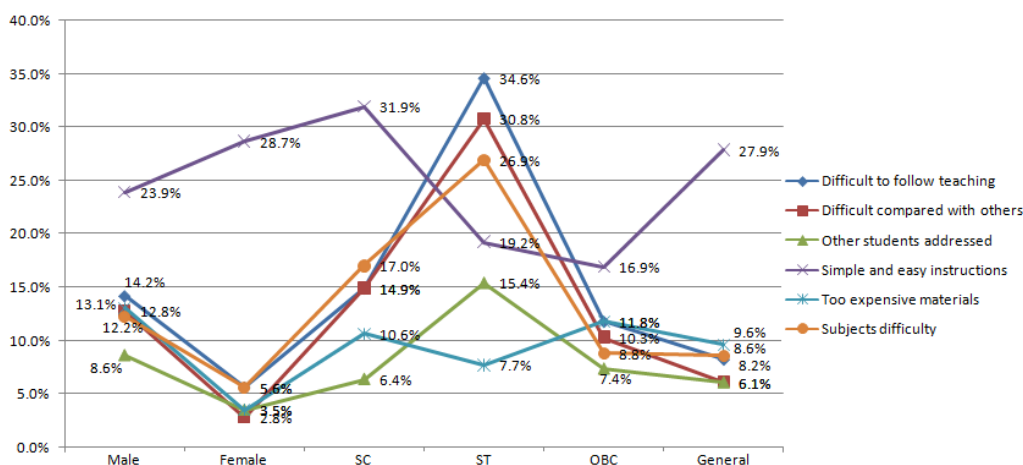
The students from ST background felt the campus have less accessible and high cost of living compared with other social groups. Table 5.9 gives non-academic difficulties in felt by students in the university.

Table 5.10: Initial days non-academics difficulties in the university

	Male	Female	SC	ST	OBC	General
High cost of living	14.4%	7.0%	12.8%	26.9%	15.4%	9.6%
Inaccessible classroom	4.4%	3.5%	4.3%	7.7%	3.7%	3.9%
No restrooms	11.4%	11.2%	19.1%	23.1%	7.4%	11.1%

While female students consider the concern of women was less ST students consider that the tension and sensitivity towards regional language and culture is high compared with other groups of students. Table 5.10 gives students perception about sensitivity of administration on campus diversity.

Only 21.4% of students faced interviews for admission, of which 7.3% of students were asked about the social background during the interview.

Table 5.11: Sensitivity of administration on student diversity

	Male	Female	SC	ST	OBC	General
Officials with value and equity	10.6%	5.6%	10.6%	15.4%	7.4%	8.6%
Sensitive to language and culture	13.3%	7.7%	6.4%	23.1%	11.0%	12.1%
Tension around	12.2%	8.4%	8.5%	23.1%	8.1%	11.4%
Concern of women	15.8%	9.1%	12.8%	15.4%	16.9%	11.8%

The interview was faced by for the first time by 10.5% of the students and 16.7% of students consider that the social and educational background of students matter in interview performance. Figure 5.8 gives the interview questions related to the social background of the students.

Figure 5.8: Interview questions related to the social background of students
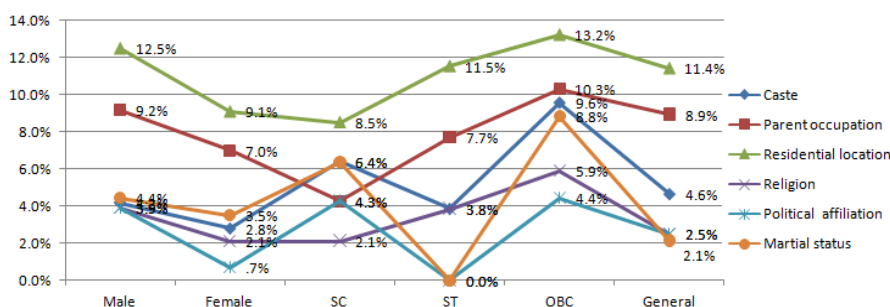
The questions related to residential location of students was higher among the social background discussions during interview. Among OBC students questions related to their social background were more compared with other social groups. Figure 5.9 gives difficult aspects of the interview performance among the students

Figure 5.9: Difficult aspects of the interviews among the students
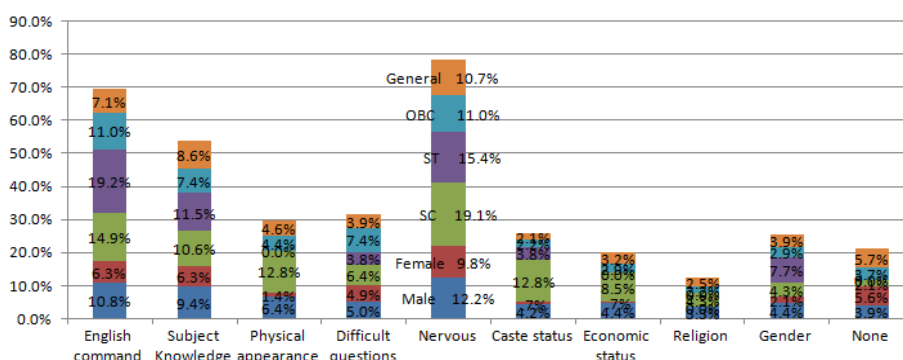
During the interview performance students were predominantly nervousness and SC and ST students were more nervous compared with other groups. The commend over the English and

subject knowledge were the subsequent difficult aspects, in these aspect as well SC and ST students found to face more difficulties than other groups. The difficulties in addressing the gender aspects of ST students found to high compared with other groups. Only 2.2% of the students responded that the interview was in local language and only 24.2% of students consider training for interview may help students.

Analysis of students' diary and FGDs shows admission experience might be more ease if provision for different languages were present. The general category students were more informed about the process than the other social groups. For example students says "there was lot of uncertainty, we were not aware of the programme.... and my parents know only Hindi."

5.8 Analysis and Summary of the Chapter

Students Academic Profile: Issues emerging on diversity in academic profile by gender and social group - The female students' populations was less compared to male students. This might have significant impact over the mark distribution between genders. The data shows female students scoring less than 6CGPA was very less compared with male participants. To quote from focus group discussion (FGD) with female students "They (girls) don't interact they (boys & teachers) said that girls have higher CGPA, girls study well". Further during the discussions girls also revealed that "majority of them have 90-95% of attendance in their subjects". However data also reveals female students admitted to the particular university with their national level entrance examination score were less compared with men. Thus girls might have performed better in the campus when compared with boys of similar score previously. To quote one respondent disproportional academic profile between genders 'often give mark advantages to girls than boys'. The FGD response also reveals at least a section of girls do not interact in comparison with male students.

Similar to less female students in particular branches, the SC and ST representation were often less and sometimes absent in certain branches. While for female students the disproportion was remarked as advantageous position in marks, analysis of students diary shows at least to some felt that the disproportion in SC/ST students were negatively affected. To quote a student's response "But when they came to know that I am SC-ST students, they look me like I am the person who is eating all benefits", "I had good academic records, but when 1st semester ended I got very less aggregate marks that made me feel that all got very good grades why I did not ?.... Time passed and again in 2nd semester I was not happy with my grades and I was very disappointed unhappy again. I got same feelings which I got in the first semester." .... it is also noted that reserved students consider "with very less score even with reservation one didn't get admission here.."

The religious background of students up to 88% was Hindus. The FGD response says "we know the identity through their name". This shows the diversity with respect to religion was significantly less. Analysis of the students' diaries shows most memorable festival events were also belongs to particular religion. To quote one response 'during other religious events those students usually go back to their native place and often such celebrations were not common".

Students family background: Issues emerging on diversity in terms of family background by social group. Majority of students mother occupation was marked as house wife and was less for general category. The regular income mother as well as annual income of general category students were significantly high compared with other social group. To quote from students diary "Money is the problem In admission time"...the 'food cost all money'... "Every time when situation demand money, I used to think re think about money to spend on t-shirt hotel food and movies etc." Further one student responded ..." it takes almost 6-7 mints to get scholarships after applying for it".

The residential location of students were predominatly limited to certain states from India. The students diary says this has given more empahsis on specific langauage clubs and quizzes in that particular language, and students who were aware of such languages often have more opperunity to participate and organize language events with less effort for administrative support. As explained earlier the admission process were also often more ease for parents with knoweldge of English or certain regional langauges.

From rural areas reserved social group students were more than the general category students, the education background of reserverd group students' mothers were also less in comparision with general category. This has infleunce on family support for education for example one student responed like this "....I am doing part time job with my education because my family is not ready to continue my education and they try force me to go a job for factories, Government etc. I only save money and I came to here.."

Students pre-college credentials, choice of career and subject: Issues emerging on diversity in pre college experiences and choice of subject by gender and social group.

The data shows majority of students were from schools of single sex, while the girls' representation in certain branches were found to less the transition to diverse environment was difficult for at least a certain group. For example to quote a girl student response from minority community "... my previous schools (private-unaided) had boys in other campus and never travelled in schools bus together, here in my class only few girls in my class and I have to do the lab with boys...and my parents were quite nerves..."

Other than SC /ST category, the OBC and general group of students were particularly following CBSE academic syllabus were Hindi was thought. The private and unaided schooling were more among the general and OBC students. To quote a student response "I only know the 'state' language and do not know English". Further the students diary says "...our seniors were here and we proud of 'my' school and form clubs here", pre-college credentials with certain schooling may have influenced the informal groups and disparity with students from scattered schooling environment.

Initial Days of College Experience: Issues emerging on diversity in initial days of experience. The response from FGDs with OBC students says "Language is the main problem, we can't communicate with other". SC students diary says "...Language is a barrier people don't understand each other.., and they was no formal mechanism for senior mentoring.. Seniors are not supporting they are making fear in our mind". The interviews and admission process were often taken place in English and thus the parents who speak only the

native langue and students from schooling in different language face the uncertainty due to language issues. It was also reported that support for communication or translator were also limited during initial days.

While certificate verification for SC/ST students during admission period was not turned out to be a difficult process, the OBC students responded that they cleared various social background queries. Students also responded about the difficulty in getting the hostel and lack of choice for first year students to choose the mess.

Analysis and Summary of the chapter: The diversity does present in the form of gender, income groups, family background, languages, schooling, community and religions in the campus. However the level of diversity varies across these parameters. While ST students consider family background like education and parents' occupation created inferiority among them, OBC students responded to the income and gender issues more. SC/ST students consider schooling and language skills make their initial days difficult. It is also noted that the campus level services like postal office and banking facilities were sometimes provided a discriminative feeling among the certain social groups in the campus.

The celebrations and clubs were not popular across the religion and languages. Further access to the celebrations and events were often influenced by the family income of students. The teaching and learning atmosphere were also provided considerably different experience among social groups and the future aspiration was also differed among social groups.

Chapter 6

Diversity and Academic Experiences of the Students

6.1 Introduction to the Chapter

This chapter will provide the students experience of diversity in the class rooms' environment and during their academic life in the campus. With respect to teacher interaction with students, participants experience with administration and academic environment, chapter will explain commonalities, difficulties and executions if any in the university.

6.2 Classroom Seating Arrangement

The analysis shows 77.8% of the students regularly attend the classes and 73.6% of male students were regular in the classes and among the female students 88.1% were regular to the classes. Among the disabled students 75% were regular to the classes. The SC (80.9%) and ST (73.1%), OBC (79.4%) and General (77.1%) of students were regular to their classes.

Figure 6.1: Top students seating preference and various classes seat choices
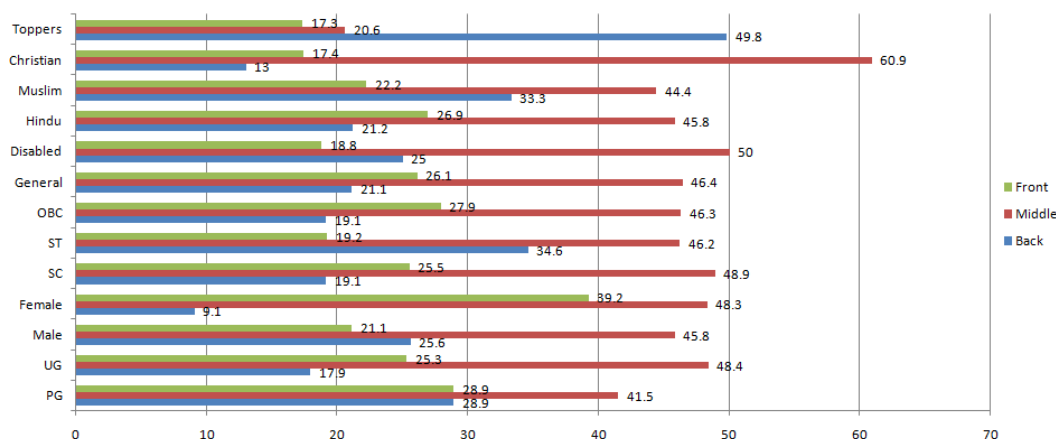
In class rooms the students (74.8%) generally have the choice to select their row. The students choose particular row due to fear of harassment was 6.9%, and to avoid direct interaction with teachers were 31%. Figure 6.2 gives Reason for choice of seating location in the class by gender.

Figure 6.2: Reason for choice of seating location in the class by gender
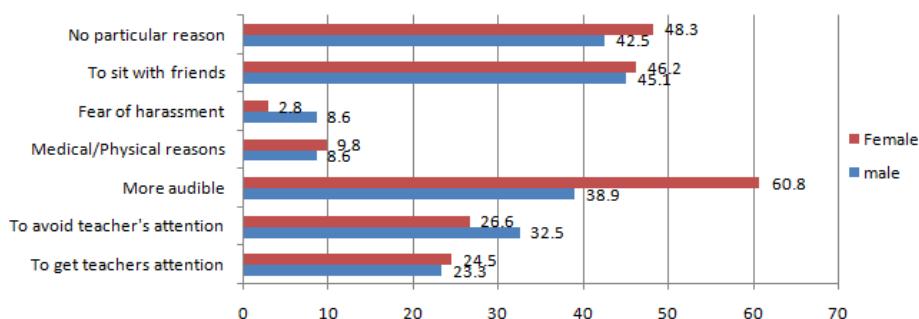
Choice of seating location according to their own community was considered a reason by 40.4% of students in the university. Ethnicity and prior acquaintance was also shown to be

the base for sitting arrangement. Figure 6.3 gives base for sitting arrangement with respect to social group.

Figure 6.3: Base for sitting arrangement with respect to social group
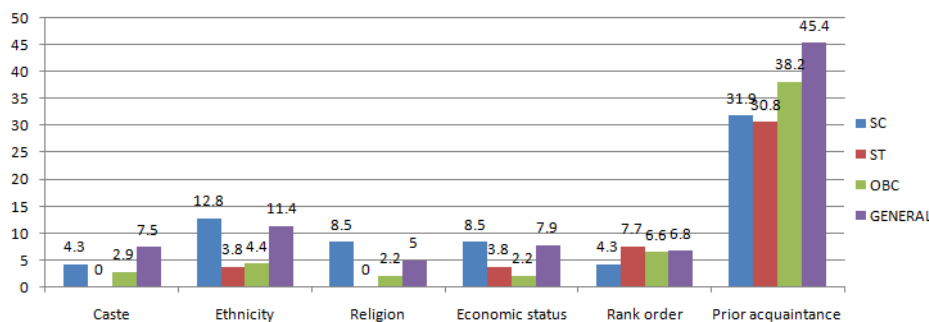
Analysis shows SC (21.3%), ST (30.8%), OBC (32.4%) and General (32.9%) students try to avoid direct attention by choosing sitting rows in classroom. Further their comfort level SC (57.4%), ST(30.8%), OBC (65.4%), General (68.6%) in asking questions in the classroom was more for female (67.8%) students than the male (62.5%).

6.3 Teacher Sensitivity Towards Diversity of Student Identities

The study shows teacher's are sensitive towards diversity of student's identity. However the general category of students (8.2%) and OBC students (10.3%) has reported that the teachers frequently announce the surname that may reveal castes, tribes and region of the students in the class.

Table 6.1: Teacher sensitivity towards diversity of student identities

Teacher never made remarks on	SC	ST	OBC	General
Caste/region	83.0%	65.4%	78.7%	74.6%
Caste based jokes	95.7%	84.6%	86.8%	84.3%
Label as Reserved	78.7%	65.4%	80.9%	87.9%
Surname is announced in class	70.2%	65.4%	61.8%	56.1%
Derogatory statement	85.1%	88.0%	77.9%	85.0%

Female (89.5%) and male (88.02%) of the students responded that gender based jokes are not common in the class rooms from the teachers.

6.4 Sensitivity to Student Diversity in Curriculum Transaction

Analysis shows 33.7% of male and 32.2% of female students considered that during curriculum transactions teacher includes perspectives of different culture. But teachers always encourage students especially from different social background SC (25.5%) and ST (46.2%) to work together in group assignments. During curriculum transaction teachers are sensitive towards social background of students and analysis shows 42.6% of ST and 60% of General candidates consider teacher encourage students to respect different belief. Figure 6.4 gives teacher sensitivity to student diversity in curriculum transaction.

Study shows teachers always encourage the students from different social background to work together and respecting different belief was more compared to including perspectives of various cultures in their academic transaction through class discussion and assignments.

Figure 6.4: Teacher Sensitivity to student diversity in curriculum transaction
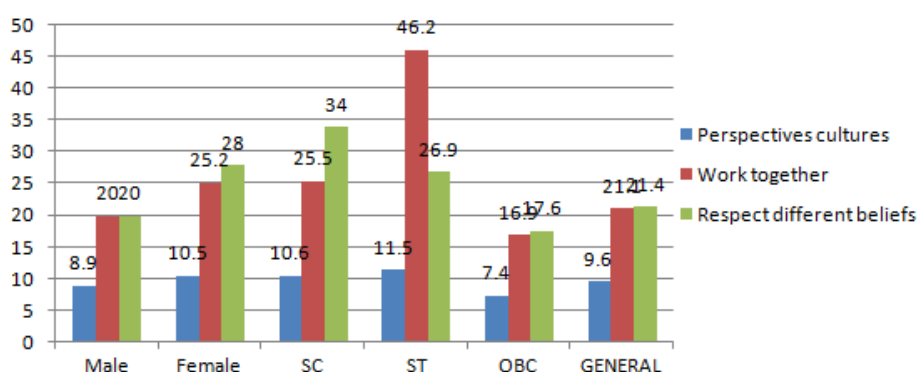
6.5 Equality in Provision of Academic Support

Students consider receiving the academic support from teachers in comparison with other students is less adequate for instance 61% of OBC students and 68.1% of SC, 61.5% of ST and 61% of general students consider the equal consideration was not received. While 22% of OBC students and 18.6% of male students consider teacher underrate their academic ability, only 10.5% of female students share this view. Table 6.2 gives equality in provision of academic support in the university.

Table 6.2: Equality in provision of academic support

Students equity level	Male	Female	SC	ST	OBC	General
Support like other students	6.7	7	8.5	7.7	5.1	7.5
Under-rates academic ability	7.5	4.2	8.5	7.7	6.6	6.4
Attention in monitoring and feedback	29.4	37.1	42.6	26.9	25.7	33.6
Attention during question-answer	28.1	39.2	42.6	23.1	27.2	32.1
Attention in clarifying my doubts	30.6	38	40.4	30.8	28.7	34.1
One-to-one time provision	17.5	20.3	19.1	26.9	17.6	17.5
Own background give more attention	6.9	2.8	10.6	3.8	5.9	5
Kept idle in the laboratory	5.3	2.8	4.3	3.8	2.9	5.4

Analysis shows female (69.3%) and SC (70.3%) students consider that they are getting equal attention in monitoring and feedback from their teachers. The female and SC students also consider that they receiving equal opportunities compared to other social groups during the class room clarification and question answer sections. But male (19.7%) and OBC (22.1%) students consider teacher from their own background give more attention to them. At the same time from male (15.6%) and OBC (14.7%) students consider equality in access to laboratory is limited for them compared with other groups.

6.6 Classroom Interaction

Analysis shows teachers know up to 43.1% of students name in the university. Teachers (66.1%) encourage questions in the class room and 60.7% of them individually encourage students to participate in the class discussions. Table 6.3 gives the classroom interaction level in the university.

Table 6.3: Class room interaction level in the university

Teacher interaction level	Male	Female	SC	ST	OBC	General
Know student name	11.7%	16.8%	14.9%	19.2%	13.2%	12.1%
Encourage questions in the class	23.1%	24.5%	31.9%	23.1%	20.6%	23.6%
Encourages students to participate	23.1%	26.6%	25.5%	23.1%	22.8%	25.0%

Teachers were more aware of female (46.9%) and SC (42.6%) and ST (53.8%) students' names, similarly general students were receiving marginally more requests individually (63.2%) to participate in class discussions and encouragement in class questioning.

6.7 Guidance and Time Given by the Teacher for Feedback

The students (68.3%) consider they can visit the teacher without any inhibitions in his office for academic purposes. And 50.6% of them consider they get feedback on progress directly from teachers. However SC (31.9%), ST (34.6%) feel inhibition and OBC (14.2%) feel differential treatment is not absent. Figure 6.5 gives guidance and time given by teachers for academic matters in the university.

Figure 6.5: Guidance and time given by teacher
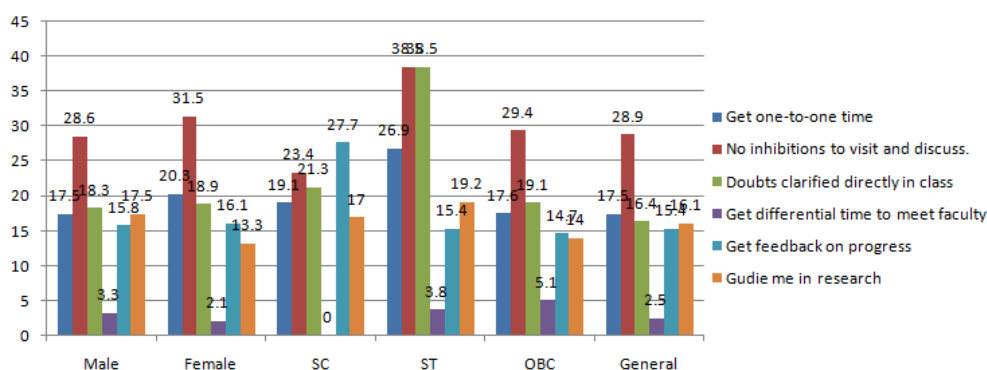
6.8 Inter-Personal Relationship with Teachers

Students (59.1%) feel free to interact informally with faculty members outside the class room and even though 59.7% of them do not think teachers encourage them to discuss personal issues. Figure 6.6 gives students inter-personal relationship with teachers in the university.

Figure 6.6: Inter-personal relationship with teachers
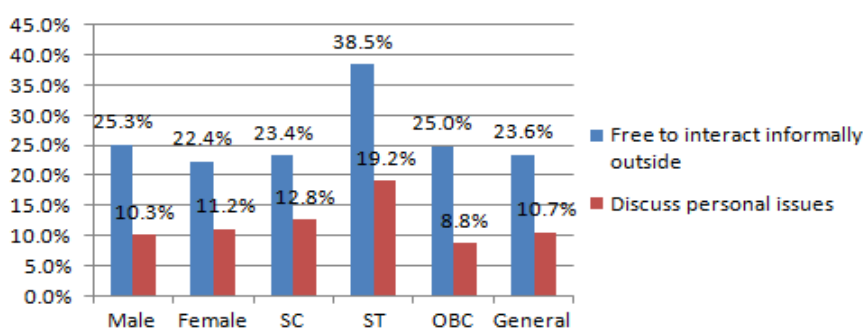
As depicted in above figure ST students have marginally high inter-relationship and OBC students have slightly less inter-relationship with teachers in the university.

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In FGDs while responding to the neutral attitude of teachers towards men and women a girl students responded that "Yes, it's based on the faculty to faculty", and data shows freedom for interaction and discussion of personal issues were less for female students than the male.

Over all the faculties' encouragement for personal issues and students friendly nature were limited in nature when it comes to non-academic matter. The FGDs and diary of students shows most of the events or programme that address social life of students in university is limited to teacher in charge and set of students who either originate from same academic division or their friend circle. For example to quote a student's response "...in my previous university we had a teacher who was known for all the students...here we do not know even the name of faculties who were temporarily appointed during our period here..."

6.9 Equality in Evaluation

Teachers evaluation is considered to be fair by 65.1% of students and 64.1% of students agree that they received chance to re-evaluate the answer sheets. Further 67.7% of students said there was no delay in the declaration of the results. Table 6.4 gives equality in evaluation process observed in the university.

Table 6.4: Equality in evaluation

Teacher approach	Male	Female	SC	ST	OBC	General
Evaluate fairly	63.1%	69.9%	66.0%	69.2%	66.9%	64.3%
Not re-evaluated	29.4%	21.0%	17.0%	26.9%	30.9%	26.8%
Delay in results declaration	25.6%	18.9%	17.0%	15.4%	20.6%	27.9%

The female students considered the evaluations in equality were adequate compare with the male students', during FGDs a student responded as follows "....the female students are located in a single hostel room and they often communicate well before exam days ....here we follow CGPA system.... the answers were compared and female answers will be more similar than male students who stay in different hostels".

The requests for revaluation were more from social groups other than SC community. To quote from a response of male students: "unlike other universities, here there is no centralized evaluation scheme....different faculties prepare different format of questions and ...not all patterns of question paper were easy to us ..... common are they publishing result in same calendar days"

6.10 Teachers Support to build Leadership Qualities

Teacher less likely delegate academic responsibilities to their students as only 38.9% of students consider they have been given such responsibilities. However 49.3% of students said they were encouraged to organize academic activities. Similarly 49.7% of them were encouraged to participate in extracurricular activities. Further 65.7% of them often selected as leader in various groups/team work in the university. Table 6.5 gives teacher support to build leadership qualities among various social groups of students.

Table 6.5: Teacher support to build leadership qualities in students

My teacher	Male	Female	SC	ST	OBC	General
Delegate academic responsibilities to students	14.2%	13.3%	19.1%	7.7%	14.0%	13.9%
Encourage me to organize academic activities	17.2%	21.0%	25.5%	23.1%	16.9%	16.8%
Encourage me to participate in extra-curricular activities	14.2%	20.3%	27.7%	23.1%	16.2%	13.2%
Encourage me to discuss academic doubts with co-students	24.4%	27.3%	27.7%	30.8%	20.6%	25.7%
Selected me as a leader in group	11.9%	9.8%	6.4%	3.8%	9.6%	13.6%

The SC (21.3%) and ST (19.2%) were often selected to various leadership positions while 62.7% of general category students were often selected to leadership works. Among male 40.5% students and female 37.1% were frequently selected a leader and got academic responsibilities (49.1% male and 49.7% female) equally. Analysis shows most frequent supporting effort to build leadership qualities was largely provided to general category of students compared with SC and ST students in the university.

6.11 Students Library Experience

Analysis shows 78% of students consider they are permitted to sit along with other students in the library and 61.1% of them responded that all have same time regarding the issue of library resources. Table 6.6 gives various students experiences in access to the library.

Table 6.6: Access to the library

In Library	Male	Female	SC	ST	OBC	General
Separate seats	15.0%	9.1%	14.9%	15.4%	14.0%	12.9%
Differential timing	30.0%	24.5%	36.2%	30.8%	26.5%	28.6%

Analysis of FGD with girls shows in the library separate racks were provided for girls and boys to keep their belonging. The SC/ST students responded like this "I never felt shortage of books from library as university is having its separate section of books for SC-ST students". However it is also remarked that separate space for books for SC/ST students was not allocated. The dairy of a student regarding her library experience says that ... "I didn't visit library, reading room, as much as I was allergic from those typical smell from long kept books and I used to get rashes and irritation". Students often reported that they go to library for reading newspapers, accessing internet and copying purposes. To quote a SC students response "I don't have money, other students purchase news papers....we have number of news paper in library and ....I read job openings from it.......however for getting newspapers you have to wait for others to finish their reading..."

Thus the library can provide an equal opportunity place for students from different social group. But the FGD with women students says. "...I do not have laptop and in my hostel room there is no Internet, and there (in library) is no proper network it's very slow..."

6.12 Students Experience of Administration and Availability of Infra-Structure

The students (29.4%) consider they were provided with the time schedule for the release of fellowship/scholarship, and 73% of students responded that they never face any rude behaviour from administration while paying the fees. The students (67.1%) also reported that they never experienced any kind of harassment while receiving the fellowship. Figure 6.7 gives students' experience of administration.

Figure 6.7: Students' experience of administration
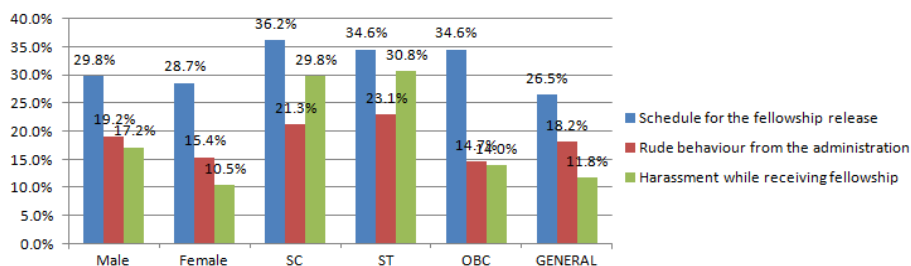
6.13 Students own Learning Strategies for Academic Progress

Students up to 73.6% search the Internet if not clear about some issue taught in the classroom. Female (79.8%) students consult Internet more than male (71.1%). Among the social groups SC and ST students' usage of Internet were up to 80.8% and 73.1% and that of General were 74.7%. Table 6.7 gives students own learning strategies for academic progress.

Table 6.7: Students own learning strategies for academic progress

If any doubts student	Male	Female	SC	ST	OBC	General
Search the Internet	35.8%	36.4%	57.4%	50.0%	28.7%	35.4%
Visit the library	16.7%	16.1%	29.8%	26.9%	14.7%	14.3%
Discuss with friends	16.9%	18.2%	29.8%	38.5%	13.2%	15.7%
Do not bother	10.0%	7.0%	14.9%	11.5%	6.6%	9.6%

Only 45.1% of students visit the library for clarifying their doubts and 49% of students discuss with friends from outside the college for this purpose.

6.14 Summary and Analysis

Spheres and forms of teacher's interaction which are positive for all students: Analysis of students FGD and diary shows freedom in campus was present in teacher students' interaction. Students consider most teacher allow using mobile phones in class and rarely irritated by asking questions in the class. A diary says "... most teachers give their personal mobile numbers and we allowed to contact them at any time.....teachers' knowledge in the subject areas are unquestionable...".

Even though remarks or discussion on non-academic issues and castes/gender were found to be less, the data shows conscious effort were taken by most faculties to encourage the marginal and SC/ST community to work together in class assignments and discussions.

Spheres and forms of teacher's interaction in which students face difficulty

The analysis shows teachers prefer and restrict them self to ensure discussions are limited to the subject they thought/research. Individual care or time for one to one discussions was very uncommon in the university. FGD says "....teachers focus towards knowledge and giving inspiration for subjects among the students...."

The diary of a student says "....in this college it's difficult to make teachers as a friend. Since they all are busy with their research work and classes so outside the classes it's difficult to make contact with them their attitude towards students was always the same...".

Spheres and forms of teacher's interaction in which students from the excluded groups face difficulty

The awareness level of students name among the teachers was very less, and most teachers prefer to take attendance using roll number. This might also reveal teachers' awareness of students who are in need might be less. For example a women student responded that "...my friend was found to be little upset in the hostel rooms, however I do not know which women faculty to meet for getting counselling..... I also do not know whether there is any clinical psychiatrist in the university hospital...."

The analysis shows students awareness of faculty in charge of various cells/clubs is often limited and a SC student diary says "There is no information about the faculties in our own category..". The teachers' hesitation towards disclosing their identity was also emphasised during FGD with OBC students. Students responded that "there is very less information about teachers wear about in the institute webpage as well.... and very recently I came to know that 'she' is from my native place.... however 'she' not shown any intimacy even though I tried to talk to 'her' in our native language".

The students consider that teachers are helping in nature but caring nature was often not there. Further while teaching or evaluating the teachers approach were not beneficial across the social groups. For example: the SC students' diary says ... "they used to show very easy problem in class and they gave the very difficult problem in exam which we couldn't solve problem in exam we get less CGPA. So I used to learn much off from my friends and myself". The patterns of evaluation schemes across the disciplines were more focused on forming bell curves, and transition in students capacity to solve difficult problems among the students of various social groups were less prominent.

Chapter 7

Social Life of Students in Campus

7.1 Introduction to the Chapter

This chapter will provide analysis of students' life in the campus with respect to their peer formation, identification of best friend and interaction among social groups. Students hostel life, level and nature of co-curricular activity involvements will be assessed for gender and social groups in the campus. Students' awareness about various campus level committees and nature of political participation among the students will also be analysed in this chapter. Chapter will conclude by providing overall discussion on peer group formation and disaggregated involvement in co-curricular activities and political participation by the students.

7.2 Basis of Peer Group Formation

Students peer group formation was predominantly on the basis of their hostel (68.1%) and sbject (64.1%) they are studying. Figure 7.1 gives the basis of peer group formation.

Previous school (41.9%), region (46%) and intellectual level (41.3%) were also was common basis for the peer group formation. Among male and general students, caste, tribe, economic status and religion were found to form basis for peer group formation than its influence on other social groups.

Figure 7.1: Basis of peer group formation among students
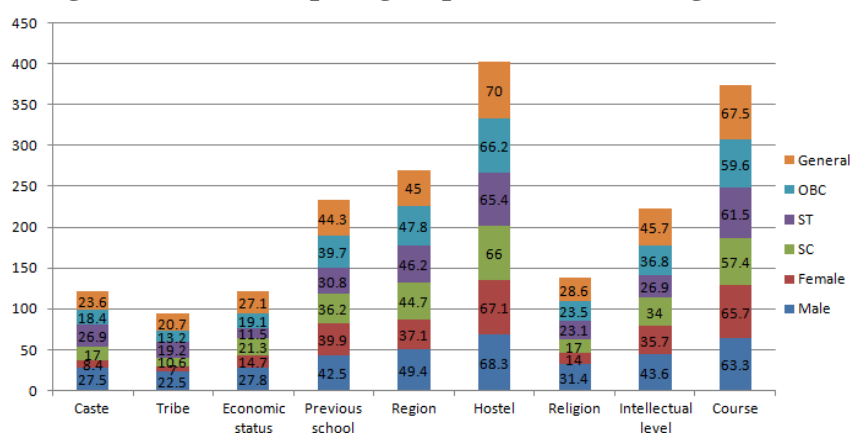
Analysis shows 49.6% of students interact with students of opposite sex quite often. Figure 7.2 gives level of interaction and reason for not interacting with students of opposite sex.

Figure 7.2 Level of interaction and reason for not interacting with opposite sex students
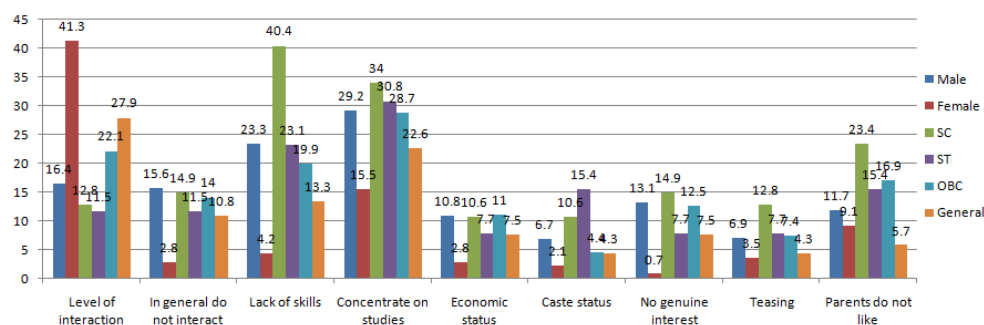
While 73% of female students interact frequently with students of opposite sex only 40% of male students do the same. The students from SC (36.2%), ST (26.9%) category found to less interact with opposite sex than that of OBC (43.4%) and General (57.2%) category students.

The students (17.9%) generally consider they do not have adequate skill for the interaction of which 40.4% belongs to SC category. While 13.1% of students consider lack of genuine interest among opposite sex prevent them from interaction, only 0.7% of female share this view. Because of caste reasons 5.4% of students do not interact with opposite sex of which 10.6% were from SC and 15.4% is from ST. Parental control (10.9%), economic status (8.5%) and teasing experience (6%) also prevent students from interacting with opposite sex.

7.3 Choice of Best Friends

Student's own course/subject from same class was the basis for choice of their best first five friends selection. While subjects was the primary reason for best friend selection, students consider their best friend in other class is predominatly from other deciplines rather than that of same decipline. Figure 7.3 gives basis for best friend choice

Figure 7.3: Basis for best friend choice
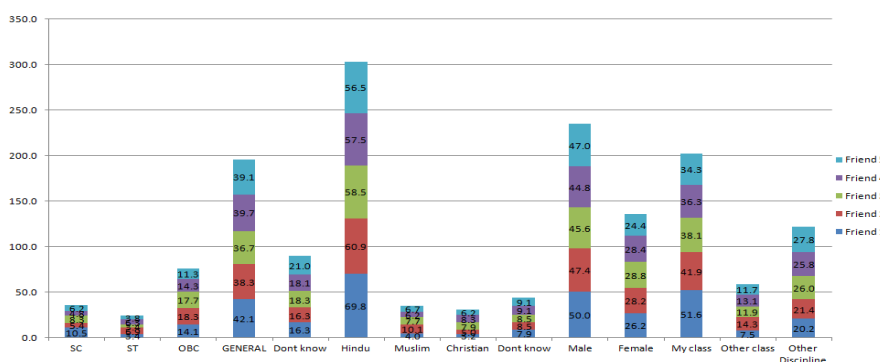
Students best friend often belongs to the Hindu religion, and predominantely from general category. The male students' best friend was often from same gender and for the female students best friend was from female group. However more than female students the male students consider their best friend was from other gender. Table 7.1 gives choice of best friend among male and female students.

Table 7.1: Choice of best friend among male and female students

Choice of best	Male		Female	
	Male	Female	Male	Female
Friend 1	63.6%	16.1%	8.3%	70.6%
Friend 2	58.3%	20.3%	12.8%	66.4%
Friend 3	55.6%	20.3%	14.7%	64.3%
Friend 4	52.5%	25.2%	17.2%	56.6%
Friend 5	54.2%	28.7%	14.7%	49.0%

7.4 Intergroup Interaction on the Campus

Students in the campus were ready to share their personal issues (65.9%) and study with students from other caste in the campus (66.3%). However they very less often had open discussion (33.6%) about other caste or religious issues outside the class. Figure 7.4 gives intergroup interaction in the campus.

Figure 7.4: Intergroup interaction in the campus
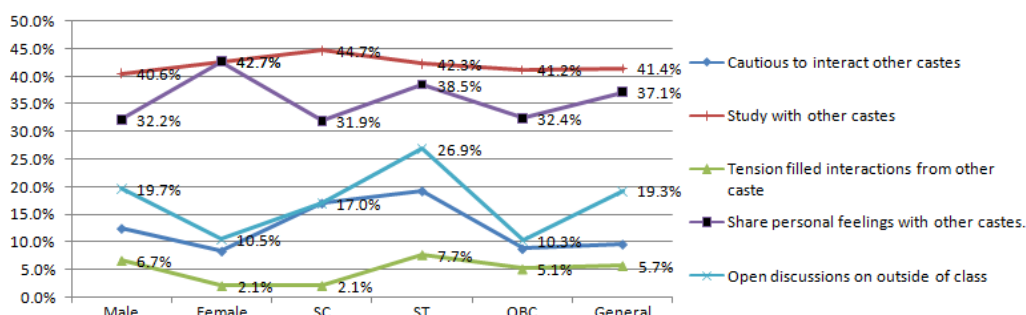
7.5 Life in the Hostel

The boys hostel was allotted to 56.3% of students and 22.8% were from the girls hostels. For 46.8% of students the room was allotted by the institute and the 38.9% of students had the option to choose their room. Further for 30.6% of the students the roommate was allotted by the institute and for 49.2% students had the freedom to choose their roommate.

The roommate allotted was students of same class or batch for up to 56.2% of students. For 7.1% of students it was from same caste and for 9.1% it was from same ethnicity. Analysis shows for 18.8% of students roommate was of same religion and for 19.8% of students it was from same region. Table 7.2 gives roommate allotted to students.

Table 7.2: Roommate allotted to various social groups and gender

Roommate belongs to	Male	Female	SC	ST	OBC	General
Same batch	53.6%	62.2%	48.9%	53.8%	55.9%	58.9%
Caste	6.7%	8.4%	2.1%	3.8%	5.1%	9.6%
Ethnicity	8.6%	10.5%	4.3%	3.8%	7.4%	11.4%
Religion	19.4%	17.5%	17.0%	7.7%	18.4%	20.7%
Region	21.9%	14.7%	14.9%	3.8%	19.9%	22.1%

In the hostel all students sit together and eat their meals was reported by 80.6% of students and 70.4% of them consider that there is no separate eating places in the campus for different groups of students.

The students (73.4%) considered that there were hostel committees and 17.9% of them were part of various hostel committees. Table 7.3 gives the participation level of students in the hostel committees.

Table 7.3: Participation in hostel committees

	Male	Female	SC	ST	OBC	General
Hostel Committee	75.6%	68.5%	74.5%	80.8%	65.4%	76.8%
Member of hostel committee	17.8%	18.2%	19.1%	23.1%	19.9%	16.8%

Analysis shows only 16.1% of students are part of any informal groups/clubs in the hostel. The groups up to 15.5% were based on region and 18.7% was based on issues. Only 3.8% of them based on religion, there were 5.2% groups based on caste and 3.8% based on ethnicity. Table 7.4 gives participation level in informal clubs in the hostel and its characteristics.

Table 7.4: Participation in informal clubs in the hostel and its characteristics

Clubs in hostel	Male	Female	SC	ST	OBC	General
Member of informal hostel groups	16.1%	16.1%	17.0%	19.2%	11.8%	17.9%
Caste	6.4%	2.1%	4.3%	7.7%	5.1%	5.0%
Religion	4.4%	2.1%	4.3%	3.8%	5.1%	2.9%
Ethnicity/Tribe	5.0%	2.8%	4.3%	3.8%	4.4%	4.3%
Region	16.7%	12.6%	21.3%	15.4%	16.9%	13.6%
Issue based	18.6%	18.9%	21.3%	15.4%	18.4%	18.6%

Students (31.2%) do not like to be member in any informal groups, for 39.3% of students take such decision to keep good relationship with all and 7.9% because of the fear that their identity will be revealed. Figure 7.5 gives students reason for not participating in informal groups.

Figure 7.5: Reason for not participating in informal groups
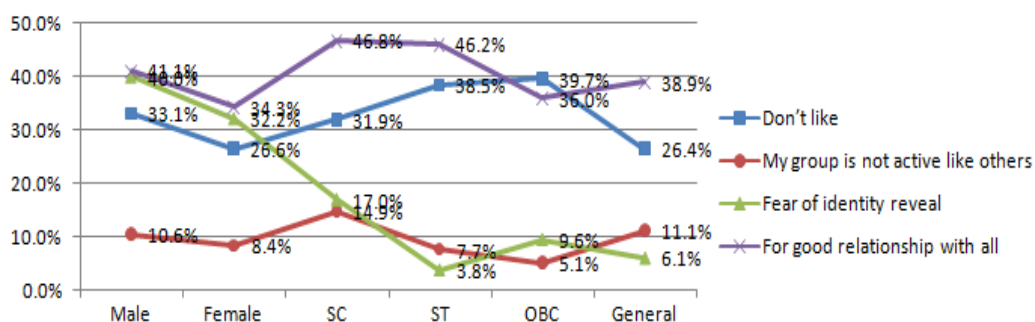
7.6 Level of Involvement in Co-Curricular Activities on Campus

Students (64.1%) actively participate in campus activities and 57.4% of them organized cultural events and 31.4% of them train the students. Up to 19.6% of students do not attended in any campus events and 30.4% of them prefer to watch the events. Figure 7.6 gives level of involvement in co-curricular activities on campus.

Participation of ST and SC students at various levels were less compared with other social group. Reasons for non-involvement in campus activities for 17.7% students were that they consider that they do not like such events. Further 6.4% of them afraid that the identity will be revealed by participating in such activities.

Figure 7.6: Level of involvement in co-curricular activities on campus

	Do not attend	Only Watch	Pariticpate	Plan,coordiante and manage	Trian to perform	Organize events	Member of group
Male	21.7%	34.4%	62.3%	50.6%	33.4%	55.0%	49.7%
Female	14.0%	19.6%	69.2%	55.9%	26.6%	64.3%	56.6%
SC	21.3%	38.3%	63.8%	34.0%	21.3%	55.3%	55.3%
ST	26.9%	53.8%	53.8%	26.9%	26.9%	26.9%	38.5%
OBC	22.8%	34.6%	61.8%	49.3%	33.3%	59.6%	47.8%
General	17.5%	25.4%	65.8%	58.2%	33.6%	60.0%	53.9%
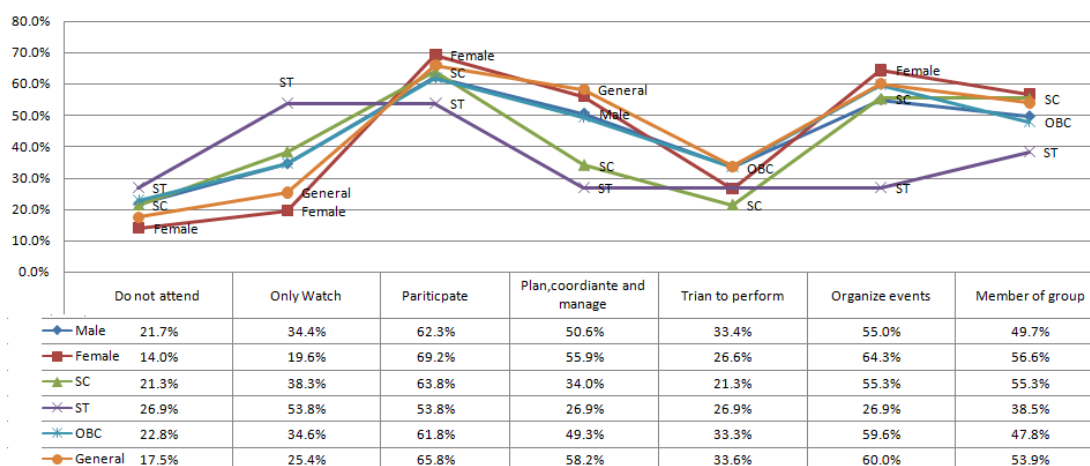
Table 7.5: Reason for non-involvement in campus activities

	Male	Female	SC	ST	OBC	General
Do not like	21.5%	8.4%	17.0%	26.9%	20.0%	15.4%
Afraid of identity reveal	7.8%	2.8%	10.6%	3.8%	5.9%	5.8%

Analysis shows 42.5% of students consider that informal groups in college were started by the students. The primary basis for these group formation were region (18.1%) and issue-based (18.7%). Table 7.6 gives basis for formation of informal groups.

Table 7.6: Basis for formation of informal groups

	Male	Female	SC	ST	OBC	General
Caste	6.4%	.7%	6.4%	3.8%	3.7%	5.0%
Religion	6.7%	2.1%	6.4%	7.7%	3.7%	5.4%
Ethnicity	6.9%	1.4%	2.1%	3.8%	2.9%	6.8%
Region	18.9%	16.1%	23.4%	11.5%	13.2%	19.3%
Issue-based	21.1%	11.9%	19.1%	19.2%	11.8%	21.4%

7.7 Nature of Participation in Co-Curricular Activities on Campus

Students (10.6%) reported that they are treated separately in utilising the sports facilities on the basis of their caste, creed, region or religion on the campus. A section of students (11.6%) consider students from marginalized groups experience acts of ragging specifically targeted against social background. Further 9.8% of students consider students from marginalized groups were not allowed to participate in the cultural programme or the sports events. Figure 7.7 gives nature of participation in co-curricular activities on campus.

Figure 7.7: Nature of participation in co-curricular activities
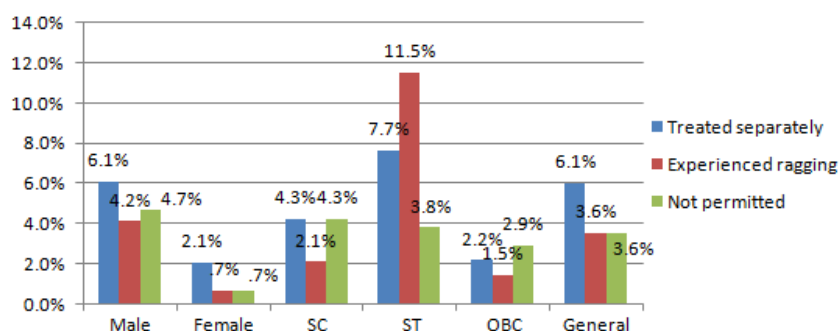
7.8 Awareness about Campus level Committees/Cells

The anti-ragging and placement cells were known to students more than the other cells in the campus. The programme attended by equal opportunity cells and anti-sexual harassment cells were less than that of discipline committee. Figure 7.8 gives students awareness about campus level committees/cells.

Figure 7.8: Awareness about campus level committees/cells
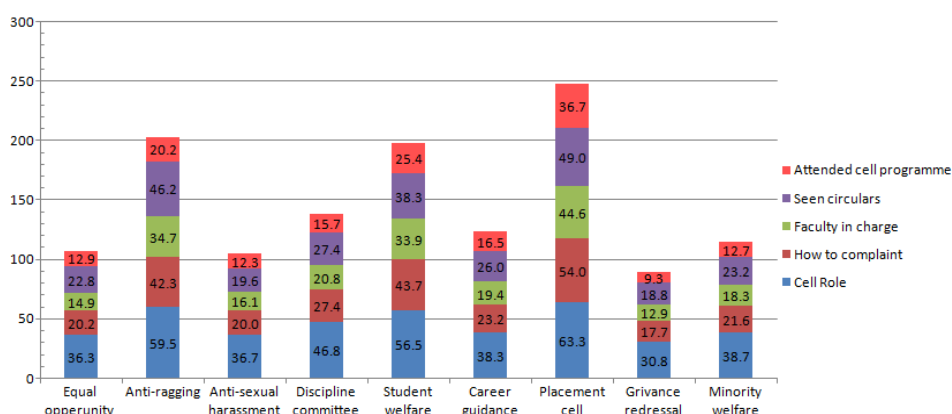
The students' awareness about the UGC regulations 2012, the forms of discrimination and requirement of officer was higher compared with functions and appointment of an Anti-Discrimination officer. The students contacted this officer were less and among the contacted students male and ST students were more. Figure 7.8 gives awareness level about the anti-discrimination officer in the campus.

Figure 7.9: Awareness about the Anti-discrimination officer
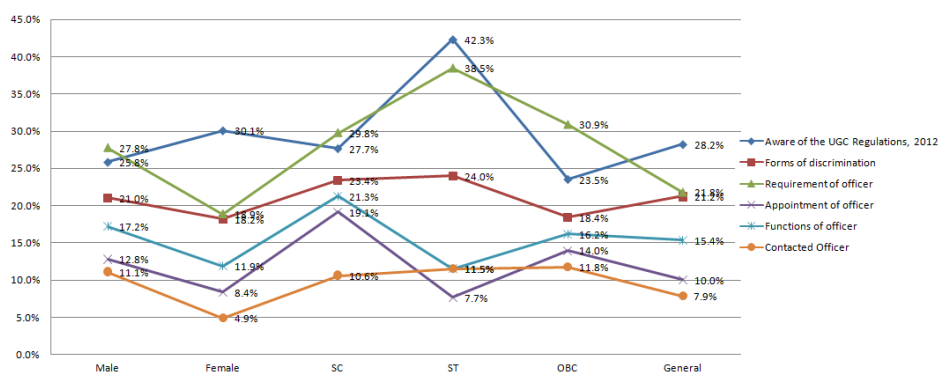
7.9 Level of Political Participation

Political organization (48.1%) and students union (59.5%) were reported to be present in the campus. However the political participation shown to be less, among the participants male and OBC students participation were shown to be higher than female and other social groups participation. Table 7.7 gives level of political participation in the campus.

Table 7.7: Level of political participation

	Male	**Female**	**SC**	**ST**	**OBC**	**General**
Political organization present	50.0%	43.0%	44.7%	42.3%	44.1%	50.5%
Member of organization	16.7%	7.0%	14.9%	11.5%	17.6%	11.9%
Held post in organization	11.4%	2.1%	6.4%	11.5%	11.0%	7.9%
Student union present	61.1%	55.2%	48.9%	53.8%	58.1%	62.9%
Post in union	12.5%	4.9%	8.5%	7.7%	14.1%	9.3%

7.10 Summary and Analysis

The peer-groups and inter-group interactions were predominantly limited to the class/ subjects, and the hostel rooms. Students have reported they also form groups based on regions as it help them to travel to their native place during vacations. However, among the UG students the students visiting their friends' house other than native place were less compared with PG students. A PG girl student said "...last month I visited my classmates marriage, during UG days we do not have such functions and freedom to roam around...", however UG male students more frequently visited their friends home other than in their native state. Since the university had a single girls hostel, to a certain level the top five best friends of UG female students were reinforced by their region and course of study.

The male students responded that '.....I have close friends from other hostels as well we usually meet at mess hall as I chosen his hostel mess...and we change mess frequently.....' The boys have the freedom to choice mess from various hostels, and to large extent they have more opportunity for inter-group interactions. For example, during the FGD with women students the response was "... we have a volleyball champion in our batch, however she not practicing these days, as there won't be much girls in the play ground here....". The boys responded "... we frequently meet our friends in the play ground... we do not have much sitting out cafeterias in the university..."

During FGDs a male student responded that "... we usually meet our peers during prayer time in Friday afternoons..." ... the student diary says "... initial days I usually hangout in the beach nearby, however later I lost the interest and visit the 'worship place' frequently with my friend... and we don't have much time for hangouts due to projects etc.."

Analysis shows there is a converging phenomenon in the peer-group formation and inter-group interactions as the time progress in the university period among the students. This trend may be more among the ST, OBC and female students than the other social groups.

While female, OBC and ST groups' participation in informal hostel clubs activities were found to be more, the campus level involvement found to be less especially in ST groups. For example the earlier the analysis has shown that the informal groups were most predominant

among the issue-based, the level of informal groups itself was relatively very less in the university environment. Further the involvement in union or political organizations were negligible in the university. To quote from FGD among women students "....difficult to interact with people, and authority will not permit us how boys are doing we have blocking times even in day time also...".

To conclude, the analysis made above says that university campuses were more focussed towards academic activities. However, activities like music, culture, NCC, NSS and other clubs were reported from the students, even though not much students were mentioning about these club activities in SC students diaries or minority students FGDs. For example most frequently during various FGDs students responded to their participation in formal groups was "NO", "Nothing, we get information later only." "We do not know, we often came to know when such events take place". The efforts to promote events information may be less adequate or students' interest level varies. A female student responded "I know one of my hostel mate used to participate in 'that' event, she just continue her practice for it from childhood days...". To quote a student's word... "we participate because my state government give more weight age for certificate for this event in jobs... and most participants were from my native place only." Involvement in campus activities were often influenced by external factors rather than internal efforts, opportunity to transfer the merits of non-academic activities across all students groups may require a conscious effort.

Chapter 8

Teachers' Views on Teaching Diverse Student Groups

8.1 Introduction to the Chapter

This chapter will provide the analysis of teachers' engagement with students from various social backgrounds. The teacher background and students' background were taken in to consideration while assessing teachers' knowledge about students' social background its changing nature. Views of teachers from various social backgrounds towards behavioural aspect of marginalized students and teaching challenges will be analyzed. Chapter will provide forms of discrimination observed by teachers. Class room and non-class room interaction challenges faced by teachers while engaging with the young adults will also explore in this chapter.   The faculty characteristics and the faculty interviews will be primarily utilizing for these analysis.

8.2 Views Teachers Towards Social and Cultural Background of Students

The analysis shows the male female faculties are less compared with male faculties. Figure 8.1 gives percentage of difference between students and teachers gender in the university.

Figure 8.1: Gender of students and teachers
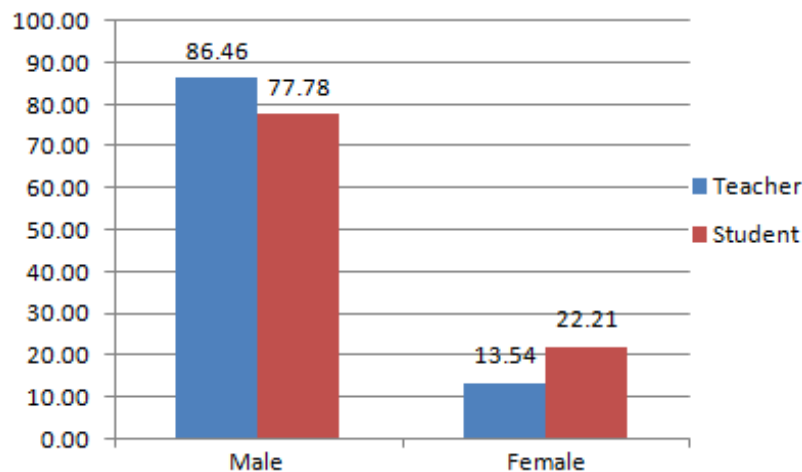
The university had only one female faculty at the department head level. At dean level there was no female representation during this study. Analysis shows at certain branches of study female teachers were absent even though female students were enrolled in the department. To quote from interviews with a department head "...there may be certain issues that girls students cannot share with men faculties....however they can come to head at any time and discuss with me..... There are subjects offered by other departments and women faculty come and teach such subjects in our department....in certain subject getting qualified female faculty members were difficult...its institute matter and department level we do not have much role.."

Students from different religious background were present in the university however the diversity among the faculty members with respect to religion was not more when compared with students. Figure 8.2 gives religious diversity among students and teachers.

Figure 8.2: Religious background of students and teachers
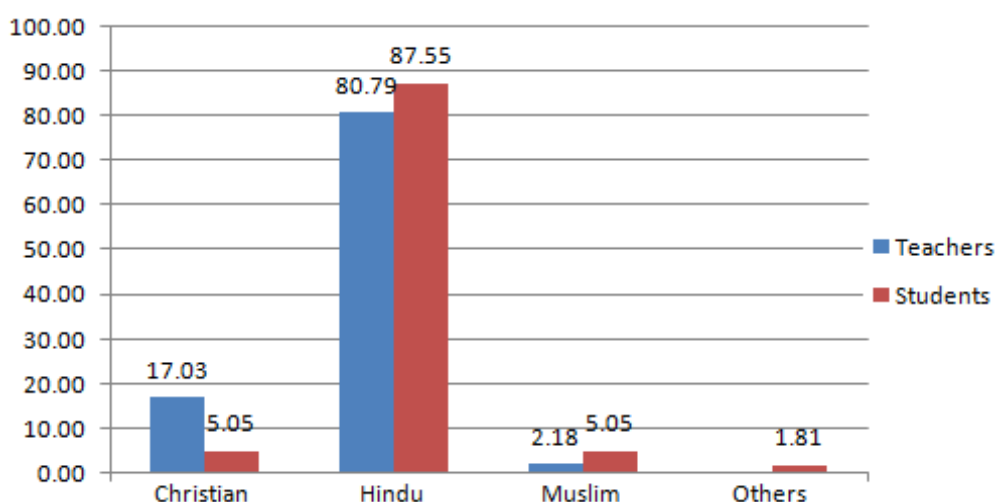
A professor while responding to the religious diversity among students and faculties says "...diversity in religion might be more in undergraduate level courses were enrolment is more... these courses have more structured content and time tables, students may not face difficulties because of timings of religious functions...we have faculties from across the nation I think at least every department there will be one faculty member who can understand the native language of students...".

A faculty member response was "...the university recently upgraded to national level, hence diversity in teachers' basic academic exposure from various part of the globe may be yet to achieve.....number of senior teachers carried out further studies from India and abroad during their term here..." The above responses shows teachers understanding of diverse religious students group can be met by the region of their origin and exposure to those areas were various religious group may be more.

The teachers up to 80.79% were from general and 0.87% was from disabled category. To quote a teacher who from disabled group "...during my service here I had an accident and disabled....I never noticed how difficult to access various part of the university including my own department classrooms before my accident...". A senior faculty member responded that disable supportive access provision to university administrative areas were limited to a one gate, and the disabled students has to walk around the building to reach this gate, I discussed this issue and yet to implement.." A teacher response was "... if we admit this disabled she might face difficult to reach to her class rooms in our building... if we (Govt.) not able to help this group who else going to take them...." Analysis of above responses shows importance of social group members for identifying respective groups' difficulties and consciousness while including/excluding them in to a higher education places. Figure 8.3 gives social background of students and teachers in the university.

Figure 8.3: Social background of students and teachers
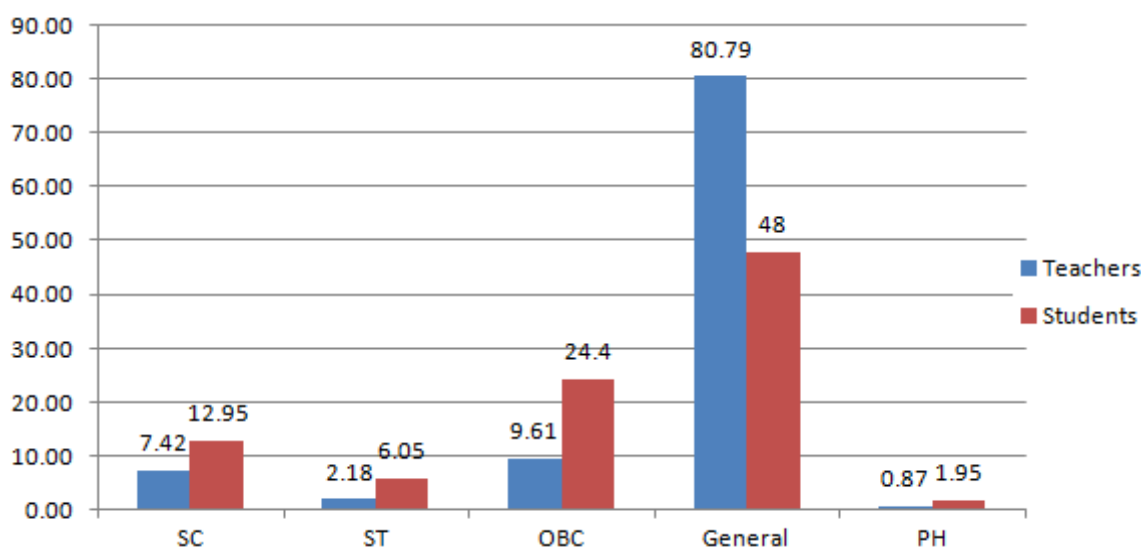
Knowledge about socio-economic and cultural backgrounds of students was there among the teachers across the departments. For example a department head response was ".... there are teachers who often not take students from 'that' social groups while choosing projects or research students under them...as some faculties do also take interest in such social groups, I think during my term I do not have to respond to such matter...".

The information towards background of students are observed by teachers through various manner, a senior professor responded "...religious expressions are more these days, and they feel superior by these expression.....students like to show their religious dress like Muslim wearing purdha and cap Christians wearing kontha etc...and is increasing now..."

The knowledge about socio-economic background of students among teachers was often created by conscious as well as unconscious efforts by the students or their family members. A faculty member responded as follows "...her mother was searching the profile and found my social background close to them... given visiting cards and taken my phone numbers ..... She was expecting 'something' as I also evaluate ... during the opening days we can see their parents and anxiety among them... I think after few months such differences vanish...."

8.3 Views on Changing Characteristics of Students

Changes in students' characteristics over a period of time were quite visible in higher education. A faculty responded that ".... our role is quite limited in modelling the young generations... we just aggregate resource in Internet and share it.... students expectations are also very less from a teacher. As in this response line the influence of Internet and mobile devices has an role in students characteristics. Supporting this view one teacher responded that "... they (students) sms and browse in class rooms... if we disturb their freedom to use mobile devices we lost our time in monitoring such gadgets usage in the class rooms..."

Another faculty response was "... during my days we know most teachers and teacher recognize us still now ...but today class strength increased and we do not remember much students....students also don't show much intimacy when seen outside university." Analysis of above responses shows decaying intimacy at least to a certain level among the students

and the replacing role of Internet technologies. This view is shared by another professor whose response was "they can come to my room and ask doubts, always welcomed but these days hardly any one come with doubts they just Google it...most students wants to cross verify the job opportunities of certification courses and specializations... not about subjects..."

Identification of caste and ethnicity of students was often come to know to the faculties through remedial courses offered in the university and the friend circle that visible among the students. A faculty member responded that "... if we give freedom to form groups for assignments they mostly club by their native palace or hostel rooms...high CGPA students seldom allow low one in their team...". Another teacher responded " ... the team work among some social groups were less and other produce good reports by working together, even though amount of efforts were significant, the later score more..." The response shows identification of caste and ethnicity of students to the teachers were more taking place through the performance in assignments and groups forming tendency during their class assignments.

8.4 Views on Social and Behavioural Aspects of Students from the Marginalised Groups

General perception towards marginalised varies considerable across the department, the basis for evolution of teacher perception towards marginalized were often influenced by outside university events than inside campus. For example responding to social and behavioural aspects a teacher says "....in university like us with focus on science subjects, 'such' agitations may not happen, if we have social science subjects there may be people who discuss social issues and those (marginalized) students may come in to limelight...". Similar view was expressed by faculty in charge of SC/ST welfare cell, in his view ... "I always encourage our students to come out from their shy and express without fear... born in to a reserved group is not their fault....". Analysing the responses of various teachers shows they share the opinion that these groups to certain extent are shy and less involved. For example to quote a faculty member "... see very recently we have registered a employee welfare society for such 'social group', it takes long period after independence the university employees put their welfare society board..."

8.5 Perception of Teachers on Discrimination in Campus

Views on discrimination against SCs/STs/OBCs students largely influenced by teachers' level of involvement in social or cultural activities in the campus, for example to quote a senior professor ".... the university have large number of faculties from outside the state...attachment to university is less among them, they just committed for their career. I know apart from teaching and research activities the teachers involvement in any form of welfare programmes is absent ..." Study shows number of faculties were less aware of any kind of discrimination that may present in the campus.

A faculty member share the view that discrimination may arise right from enrolment, in his words "... number of scholarship seats are left unfilled in first level allotment, as some departments do not fill these vacancies and later it get lapsed or transfer to other departments...". The delay in distribution of scholarship at different timings and the chances

that it may affect those who is need for such support was also shared by some faculty members. Further to quote from a faculty member response "... we do not have separate hostels for SC/STs even though we have blocked certain rooms for them... and these (SC/STs) students may not aware of such room numbers ....all we do internally". The analysis of various response shows the students have less information about their rights and other welfare schemes from time to time available to them. For example a faculty member responded "... I am not aware that there is fee concession for that 'student', the room was locked as 'he/she' not paid hostel fee and she left the university..... 'he/she' could have come and inform me ...". Provision to bring awareness among students and teachers about such welfare schemes may be helpful to reduce different kinds of discrimination.

8.6 Views of Teachers in Teaching Diverse Student Groups

The faculty response towards learning requirement of diverse students is centred towards students' fluency in English language. For example, a mathematics professor responded that "...the research scholar joined under me does not understand English language properly, initially I have to sit with him/her and write every formula...the verbal communication was absent between us... however he/she was strong in mathematical theories...". Sharing this view on language issues an English teacher responded that " ... we offer professional communication courses in first semester...students from abroad and those from English schools do not give much seriousness and this trend also reflected to those who are poor in English as well....remedial courses are meant for those who in need even though it is co-ordinated by SC/ST cell and have less attendance... I often conduct class test when more students were absent, that helps me to make grading easy...". The responses shows even though learning requirements were converging towards language skills the level of efforts for improving these skills were minimal among students further teachers may consider it as an finding opportunities for ease grading rather less sympathetic for such issues.

Academic ability of marginalised students may be affected by the limited English skills and their willingness for improving it. Apart from this a faculty member who is heading a department responded that " ..there are different types of learning styles among the students some are slow learners however they can do good work over a period of time...but at undergraduate level have semester systems and by the time they prepare next section starts and result in accumulating back papers...slowly they lost the confidence... we do not have any control over it". Thus lack of efforts among the slow learners may influence marginalised students academic abilities and survival rate.

Learning issues of reservation students may begin with the English and slow pickup skills, however few more factors identified through this study highlight the lack of focus and proper guidance from family/society were also results in SC/ST students' poor performance. A faculty member responded that ".... research days are meant to improve skills in critical thinking and developing good academic writings skills...instead of become a 'think tank' 'my' (SC scholar) student is an 'activist' who spend lot of time in social networking site". Sharing this view a professor responded that "...we can predict the outcome of students while he/she join the institute... the reservation students are often left with supplementary papers as they are were more distracted during their initial days ....it may be first time exposure to

internet, mixed class rooms and freedom from parents..for the general class students the distraction is towards final years, but they have already cope up with learning style for engineering subjects and less suffered in exams...but of course reservation students does survive, may take few more years than other students in the campus"

Design of syllabus and curriculum are also influencing the marginalized students' success rate in the campus. To quote from head of the department " ..each faculty have autonomy in curriculum design...the new generation faculties who graduated from abroad follow the standards in foreign universities, customization might be missing... it is very important to understand the customers (students) before you offer the 'product' (teaching)...". A mechanical faculty member responded that "...we have engineering subjects in general and unlike Humanity subjects, content need not be sensitive to students diversity, employability is prime focus... yes we have Humanity subjects offered in every year for our students... "

The above two responses highlighted on learning ability and syllabus also points to suitable discipline for marginalised as one faculty consider activism and other responded Humanities curricula are blend towards diversity and marginalized groups. In these respect a faculty member from Information Technology (IT) responded that " ...my (SC) student is more keen in social network studies and I won't allow him to do whatever he want, as my specialization is on security, I can't dilute my field for my student". Another faculty member who is head of department responded that "some faculties in our department do not take reserved students as their research students.. of course these seats are transferred to other departments...". A department head responded that "... most of our students get placed and these jobs are not white colour jobs were you can sit in AC cabin...they have to go to extreme environments to execute engineering actives...our research students also are more from these locations and majority are reserved communities"

Advice to marginalised students were common towards the importance of focus and group work. Professors who were Dean academic previously responded that ".... they do not come to remedial course simply because they are lazy...we have observed these people come from remote place to here and simply enjoy the metropolitan life ..." With this view a professor shared "....even if we give group assignments, hardly one will work in the team and the rest will roam around ...and the working person does not want to interrupted by other team members and let them leave... some students purposefully chose reserved students for enjoying this freedom".

8.7 Class Room Transaction and Academic Interactions with Diverse Student Groups

Academic background of students were taken care during the initial days, to quote from a professor " Only senior faculty members will be teaching students of first year, as they are more matured and sensitive to the students need." A professor in charge of hostels responded that " economically backward students often come to me and request for rooms that are also occupied with poor students...and students also make request for choosing the roommate those who are from some region...I often grant their request, as it might help them to focus on studies..."

Analysis shows faculties consider meaning of academic backgrounds were more towards students economic and regions they belongs, to quote the professor " ...I allotted them similar hostel rooms and found that, they can work well in classrooms as they have a peaceful night in hostel with their roommate..."

Class room target population are to an extent found to fast learners than the slow learners. For example " students have to face mid semester and final exams in every four months, and faculties needs to cover certain topic with this time, excluding holidays.... for courses offered across the departments the focus is on covering required topics in short period". Further the individual attentions are not popular in higher education institutes, for example " after increase in students intake each class have more than 110 students, and faculties take attendance using the roll number... the front rows were often vacant and only regular students sit in front rows and they score high in exams as well....". Other faculty member responded that " in morning first periods students were less in class rooms and in after noon students were either sleepy after lunch or tired towards the last hours... they are also irregular as they may be going to home.. Initially I lost the motivation in class preparations... now I just focus on those few students who were regular and sit in the front rows..."

Promoting learning of marginalised often take place at various stages. The faculty responded "...during the mid-semester exam I noticed a new face whom I am not familiar in my classes, he was simply laying during the exam time over the desk...I guess he from a reserved group.. I asked him to come and meet me after exam...after our meetings I found that students was regular in my class". In these line a faculty member from SC group responded that "... when I announced the attendance status, students with less attendance will come and meet me.. If I observe that they are from my group, I usually share my stories of struggle to get educated and earned a job... I pass the message that they are lucky to have full time education opportunity and should utilize it. I found these students become serious in subjects". Analysis of responses shows the motivation to marginalized students was more frequently provided from faculties who belong to the same group.

Analysis shows hurdles to improve learning outcome of marginalised group students were more because of the poor academic background and lack of motivation to engage with the subjects. The faculties' lack of skills and limited eagerness to uplift the community were also identified as challenging for improved learning outcome. A faculty from SC community responded that "....while correcting the answer sheets, I can easily predict the students belongingness .... when I see answer sheets with structured answers and legible hand writing, I will cross check with name of the student in the front page that my guesswork is correct and I am sure there will be an upper class community name tagged in the student name ... answer sheets with questions that are not attempted and poor handwriting are have a high probability of reserved students or someone from poor economic background....It is tedious to correct such answer scripts sometimes correct answers were hidden in the 'ugly' papers . Those with poor handwritings are less trained during their initial days and correcting those students is difficult even though I can explain the importance of good handwriting, and structured answering and thought process...". A faculty member from upper class community responded that "...students know that I will never change the marks that I once written in the answer

sheet, and they rarely come for an argument...If I changed one students mark the others will start coming and I will lose my time ....". These two response converge to a point that, the marginalized groups unless trained in structured thought process and proper representation in their thought process often wont recognized and may be de-motivated over a period until the real problems are exposed to them.

However opportunity for academic discussion outside class room and identifying these problems are also found less utilized by such reserved groups. For example, a faculty member responded " I know English and may be those reserved students are more expressive in their native language, and I noticed people who often approach me regularly were 'white' and 'English speaking' ...only when they (SC groups) realized that I also belongs to their community, they start coming to me... but I found it difficult that these students come with outdoing adequate home work or effort....I think some small problems and its solutions are readily available in Youtube tutorials are often need to explain to them in my office room with access to Internet... he/she said that they coming from home and no Internet in home".

8.8 Non-Class Room Student Engagement with Diverse Student Groups

Counselling and personal engagement with students was mostly related to students' academic performance. The faculties during the interviews shared the requirement of a fulltime counselling doctors in the campus. The response from a faculty member was "there was a mother who usually comes to my cabin seeking my help for her son, she took a house near by campus and stayed with her son...initial days itself I requested that women to allow him to stay with friends....after two years she gone back to abroad and her son's performance was poor...she used to call me even in night...". Sharing this view another professor responded that " a mother come to me and asked me to take care of her son, he is poor performing, this boy was quite isolated in his nature even though he was regular, I talked to him regarding this and his passion was on another subjects, but as all his siblings are professional educated the parents want him to join for engineering." Analysis of response from various faculties shows that boy student and their parents more frequently reveals and seek counselling support from their teachers than female students.

Co-curricular engagement among male and general group students was reported to be more frequent in the university. In these lines a faculty responded that "students who come for music and dance club activities are generally well to-do families and have trained form their childhood days.... Students from 'that' community are commonly known for that events and they consider and perform it as their social symbol, I never seen some other students group performing that event".

Non-teaching student engagements in cells/ committees are generally based on students requirements with the cell. The professor from a cell in charge responded that "... students have to accomplish lot of scholarship and other paper works from this cell. I usually tell them they have to participate in cell initiatives as well and it should not be a one way process."

Institutions approach to overall student development was through facilitating number of events and clubs functioning in the campus. A professor responded "we have special fund for students foreign visit and for conducting various cultural educational events in the university,

usually faculties will be in charge of such clubs and interested students will approach those faculties, and to large extent these cells performance largely depend on faculties commitment and passion for such activities. If faculties are committed usually they will advertise well in advance and take lot of efforts to bring students out. Most of clubs are facilitated by faculties who come forward for in charge for it"

Informal policy on non-class room interactions was not much known among the faculties members however faculties responded that they usually do not put any fixed time for students to approach them in their cabin. "..any students can come and discuss their issues at any time in my office...I also given phone number in first day itself so that they contact me if required and no need to wait in front of my cabin... students even call at night 11PM before the exam days". However a women professor responded that "I am friendly to students, however I usually not accept Facebook request from students and generally do not attend calls in the night".

Challenges while engaging with young adults has a mixed response, a female faculty member responded that " I field a compliant with the institution against a boy who written sexual comments in the examination papers... however we do not want to spoil his future and just want to warn him". Similar to the event " during my class I seen a boy who was taking mobile photos of his girls class mate from the back, I requested that class to do not engage in non academic activities during classes. The boy understood my warning and switched off his mobile, even though most classes not observed that incident... I do not want to enlarge any kind of error from students' side". Difficulties that were addressed by faculties while engaging with adults was mostly of gender related.

Promotion of human values among the students was often termed as 'specific departments' duties than the individual faculties' responsibility. ".. there are some mandatory subjects that taught ethic and values and are offered by 'Humanities' department... I don't believe in something called ethical hacking...". Institute initiatives at hostel level were also present response from hostel warden "for promoting social values programme 1. Phoenix:- regarding our committee, they planned games and all 2: crescendo: open for all everybody come and enjoy all here regarding room recreation committee elected student committee they are managing these fellows. They played whole night 6 member game, playing football and cricket at whole night I thought that no sense fellows is losing want to contribute them". Faculties also consider perceptions of value change over period of time "What value when we studied its changing now present condition and new generation it's changing now. Even the new student they don't need professors help, they don't come our own way. They don't need classes". The university dean responded that "So technical education didn't have any policy. The important value is professional development ,it is maximum in these institute .they have vast number of publications, going abroad and presenting papers attending conference within the country, peoples are using lot of opportunity to developing their professional qualifications". Analysis of responses shows that perceptions about value are oriented towards personal value addition and direct involvement of individual faculty members is considered to be irrelevant by many of the respondents.

8.9 Analysis and Summary

The analysis of teachers views on teaching diverse students groups' shows that addressing of perceptions for students diversity may depend on teacher diversity in the campus. Teachers consider them self as elements that have less influencing scope on students community and the modulation taking place in pre-higher education and through the use of technology.

Teachers view diversity is often the reflection of university policies and to improve the classroom and non-class room students-teacher interactions teacher diversity and disclosure of teachers identity is important.

Chapter 9

Diversity and Governance and Management and Professional Development

9.1 Introduction to the Chapter

This chapter will provide analysis of university/college records and faculty interviews to explain faculty diversity in the governance and management structure. Reason for level of representation and participation by various social groups and the access level in faculty development programmes will be analyzed. The views by various groups about their experience in access and representation levels will also be analyzed in this chapter.

9.2 Faculty Diversity in Governance and Management Structures

The female representation in governance and management structure were 9.25%. As department head and at the dean level there was 16% and 7.69% female candidate respectively. At various managerial positions there were 13.33% of female faculty members.

As department head level SC representation was 15% while that by OBC group was 23%. Participation from SC group was 3% in managerial position and in other governance position ST representation was absent. The SC participation was 16% and the OBC participation was 13% in managerial position. However in dean position representation of SC, ST or OBC were absent and 100% was occupied by general group. In various other governance positions SC and ST representation was absent, 80% faculties from general and 20% faculties from OBC group were participating in these governance position. Figure 9.1 gives social groups' level of representation in governance and management structure.

Figure 9.1: Social groups' level of representation in governance and management structure
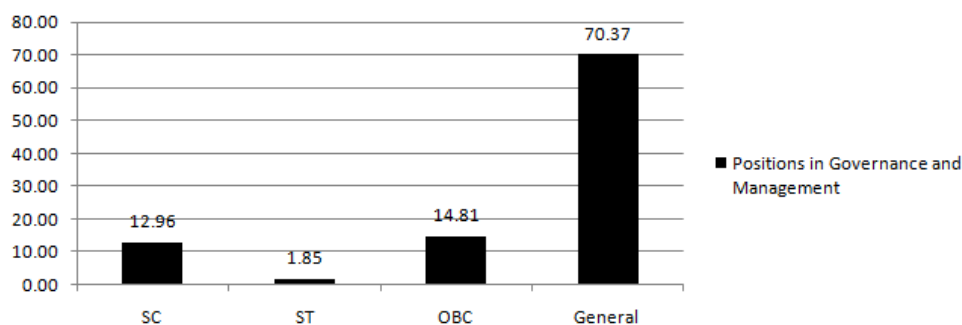
In the governance and management structure representation of faculty members who belongs to Hindu religion was 88.67% and from Christian it was 11.32% and participation from other religious groups were absent.

In the governance and management structure 67.18% of positions occupied by faculty from outside the state and 39.62% of the faculty in this position were from urban areas. At dean level 66% and at head of department level 84.61% of faculties were from outside the state. In secretary/managerial positions 50% of positions and 86.66% of other managerial positions were occupied by people from within the state.

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

The reasons of 90.74% level of representation and participation in governance and management only by male faculty members were queried during the faculty interviews. Female faculty members who already occupied in various governance position like dean, head of departments, hostel warden, cell in charge etc. has the following responses-

"People who have interest in administrative activities will be giving preference for administrative duties", "the higher authorities requested me, and I took charge of this administrative position, and I do not want to get extended in this charge" , "my senior she suppose to take this position refuse to do so, and it came to me". Analysing these responses shows there were considerable concern over the willingness of women faculty members who suppose to take the administrative positions.

A faculty member who is in charge of hostel warden responded "it gives lot of responsibilities apart from my teaching load and family commitment, of course there is monetary benefit and wavering of house rent", "I am in charge for it for several terms and that helps me to closely work with higher authorities." The response shows there may be considerable incentives to take up these positions.

However, the response from male faculty member who is heading a department was as follows "I never noticed such low representation of female...in my previous job I work till midnight in my office by 4 PM my women Secretary will pack up....yes there is no female faculty in my department even though there are girl students..., of course I am here for a fixed term and decisions are made from there (higher authorities)".

Response on SC and ST representation was as follows "there is not adequate people in board to raise our concerns.... is it not an administrative position (cell in charge)?....I have to face the next interview for my promotions...." Analysis shows there may be scope for improving SCs and STs participation and reduce their concerns while taking administrative positions.

9.4 Status of Access to Professional Development Opportunities

Analysis of data collected from university/college academic leave records, webpage and the annual reports in table 9.2 shows various professional development programmes attended by the faculty members, of which 7.07% participation was from women faculty members. The male faculty members participated in 92.52% of international professional development activities and 6.58% of female faculty members participated in national level professional development activities. Staff training conducted at the university level was participated by 9.30% of female faculty members and female faculty initiatives for in in-house, summer/winter workshops, inter university programmes were 8.61%, 15.59% and 21% respectively. The publications from female faculty members were 15.99% during the study period.

Opportunities to participate in conference and symposia were availed by 7.83% of SC faculties and 1.90% by ST faculties. 7.48% of faculties from OBC group utilized such facilities. Initiatives to organize workshops and training programs were done by 9.05% SC and 3.61% of ST faculties. 83.59% of publications were from faculties from general

categories. Figure 9.2 gives social groups' level of representation in professional development programme.

Figure 9.2: Social groups' level of representation in professional development programme
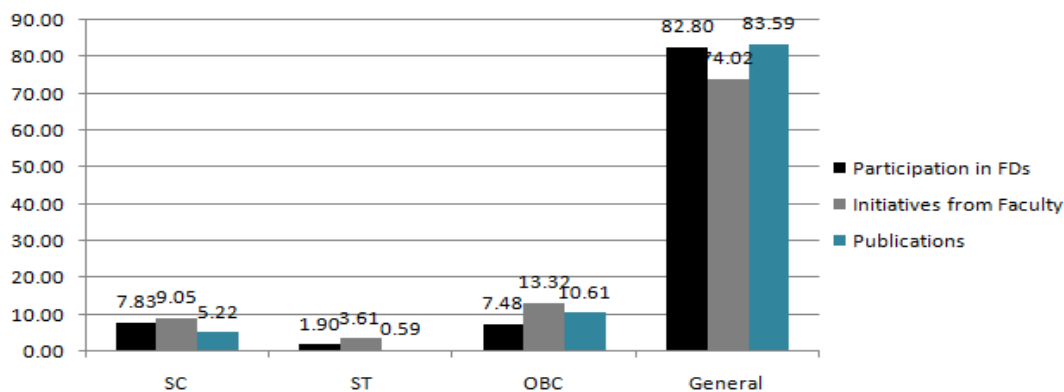
The participation in professional development programs by national (3.13%) and international conferences (2.46%) by faculties who belong to Muslim communities were 2.72%. The initiatives for workshops and training programmes by faculties from Christian communities were 24.13%. Table 9.1 gives status of access to professional development opportunities among faculties from various religions.

Table 9.1: Status of access to professional development opportunities among faculties from various religions

Professional Development Programmes	Hindu	Muslims	Christian
Participation in FDs	83.65%	2.72%	13.62%
Initiatives from Faculty	70.32%	5.55%	24.13%
Publications	81.90%	2.44%	15.66%

Faculties from urban areas participation in professional development programmes were 74.77% and 66.37% of faculties from within the state availed such opportunities. Initiatives for workshops and symposia from faculties within the state were 65.23% and from faculties of urban areas were 77.72%. The publications from faculties from urban areas were 60.10% and that from outside state faculties were 34.76%.

Table 9.2 Faculty Characteristics in the university

Faculty	SC	ST	OBC	General	Hindus	Muslims	Christians	Others	Male	Female	Disabled	Outside State	Within State	Rural	Urban
Permanent Faculty	17	5	22	185	185	5	39	-	198	31	2	80	149	55	174
Assistant Professors	11	5	13	91	94	3	25	-	99	20	2	45	77	22	100
Associate Professors	4	-	5	30	38	1	4	-	32	8	-	13	24	10	27
Professors	2	-	4	64	53	1	10	-	67	2	-	22	48	23	48
Contractual	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Visiting Faculty	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Temporary Faculty	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Recruitment in last year (2013-14)	1	-	-	44	43	1	4	-	38	7	1	21	25	36	10
Positions in Governance and Management	SC	ST	OBC	General	Hindus	Muslims	Christians	Others	Male	Female	Disabled	Outside State	Within State	Rural	Urban
Secretary/Manager	5	1	4	20	27	-	3		26	4	-	15	15	18	12
Deans				6	6	-		-	6	-	-	4	2	3	3
Head of Departments	2		3	8	10	-	3	-	12	1	-	11	2	10	2
Any Other (Please list)	-	-	1	4	4	-	-	-	5	-	-	13	2	1	4
Faculty Development	SC	ST	OBC	General	Hindus	Muslims	Christians	Others	Male	Female	Disabled	Outside State	Within State	Rural	Urban
International	289	70	276	3056	3070	100	500	-	3430	261	15	1241	2450	950	2760
National	119	40	172	1690	1955	55	225	-	1870	151	10	810	1422	512	1550
State	120	30	104	1366	1115	45	276	-	1560	110	5	431	1028	438	1210
Staff Training conducted by the University	18	7	25	165	146	17	52	-	195	20		93	122	64	151
Writing and Publication Workshops	161	80	277	1900	1782	82	504	-	2164	204	10	808	1560	504	1864
Summer/Winter School workshops	82	20	92	165	180	62	117		303	56	8	119	240	87	272
Staff Training conducted by other Institutes	42	14	52	249	212	22	123		282	75	2	127	230	80	277
Number of Publications in the last 4 years	SC	ST	OBC	General	Hindus	Muslims	Christians	Others	Male	Female	Disabled	Outside State	Within State	Rural	Urban
2010-11	10		22	194	202		24		201	25		98	128	114	112
2011-12	8		24	267	273		26		275	24		102	197	112	117
2012-13	18	7	49	271	304	1	40		306	39		115	230	108	237
2013-14	26		31	261	194	28	96		216	102		98	220	112	206

9.5 Views on access to Professional Development Opportunities

The process of access to professional development opportunities was provided through multiple channels. This involves financial support from respective cells, TEQUIP II funding, university/college seminar and workshop funding, faculty development funding, professional development allowances for faculty members etc.

A female faculty member response to limited utilization of professional development opportunities by female faculty members was as follows " here everyone has their own choice, my focus is on teaching and I am a good teacher... yes I don't have a PhD and not promoted.... they are getting grants and extra monitory benefit, people give more attention to research than teaching"

During the interviews faculty member who was in charge of the cell provided following response. ".. it's not a thanks giving job, all the opportunities we put up in webpage or circulate through HODs...finance we don't have any role, if I want a chair or stapler, I want to get permission for that...and we exhausted money under various head, and those who have more experience may have more information and may be benefitted..".

Another faculty who was in charge of a cell responded as "we circulate information about training programmes under cell head and those who are interested will come forward... funding will be given to a faculty only once and next time it will be given to someone who not availed it already...".

Analysis of above shows people from within state initiated professional development programmes more. One faculty member response as follows "the office workers are mostly from same state and I belong to this state, hence language often helps me to understand the procedures to avail these opportunities..." .

9.6 Views on Working Conditions of the Faculty

Common experiences among the faculty members are with respect to their opportunity for professional growth and teaching satisfaction. "...the students at undergraduate level are of well qualified in national level entrance examination and even the reserved group admission students will have minimum quality ensured, teaching them itself is a learning experience.." in administrative view "....as the university is very old, most of the administrative procedures are well structured and we rarely found any difficulty in processing the files for our professional development activities". The faculty member from an SC group responded "in my locality I was the only one who got educated, even though my parents want me to start helping them in farming I pursed my PhD and got job here... I had great opportunity to work with people who studied abroad and hope I can utilize institute support to go abroad for post-doc and get more exposures". The responses show that the diversity and well developed procedural mechanism help people from different social groups for their professional excellence.

Group-specific experiences differ among male and female faculty members depend on the departments they belongs. The female faculty member from a department responded that "I am only one female faculty in the department and most class and meetings timing were not

suitable for a female... see we have to send the children to schools in mornings and prepare tea for them in the evening...I not yet got my PhD awarded and my supervisor is also less sensitive to women's family commitments". One SC faculty member responded that "the examiner for my students evaluation was a faculty who studied abroad, while evaluating he found grammatical mistake in our article and spread the message to others, he should have informed me about my drawbacks". The analysis of responses shows the diversity and sensitive response to it in the university environment may improve the working conditions of the faculty.

9.7 Summary and Analysis

Improving the representation of women and various social groups in professor level and other administrative positions may help to adequately address the diversity in the university. Reducing the difficulties for information availability and procedural delays among the employees of various years of experience may improve the efficiency of professional development programs. Increasing the number of programs to sensitise the stakeholders of the university about the existing gender and social group diversity may improve the employees working conditions.

Chapter 10

Institutional Response to Diversity, Equity and Quality

10.1 Introduction to the Chapter

This chapter will explain the institutional response to diversity, equity and quality aspects by analysing the functions and views about existing cells/committees, its regulations, social responsibility and students' feedback mechanism. Data obtained through interviews and secondary data on complaints received and notes on cells/committees will be using for the analysis purpose. Institutional leaders and faculty members' response on challenges and suggestions for promoting quality educational experience, equity, and informal groups' activities will also be analysed in this chapter.

10.2 Structure and Core Functions of the Cell/Committees

The university has cells, programmes and activity and statutory bodies to ensure development and address the issues of various social groups inside and outside the university system.

The SC/ST cell, Internal Complaints Committee Against Sexual Harassment, is predominantly assisting the university governing bodies to reach the SC/ST, minority and women stakeholders in the university. The SC/ST cell helps in bringing awareness about the educational support available from government bodies and coordinate scholarship schemes to the students from SC/ST social groups. It also facilitates various orientation/ training programmes, special coaching and remedial courses for students and staff to improve their skills to compete in various competitive exams and in their areas of studies. This cell also supports in monitoring and implementation of reservation roster and hear the grievances of the members of this social group. Vigilance cell is also functioning in the institute as the directions of Central Vigilance Commission (CVC) and is headed by a Central Vigilance Officer (CVO) who is a Professor in the institute. This cell assumes a proactive role in curbing corruption at all levels and ensuring greater transparency in the system.

NSS at NITK is a social initiative taken up by the students of NITK, Surathkal, under the motto of "Not me But you". NSS at NITK act as a social club and initiates activities relevant for service to the mankind. This cell organizes news paper and old clothes collection drive frequently and mobilise funds for their social welfare activities. Mobile library was also initiated using this money for distributing the books to students who can't afford them. Further, NSS is also organizing coaching classes and events for students of NITK English Medium School and also activities for kids of Abhay Ashram. Old age home visit, blood donation drive, etc were organized by NSS groups. Projects related to Beach clean-up, awareness program about diseases like H1N1 virus and importance of clean city among the citizens were also executed by the NSS team of NITK. Groups like GENESIs, Rotaract Club, etc. were also functioning at the university which motivate the students to engage in social activities.

10.3 Level of Complaints Received by Cell/Committees: Student and Faculty.

The cells have well defined procedures when they receive any complaints. During our interviews the officials who were appointed as cell-in-charge responded that genuine complaints were very less in number. Whenever they receive any complaint they usually forward it to higher authorities for necessary actions. It is also noted that the cell- in -charge often take initiatives to resolve the issues, for example distribution of scholarships and provision for women waiting rooms etc. were often supported by the cells activities.

The cells often form a committee to investigate the complaints received by the cell and recommend the authorities for necessary action. The SC/ST cell responded that as soon as they receive a complaint, a meeting of cell members is convened to discuss the issues and to possible resolve them. The meeting outcomes will be brought to the notice of higher authorities. In case of women cell, enquiry will be carried out and report it to university authorities and the person who filed the complaint.

10.4 Views of Faculty in-Charge of the Cells and Committees that take Care of the Concerns of Students.

Response shows people who readily come forward to take the responsibilities of various cells are seldom, the faculties take the cell in-charge by accepting the nominations of university authorities. The cell members usually meet every six months or whenever it is required. It often includes NGO representatives from outside the university and students of the university. Thus, the opportunities for participation by various stakeholders within the university systems is present in cell functioning.

10.5 Challenges and Suggestions for improvement of the functioning of the Cell

The cell in-charge is often left with less power to take decision on discrimination/harassment complaints that come to his/her notice. The process is often put for subject committee constituted for the enquiry of the complainants registered and the cell in-charge acts as facilitator for the meetings. The matter will be forwarded with comments to higher authorities, after their term the official who in-charge of the cell will less likely undertake a follow-up of the complaints status. Response shows that the official in charge of the cells are often in middle of their career and take time to act on the sensitive issues during their term.

10.6 Institutional Policies on Diversity and Equity

The university follows guidelines issued by government and court in formulating the policies on diversity and equity. An internal complaints committee is responsible for resolving issues of discrimination and prevention of sexual harassment. The SC/ST cells ensure roster register is maintained and reservation related issues are followed up from time to time. By considering the national level score in the admission process, the university ensures that diverse group of students and faculties are included in the university eco-systems. Allotment of hostel rooms and quarters irrespective of their state of domicile and a right mix of students from different socio-economic background is ensured to share their rooms. The university gives wavering of fees for SC/ST students and maintain scholarship systems for the deserving candidates and ensure equal opportunity in the academic system.

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

The university has assigned faculties for various cells as well as ensure representation of faculties from women and SC/ST group in their recruitment and admission process. Special remedial classes for SC/ST students and those who requires also provided in every academic sections. The opportunity for cross verifying and appealing the answer sheets are provided in the university system. Further the schedule/time table for each academic section are provided well in advance and followed without failure.

The curriculum of each program at UG and PG levels is approved by the Board of studies and then by the Senate. As a part of the evaluation process, the question papers are set by the respective faculties who teach the subject. The response shows there is often adequate care to ensure students from any background can easily adapt to the subject covered and multiple textbooks/reference materials are always recommended with this purpose. The question paper templates are also provided and previous year question papers are made available in each department. A professor responded that " I recommend both foreign and Indian author text books and also provide the class notes which I prepare for the students... and while setting the question paper I usually ensure there will be 'grade questions', 'knowledge questions' and 'pass questions', the 'grade qs' are to identify toppers with application skills, and 'knowledge qs' are for measuring the concept understanding and the 'pass qs' are to helps those students who took reasonable effort to study the subjects.

10.8 Views on Regulations and Practice of Institutional Leaders in Promoting Equity in Faculty Representation and Professional Development Opportunities

The university provide professional development opportunities for faculty through various funding mechanism including institute faculty development funding, Technical Education Quality Improvement Programme (TEQIP), professional development allowance (PDA) and other scholarship programs. The institute notify the opportunities for funding available under various schemes and disseminates the information to the departments. The interested faculty members come forward and utilize the opportunities. The response from the coordinating faculty of TEQIP says " the response from across the departments comes for seeking fund, we have almost fully utilized the available amount for this financial year....both men and women faculty come forward for availing such opportunities. We do not have such information specific to social groups who utilize the amount. All applications are reviewed by the panel constituted for the purpose, and it has the faculties representing the different social groups".

The responses shows the university form committees for fund distribution and other professional development opportunities and often display the information regarding the same through the institute web-pages /notices to departments. These committees often consist of faculty members from different social groups and equal opportunity is provided for experienced and less experienced faculty members.

10.9 Views on Student Unions, Political Organisations and Informal Groups

The presence of political organizations and students union based on political groups is not prominent in the university environment. However, a faculty member responded that "...lot of students participate in the trolls in social medias' political comments on issues of national and their native place, the WhatsApp forward messages are also common among students.. we have a very hectic semester systems and we have students who scored very high in their national level entrance exam and keen on job prospectus at their age". The informal groups present in the university often organize cultural events and festivals of different part of the nation. The faculties also participate and in the organizing team of clubs like Dance, Drama and Fashion Club (DDFC). The faculties coordinate annual kite fest that is conducted part of celebrations for Makar Sankranthi and events like Bharat Darshan, blood donation camp, mobile library etc. The informal groups in the university and events organized by them are largely participated by students and faculties from all regions and social groups and it often help to exchange cultural diversity and practices among them.

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

The institutes faculty members are part of various technical committees this include wastage and sea water treatment planning bodies of local authorities, safety and e-waste management monitoring bodies of industries nearby. They also take responsibilities of various advisory committees recommend by the state and national governments. From students level, clubs like Genesis and NSS often engage in social activities including Village awareness programmes, blood donation campaign, beach cleanup, mobile library and old age home visits etc as explained earlier in this report. The response from a professor says "... we become an inspiration hub and benchmark for the institutions nearby, this left us with high responsibilities in protecting the environment and improving the technology and infrastructure...".

10.11 Views on Student Feedback Mechanism

The university provide grading for subjects that was offered based on student feedback. The feedback mechanism is for assessing and improving the course and the instructor's teaching effectiveness and is carried out for theory and lab courses offered in the university. The system also follows the class committee meeting in which select students who got highest to lower grades and faculties who offering the respective subject comes together and open discussions and feedback are given to each others. Continuous evaluation process is followed. The subjects offered by faculties hold for certain period to quote from a professor and head of the department "..we permit minimum three times for a faculty to take the subject, what we observed was by third time the content and offering by the faculty in that subject and student feedback also improves a lot..". The university follows minimum attendance criteria and predefined dates for feedback collections. The class committee meetings dates are also provided in academic calendar. This helps the students to provide their feedback without failure. The university also has the faculty appraisal mechanism that will also help the system to improve the delivery of subjects that were offered.

10.12 Analysis and summary

This chapter provided an analysis of diversity and equity environment offered in the university. It shows the system rules and regulations help the system to form the policies that will help to ensure diversity and equity in the academic environment. The functions of various cells ensure prevention of sexual harassment and any form of discrimination against any social groups. The formal and informal groups' presence and its role in enhancing exchange of diversity among the stakeholders of the system were also outlined through this study. The activities of various clubs and its' social responsible nature also captured through this study, the analysis university contributes to the society it belongs by its commitment for environmental security and technological support. The opportunity for professional development and representation of diverse groups in institutions governance and its impact on ensuring equity were also explained through this study. The political participation of students in virtual and informal groups was assessed and the feedbacks from students on their own system for betterment were also explained.

Chapter 11

Summary and Conclusion

11.1 Introduction to the Chapter

This chapter will provide synthesis of analysis carried out related to diversity and discrimination in the university. The diversity in students and faculty and its transforming nature were summarised first. Then the discriminative nature if any identified and its forms among general and specific group of students will be described. The faculty views and their response to diversity will be summarised in third section. Subsequent section will synthesis discrimination in governance, management and professional development concerning pertinent to faculties from marginalized group. The institute response to diversity, equity and quality will be discussed next. The chapter concluded by providing recommendations and policy suggestions to improve the diversity and equity in higher education campus.

11.2 Diversity in Students and Faculty

The analysis shows students who scored high in their plus two and in the national level entrance exams secure admission to UG courses and those were predominantly male students from urban areas. While SC/ST and OBC students secured their admission in UG courses the annual income were found to differ largely towards lower level among these groups. This economical disparity is less among PG level students even though their annual family income was less compared with UG students. Among the UG students their parents' occupation is more in government sector and undergone higher education. While more number of UG students undergone private-aided schooling, PG students done their schooling in government schools.

Majority of students and faculties belongs to Hindu community and from upper caste and from urban areas. While the UG students' state of domicile varies considerably, that of faculties' state of domicile is less than that. The presence of faculties from SC/ST and OBC community were less in professor and associate professor level. But data shows, students enrolling from SC/ST and OBC community in to UG and PG courses found to increase from 2004 to 2014 period.

11.3 General and Group-Specific Experiences of Students on Campus

The students from diverse community and region secure their admission in the university through their score in national level entrance exam. Some students from SC/ST and other minority groups prefer the university because of their closeness to house and wish to go back to their native place soon after their education. However more number of general group of students acquire their friends easily after admission process from their native place and do not have an intense desire to go back to their home town after the studies.

11.3.1 Spheres where the experiences are positive and spheres where there is discrimination

The institutional support for SC/ST students from faculty members were reported to be one of the positive sphere of experience for these social groups. The analysis shows most faculty members identify and encourage these social groups for come forward and work together on class assignments and curriculum transactions. The SC/ST cell functioning help the students

to identify their community members through meetings and it will help them to avail the scholarships and other welfare schemes from the government. The women cell and other security measure for the girl students reported to help the women students' safety in the campus even in the night.

However it is also analysed that SC/ST social group less capturing the benefits of remedial classes and less commonly get time to discuss personal issues with their faculty members. Further the delay in getting the scholarship and other benefits due to long administrative process and lack of clarity in the procedures to be followed among these students. The awareness about various cells functioning is also reported to be influencing the academic sphere of weaker social groups negatively.

11.3.2 Forms of discrimination in those spheres

The university follows semester system and the students are having different learning phase, analysis shows that SC/ST social group depend more on Internet technologies to clarify their doubts and less frequently form peer groups of study and seek help. Thus the self-study and different learning phase often left with different academic performance among these social groups. The delay in availing the reservation benefits along with less dependency on peer groups often reported to be negatively influencing their successful completion of their course. The increasing phenomena of religious expression among the social groups and informal group formation based on regions are also identified to be negatively influencing the exchange of views among weak social group.

The representation of women in the university reported to be less than male. However analysis shows the men students expressed that they faced more kind of classroom discrimination than female students that were discussed elsewhere in this report. Yet the less number of female participation in number of clubs and activities often decrease the girl students' eagerness to enrol in such events.

11.4 Faculty Views and Response to Diversity

The analysis shows faculty and students from Hindu religion was more than that of other community in the campus. The weaker social groups reported to receive adequate attention and faculties recognize them, yet intense discussion on personal issues or strong desire for upgrading the community is not common among all faculties. The activities of NCC, other groups and informal clubs are enrolled by students who were more influenced by their peers and other motivational factors from their respective state/central government rather than the existence of those groups in the university. Thus faculties' role in channelizing those clubs for exchange of diversity is limited and is more of a facilitator.

11.5 Diversity Concerns related to Faculty from the Marginalised Groups

11.5.1 Governance and Management

The faculties in the professor and associate professor from SC/ST social groups were less compared with their presence in lower grades. The representation in governance and management activities was also reported to be less for these weaker sections of society. The women representation at higher levels was also less compared with men in governance.

11.5.2 Professional Development

The study shows professional development activities opportunities are openly available among different social groups and gender. However the utilization of such facilities were less among weaker social groups and women community due to external environment factors including availability of money before hand for spending and reimbursing or family commitments. Other reasons for less benefitted by professional development schemes also include the lack of information about the opportunities due to limited information passing processes is also reported during the study. The lack of faculties from weaker section of society and women in professional development coordination committees/programs were also reported to be a reason for limited utilization of such programs by the weaker social groups of university.

11.6 Institutional Response to Diversity, Equity and Quality

The study shows university has got a well defined guidelines and governance structure to address the issues related to diversity, equity and quality concerns. This include framework of admission, recruitment, curriculum formation, examination pattern, academic calendar and functioning of formal and informal groups that we discussed earlier in this report. From time to time the frameworks were reformed by following guidelines from government and other legal structures. It is also reported that the procedural mechanism also sometimes hinder the welfare schemes for weaker social groups, this include delay in distribution of scholarship. The participation in informal clubs and formal groups activities pertinent to social welfare schemes were also reported to be less influenced by the institutional framework and are more driven by the participant/coordinator views from time to time. Thus it is evident that external environment were the group members' state of origin and the institutional structure were addressing the issues of diversity and equity in the university.

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

The university follows the guidelines issued by the government agencies for diversity and equity in higher education in the campus. However, in order to consolidate and strengthen the existing system, the following action points are recommended:

i)   A systematic mechanism to cross-verify the institutional response and implementation of such guidelines in every dimension of such issues are important for usefulness of such policy guidelines.

ii) The positions including cell-in charge and other administrative positions can be made attractive by providing them more freedom, influencing power and other monitory benefits. This initiative may attract faculty members to come forward and willingly accept the responsibilities. Further, if identified certain academic positions were never reached/offered to certain weaker social groups guidelines should be there to encourage their posting in such opportunity.

iii) Functioning of formal and informal clubs can be channelized in a systematic manner by identifying the issues of diversity concerns pertain to the university

iv) Awareness and sensitisation about the diversity and equity concerns should be improved among the faculty and students in the University

v) The weaker community members can be identified and facilitate them to come together and discuss the common issues they face in the university. The institute can facilitate sustainability of such clubs/groups/committees for smooth functioning

vi) Consistently improving the feedback mechanism to capture the diversity and equity issues arising in the university system. This feedback should be implemented without much delay. Review of such feedback systems and follow-up of remedial measures can be helpful for improving diversity and equity in higher education.

vii) A systematic review of transformation taking place in the system and a benchmarking mechanism to be followed to assess the capability of governance framework for addressing the changing diversity and equity needs if any,

viii) Issues identified/raised from women and weaker community members should be recorded/reported to the competent authorities and an improved framework for ensuring such practises should be in place.

ix) The ready- to- access procedural help manual should be made available in the university systems for the capturing the incidents in timely manner,

x) Guidelines for distribution of professional development funds and other welfare schemes uniformly should be in place to ensure all the stakeholders get equal opportunity. If it is found that certain community/women groups has not availed the benefits of such schemes it should be reported and also communicated to those community/women group members.

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