



CPRHE Research Report Series
Diversity and Inclusion in Higher Education

cprhe
Centre for Policy Research in Higher Education

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

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Disclaimer: The views in the publication are those of the authors and do not necessarily reflect those of the Centre for Policy Research in Higher Education (CPRHE), National Institute of Educational Planning and Administration (NIEPA) , New Delhi



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Preface

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

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

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

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

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

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

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Foreword

Due to the convergent impact of globalisation and the market driven economic policies of the world nations, the past decade created a new set of challenges worldwide, for education in general, and higher education in particular. Quality of higher education has direct impact on the socio-economic growth of a nation and the quality of life of its people. Higher education needs to match not only the rapid developments and changes in technology but also the changing requirements of the society. So one of the concerns of the educationists is how to make our students creative thinkers, skill oriented and above all ethical in their behaviour in order to participate in civic learning and democratic engagements.

It is in this context, under the sponsorship of ICSSR, the Centre for Policy Research in Higher Education of NUEPA, took initiative to prepare a comprehensive report on the role of higher education for civic learning and democratic engagement at the national level. This study is to explore the diversity and discrimination in higher education institutions all over India. We, the team of Kerala, were asked to examine the diversity and discrimination of higher education institutions in Kerala. During the last one and half years, we were fulfilling that task and now a detailed report on this aspect is being presented. This report is written, based on the facts and figures collected from the students, teachers, office bearers and the management of three institutions in Thrissur district, namely, Dr. John Matthai Centre (Calicut University Centre), Sri C. Achutha Menon Government College, Thrissur and Sree Keralavarma College, Thrissur, using structured and unstructured questionnaires, focus group discussions, personal interviews, etc. We are very much confident that we were able to do justice to this study. Even then, omissions and errors are expected and that can be rectified in the later versions of the report.

Project research is a stupendous task which can never be accomplished singly. So our gratitude goes to many people and organisations who helped us to gain this invaluable experience. We express our sincere thanks to Dr. N.V. Varghese, Director, CPRHE, NUEPA and his team Dr. Nidhi S. Sabharwal, Associate Professor and Dr. C.M. Malish, Assistant Professor of NUEPA for incorporating and guiding us to do this project. We take this opportunity to extend our sincere thanks and indebtedness to Dr. D.Shyjan, Assistant Professor, Department of Economics, University of Calicut, for encouraging us to take up this venture. We also extend our sincere thanks to Principals, Teachers, and students of Dr. John Matthai Centre (Calicut University Centre), Sri C. Achutha Menon Government College, Thrissur and Sree Keralavarma College, Thrissur. We are grateful to Mr. Shibu Raghavan, Mr. Sreejith Unnikrishnan, and Mr. K.C. Rennymon for helping us to conduct the study in these institutions. Finally, we express our sincere gratitude to all who had directly or indirectly helped us for preparing this project.

Thrissur,

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List of Abbreviations

ABVP	Akhil Bharatiya Vidyarthi Parishad
AISF	All India Student Federation
ASAP	Additional Skill Acquisition Programme
B.Com	Bachelor of Commerce
BBA	Bachelor in Business Administration
CAMMGC	Sri. C Achutha Menon Memorial Government College
CCSS	Choice Based Credit Semester System
FGD	Focus Group Discussion
GER	Gross Enrolment Ratio
IEI	Initial Experience Index
KPCR	Kumara Pillai Commission Report
KSHEC	Kerala State Higher Educational Council
KSU	Kerala Student Union
M.Phil	Master of Philosophy
M.Sc.	Master of Science
MBA	Master of Business Administration
NAAC	National Assessment and Accreditation Council
NCC	National Cadet Corps
NSS	National Service Scheme
NUALS	National University of Advanced Legal Studies
OBC	Other Backward Castes
OEC	Other Eligible Community
PG	Post Graduate
Ph.D	Doctor of Philosophy
SC	Scheduled Cast
SFI	Student Federation of India
SKVC	Sree Keralavarma College
SSP	Student Support Programme
ST	Scheduled Tribe
UG	Under Graduate
UGC	University Grants Commission

Chapter 1

Introduction

1.1 Introduction

Universities play an important role in imparting democratic values and promoting democratic norms in society. Higher education has an important role to play in creating just society, and promoting democracy and cooperation among diverse individuals. It also instils values of democratic engagement and a sense of social responsibility among its citizens. Education is envisioned as an instrument of change. Higher education can help students acquire knowledge, values and skills needed to participate in democratic engagement thus bridging the gulf between ideas in the Constitution and lived realities. The Indian State also views higher education as a long-term social investment for the promotion of economic growth, cultural development, social cohesion, equity and justice.

The higher education sector in India has experienced an unprecedented expansion in recent decades. India is now at the threshold of an exponential change, often termed as 'massification' in higher education with a Gross Enrolment Ratio (GER) of 17.2 per cent and aims to increase its GER to 30 per cent by 2020. This expansion has been accompanied by diversification of the sector in terms of institutions, students, sources of financing and the nature of programmes of study offered. The focus on providing equitable access to educational opportunities to all has meant that the Indian higher education campuses have moved from a relative homogeneous mass to a more diverse collection. Today, students belonging to diverse religions and lower castes, from poor families, from rural areas, and speaking minority languages co-exist with students from high castes, urban and rich parents.

This particular report confines itself to Kerala state and is prepared with the objectives of understanding the issues of diversity and discrimination in college campuses thereby helping them to develop policies and practices for promoting democratic engagement and civic learning among the youth. Kerala is one of the progressive states in India. The literacy rate of Kerala is 94 per cent which is very high compared to any other state in India (Kerala Economic Review 2014-15). So, education, development and social change continue to occupy an important role in the discourses on democracy within Kerala state. The way in which education at primary, secondary, higher secondary, graduate and post graduate levels are conceived, practiced and governed by the Government of Kerala bring broader changes that is much desired in society, economy and polity.

In Kerala, 1137160 students are admitted at the primary level, 1373493 studies at the Secondary level and 379880 students study at Higher Secondary level in the year 2015-16. After Higher Secondary, 82268 students enrol for graduate courses and 15885 students continue their academic pursuits at the PG level. Enrolment data shows that the enrolment rate of females out-number that of males. There is a steady increase in number of educational institutions. There are two types of institutions such as government, government aided and private unaided. Private unaided colleges are popularly known as self-financing colleges. Public institutions also started offering small share of courses in self-financing mode. The admissions of students into these institutions depend upon so many factors like sex, region,

religion, reservation, caste etc. The appointment of faculties is also not free from the above said factors. The management of the institutions also varies.

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

Social diversity in the demographic composition of students, faculty and staff which represents the physical presence of previously under-represented groups on the University campus, frequency and quality of inter-group interactions, learning about diverse peers (content knowledge) are regarded as a resource for fostering positive campus climate, intergroup relations, learning outcomes and democracy outcomes (Tropp and Pettigrew, 2005).

Equity pedagogies are defined as teaching strategies and classroom environment that help students from diverse, racial, ethnic and cultural groups to attain knowledge, skills and attitudes needed to function effectively and to help create a just, humane, and democratic society (Bank, 2007). Education is seen as the prime mover of economic development and social change. Francis J. Brown remarks that education is a process which brings about changes in the behaviour of society. Societal change comes from the collective effort of individuals. Many behaviour patterns are learned, not instinctive. That is, human behaviour is cognitive. Education teaches man to live with others in a group and this practice gets transmitted from one generation to the next. Education can also be viewed as a solution against the rise of sexual violence, discrimination and intolerance (Council of Europe, 2010).

Kodoth (2010) was of the opinion that the problems in the current regulatory environment are linked to the external socio-economic and political factors, which shape the nature of the stakes that political parties or religious or caste associations have in the management or functioning of higher education. Thus, if the nature of politics on a campus is influenced by the stakes of political parties, lower stakes provide greater opportunities for the administration to foster an environment that is conducive to learning and to the production of knowledge.

Higher Education functions as an important agent of change in strengthening society for democratic engagement. Social change may be viewed in three ways: Constructing and supporting the knowledge society, Role in forming a just and stable society, Role of constructing critical society (Brennan and Shah, 2011). While discussing the problems of education, it has to be emphasized that girls do not have access to secondary or higher secondary/college education in many states; Girls are also discouraged by the fact that many states do not have neighbourhood institutions. They often have to go to far off places by bus or other means and this discourages them and their parents (Vilanilam, 2012).

Kerala can very well claim to have set high standards in the education of the girl-child thereby being exceptional in this regard. Tilak (2013) has argued that Kerala could not transform itself into a prosperous developed state despite high levels of literacy, near universal enrolment in elementary education, high levels of social and human development, because of neglect of higher education in the state.

According to Varghese (2014), the growth and expansion of higher education in India during the post-independence period can broadly be categorised into three stages (i) a stage of high

growth and limited access (1950-70); (ii) a stage of declining growth in enrolment (1970-1990); and (iii) a stage of revival and massive expansion of enrolment in higher education (1990 and after). By analysing the educational experience of scheduled caste engineering students in Kerala, Malish and Ilavarasan (2015) explain how different institutional cultures result in different experiences for students of similar educational and familial backgrounds. They also suggest that the notion of institutional habitus better captures the impact of institutions on marginalised students.

1.3 Rationale of the Study

Higher education in India today lacks the potential and capacity to promote cognitive knowledge, social skills, values, and actions for civic learning and democratic engagement considered essential to build citizenship. This requires a high degree of reform in our education system so as to develop a generation which will be more sensitive and engaged in the promotion of gender and caste equity, freedom, and fraternity, and reduce dependence on legal safeguards.

There are an extremely limited number of studies that provides evidence of diversity and discrimination in higher educational institutions, and its impact on campus climate and democratic engagement. This manifests itself as a knowledge gap in this discipline of inquiry. The present research project aims to overcome this knowledge gap on the role of higher education thereby creating a fertile atmosphere to instil the feelings of democracy, cooperation and responsibility in citizens.

1.4 Research Questions

The research questions may broadly be stated as:

- i) What is the extent of diversity in the Kerala Higher Education Institutions?
- ii) What are the nature and forms of discrimination in Higher Education Institutions?
- iii) What are the institutional policies and strategies to address diversity and discrimination?

1.5 Objectives

The objective of the study is to develop an understanding on the issue of diversity and discrimination and to develop policy and practices /module for promoting civic learning, democratic engagement and citizenship. The specific objectives will be:

- a) To develop an understanding on the nature of diversity in terms of caste, region and gender belonging and their implications for teaching, civic learning and democratic engagement,
- b) To study the opportunities offered by the diversity of student population in higher education campuses,
- c) To study the consequences of exclusionary behaviours and discrimination associated with diversity on civic and democratic learning of the students and on the academic performance of the students,

- d) To suggest policies and practices to deal with diversity and discrimination associated with gender, caste, regions and other identities,
- e) To suggest reforms in curriculum and enhance the civic learning as well as democratic engagements by the students on the issue of diversity, differences and discrimination and to equip them with relevant knowledge
- f) To suggest new methods of teaching and pedagogy to deal with diversity, differences and discrimination and to promote civic learning, democratic engagement /action and citizenship.

1.6 Database and Methodology

Data source: The study is based on both primary and secondary data.

Primary data: The primary data was collected through questionnaires and group discussions and student diaries, from three institutes, i.e, (i) University (University of Calicut), (ii) Government College (Sri C. Achutha Menon Government College, Kuttanellur, Thrissur), and (iii) Government Aided College (Sree Kerala varma College, Thrissur). The various primary data sources were (1) Sample Survey (2) In-depth interviews (3) Group discussions (4) Faculty profile (5) Student Diaries

- (1) **Sample survey:** The sample consists of the information from 537 students, selected by the method of purposive sampling method, in order to get adequate information from each discipline, such as Science, Humanities, and Languages. The selected subjects were Commerce, Economics, English, History, Malayalam, Management, Mathematics, Physics and Political Science. Due representation has been given to UG and PG streams. 59 per cent of the respondents were from Government Aided Colleges, 31 per cent were from Government College and 10 per cent were from University.
- (2) **In-depth interviews:** 32 in-depth interviews were conducted among institutional leaders, teachers, faculty in charge of various cells/committees and student leaders.
- (3) **Group discussions:** Six group discussions were conducted among SC, ST, girl students and hostellers.
- (4) **Faculty profile:** In order to find out the diversity and professional development of the faculty, we collected the information from 142 teachers.
- (5) **Student diaries:** 14 students diaries were collected from the SC and ST students of Government College and government aided college to extract lived experience of students from such backgrounds.

Secondary data: Secondary data regarding the profile of students were collected from the admission register of the respective institutions. Websites of the institutes, college diaries and other government publications were also used for eliciting the information required for writing the report.

Methodology: In order to satisfy the above stated objectives we have relied on both qualitative as well as quantitative methods. The various quantitative methods include percentage analysis, ratios and statistical tools like mean, median and Chi-square test.

Compound annual growth rate was also used for analyzing the changing structure of the students. By following UNDP normalizing values, we have also constructed some indices for measuring the information. As far as qualitative data analysis, we used thematic coding and analysis, by developing the codes from the transcribed data. Along with the codes suggested by the National Research Team, local themes have also been used for analyzing the data.

1.7 Structure of the Report

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

Chapter 2

Development of Higher Education in Kerala

2.1 Introduction

This chapter provides brief overview of Kerala's specific experience of higher education expansion and development. The unique social and political history of the state has a important contribution in the educational achievements of Kerala. There are three major perspectives related to the high level of educational attainment of the state. (i) the socio – religious movements started from the mid of 28th century (Tharamangalam, 2003), (ii) the reformatory politics and the political policies of the post independent state (Lieton, 2003), and (iii) economic history perspective along with the earlier two arguments related to Kerala development.

Irrespective of the differences of each of this argument it is a testified fact that Kerala has evolved a particular pattern of social and economic development compared to other Indian states which has its own roots in the social and political history of the region. Thus in this chapter we are attempting to examine the link between the social history of the state and its educational outcomes. It also attempts to analyse the evolution of the higher education system of the state in a chronological perspective. Quantitative expansion of the system, structure of governance of the higher education system, and the state policies and programmes on equity are the major aspects we review in this chapter.

2.2 Social History of Democratisation of the State and its Impact on Educational Development

Kerala has a unique history of democratisation and social development. Its social history is also closely connected to the educational history which has a critical role in the later manifested social and economic development. As we mentioned earlier there are three major perspectives related to the social development and democratisation of the state. The first perspective starts its analysis of Kerala society from the mid of 18th century where the socio religious reforms movements started its intensive interventions. Each of these socio religious reform movements started their interventions with the reformations within their caste and religious systems (Paniker, 2009). The notable movements have been led by SNDP, NSS, *Yoga Kshema Sabha*, *Prajamandalam*, Christian Missionaries, etc, across the centuries. This in a way resulted in the formation of internal reformatory movement of castes and religions. Each of these organisations and movements challenged the irrational norms and practices that existed within their caste and religious system. Prohibition of widow marriages, untouchability, childhood marriages etc. were examples of these practices. The lower caste people were not even allowed to walk in the pathways while higher caste people claimed these pathways as their own. The lower castes were also denied temple entry. (Ganesh and Govindapillai, 2004).

The first perspective which attempted to explain this root of social development viewed the national movement, Communist movements and agrarian movements as a natural continuation of the earlier social reform movements which ploughed the land through social reforms (Tharamangalam, 2003). The second perspective has attributed major merits for the

social development of Kerala to the political mobilisation and unique political history of the state (Lieton, 2003). It is viewed that policies of the first democratically elected communist ministry led by Elamkulam Manakkal Sankaran Namboodiripad (EMS Nabmboodirippad) laid the foundations for further social development.

Later a number of movements and reforms were introduced in Kerala which helped to develop democratic culture within the people. Some of them are land reforms, educational reforms, literary movements, co-operative movements, people's science movement and *Yukthi Vadhi Sangham*. Majority of the higher education institutions in this state formed in this period. Irrespective of other Indian states, student unions have played a radical role in the democratisation of Kerala campuses since 1960. The prominent student unions, namely, KSU and SFI helped to invoke democratic values among students and in spreading democratic culture in campuses.

The third perspective without negating the core arguments of the first two perspectives added a different perspective on social history of Kerala linking with its economic history (Tharakan, 2008). This perspective has attempted to link the educational attainment of the state with its economic history. This economic necessity prompted the missionary groups to establish schools for providing basic education to the people. It is documented that this tendency was comparatively high in princely states of Travancore and Cochin. These achievements in education sector had made indirect reflections in the grass roots level democratisation of the state through the formation of various movements such as library movement and literacy movements and other civil society movements including people's science movements.

2.3 Evolution of Higher Education Institutions in Kerala

The higher education achievements in Kerala are routed deeply on social history of democratisation. Consequently, rate of literacy increased. A spurt in the growth of higher educational institutions and its enrolment was a result of the achievements of higher education in Kerala. Also the number of educated labour force has increased. Here, we are examining the educational attainment of the state in terms of literacy and investment in education.

Literacy

Kerala is a state which has attained 100 per cent literacy in 1990s and it is far ahead of the national average. Table 2.1 shows the growth of literacy rate in Kerala during the past decades. The total literacy campaign in the state has contributed in the expansion of literacy during 1980s till 2001 and it had a key role in declaring the state as a total literate state in 1991. The educational investment of the state had improved significantly from the First Year Plan period onwards. In the First Five Year Plan, it was only 0.83 per cent of the total budget. But, during Second and Third Five Year Plans, it increased respectively to 14.5 per cent and 11.8 per cent. As the investment increased correspondingly the education expenditure also increased (Devasia, 2005). Education sector is the biggest employer of the state (George, 2011). As the level of education and skill improved, the migrated labour force also increased which substantially contributed to the economic development of Kerala (Kannan, 2003).

2.4 Emergence of Higher Education System in Kerala

The history of higher education in Kerala has two important phases. First phase represents the pre-independence and phase prior to the formation of united Kerala in 1956. Second phase of Kerala education history starts from the period of first democratically elected government in the state in 1957. The social and educational history of three administrative regions of Kerala before the formation of united Kerala is different from one another. Thus this requires a separate analysis of the educational history of Travancore Cochin and Malabar regions. Following section of this chapter attempts for such analysis.

Development of higher education in travancore

The first modern college in Kerala was established in 1816 at Kottayam by Christian Missionaries Society and it was named as CMS College, with the support of the then ruler of Travancore Rani Gouri Lakshimi Bai (1810 – 1815). Later CMS started public schools in all the districts of Travancore. After this initiative, London Missionary Society established several educational institutions in Cochin and Travancore. Their Liberal, humanist and egalitarian ideology encouraged universal access to education irrespective of caste, creed and religion (Yesudas, 1977). The educational reforms of Travancore continued after the rule of Rani Gouri Lakshimi Bai, during the period of Gouri Parvathy Bai (1815 – 1929).

Rani Parvathi Bai's proclamation in 1817 opened ways for wider opening of schools by the state and the socio-religious reform movements. During the period 1829-1847 under the reign of Swathi Thirunna, the Maharajas College Trivandrum became the centre of University of Travancore. Later, Arts College, Law College and Trivandrum Education Department were launched in Trivandrum affiliating it to the University of Madras, along with the expansion of other educational institutions. Abolition of slavery in 1855 and granting of civil rights to the lower caste people also contributed to the mass spreading of higher education in Travancore. As per the William Hunter Report (1885) of the Education Commission, the government started grant-in-aid system to promote private institutions instead of running the colleges directly by government. A Travancore Education Code was also introduced in 1874 for coordinating the educational institutions (Raveendran, 1978). Gradually, Sanskrit College, Ayurveda College, Law College and College for Women was also started at Trivandrum affiliating them to Madras University. Sri Chithra Tirunna Balarama Varma (1914), the last sovereign ruler of Travancore brought many educational reforms in Travancore by appointing Education Commission in 1933. As a result, University of Travancore came into existence in 1937. The control and maintenance of the governments were vested with the University. During 1936-37, four private colleges, namely UC College Aluva, SB College Changanassery, CMS College Kottayam and Scott Christian College Nagarcoil were established affiliating to University of Travancore. There were nine colleges in Travancore in 1936-37 with a total strength of 1898 students (Eapen, 1985).

Higher education in cochin

Cochin State does not carry a long history in higher education like Travancore. After the death of Sakthan Thampuran, Col. Manro was appointed as the Dewan and he took some initiatives towards the establishment of schools in different parts of the State through a

proclamation in 1818. The grant-in-aid system introduced by the Munro was very helpful for missionaries to start schools. One such English school that was founded in 1845 at Ernakulam was elevated to the status of a Second Grade College affiliated to University of Madras in 1875 and was later on ordained as Maharaja's College, Ernakulam. Many more schools were converted into colleges after 1880s. The educational policy of Cochin State for providing aid to private agencies implemented in 1889 and the Cochin Educational Code of 1911 had prominent role in their educational attainments. The joint effort of government and private agencies contributed much to the spreading of western education in Cochin State.

Within a short period, Cochin State emerged as an educational hub in the State. There were three government colleges and a few private colleges in Cochin at the time of independence. After the formation of Travancore-Cochin State in 1949, all government colleges in Cochin affiliated to University of Madras, shifted their affiliation to the University of Travancore. Private colleges continued their affiliation to the University of Madras till 1956. After the formation of Kerala in 1956, they became a part of Department of Collegiate Education of Government of Kerala.

Higher education initiatives in malabar

Malabar district was part of Madras presidency since 1800. Development initiatives in Malabar were comparatively less than in Travancore and Cochin states (Menon, 1978, p. 344). Indigenous systems of education such as Namboothiri Madhoms and Ezhuthu pallis were prominent in Malabar and even after 1835 less emphasis were given to primary schooling comparing with higher education. Even in 1920s primary education got less importance and in 1931 the literacy level among Muslims and Cherumans were 0.55 per cent and 0.01 per cent respectively (Nair, 1989, p. 273). Similar to Travancore and Cochin, western education widened in Malabar with the initiative of missionaries such as Basel German Evangelical mission started by Herman Gundert. They have established schools and admitted students irrespective of caste and religious discriminations. The first free English school was established in Thalasseri in 1839 by the Basel mission under the leadership of Herman Gundert. Subsequently they started Malayalam schools in Illikkunnu and Kathirur in 1839 and 1940 respectively. Later on they have opened several schools in the different geography location of Malabar including north Malabar. A school opened by Basel Mission in Thalasseri was undertaken by government and raised its status in to a second grade college in 1890. The oldest college in Malabar is Zamoorin's Guruvayoorappan college which came into existence in 1870. It was converted as a college from a school known as the Vaidyasala for the young Rajas. Under the academic leadership of B M Burrow other college in Malabar started in 1870s Victoria College Palakkad which was converted to a college from school in 1888. In 1925 it was provided the states of first grade college (Nair, 1989). Comparatively less presence of Christian population and Christian missionary groups at Malabar region, a pathetic attitude of Muslims against the modern education and lack of initiatives by regional rulers could be explained as the major factors behind the educational backwardness of Malabar comparing with Travancore and Cochin.

Higher education scenario of kerala till 1956

We have briefly discussed the history of higher educational in two major princely states and region came under British Province. Massification of higher education and the rate of opening of new higher education institution in Kerala were very slow till independence. It is pertinent to note that only fourteen colleges were established in Kerala between 1900 and 1947, while eleven out of fourteen of them were private colleges. But six out of eight colleges established in the pre 1900 period were government colleges making the proportion of government colleges in the state comparatively high. This could be viewed as the result of colonial policies which restricted government investment in education and encouraged the private agencies through a grant-in-aid system (Mathew, 1997, p. 24). Malabar Christian College, St. Thomas College, Thrissur and Union Christian College, Aluva (1921) were the colleges that started in the first spell of the twentieth century. St. Berchmans College Changanachery (1922) and St. Theresa's College Ernakulum (1925) were also started between 1900 and 1925. Because of the economic recession there were no new initiatives to establish colleges during the period from 1926 to 1943. Some colleges were opened between 1944 to 1947, Sacred Heart's College, Thevara (1944) S D College, Alappuzha (1946), St. Albert's college Ernakulum (1947) and Sree Keralavarma college, Thrissur, are prominent among them (Nair, 1964, p. 30).

Expansion of higher education in kerala after independence

One of the most spectacular changes that took place during the post independent era in Indian higher education scenario is its vast expansion, considering education as an agent of modernisation and economic development. Several measures were taken by the government of India and the state governments for rapid expansion of education among public. The socio-economic planning towards the democratisation of education started in 1950s with a desire to get more and more people educated thereby increasing the demands for better and higher educational opportunities in the secondary school levels.

Various Christian managements, SNDP and NSS started a number of colleges in Kerala in the period immediately after independence. The higher education expansion of Kerala took place between the periods 1947 to 1969. Most of the government and aided colleges in Kerala started during this period where as the period after 1969 exhibited a stagnancy in opening colleges all over the state. Only fifty two colleges were started in Kerala during the period between 1969- 1987, whereas thirty six of them were established during 1980 – 1987. In other words 1969 – 1980 was a period of total stagnation as far as establishing new colleges were concerned. The number of colleges showed a tremendous expansion in 1981 when twenty five colleges were sanctioned within a year. Eleven more colleges were founded in 1982 thus marking a radical shift in the higher education scenario of the state within two years. This is often cited as a remarkable feature that marked the formation of united Kerala till 1985 thus ensuring the expansion of government colleges in Kerala (Raj, 2003, p. 119).

In 1957-58, there was only one university in Kerala, namely University of Travancore with 46 affiliated colleges. The number of universities increased to seven by 2001. Some of the universities were established for special purposes like promotion of science and technology, promotion of Sanskrit language, Malayalam language and for promoting professional

courses. Now, there are 14 universities in Kerala including a Central University at Kasargod. Four major universities in Kerala envisaged to run arts and science courses, namely Kannur, Calicut, Kerala and MG universities, have their fixed jurisdictions to functioning on geographical divisions. University of Calicut is the biggest university in the state having the catchment area covering Thrissur, Palakkad, Malappur and Calicut districts. In addition to the HEI, a number of deemed universities as well as centres of various central universities are also contributing to the development of the higher education in Kerala. Some of them are AIMS, Kerala Kalamandalam, Sree Chithira Tirunna Institute of Medical Science, Centres of Central University of Kerala and Aligarh Muslim University.

2.5 Higher Education Expansion and Presence of Marginalised Communities

A major trend in the higher education sector of Kerala after 1990 is the multiplication of private unaided and self-financing educational institutions. This trend was initially limited to professional colleges but later on it has percolated to arts and science courses as well. Details of the number of Higher Education Institutions are given below.

Table 2.2 shows the changing scenario of Higher Education in Kerala after 1990s. The percentages of the government institutions among the total number of institutions are below nine percentage, where as that of aided institutions are also limited to 17.82 per cent. The share of private unaided sector in the total number of institutions was raised to 73.82 per cent. There are two private unaided universities in Kerala namely National University of Advanced Legal Studies (NUALS) and Amrita University. This indicates the increased role of private unaided sector in the higher education scenario of the state. These colleges rarely follow the reservation criteria in their admissions which will resultantly have a huge impact on the equity and diversity of education in the state.

District-wise data of higher educational institutions in Kerala that were collected from the university websites show that there is serious regional imbalance on the availability of institutions. A Majority of these institutions seem to be focused in Thiruvananthapuram, Kottayam, Ernakulam, Thrissur, Calicut and Malappuram districts. The number of institutions in Kasargod, Idukki, Palakkad and Wayanad districts are quite low in comparison. Data from the university websites show that 63 per cent of the total government and aided higher education institutions emphatically remain focused on six districts where as the remaining 37 per cent are segregated among eight districts. This concentration is more severe in the case of unaided private sectors. Kannur, Kozhikode, Malappuram and Ernakulam are the major four districts having the concentration of self financing higher education institutions. 58 per cent of the self-financing private unaided institutions are concentrated in these districts. Here also Palakkad, Idukki, Kasargode and Wayanad are seen to have low number of institutions. It is significant to note that these districts are home to a majority of the tribal population in Kerala.

Data regarding the Gross Enrolment Ratio of Higher Education in Kerala provided by All India Survey of Higher Education show that Kerala's GER is higher than the national average. It is noted that GER of Kerala among the age group of 18-23 is 21.9 per cent while that of the country is 19.4 per cent in 2010-2011. But Kerala's GER is lower than the other south Indian states such as Karnataka (25.5 per cent), Tamil Nadu (32.9 per cent) and Andhra

Pradesh (28.4 per cent). Although Kerala has a good GER rate, it is found that category wise variations are also visible. GER of scheduled caste communities (14.21 per cent) and Tribal Communities (18.3) are lower than the state average. Data about the male and female participation in the higher education institutions of the state shows that female participation is quite good than the male participation.

Attempts for Inclusion

Reservation to the scheduled castes in jobs introduced at national level in 1943 as 8 per cent and then increased to 12.5 per cent in 1946. A scheme of post-metric scholarship for SC students and ST students were also introduced in 1948-49 (Chanana, 1993, p. 74). This had been applicable in Kerala as well. Post metric scholarship was introduced by the central government and implemented through the state welfare departments and later on through departments of schedule caste and schedule tribe development (Chritnis, 1971-1675)

In the field of education, the first and foremost measure was the constitutional guarantee which (Article 46 (Part IV) under directive principles of state policy) says, “The state shall continue with special care, the educational and economic interest of the weaker sections of the people and in particular of the scheduled castes and scheduled tribes and shall protect them from social in justice and all forms of exploitation.” Recognizing the importance of education as a vehicle for the uplift of this section of the people, the first five year plan stated that “Education is the most urgent need of these communities.” The Untouchability (offence) act of 1955 facilitated access of schooling to the children of these communities (Pandey, 1986, p. 61).

The first education commission in India in 1964 discussed the issue of discrimination and equity in detail and provided their recommendations (Pandey, 1986, p. 61-62). As a result of various interventions in 1988-89 period the proportion of scheduled caste student to total enrolment in different faculties varies from 9.87 per cent in arts, humanities etc. to 2.91 in research. In the higher education survey undertaken by the National Commission on Teachers compares the enrolment of SC students in general and professional courses during 1964-65 to 1977-78 periods found that their enrolment of SC students in general courses had improved while it remained low in professional courses (NIEPA n.d, p. 71-75 quoted on Karuna Chanana, 1993, p. 81). It is also observed that the proportion of SC students in professional courses, at the post graduate level is almost half as compared to their proportion in under graduate courses (Chanana, 1983, p. 81).

In the case of Kerala there were many initiatives by the state to provide equitable access to education to the lower caste people. In Travancore education facilities for the untouchable started on 1926. The measures adopted were the offer of fee concessions, stipends, scholarships, boarding grants, and free supply of text books. In Cochin in 1926, the directorate of public instructions was made for the protection of the deprived classes with a special staff and in 1931, a separate department was created to promote education (1986, p. 61). The literacy rates of the SC and ST population, though lower than the general population in the state was higher than even the literacy rates of the general India population (George, 2011, p. 2). The reservation policy of the state and its proper implementation in government and aided colleges of Kerala help to improve their presence in government and aided colleges

equal to their population (Rajesh, 2011). But the privatization of higher education and the mushrooming up the self-financing colleges all over the state became an instrument in their exclusion from the educational process, particularly professional education process of the state. It is noted that share of SCs and STs in the self financing stream was considerably lower than in the regular aided stream (George, 2011, p. 3). Even after continue interventions it is viewed that still the pass percentage of SC/and ST students in secondary and higher secondary examinations are low compared with other general groups (George, 2011, p. 4)

Government schemes and programmes

In Kerala, students belonging to socially and economically backward communities and SC/ST categories enjoy fee concession from government for their school and college education. In this case the concessional rate of fee is paid by the department directly to the institutions. Fee concession is also allowed to students belonging to Other Backward Castes (OBC) in colleges. The SC/ST students are also eligible for stipend and lump-sum grant which are directly remitted into the personal bank accounts of the students as a result of the government initiatives in 2006. This is also applicable to the students of schools and colleges. In addition to this, MPhil and PhD students in all the universities of Kerala who belong to SC, ST and OBC categories get monthly fellowships from the state government for a period of up to maximum five years. All the students from Kerala who belong to the above categories and studying outside the state are also eligible for the above mentioned fellowships (KSCHE, 2015). All students irrespective of caste/religion studying in government and aided institutions and in universities enrolled for aided courses are eligible for financial assistance based on economics criteria. This category was identified as per the Kumara Pillai Commission Report (KPCR) appointed by the government of Kerala. At present, financial aid is also extended to the economically backward people from the forward caste groups, thereby availing benefits of reservation.

Other Eligible Community (OEC) is a category separately constituted from OBC by the government of Kerala for the purpose of giving educational and economic benefits. This category is eligible to enjoy all the educational benefits enjoyed by the SCs and STs except the reservation enjoyed by them. In the case of vacant seats due to the absence of SC/ST students, OEC students can be taken in to fill the vacant seats. OEC students are eligible for all the economic concession from the state government which is made available to the SC/ST students.

As we have discussed earlier reservation of seats to the weaker sections, fee concessions to SC, ST, OBC and OEC students, lump sum grant and stipend to the above mentioned categories pre and post metric scholarship schemes, fellowships for MPhil and PhD are the major safe guards the government of Kerala has initiated to ensure the equitable access to higher education and to ensure social equity in educational sphere. Irrespective of the reservation, fee concessions and other support system provided to the weaker sections of the community in the state studies show that their deprivation continues in one form or another. It is noted that exclusionary trends in education particularly in higher education is increasing (George, 2011, p. 5). It is observed that inadequate attention was provided to the educational

problems of disadvantaged groups. Their issues require more specific interventions rather than peripheral interventions.

Privatization and marketization created new hurdles in the equity of the state in the educational sphere. Earlier Kerala model of education was built with the joint intervention of state and private agencies through the liberal system of government institutions and government aided institutions. This was an old model of public private partnership. There was political consensus in the state regarding this model. But presently after the initial trend of massification of higher education in the state it has shown the increasing trend of privatization after 2000. This has created serious concerns on educational equity of the state. But it is observed that political movements in the state do not have any clear strategy to protect the gain of the Kerala model of educational development from the onslaught of privatization (George, 2011, p. 12). Thus privatization of higher education and the reduced role of state in education is the new challenge of equity in the higher education scenario of the state.

Higher education policy

Kerala State Higher Education Council had prepared a report on the higher education policy of the state in 2012. Increasing access to higher education, enhancing the quality of higher education and research and enhancing equality in higher education are deemed the three major pillars of this policy (KSCHE, 2012, p. 1). It is suggested to expand the government and aided education system by enhancing the facilities of existing institutions and through ample structural changes to the system.

The Higher Education policy has discussed equality of opportunities to all without discrimination to any as one among the major targets of the higher education policy of the state. They have suggested affirmative Action and proactive steps to be taken by the government to ensure this equity. Empowerment of women through education, bridging of rural urban divide, ensuring the rights of marginalized sections of the society, appropriate action to empower physically handicapped and guidelines to facilitate their learning quest were the major areas focused in the policy regarding equity (KSCHE, 2011, p. 25)

Rigorous monitoring mechanism to implement reservation, state education tribunal to handle the complaint of the reserved students, establishment of women's university in the state, specific women's colleges with hostel facilities, opening of colleges in the backward districts and socially marginalized regions of the state, and making the infrastructure more user-friendly for the differentially abled are the major recommendations in the policy report regarding equity. (KSCHE, 2011, p. 28)

Kerala State Higher Education Council has introduced general scholarships and endowment schemes for the under graduate and post graduate students. As a measure to ensure equity it was decided that the students with disability will get 25 per cent more of the general fellowships. The scholarships in each stream shall be distributed among the following categories. 10 per cent to SC/ST students, 3 per cent to physically challenged students. 37 per cent to students belongs to BPL families, excluding of SC/ST and physically challenged

categories, 50 per cent for the students in the general category; the surplus would be added to the BPL category (www.kshec.kerala.gov.in).

2.6 Summary

The unique social history of the state of Kerala has a prominent contribution in the area concerning the educational achievement of the state. There are multiple perspectives regarding the evolution of social history of Kerala. The role of princely state, socio-religious reform movements and the post independent state have been widely acknowledge in these perspectives as major factors contributing to the educational development of the state. It is also significant to note that the expansion of higher education institutions in the state happened during the period between 1950 and 1985. i.e, after the formation of united Kerala. Role of elected government of the state in establishing colleges all over the state is quite relevant in this context. The role of Christian missionaries, SNDP, NSS and Muslim Educational Society were pertinent in establishing higher education institutions all over the state.

The role of the elected state governments after independence is worth mentioning. The state was successful in opening colleges all over the state by making special emphasis to the backward district and regions. The government decision to reduce the fee for higher education in the state which came in to practice in 1972 was also an important milestone. Apart from that, the colonial system allowing private management to open aided college with the aid of government was an important factor in the multiplication of higher education institution in the state even before the independence. The government decision to bear the salary of aided management college teachers, which came to effect in 1972 was an important land mark in bringing effective state control over the management of institutions in the state.

The initiatives of various agents together make changes in the higher education succession in the state. This has reacted in the equitable access to higher education by all the castes and communities. Policies of successive governments after the formation of Kerala addressed the equity concern of higher education of the state irrespective of caste, religion and regional disparities. But the scenario of equitable access to higher education institutions in the state changed after 1990's when the mushrooming of self financing institutions started in the state. This trend raises concerns about development of equitable system of education system in Kerala.

Chapter 3

Profile of the Case Study Institutions

3.1 Introduction

Kerala's historical attainments in the sphere of education have a critical role in laying the foundations of its later gains in all areas of human development. The first higher education institution that started functioning in Kerala was CMS College, Kottayam under the management of Christian Missionary Society in the year 1816. Early colleges in Kerala were affiliated to the University of Madras until the University of Travancore started functioning from the year 1937. Kerala had only one university namely University of Kerala till the establishment of University of Calicut in 1968, whereas the Mahatma Gandhi University established in 1983 followed by Kannur University in 1996. Kerala has the presence of 11 universities within its territory including four general universities and seven specialised universities. For the purposes of the present study we have selected three institutions namely a University (University of Calicut), a government college (Sri C.Achutha Menon Government College, Thrissur) and a government aided college (Sree Keralavarma College, Thrissur). This chapter aims to give a profile of these institutions for which we have used information available from yearbooks, office records and websites of the University and the respective colleges. We have arranged this chapter into three major sections, each dealing with the significance of these institutions separately.

3.2 University of Calicut

The University of Calicut is the second university to be set up in Kerala and now it is the largest affiliating university in Kerala. The main campus spreads over both sides of the Mangalore-Edappally National Highway. The University has 35 teaching and research departments for a variety of subjects spanning across science, arts, humanities, social sciences, languages, commerce and management. The University has a satellite campus at Aranattukara, Thrissur, named after the late economist Dr. John Matthai and home to the Department of Economics. There are 415 colleges affiliated to this University. The total student enrolment including those across these colleges is nearly 3 lakhs.

3.2.1 History of the institution

University of Calicut was established in the year 1968. The University of Calicut came into being as a result of the foresightedness of the visionary leaders like C.H. Mohammed Koya, C. Achutha Menon, and K.P. Kesava Menon who are no more with us now. They realised that the Kerala University centres at Cochin and Calicut were inadequate for a balanced growth of the higher education in Kerala. With 'Nirmaya Karmana Sree' (Prosperity will be produced by pure action) as its motto, the University has been able to surmount all challenges and emerge as the largest residential cum affiliating University in Kerala. The vision is to make quality the defining element of higher education in India through a combination of self and external quality education, promotion and sustenance initiatives. The major mission of the University is to arrange for periodic assessment and accreditation of institutions of higher education; to stimulate the academic environment; to undertake quality-related research studies and consultancy; to collaborate with other stakeholders of higher education.

3.2.2 Courses and programmes offered

Out of the 35 departments, 29 departments in the University provide P.G, M.Phil, and Ph.D. courses; of these two-fifths (37.9 per cent) are of Humanities stream followed by Science (34.5 per cent) and Language and literature (20.7 per cent) (See Table 3.1 and Fig. 3.1). For the present study, we have selected Dr. John Matthai Centre, the satellite campus of the University, where the departments of Economics, School of Drama and Fine Arts, Management studies and Computer Science are functioning. Named after Dr. John Matthai, the former finance minister of India during the period 1948–50, the University established the Department of Economics in 1976 in Thrissur District on 18 acres of land donated by the family of Dr. John Matthai. The university has made the shift to semester system and CCSS (Choice Based Credit Semester System). The NAAC has accredited with B+ grade for the University.

3.2.3 Student, faculty and staff strength (Year: 2013-14)

The enrolment of students has been consistently on the rise in the university. This is particularly true for disciplines in the humanities stream, followed by disciplines in the science stream. With regard to M Phil also the same phenomenon exist without much variation. But in Ph.D enrolment, the highest number of enrolment was reported in Science stream followed by Humanities. The subject wise analysis shows that among PG Science stream, the highest enrolment was reported in Physics, while lowest was in Nano Science and Technology. Among M.Phil Science stream, the highest enrolment was reported in Botany, while there were no enrolment was reported in Mathematics and Nano Science and Technology (See Table 3.2 and Fig. 3.2). In the case of Humanities stream, among PG Humanities, the highest enrolment was reported in Commerce and Management Studies and lowest was in Political Science. In the case of M.Phil Humanities, the highest enrolment was reported in School of Drama and Fine Arts while no enrolment was reported in Centre for Women's Studies, Journalism and Mass Communication and Political Science. When we look into Ph.D Humanities, the highest enrolment was reported in History while the lowest was reported in Centre for Women's Studies and Political Science

There were 165 teaching faculty in the University in year 2013-14, of which a significant proportion were males (77.7 per cent). The stream wise analysis shows that highest number of faculty in the Science Department (72) followed by Humanities. The gender wise analysis shows that the percentage of female higher Education stream was (40 per cent) followed by Language and Literature (28.1 per cent) and least was in Science (20.8 per cent). There were no female faculty in some departments like Statistics, History, Library and Information Science, Political Science, School of Folklore Studies, Arabic, Malayalam and Kerala Studies and Lifelong Learning and Extension (See Table 3.3 and Figures 3.3 and 3.4). It was observed that 70 per cent of the total students in university are female. As against teaching staff, among non teaching staff, females outnumbered males. Total number of Non Teaching Staff was 1492 of whom majority (60.12 per cent) were females (Fig. 3.5).

3.2.4 Governance and management of university of calicut

The activities of the University are organised and supervised by the following authorities of which the Vice-Chancellor is the Head (Fig.3.6).

The Senate: The Senate is the supreme authority of the University. It consists of 16 Ex-Officio members including the Chancellor (Governor of Kerala), the Pro-Chancellor (Minister of Education), the Vice-Chancellor and Pro Vice-Chancellor and 109 other members representing various spheres of life.

The Syndicate: The Syndicate is the chief executive body of the University. It consists of 6 Ex-Officio members and 14 members elected from the Senate.

The Academic council: The Academic Council is the supreme academic body of the University. It advises the Senate and the Syndicate on all academic matters.

The Faculties: Faculties, constituted as prescribed by the Statutes from time to time, shall have charge of the teaching and the courses of study and research in the subjects as may be assigned by the Ordinance or Regulations, subject to the control of the Academic Council.

The Boards of studies: Boards of Studies are constituted separately for both PG and UG. There are also single Boards of Studies. **The Students' Council:** The Students' Council makes recommendations to the Syndicate and Academic Council in matters relating to the academic work of the students. **The Finance Committee:** The Finance Committee advises the University on all matters relating to finance.

Ownership and management: University is owned and managed by the Government of Kerala and University Grants Commission.

3.3 Sri C. Achutha Menon Government College, Thrissur

Commonly known as the Thrissur Government College, this was established in response to strident demands from various sections of the society to have a Government College in Thrissur, popularly called the cultural capital of the State. The goals were to promote excellence in the sphere of higher education and cater to the needs and aspirations of the less privileged sections of the society. Situated amidst sylvan surroundings, the topography of the college provides an ideal ambience for academic pursuits and research activities.

3.3.1 History of the institution

The college started functioning in the premises of what is currently the Government Training College on the 14th of August, 1972 with 200 students and 9 teachers. The initial batches consisted of one Pre-degree (the former version of higher secondary education) each for the III and IV Groups and Degree (UG) courses in History and Economics. Two more courses, viz. B. A. English and B.Com. Started in 1976 and 1978 respectively. In recognition to the good performance of the college, the rising levels of enrolment and its potential for further development, it was resolved to shift the college to a 25 acre campus of its own at Kuttanellur, 6 KM east of Thrissur town. The shifting of the college to the new campus was taken place early 1990s.

Three post-graduate courses were started in quick succession: M.A. History (1995), M.A. Economics (1996) and M.A. English (1998). The college celebrated its Silver Jubilee in 1997-98. Later in the year 1997, the college was renamed as Sri. C Achutha Menon Government College, in memory of the former Chief Minister of Kerala, Sri. C. Achutha Menon. During 2012-13, two Science courses - B.Sc Computer Science and B.Sc Psychology - were started in the college. This caused to a sudden change in the role and functions of the college.

Vision of the college: With the Sanskrit dictum *Jnajam param jyothi* (Knowledge is the supreme form of light), college stands to mainstream the institution as a college that provides quality higher education and produces intellectually competent, emotionally balanced, morally strong and socially committed citizens.

Mission of the college: To impart and disseminate knowledge in an enabling academic environment to all sections of society with special reference to the educational, social, cultural and economic needs of the weaker sections.

3.3.2 Courses and programmes offered

The college provides seven undergraduate and four postgraduate courses. Among the UG programmes 71 per cent belong to the Humanities. Similarly, among the PG programmes, 75 per cent are from Humanities stream (Table 3.5).

The college follows semester system as per the norms of the University of Calicut .Calicut University has changed the structure of the Degree Programme by introducing CCSS (Choice Based Credit Semester System) and semester system from the year 2009 onwards. The duration of the degree programmes will be of 6 semesters within 3 academic years. The evaluation system has also been changed from awarding marks to grades.

The NAAC peer team visited the college on 19th and 20th of December 2005 and the college was accredited with B+ Grade (78.2 per cent marks). In March 2013, the NAAC team visited the college and reaccredited with B Grade.

3.3.3 Student, faculty and staff strength (Year: 2013-14)

The college has provision to enrol 376 students each year, of which 80 belong to the PG section. The humanities sections have a clear prerogative in terms of the availability of seats to the extent that,78 per cent seats for UG courses and 80 per cent seats for the PG courses are for Humanities stream (Table 3.6). Gender wise analysis shows that 69 per cent of the total number of students are girls. Among the undergraduate courses, highest percentage of girl students is present in the Psychology course (70 per cent) whereas the lowest was reported in the economics course (65 per cent). Among PG courses, highest percentage of girl students could be seen in the commerce course (71 per cent) and lowest in economics (65 per cent).

For the reference period 2012-13, there were 90 staffs, of which 63.75 per cent were teaching faculty. Among the teaching faculty, majority (55 per cent) were females (Table 3.7 and Fig. 3.7).

3.3.4 Governance and management of the college

The college is affiliated to the University of Calicut. The institution is governed and managed as per the rules and regulations of the Government of Kerala under the supervision of the Directorate of Collegiate Education, Thiruvananthapuram. The financial management of the college is monitored by the Government of Kerala and the Accountant General of Kerala. The College Council with the Principal as Chairperson and the Heads of departments and elected representatives from teaching staff as members oversee the Development, Planning and Management of the institution (Fig. 3.8). But it shall not interfere in any manner with the general administration of the College which is vested in the Principal, acting under the orders of the Director of Collegiate Education. A significant advantage of the institution is that the Kerala Public Service Commission makes the selection and appointment of teaching and non-teaching staff. In order to meet the temporary shortage of staff, immediate selection is made either from the government Employment Exchanges or by an Expert Selection Committee constituted according to the government rules. The College Office has an efficient system catering to the regular needs of staff and students.

3.4 Sree Keralavarma College, Thrissur

Founded in 11th August, 1947 by His Highness Sree Keralavarma, and governed at present by the Cochin Devaswom Board, Sree Keralavarma College (affiliated to the University of Calicut) is one of the most well known academic institutions in Kerala. Located in a vast lush green campus, Sree Keralavarma College is the biggest arts and science college under the University of Calicut. In 2009 January, the college was awarded the highest grade 'A' by the NAAC.

3.4.1 History of the institution

The college was inaugurated on 11th August, 1947 and the college got affiliation from Madras University. After the formation of Kerala state in 1956, the college got affiliated to Kerala University. Subsequent to the establishment of University of Calicut on 23.07.1968, this college became affiliated to it.

“*Asthu Vrittam Subham Sada*” (Pure be my Life for Ever) is the vision leading light and constant source of inspiration. The college endeavours to preserve the best traditions of liberal higher education, ensuring full freedom of expression to encounter multifarious ideological preoccupations.

Mission of the college is the full commitment to bring up the students hailing from semi urban and rural areas, with poor socio-economic backgrounds, on a par with those from better endowed urban areas. The college seeks to make the students competent to face the challenges of modern world with full confidence and social commitment.

3.4.2 Courses and programmes offered

This government aided college is one the biggest colleges under University of Calicut. College offers 16 UG courses and 8 PG courses according to the figures available in the year 2013-14. Two departments are providing research facilities at the Ph.D level. At the UG level, the college has more courses in Science stream (Table 3.8 and Fig. 3.9). At the PG

level, there are 8 courses, 3 each from Science and Humanities. Language and literature stream has two PG course. Two Ph.D centres were established in Language and literature stream.

The college follows semester system as per the norms of University of Calicut. Calicut University has changed the structure of the Degree Programme by introducing CCSS (Choice Based Credit Semester System) from the year 2009 onwards. The duration of the degree programmes is of 6 semesters within 3 academic years. The evaluation system has also been changed from awarding marks to grades.

3.4.3 Student, faculty and staff strength (Year: 2013-14)

The enrolment of students shows that annually up to 788 students are enrolled in this college (Table 3.9 and Fig. 3.10). It is obvious that the major share of students are for undergraduate (81.7 per cent) followed by postgraduate (15.5 per cent). 2.8 per cent of them are for Ph.D. The stream wise analysis shows that among UG enrolment, humanities has more seats (44 per cent) followed by science (35 per cent) and language and literature (21 per cent). The similar trend can also be seen in Postgraduate courses also. Among PG seats, 38 per cent seats are meant for Humanities, followed by Science (33 per cent)

The gender wise analysis of the seats show that the majority of the enrolled students (61 per cent) were females (Fig. 3.11). The number of boys in PG courses are very low (20 per cent) when compared to UG courses (43 per cent). Among the UG courses, it is to be noted that humanities stream is dominated by boys (55 per cent) while language and literature and science stream are dominated by females. But in PG courses, in all the streams, girls outnumber boys. This trend can also be seen in Ph.D enrolment also.

With regard to the teaching and non-teaching staff in the college, for the reference period 2013-14, there were 144 staffs. The gender wise distribution of the faculty and non-teaching is given in Table 3.10. Among the staff, 71 per cent were teaching faculty and 28 per cent were non teaching staff. Among the teaching staff, majority (58 per cent) were females but among non-teaching staff, males (78 per cent) dominated the females in number (Fig. 3.12).

3.4.4 Governance and management of the college and the university

This college is affiliated to University of Calicut. The college is managed by the Cochin Devaswom Board. The Board consists of a President and two members, all of whom are nominated by the Government in power. The secretary of the Cochin Devaswom Board is the Manager of the College. All appointments, promotions, sanction of long leave, etc. are done by the Manager. The day to day governance is vested with the Principal of the College. The Principal is assisted by a Council which provides advices on all important matters. Major policy decisions are discussed in the Council and implemented only after obtaining ratification.

The college is managed by the Cochin Devaswom Board, Thrissur, a statutory body created under the Travancore-Cochin Hindu Religious Institutions Act 1950. The members of the Board are nominated by the Government of Kerala, primarily to look after the temple affairs in the old Cochin state (Fig.3.13).

3.5 Admission Process in Sample Institutes

Admission process

In the case of University and Government College, the students are admitted by merit based on the marks secured by candidates in the respective subjects. As far as government aided college is concerned, apart from the process mentioned in Government College, admission is done either by the University under the single window system or by the College. In the former case, the college merely admits the students on the direction of the university. In the latter case, admission is purely on the basis of merit and the whole procedure is digitalised and transparent.

As far as reservation policies are concerned, in the University Teaching Departments, 15 per cent of the seats are reserved for Scheduled Castes candidates, 7.5 per cent of the seats are reserved for Scheduled Tribes candidates and 10 per cent of the seats are reserved for Other Backward Class candidates. Ethnic Native candidates from the Union Territory of Lakshadweep are considered as Scheduled Tribe candidates for the purpose of admission to the programme offered by the University in the Teaching Departments. KSR and university rules and regulations are followed in Government College. In Government Aided College, the reservation policies enacted by the government are strictly adhered to in the admission of students. Even in the case of management quota (20 per cent of total seats), admissions are made on the basis of merit from among students belonging to the Hindu religion.

Fee concession

In University and Government College, there is a facility for students for getting E-grants from government which cover both the expenses for studying the courses and hostel accommodation. As far as government aided college is concerned, along with E-grants from governments, applicants belonging to SC, ST, Kudumbis and Christian converts from SC, ST and other eligible communities who are bonafide subjects of Kerala are eligible for full fee concession, stipend and lump sum grant for purchase of books and dress. Applicant belonging to other backward communities who are bonafide subjects of Kerala are eligible for full fee concession provided the income of both their parents/guardian does not exceed Rs. 25000 in case of seeking admission to the degree class. Kerala State Scholarship for the Arts and Science courses are available to the students in their first year of study in various courses provided they have secured 50 per cent marks and above in their qualifying examination and the annual income of their parents does not exceed Rs. 10,000 per annum for degree. The scholarships are awarded on merit-cum-means basis subject to the number allotment each year.

3.6 Summary

This chapter focuses on giving the profiles of the three selected institutes, viz., one university (University of Calicut), one government college (Sri C. Achutha Menon Government College, Thrissur) and one government aided college (Sree Keralavarma College, Thrissur). Although a cross comparison between these three does not entail at the immediate level (since one is a university) one commonality still emerge between them, that they all privilege

humanities' disciplines and majority of the courses offered at these institutes belong to departments under the humanities disciplines.

Majority of the students were females. The number of girl students in PG courses is comparatively higher than those in the UG courses. At the university level teaching faculties the males outnumbered females, whereas females outnumbered males in the non-teaching category of staff. However a contrasting picture emerges in the case of the government aided college. In the case of number of departments and subjects offered for study in the selected institutes, the University and government aided college has high number of departments and courses, while the government college was having comparatively small number of departments, especially in science stream.

Chapter 4

Campus Diversity of Students and Teachers in the University and Colleges

4.1 Introduction

The diversity of the educational institutions faculty, staff and students influences its strength, productivity, and intellectual capacity. Diversity of experience, religion, caste, gender and many other attributes contributes to the richness of the environment for teaching and research. For analysing these aspects, we have gone through the information of faculty and students separately. We have mainly relied on the official data available from various educational institutions for this purpose. For understanding the dynamics of the above variables we made a comparison with the data of 2008-09 enrolment.

4.2. Student Diversity

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

The secondary data available from the selected institutes show that the government aided college was having the highest enrolment among the affiliated colleges to the university, having 849 enrolled students (69.7 per cent) as per 2013-14 records (Table 4.1). The government college accounted 25.3 per cent enrolled students of the sample institutes followed by satellite institution of the university (5 per cent).

For analysing the student diversity we have taken into account the variables like gender, social group, religion, place of residence and syllabus. The nature of diversity of the students can be seen in Table 4.2

Gender: Two-thirds of the students (64.7 per cent) were girls in the sample institutions. The highest share of girls can be seen in University (77.7 per cent) followed by government college (72.7 per cent).

Social Group: More than two-fifths of the students were from general category (45.4 per cent) followed by OBC/OEC (35.5 per cent). The institutional wise analysis shows that higher representation of general group of students can be seen in government aided college (50.7 per cent) while OBC/OEC students got more representation in government colleges (48.7 per cent). In the case of SC/ST students, the highest participation can be seen in government colleges (20.1 per cent) and least can be seen in University (13.1 per cent). One of the reasons for the lowest participation of SC/ST students in University is that the sample students from the university includes one unaided course (MBA), which does not follow the SC/ST reservation policies. The reason for the highest representation of OBC/OEC students in University and Government College might be due to the reservation for OBC/OEC students in these institutes.

Religion: A large majority (84.5 per cent) of the students in the sample institutes were Hindus, followed by Christians (9.2 per cent) and Muslims (6.3 per cent). The proportion of Hindu students was comparatively higher in government aided colleges (84.5 per cent), while the rate of Christians (16.4 per cent) and Muslims (13.1 per cent) were relatively higher in University.

One of the reasons for the higher level of religious composition of Hindus in sample institutes might be the reservation policy followed in Government Aided Colleges. In Government Aided Colleges, 20 per cent of the seats are reserved for Management Quota, which is on the basis of merit from among students belonging to the Hindu religion. To a certain extent, this reservation policy intensifies religious diversity in the sample institutes.

Place of Residence: Place of residence¹ of the student shows that a very large majority (78.1 per cent) of the students was from rural areas. The percentage of students from rural area is comparatively higher in government aided college (79.8 per cent) followed by government college (74 per cent).

Syllabus: Almost all of the students (98.5 per cent) followed state syllabus for their Plus Two course. Though it is small number, the percentage share of CBSE/Others syllabus were comparatively higher among University students (6.6 per cent).

Caste wise Participation in Different Levels of Study: The caste-wise participation of the student shows that at the PG level the enrolment of SC/ST students is comparatively low (16.1 per cent) when compared to their UG enrolment (19.6 per cent), while the enrolment of General students is comparatively higher in PG (50 per cent) when compared to their UG counterparts (44.6 per cent). It shows that at the degree level, the SC/ST students could get chance to study at degree level more than their stipulated reservation seats, but at the PG level they are constrained to their reservation seats (Table 4.3).

The present section of the analysis shows that a significant proportion of the students was females and comparatively more representation of them could be seen in University. The students from General category dominated the institutes in their number. It was also found out that the enrolment of SC/ST students is comparatively low at the PG level when compared to their UG enrolment. A large majority of the students were Hindus and their representation was comparatively higher in Government Aided College. A very large majority of the students was from rural area the intensity of the rural students was comparatively higher in Government Aided College. With regard to the syllabus, almost all students followed state syllabus.

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

Changing structure of the nature of the diversity of students has been analysed mainly by using compound annual growth rate by using the information from official registers of the respective institutions for the year 2008-09 and 2013-14.

Gender: When compared to 2008-09 enrolment, we could find that there was not much increase in the number of students in 2008-09. The gender wise analysis shows a small decline in the enrolment of male students in this period. Annually, a 2 per cent decline of the enrolment of male students was reported in selected institutions. Comparatively a higher rate of decline of male students was reported in University (-10.2 per cent), followed by

¹ Due to the lack of the direct information of the place of residence from the official records, we have categorized the students on the basis of the names of places given, especially the students from corporation and municipal places were considered as urban students.

Government college (-7.0 per cent). At the same time, we can see that annually there was 7 per cent increase among female enrolment in University (Table 4.4 and Fig. 4.1).

Social Group: The changing structure of the enrolment of the students by social group shows that there was an annual increase of 12.5 per cent of General students but 6.7 per cent decline among OBC/OEC students and 3 per cent decline among SC/ST students were also reported. The higher increase in general students might be due to the higher number of students from Government aided college, where no reservation for OBC/OEC students was followed. Among the Government aided college, annually an increase of 21.4 per cent was reported among the enrolment of general students, whereas a decline of 9.3 per cent among OBC/OEC students and 3.6 per cent of SC/ST students was also reported (Table 4.5 and Fig. 4.2).

Religion: The structure of students on the basis of religion shows that in general we could not see any changing picture over the years. But, in government colleges (7.3 per cent) and University (5.9 per cent), a slight improvement in the number of Muslim students was reported (Table 4.6 and Fig. 4.3).

Place of Residence: A very small rate of change was reported in the case of the changing structure of the place of residence. Annually only 1.5 per cent of the increase in the enrolment of urban students was reported. Comparatively a higher rate of increase (5 per cent) among the urban students was reported in government aided college; while in the case of University, 3.4 per cent increase in rural students was reported (Table 4.7 and Fig 4.4).

Syllabus: A small increase of the CBSE/Other syllabus students was seen in the reference period. Comparatively higher rate of CBSE/Other syllabus students was reported in University students (Table 4.8 and Fig. 4.5).

The analysis of the present section shows that there was not much increase in the number of students when compared to 2008-09, but a small decline in the enrolment of male students can be seen in this period. Though there was a small increase in General students, SC/ST students reported a minor decline. The structure of students on the basis of religion shows that in general any changing picture over the years was not reported. A very small rate of change was reported in the case of the changing structure of the place of residence. A small increase of the CBSE/Other syllabus students was seen in the reference period.

4.3 Faculty Diversity

Number of Faculty: For analysing the nature of diversity amongst the faculty, we have analysed the information of 142 teachers from the sample institutions. More than three-quarters (76.8 per cent) of the teachers were from Government aided college, followed by government college (18.3 per cent) and university (4.9 per cent).

For analysing the faculty diversity, we have taken into account the variables like gender, social group, religion and place of residence. The nature of diversity of the faculty can be seen in Table 4.9.

Gender: More than half of the faculty from the sample institutes (58.5 per cent) were females. The rate of female faculty was comparatively higher (60.6 per cent) in government aided college compared to government colleges (53.8 per cent) and university (42.9 per cent).

Social Group: A very large majority (74.6 per cent) of the faculty were from General group, followed by OBC (20.4 per cent) and SC (4.9 per cent). Comparatively the rate of SC faculty was higher in University (14.3 per cent) compared to government college (11.5 per cent) and government aided college (2.8 per cent).

Religion: Four-fifths of faculty (80.3 per cent) of the sample institutes were Hindus followed by Christians (17.6 per cent) and a very small number of Muslims (2.1 per cent). Comparatively a higher rate of Muslim faculty could be seen in University (14.3 per cent) followed by government college (7.7 per cent) and there was no Muslim teacher in government aided college.

Residential Location: With regard to their place of location a very large majority (75.4 per cent) reside in urban area and cent per cent of the faculty of University reside in urban area.

The analysis on the faculty diversity shows majority of the faculty were females and especially in Government Aided College, the rate of females were comparatively higher. The dominance of General caste group and Hindu teachers was observed in these colleges. A very large majority of the teachers were residing in urban area

4.4 Summary

The analysis on the diversity of students and faculty in the selected institutions shows that as far as social aspects are concerned females, general caste group and Hindu students dominated in these institutions. The highest proportion of the Hindu students might be due to the selection of one of the major sample institutions, Government Aided College, which runs by a Hindu Devaswom Board. It was also found out that the enrolment of SC/ST students is comparatively low at the PG level when compared to their UG enrolment. A very large majority of the students was from rural area and with regard to the syllabus, almost all students followed state syllabus. The changing structure of students a small decline in the enrolment of male students in this period. Though there was a small increase in General caste students, SC/ST students reported a minor decline. In general any changing picture in religion over the years was not reported. A very small rate of change was reported in the case of the changing structure of the place of residence. The analysis on the faculty diversity shows majority of the faculty were females. The dominance of General caste group and Hindu teachers was observed in these colleges and very large majority of the teachers were residing in urban area

Chapter 5

Students' Survey: Profile and Initial Campus Experience

5.1 Introduction

The initial days in college are very important for a student as their impressions about the new surroundings are mainly shaped, new alliances and friendships are forged and the chemistry between them and the new environment are evolved to a great extent in these days. The initial day's experience has a profound impact on their life and engagements within the college. Their capacity to adapt to the new atmosphere is as much dependent upon the capacity of the new campus to incorporate fully and unconditionally students coming diverse backgrounds.

The experience of students during their initial days in college has a direct or indirect impact on their performance thereafter. The diversity of experiences during the initial period and thereafter has an impact on their capacity for creative thinking and intellectual engagement.

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

For analysing the above said aspects we have conducted a survey on 537 respondents, all of them students, from three different campuses in the central region of Kerala. a university department (Dr. John Matthai Centre, Department of Economics, University of Calicut), government college (Sri. C. Athucha Menon Government College, Kuttanellur, Thrissur) and a government aided college (Sree Keralavarma College, Thrissur). Information gathered from group discussions and students' diaries have also been used for the purposes of this analysis. The sample framework is given in Table 5.1.

The analysis of the present chapter is based on the socio economic background variables as shown in Table 5.2. These variables show that majority (52.1 per cent) are from OBC/OEC category. 74.3 per cent are females and 81.9 per cent of the respondents are from rural area. 40 per cent of the respondents are from the lowest income group.

5.2 Current Academic Profile

The current academic profile of the students indicates the current positions across the different socio economic groups of the students. Their level of study, year of study, course of study, their departments and subjects, their academic performance, etc. are analysed in this session.

Level of Study: In the case of level of study, Majority of our sample respondents (72.3 per cent) consists of under graduate students and the remaining (27.7 per cent) belong to the post graduate classes (Table 5.3). We can observe a higher proportion of female respondents at PG level (30.3 per cent).

The percentage share of rural post graduate students are lower (26.4 per cent) than the urban urban post graduate students (33.3 per cent).

Looking at the case of students household income plays a very important role in the selection of courses both at post graduate and under graduate levels.

Year of Study: The sample structure shown in Table 5.4 has a significant proportion (79.5 per cent) of second year students. 20.5 per cent of the respondents were from third year .

Course of Study: At PG level, At UG level: The PG wise classification (Table 5.5) shows that maximum number of students (55 per cent) opted for MA courses followed by those who opted for MBA (24.8 per cent) (Table 5.). Social group analysis shows that majority of SC/ST students (62.5 per cent) opted MA courses. This higher percentage in MA subjects compared to other science and commerce subjects might be due to the availability of higher number of total seats for arts subjects.

A least representation of male students in PG level has been reported. Among the PG students 81.2 per cent were females. Among the females 57 per cent opted MA courses, while among male students half of them opted professional subjects like MBA. There is a particular thing to be noted here is that there was no male students for M.Sc. courses. Majority of the students (54.8 per cent) were from the households having monthly income below 10000. Among the degree students, majority (55.7 per cent) were from BA stream (Table 5.6). Caste wise analysis shows that BA has been opted by students from all across the caste sections. Preference for BA course can be seen gender wise also.

Department and Subjects of Study: At PG level, At UG level: Data collected from students at the PG level shows that half of the male students opted Management Department. Moreover, none of the male PG students opted English, Malayalam and Physics department (Table 5.7). Among the female PG students, highest representation was from Economics department (20.7 per cent) followed by Management department (19 per cent) and least representation was from Politics department. Among the Economics PG Department students, almost all of them were females (92.2 per cent).

Similarly, place of residence analysis shows that among rural PG students, highest representation was from Management Department (22.6 per cent). Among the PG Management department students, 70.3 per cent were from rural area. All students from English department were from rural area.

The department level distribution of UG students shows that the highest representation is from Economics Department (21.9 per cent) followed by commerce (16.2 per cent) (Table 5.8). The gender wise analysis shows that among male students, highest representation is from history department (16.4 per cent) followed by Economics (15.5 per cent) and least participation was reported from Malayalam department (2.7 per cent). Among female students, higher representation was from Economics department (24.5 per cent) followed by Commerce department (16.9 per cent) and least representation was reported from Malayalam Department. Among the Economics students, 80 per cent were females. Household income wise analysis shows that among the poorest group, 33.3 per cent opted Economics department. Among the Economics Department students, majority were from poorest income group (58.5 per cent). The subject wise analysis shows that among the Functional English UG students, a very large majority were females (81.5 per cent).

Percentage of marks obtained last year: The percentage of marks obtained last year shows that more than two-fifths of the respondents (47.5 per cent) obtained the marks between 60 – 70 percentages (Table 5.9). A median value of 78 was reported for the sample students (Fig. 5.1). The social group wise analysis shows that among SC/ST group, a significant proportion (70 per cent) obtained the marks between 60 – 79 percent. The proportion of the students who secured 90 percent and above was higher in General group (18 per cent) when compared to OBC/OEC (16.1 per cent) and SC/ST (1.2 per cent) groups. Urban students got higher marks (median value 80) than the rural students (median value 77).

Gender wise analysis shows that females secured more scores than male students. A very small number of female students (5.7 per cent) obtained the marks below 60 per cent while the percentage share of male members is higher (14.1 per cent) in this group. Among the students who secured marks above 90 percentage, a very large majority of the students were (81.7 per cent) were females. We can see a clear association between gender and percentage of marks obtained last year with a chi-square value of 21.532 with a probability value 0.000.

Section summary: In this section, we have attempted to analyse the current academic profile of the students. The analysis on level of study shows that majority of our sample respondents consist of under graduate students. We can observe a higher proportion of female respondents at PG level when compared to males. The percentage share of rural post graduate students are lower than the urban post graduate students.

The analysis on PG level students by their dent shows that half of the male students opted Management Department. Moreover, none of the male PG students opted English, Malayalam and Physics department. Among the female PG students, highest representation was from Economics department followed by Management department and least representation was from Politics department. Cent per cent of the students in English department were from rural area.

The percentage of marks obtained last year shows that more than two-fifths of the respondents obtained the marks between 60 – 70 percentages. A median value of 78 was reported for the sample students. Urban students got more marks than the rural students. Gender wise analysis shows that females secured more scores than male students. We can see a clear association between gender and percentage of marks obtained last year.

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

Higher education scenario is influenced when its social condition is different from students' home and community background.

Gender: A genderwise analysis shows that a significant proportion was females (74.3 per cent). Social group analysis shows that the least representation of males were among general group (30.7 per cent). Moreover, income wise classification shows that there was a very small number of males (8.3 per cent) among the highest income group (Table 5.10).

Social group: The social group distribution of respondents (Table No. 11) shows that nearly a half of the respondents were OBC students (49.4 per cent) followed by General category (30.4 per cent). The study included 16.4 per cent of SC and 1.1 per cent ST. Among the least income household group, more than two-fifths were from OBC (42.6 per cent) followed by

SC (29 per cent). Among the highest income group, majority were from General group (58.3 per cent).

Religious background: Four-fifths of the respondents in our sample were Hindus (80.3 per cent) followed by Christians (12.5 per cent) and Muslims (7.3 per cent) (Table 5.12). Gender wise analysis shows a comparatively lower representation of females among Muslims, though this association is not statistically significant. Among the Muslim category 66.7 per cent were females, while the representation of Christian and Hindu were 74.6 per cent and 74.9 per cent respectively.

Occupation of mother: A significant proportion of mothers (74.1 per cent) was housewife, followed by regular wage or salary earning (government). The analysis across different socio economic background variables shows the same trend.

Occupation of father: More than a third of the fathers of the respondents (43.5 per cent) engaged in non-agricultural labour on daily wages or casual labour followed by self-employed in agriculture (8.8 per cent). Among the SC/ST group, majority of them (68.2 per cent) engaged in non-agricultural labour on daily wages or casual labour. Among self-employed in non-agriculture or Businessperson, majority (63.2 per cent) were from OBC/OEC category (Table 5.14). Among self-employed in agriculture group, most of them (93.3 per cent) were rural area. Among the least income households, majority (60.8 per cent) were engaged in non-agricultural labour on daily wages or casual labour.

Household income: Household income group analysis shows that two-thirds of the respondents (65.10 per cent) were from households having monthly household income below Rs. 10000 and 4.6 per cent reported their monthly income position as Rs. 50000 and above (Table 5.15).

The caste wise analysis shows that among SC/ST category, majority (60.4 per cent) were from poorest households. The representation of General category in the highest income group is comparatively higher (9 per cent) when compared to OBC (3.3 per cent) and SC/ST (1 per cent). Among the least income group respondents, the highest representation (47.7 per cent) was from OBC/OEC group, while in the case of highest income group, majority of them (58.3 per cent) were from General group.

A comparatively higher representation in '50000 and above group' was reported in Urban respondents (14 per cent) when compared to rural respondents (2.4 per cent). Among the least income group, most of them (89.8 per cent) were from rural areas and in the case of highest income group majority (58.3 per cent) was urban areas.

Differently abled and type of disability: There were a very small number of differently abled respondents (2.2 per cent) in the sample respondents (Table 5.16). Among these differently abled respondents, three-quarters (75 per cent) were OBC/OEC students. Most of them were (91.7 per cent) were males and coming from rural areas. Among the reported persons, income wise classification shows that majority of them (72.7 per cent) were from the lowest income group.

With regard to their type of disability, majority of them (66.7 per cent) were visually challenged persons, followed by physically handicapped (33.3 per cent) (Table 5.17).

State, rural/urban, mother tongue: The state of domicile of almost all of the respondents (99.6 per cent) was Kerala. Place of residence analysis shows that more than four-fifth of the respondents (81 per cent) were from rural area. Among the SC/ST group, 91.5 per cent were from rural area (Table 5.18). Household income status shows that most of those in the lowest income group (91.5 per cent) consisted people from rural area, while in the case of highest income group, majority (58.3 per cent) were from urban area. Malayalam constituted the mother tongue of all the respondents.

Mother's education: Nearly half (49.8 per cent) of the respondents' mothers have not completed education beyond Secondary -Up to 10th STD (Table 5.19). While the number of illiterate mothers were higher among the SC/ST community (4.3 per cent), illiterate mothers were completely absent among the respondents from urban area. Although a minority, mothers with a postgraduate degree among SC/ST respondents (12.5 per cent) were still much more than the number of those who were illiterate.

Post graduation and above qualified mothers were comparatively higher in urban area (8.9 per cent) as opposed to those from the rural areas (1.6 per cent). There is a tendency among highest income groups for having a higher educational qualification. Among the highest income groups, 16.7 per cent had highest qualification. Among the highest educational classification, 25 per cent were from highest income group.

Father's education: In the case of fathers' education, majority (60.2 per cent) belongs to the category of Secondary -Up to 10th STD (Table 5.20). Among the SC/ST group, 5.4 per cent were illiterate while only 1.1 per cent had the highest educational qualification. Among the illiterate fathers, 71.4 per cent were from SC/ST groups, and among highest educational qualified groups, half was from General caste group. The percentage share of highest educational qualification group was higher in urban area (5.9) than the rural area (0.9 per cent). Among the illiterate fathers, all of them belonged to rural areas and among highest educational group, majority (60 per cent) were from urban areas.

Education of siblings: Majority of the first siblings of the respondents (56.8 per cent) had the educational qualification above plus two. None of the siblings was illiterate (Table 5.21). Majority (66.5 per cent) of the second sibling had the educational qualification of plus two and above (Table 5.22).

Section summary: Higher education scenario is influenced when its social condition is different from students' home and community background. A genderwise analysis shows that a significant proportion of the universe under study – here the class groups studied – was females. The social group distribution of respondents shows that nearly a half of the respondents were OBC students followed by General category. Among the highest income group, majority were from General group (58.3 per cent). Four-fifths of the respondents in our sample were Hindus followed by Christian and Muslims.

Comparatively a lower representation of females were seen among Muslims, though this association is not statistically significant. A significant proportion of the mothers of the respondents were home maker - House-wife. The caste wise analysis shows that the participation in non-agricultural labour on daily wages or casual labour was higher in SC/ST

category. There exists a close association between type of employment and household income.

A significant proportion of mothers of the respondents was housewife while more than a third of the father of the respondents engaged in non-agricultural labour on daily wages or casual labour followed by self-employed in agriculture. Among the SC/ST group, majority of them engaged in non-agricultural labour on daily wages or casual labour. Household income group analysis shows that two-third of the respondents were from the households having monthly household income below Rs. 10000. This remains in contrast to the 4.6 per cent reported whose monthly income was categorised as Rs. 50000 and above. The caste wise analysis shows that among SC/ST category, majority were poorest households. The representation of General category in the highest income group is comparatively higher when compared to OBC and SC/ST. A comparatively higher representation in highest income group was reported in Urban respondents when compared to rural respondents. Among the least income group, most of them were from rural areas and in the case of highest income group majority was urban areas.

There were a very small number of differently abled respondents in our sample. Among these differently abled respondents, three-quarters were OBC/OEC students. Among the reported persons, incomewise classification shows that majority of them were from the lowest income group. With regard to their type of disability, majority of them were visually challenged persons, followed by physically handicapped. The state of domicile of almost all of the respondents was Kerala. Place of residence analysis shows that more than four-fifths of the respondents were from rural area. Among the SC/ST group, almost all of them were from rural area. Cent percent of the respondents' mother tongue was Malayalam.

Nearly a half of the mothers of student had the educational qualification of Secondary -Up to 10th STD. The percentage share of illiterate mothers is higher in SC/ST community when compared to social groups. Similarly, there were no illiterate mothers in urban area. Post graduation and above qualified mothers were comparatively higher in urban area. There was a tendency among highest income groups for having a higher educational qualification. In the case of father's education, majority had the educational qualification of Secondary -Up to 10th STD. Among the illiterate fathers, a significant portion was from SC/ST groups, and among highest educational qualified groups, half was from General caste group. Majority of the first and second siblings of the respondents had the educational qualification above plus two. None of the siblings was illiterate.

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

Secondary school: location, rural/urban: More than two-third of the respondents (68.8 per cent) are from rural area. In all categories of respondents majority came from rural areas with varying degrees (Table 5.23).

Secondary school: management type: Majority of the respondents did their secondary schooling (54 per cent) from private aided schools followed by those who did it at government schools (40.1 per cent). A very small portion (5.8 per cent) of respondents had completed their secondary education from private unaided schools (Table 5.24).

None of the SC/ST students had their secondary schooling from private unaided schools. Out of the SC/ST respondents nearly 55.3 per cent had completed their secondary education at Government schools. The figures for the same remained at 41.1 per cent for those from the OBC/OEC category and 29.6 per cent for those from the General category.

Comparatively, the representation of General groups were higher in Private aided schools (58.6 per cent) when compared to OBC/OEC (58.6 per cent) and SC/ST (44.7 per cent). The income wise classification shows that the highest income groups prefer private aided and unaided schools.

Secondary school: syllabus: Almost all respondents (93.8 per cent) studied under state syllabus at the secondary level while only 5.4 per cent followed CBSE syllabus. Here also, income status plays an important role in the selection of syllabus (Table 5.25). There is a tendency among the higher income group to move to schools offering courses under CBSE syllabus, eventhough this rate is also very low. Among the richest group, 20.8 per cent followed CBSE syllabus.

Secondary school: co-ed/single sex: Majority of respondents (64.1 per cent) completed their secondary schooling from mixed sex schools (Table 5.26). Majority of the SC/ST respondents have completed their education in mixed sex schools (76.3 per cent). The figures for other categories remained as 66.5 per cent for the OBC/OEC and 52.8 per cent for the General category. Almost half of the students from General had completed their education from single sex schools (47.2 per cent).

Of the respondents included in the study, most of the males had completed their education at mixed sex schools (78.2 per cent) whereas the corresponding number for the female respondents was comparatively lesser (59.3 per cent). A significant portion of rural respondents (68.9 per cent) are from co-education school, while majority of urban students are from single sex schools (56.4 per cent).

Secondary school: marks obtained in 10th class: Majority of the respondents (60.2 per cent) had scored 80 per cent and above with a median percentage of mark of 80 (Table 5.27). Caste wise analysis shows that SC/ST respondents obtained comparatively lower marks (median percentage of mark: 75) followed by OBC/OEC (median percentage of mark: 81) and General (median percentage of mark: 84). There was not much difference in marks secured among Female (Median percentage mark: 81) and males (median percentage mark: 80) (Table 5.28).

Higher secondary: place of location rural/urban: Majority of the respondents (61.7 per cent) completed their secondary school education from rural area (Table 5.29). This higher representation can be seen in SC/ST groups (78.5 per cent) when compared to OBC/OEC (61.9 per cent) and General (51.9 per cent). Lowest income groups preferred (67.4 per cent) rural schools while richest group preferred urban schools (62.5 per cent).

Higher secondary: management type: Two-thirds of the respondents completed their higher secondary schooling from government schools (66.6 per cent) (Table 5.30). Similarly as reported in secondary schooling, in higher secondary schooling also a higher representation

of SC/ST respondents (73.4 per cent) opted government schools followed by OBC/OEC (69.7 per cent) and General (57.4 per cent).

Higher representation of males (74.1 per cent) could be seen in government higher secondary schools when compared to females (64.1 per cent). Rural respondents preferred government higher secondary schools (74.1 per cent) than the urban respondents (64.1 per cent). Poorest respondents preferred government higher secondary schools (73.9 per cent), while richest respondents did not show much interest in government higher secondary schools (45.8 per cent).

Higher secondary: syllabus: Almost all respondents (95.3 per cent) followed state syllabus for higher secondary schooling (Table 5.31). A higher preference to state syllabus among rural respondents (96.3 per cent) when compared to urban respondents (91.1 per cent). We can see a diminishing representation from poorest respondents (98.3 per cent) to richest respondents (70.8 per cent).

Higher secondary: co-ed/single sex: A very large proportion (76.9 per cent) of the respondents opted co-education schools for their higher secondary courses (Table 5.32). Here also, SC/ST respondents reported higher representation for preferring co-education (80.2 per cent). Similarly, males reported higher representation (78.2 per cent) than the females (76.5 per cent). Rural respondents showed comparatively higher representation for co-education (81.4 per cent) than the urban respondents (57.3 per cent).

Marks obtained in 12th Class: Majority of the respondents (55.7 per cent) obtained the marks 80 percentage and above with a median percentage marks of 80 (Table 5.33). Castewise analysis shows that SC/ST representation is comparatively low in securing higher percentage than the other caste groups. SC/ST reported a lower median percentage mark of 75 when compared to OBC/OEC (median percentage mark: 80) and General (median percentage mark: 82) (Table 5.34).

Comparison of pre-college credentials of secondary and higher secondary schools: When we analyse the pre-college credentials of the respondents, there was an increase in the participation of co-education schools from 64.1 per cent in secondary school to 76.9 per cent with a 20 percentage increase (Fig. 5.2). Similarly there was a slight improvement in terms of those educated under state syllabus (1.6 per cent). Though it is slight change, among SC/ST respondents, there was a small decline in state syllabus with a percentage difference of 1.1.

But, there was decline in the case of those who attended private aided schools, rural area schools and percentage of marks. There is a massive decline in the number of those who attended private aided schools with a percentage decline of 43.7 and the shift is from private aided schools to government schools. Although the rate of change is lower, we can see a shift from rural school to urban school (with 10.3 percentage difference) and marks (with 1.2 percentage difference) (Tables 5.35 to 5.40).

Higher secondary: stream of plus two: Generally there is a tendency among the students to select the commerce subject, which is considered to be a prestigious stream for its acceptance in the job market (Table 5.41). More than a third of the respondents (38.1 per cent) had selected the commerce stream. Among the SC/ST respondents, more than two-fifth of the

respondents opted humanities for higher secondary course. Among the male respondents, higher representation (42.6 per cent) was in Humanities stream whereas more than two-fifth of the female respondents (41.4 per cent) opted commerce stream. Of those selected the commerce group, four-fifth (80 per cent) were females. Commerce was the most preferred option for students from urban areas also (49.5 per cent).

It is noteworthy here that a significant portion of respondents have managed to make it to the UG and subsequently to the PG programmes. The increase implemented in the recent years in the number of seats available in colleges in the state could be identified as a main reason for this. This movement from pre-college to college is also noteworthy for the shift in their choice of subjects. At the college level there is comparatively a larger acceptance of Humanities programmes (increased to 55.5 per cent in UG/PG stream with a percentage increase of 52.5).

It is to be noted that a significant portion of the respondents has changed their streams when they shifted from plus-two to UG/PG stream. There was a decline in Science stream (32.2 percentage difference) and commerce stream (26.8 percentage difference) (Fig. 5.3 and Tables 5.41 to 5.45).

Score/rank of entrance examination such as JEE, GATE, university entrance exam: For attending entrance examination for such as JEE, GATE, University Entrance exam, only a very small number of respondents (4.1 per cent) attended it. None of the SC/ST respondents has attended any such entrance examinations (Table 5.46).

Section summary: More than two-thirds of the respondents did their schooling from rural areas. The higher representation of SC/ST students can be seen in rural area, while the least representation was from General group. Majority of the respondents did their secondary schooling from private aided schools followed by government schools. A very small portion of respondents did it from private unaided schools. None of the SC/ST students completed their secondary schooling from private unaided schools. The representation of SC/ST students was higher in Government schools when compared to OBC/OEC and General. One tendency can be seen among highest income groups to go to private aided schools and private unaided schools.

Almost all respondents studied the State syllabus in secondary school level while only minority followed CBSE syllabus. Here also, income status plays an important role to select the syllabus. There is a tendency among rich persons to move to CBSE syllabus, even though the rate is low. Majority of respondents completed their secondary schooling from mixed sex schools. SC/ST respondents had a higher tendency to study in mixed sex schools. Almost half of the students from General opted single sex. Male respondents showed a higher tendency to study in mixed sex schools. A significant portion of rural respondents opted co-education school, while majority of urban students opted single sex schools. Majority of the respondents obtained the marks of 80 per cent and above with a median percentage of mark of 80. Caste wise analysis shows that SC/ST respondents obtained comparatively lower marks followed by OBC/OEC and General.

In the case of higher secondary schooling, majority of the respondents completed their secondary school education from rural area. Lowest income groups preferred rural schools while richest group preferred urban schools. Two-thirds of the respondents completed their higher secondary schooling from government schools. Similarly, larger share of SC/ST students are from government schools. Higher representation of males is graduates from government higher secondary schools. Compare to urban students, rural students dominates among graduates from government higher secondary schools.

Almost all respondents followed state syllabus for higher secondary schooling. A higher preference for state syllabus among rural respondents can be seen when compared to urban respondents. A very large proportion of the respondents opted co-education schools for their higher secondary courses. Similarly, males reported higher representation (where) than the females. Rural respondents were more willing to study in co-education schools than their urban counterparts. Majority of the respondents obtained 80 percentage and above marks with a median percentage marks of 80. Caste wise analysis shows that SC/ST representation is comparatively low in securing higher percentage than the other caste groups.

When we compare pre-college credentials of secondary and higher secondary schools, there was an increase in the participation of co-education schools from 64.1 per cent in secondary school to 76.9 per cent with a 20 percentage increase. Similarly there was a slight improvement in state syllabus also.

But, there was decline in the case of private aided schools, rural area schools and percentage of marks. There is a massive decline in private aided schools with a percentage decline of 43.7 and the shift is from private aided schools to government schools. Although the rate of change is lower, we can see a shift from rural school to urban school and marks.

Generally, there is a tendency among the students to select the commerce subject, which is considered to be a prestigious stream. More than a third of the respondents had selected the commerce stream. Among the male respondents, higher representation was from Humanities stream, while among females, more than two-fifths opted commerce stream. Among the commerce group, four-fifths were females. There was a tendency among urban respondents to opt commerce stream. It is noted that a significant portion of the respondents have shifted from their UG/PG stream from their Plus two stream. It might be due to availability of the seat structure of the colleges. A large shift of subject can be clearly seen in humanities stream.

For attending entrance examination for such as JEE, GATE, University Entrance exam, only a very small number of respondents attended it. None of the SC/ST respondents attended any type of entrance examination.

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

Post-secondary career choice: pursue higher education or search for job: Almost all of the respondents (94 per cent) wanted to go for higher education after their higher secondary course (Table 5.47).

Source of help for guidance: The major source for getting prospects of course of their study was family members. Nearly a half of the respondents (48.4 per cent) reported that they got

the information from family members. Other major sources were teachers in school (43.4 per cent) and friends at school (40.2 per cent) (Table 5.48). Caste/community associations and religious associations were given least participation (Fig.5.4).

Choice of college: The major reason for selecting their college was the availability of their first choice of subject. A significant proportion of the respondents (66.7 per cent) reported this was the reason. Other major reasons were getting the first choice of college (45.6 per cent) and affording the college fees (28.3 per cent), entry requirements match with their grades/marks (27 per cent), etc (Table 5.49 and Fig. 5.5).

Choice of course: Almost all of the respondents (89.9 per cent) preferred general degree course as their post-secondary course (Table 5.50). Around one in ten of the respondents prefer professional degree courses (9 per cent). Comparatively the SC/ST group preferred general degree courses (96.8 per cent) when compared to OBC/OEC (90.3 per cent) and General (85.2 per cent). Similarly, females preferred general degree course more (91.7 per cent) when compared to males (84.6 per cent).

Availing Reservation for Admission: Almost a third of the respondents (31.6 per cent) benefitted from different types of reservation (Table 5.51). Almost all SC/ST respondents (88.2 per cent) benefitted reservation policy and comparatively low rate of benefit was received by OBC/OEC (21.9 per cent) and General group (13.8 per cent).

Future plans soon after completing your degree: After completing their degree, they plan to pursue higher studies. A significant portion (72.6 per cent) opted to pursue higher studies (Table 5.52). Their other major plans were preparing competitive exams (60.5 per cent) and look for public sector employment (55.7 per cent) (Fig. 5.6). The SC/ST respondents gave comparatively less importance for pursuing higher studies (69.1 per cent) when compared to OBC/OEC (73.2 per cent) and General (73.6 per cent). SC/ST respondents opted the second important option as looking for public sector employment while other groups opted second plan as preparing for competitive exams. More females opted for pursuing for higher studies (76.2 per cent) when compared to males (62.3 per cent).

Section summary: Almost all of the respondents wanted to go for higher education after their higher secondary course. The major source for getting prospects of course of their study was family members. Caste/community associations and religious associations were given least participation for getting information. The major reason for selecting their college was the availability of their first choice of subject. Almost all of the respondents preferred general degree course as their post-secondary course. Around one in ten of the respondents prefer professional degree courses. Comparatively the SC/ST group preferred general degree courses when compared to other social groups. Similarly, females preferred general degree course more when compared to males. Almost all SC/ST respondents benefitted reservation policy. After completing their degree, they plan to pursue higher studies. The SC/ST respondents gave comparatively less importance for pursuing higher studies when compared to other social groups.

5.6 Initial Days of College Experience

College efforts through orientation programmes: A very large majority (78.5 per cent) opined that their college arranged orientation programmes (Table 5.53). Among those who admitted that their college arranged orientation programme, most of them (88.1 per cent) got invitation to the orientation programme and almost all of them (93.1) participated in orientation programmes. Almost of them (91.1 per cent) admitted that they got the information of library facilities (Fig. 5.7). Other major information they received from orientation programmes were Rules, regulation and Code of conduct (82.7 per cent), Anti-Ragging Rules and Regulations (79.8 per cent) and Scholarships, fellowships, Internship (62.2 per cent). Only 42 per cent of them reported that they got information of rules against caste, ethnicity, and gender based ragging.

Generally, in all colleges, the formal orientation programme is organised for all first year students. It is not conducted for branch wise, gender wise or social group wise. But, the respondents were not aware about this fact. Almost all of the respondents (89.2 per cent) opined that it was organised for all first year students. Half of the respondents (50.3 per cent) opined that it was organised for each branch/discipline. A very small number of students opined that it was organised for each gender (6.6 per cent) and each social group (5.3 per cent) (Tables 5.53 to 5.56).

Facing any interview in your interview: More than two-fifths of the respondents admitted that they faced interview in the college. Comparatively small number of SC/ST respondents faced interview in the college (38.3 per cent) when compared to other caste group like OBC/OEC (45.7 per cent) and General (47.9 per cent) (Table 5.57). More number of females participated (46.9 per cent) than males (39.9 per cent). Similarly, more number of urban respondents participated in interview (57.8 per cent) when compared to rural respondents (42.1 per cent). Among those respondents who attended interview in the college, a quarter of them reported that they faced social background questions at the time of interview (Table 5.58). The various socio-economic questions asked at the time of interview were residential location (18.6 per cent) and occupation of parent (18.2 per cent) (Fig. 5.8 and Table 5.59). More than a third of the interviewees attended that interview for the first time (35.2 per cent) and majority (64.8 per cent) attended that interview more than first time (Table 5.60). A significant proportion of General respondents (73.2 per cent) had previous interview experience followed by OBC/OEC (61.8 per cent) and SC/ST (57.6 per cent). Majority of interviewees (57.1 per cent) opined that social and educational background of students matters in interview performance (Table 5.61).

Command over English language was the prominent difficulty while facing the interview for the interviewees (30.6 per cent). Nervousness (22.7 per cent) and subject knowledge (15.3 per cent) were the other prominent difficulties in facing the interview. Males showed more difficulty in English language (41.8 per cent) than females (27.3 per cent). Similarly, rural respondents reported more problem with the command over English language (32.2 per cent) when compared to urban respondents (25.4 per cent). Richest group did not find it as difficult matter (7.7 per cent) when compared to poorest group (31 per cent) (Fig. 5.9 and Table 5.62).

Initial experience of students in the college: The initial experience of the students has been analysed with help of 29 aspects, of which five were positive aspects while rest of 24 aspects were negative aspect questions. We have mainly relied on median analysis for examining the above said aspects.

The respondents found the new place as interesting one when they came there for the first time (Median value: Strongly agree). The college was found interesting when they felt welcome. They admitted that the instructions were simple and easy to follow. Their college had officials who regularly speak about the value of equality and social justice. They also opined that their college addressed the concerns of women students (Fig. 5.10).

The overall analysis shows that the respondents did not find it difficult to form peer group in the college. They did not feel that they were deliberately ignored. They did not feel it difficult to adjust with others in college. They also felt safe in the campus. They did not try to search for students of their background to avoid feeling of out of place. Similarly, they did not feel it difficult to follow classroom instructions compared to other students. They had no such feeling that the teacher addressed to other types of students and not to the social background they belong to. According to them, cost of living in campus was not high. This college was not sensitive to regional/language and cultural differences. This college had not any tension around social differences and divisions. For them, it was good for them to study in their college/university (Fig. 5.11).

A minority of the students (9.2 per cent) strongly felt that they were nervous and experienced an inferiority complex. Around a fifth of the respondent (17.5 per cent) strongly felt that Social and cultural life of campus was strange for them. 16.1 per cent of the respondents opined that restrooms were not available. Another minority (11.8 per cent) strongly opined that it was difficult to follow the class room teaching. 12.1 per cent of them strongly opined that study materials were too expensive. A small number of respondents (9 per cent) agreed the difficulty in dealing with the subjects. 17.8 per cent strongly complained that the classrooms were inaccessible (Tables 5.63 to 5.65).

Initial experience index: For analysing the initial experience of the respondents, we have created an Initial Experience Index. (The methodology for creating 'Initial Experience Index' has been given in Annexure 5.1). This analysis shows that a significant proportion (61.6 per cent) experienced a good initial experience. 36.8 per cent experienced a moderate initial experience while only a minority (1.7 per cent) experienced a poor initial experience (Fig. 5.12).

The caste wise analysis shows that comparatively the SC/ST category experience a low rate of good initial experience (39.4 per cent) when compared to their counterparts (66.3 per cent). Surprisingly, the rate of females who experienced good initial experience was higher (67.2 per cent) when compared to males (45.3 per cent). Similarly, urban students got more good initial experience (69.6 per cent). We can see a clear association between income status and initial experience in the college. None of the richest group respondents got poor initial experience, while the rate of good initial experience was higher among wealthier group (83.3 per cent) (Table 5.66).

Section summary: Almost all the respondents admitted that the information of great impact was attained through library facilities. Other sources of major information was from orientation programmes were Rules, regulation and Code of conduct, Anti-Ragging Rules and Regulations and Scholarships, fellowships, Internship were discussed and highlighted.

A Comparatively smaller number of SC/ST respondents faced interviews in the college when compared to other caste group like OBC/OEC and General. More number of females participated than males in interviews. Similarly, more number of urban respondents participated in interviews as compared to rural respondents. Majority of interviewees opined that social and educational background of students matters in interview performance. Command over English language was the prominent difficult problem while facing the interview for the interviewees. Nervousness and subject knowledge were the other prominent difficulties in facing the interview. Males showed more difficulty in English language than females. Richest group did not find it as difficult matter when compared to poorest group.

In the case of initial experience of students in the college, the respondents found the new place as interesting one when they came there for the first time. They admitted that the instructions were simple and easy to follow. Their college had officials who regularly speak about the value of equality and social justice. They also opined that their college addressed the concerns of women students.

The overall analysis shows that the respondents did not find difficult to form peer group in the college in the initial days. They did not feel that they were deliberately ignored. They did not feel it difficult to adjust with others in college. They also felt safe in the campus. They did not try to search for students of their background to avoid feeling of out of place. They did not feel it difficult to follow classroom instructions compared to other students. They had no such feeling that the teacher addressed to other types of students and not to the social background they belong to. According to them, cost of living in campus was not high. This college had not any tension around social differences and divisions. They considered it as the good place to study.

A minority of the students strongly felt that they were nervous and experienced an inferiority complex. Around a fifth of the respondent strongly felt that social and cultural life of campus was strange for them. A minority opined that restrooms were not available. Another minority opined that it was difficult to follow the classroom teaching. Initial experience index analysis shows that a very large majority experienced a moderate initial experience.

A significant proportion of the respondents experienced a good initial experience while only a minority experienced a poor initial experience. SC/ST respondents experienced comparatively low rate of good initial experience than other caste groups. Females, urban respondents and richest respondents got comparatively good initial experience when comparing to their counterparts.

5.7 Summary

From the academic profile of the students, it is clear that among the post graduate students there is a clear gender advantage for females compared to male counter parts as indicated by their higher representation. Our results reiterates the fact that household income plays a major

role in the selection of courses both at the under graduate and post graduate courses. Among the post graduate students, the female students performed better than their male counter parts and there is a clear association between gender and performance in the last year exam.

The analysis on socio-economic background and the parental income and occupation influence the decision of the student's choice for higher education. The higher socio-economic mobility of the backward classes in Kerala is clearly visible from our analysis as well. The representation of female students was comparatively lower from the Muslim community. A significant proportion of the mothers of the respondents were homemaker - House-wife. But still they encourage the children for higher education, especially the girl child. The percentage share of illiterate mothers is higher in SC/ST community when compared to social groups. Majority of the respondents did their secondary schooling from private aided schools followed by government schools. The representation of SC/ST students was higher in Government schools.

Majority of respondents completed their secondary schooling from mixed sex schools. SC/ST respondents had a higher tendency to study in mixed sex schools. SC/ST respondents obtained comparatively lower marks followed by OBC/OEC and General. The major reason for selecting their college was the availability of their first choice of subject. Almost all of the respondents preferred general degree course as their post-secondary course. The SC/ST respondents gave comparatively less importance for pursuing higher studies when compared to other social groups. In the case of initial experience in the campus, majority reported that they had a nice experience in those days with regard to forming peer group, class room interaction and adjusting with new place. Initial experience index analysis shows that a significant proportion experienced a good initial experience. SC/ST respondents experienced relatively low rate of good initial experience.

The overall analysis shows that socio economic variables play a very important role in deciding the nature of diversity and their implications for teaching, civic learning and democratic engagement. SC/ST group, females, rural respondents and poor students undergo through some differentiated experience although most of the aspects cannot be measured with a satisfactory level of significance as the scale of reference remains mutable.

Annexure 5.1

Calculation of Initial Experience Index (IEI)

In order to get an overall impact of various variables on the initial experiences in the campus, we have constructed an Initial Experience Index (IEI). We selected 23 variables for constructing this index. We categorized these 23 questions into two groups; (i) positive aspects questions and (ii) negative aspect questions, as follows:

Positive aspect questions

V_7_7 "I felt welcomed".

V_7_8 "I found the new place interesting".

V_7_20 "The instructions were simple and easy to follow".

V_7_25 "This college has officials who regularly speak about the value of equality and social justice".

V_7_28 "This college addresses concerns of women students".

Negative aspect questions

V_7_9 "I felt nervous and experienced an inferiority complex".

V_7_10 "Social and cultural life of campus was strange for me".

V_7_11 "I found it difficult to form peer group".

V_7_12 "I felt I was deliberately ignored".

V_7_13 "It was hard to adjust".

V_7_14 "Restrooms were not available".

V_7_15 "Did not feel safe in the campus".

V_7_16 "I was searching for students of my background to avoid feeling of out of place".

V_7_17 "It was difficult to follow the class room teaching".

V_7_18 "Difficult to follow classroom instructions compared to other students".

V_7_19 "The teacher addressed to other types of students and not to the social background I belong to".

V_7_21 "Study materials are too expensive".

V_7_22 "Difficulty in dealing with the subjects".

V_7_23 "Cost of living in campus is too high".

V_7_24 "The classrooms were inaccessible".

V_7_26 "This College is sensitive to regional / language and cultural differences".

V_7_27 "This college has a lot of tension around social differences and divisions".

V_7_29 "I felt I could not stay on to study in this college / University".

Steps

- (i) For the negative questions, give the values as 3 for 'Disagree strongly', 2 for 'Disagree somewhat', 1 for 'Agree somewhat' and 0 for 'Agree strongly'. On the other hand, give the values 0 for 'Disagree strongly', 1 for 'Disagree somewhat', 2 for 'Agree somewhat' and 3 for 'Agree strongly', for positive questions.
- (ii) Add the values for each question for all records and create a new variable named 'Initial_Experience_Index_Total_Score'. Please note that the probable minimum value for the newly created variable will be 0 and maximum probable value will be 69 ($23 \times 3 = 69$).
- (iii) Create a new variable named 'Initial_Experience_index' by applying the normalizing formula of National Human Development Index as follows (Planning Commission 2002, p.132²):

$$X_i = (X_{ij} - X_i^*) / (X_i^{**} - X_i^*)$$

where X_{ij} refers to attainment of the j^{th} individual on the i^{th} indicator;

X_i^{**} and X_i^* are the scaling maximum and minimum norms,

Such that: $\text{Initial_Experience_index} = (\text{Initial_Experience_Index_total_score} - 0) / (69 - 0)$

Please note that the value of this index ranges from 0 to 1.

- (iv) Create a new variable named 'Initial_Experience_index_group' for grouping the values of the variable into three groups like Poor, Moderate and Good. The records with values 0.329 and below can be considered as "Poor initial experience" and the records with values between 0.33 and 0.659 can be considered as "Moderate initial experience" and finally the records with values with 0.66 and above can be considered as "Good initial experience". Do appropriate analysis with this new constructed variable 'Initial_Experience_index_group'

² Planning Commission (2002), *National Human Development Report 2001*, Government of India

Chapter 6

Diversity and Academic Experience of Students

6.1 Introduction

Diversity of experience plays a very important role in promoting creative thinking and intellectual engagement among students. It also creates an environment to generate self confidence among the students. This chapter mainly focuses on understanding the diverse character of classrooms in terms of the caste, regional and gender identities of the students. The extent to which such diversity shapes teaching practices inside the classrooms and the impact of the same on the larger objectives of civic learning and democratic engagement will also be discussed here. To be specific, classroom arrangement, teachers' understanding and sensitivity towards this diversity within classrooms and in curriculum transaction, equality in provision of academic support, classroom interactions, guidance and feedback, interpersonal relationship, equality in evaluation, building leadership qualities and students' experience in the college are also examined here.

For analysing the above mentioned objectives, data collected through survey among students have been extensively used in this study. For supporting the findings from survey data, we have also relied upon the information collected through group discussions and also from student diaries. The tools used in this analysis mainly consist of percentage analysis, Chi-square and median values and student faculty interaction index.

6.2 Classroom Seating Arrangement

With regard to sitting arrangements inside the class rooms, the respondents, in general, preferred to sit in the middle row. In general the students always had the choice to select their own row to sit in the class (Table 6.1). One fifth of the students selected back row in all classes. Among those who preferred the front row, the representation of SC/ST students is comparatively low (16 per cent) when compared to general (31.9 per cent) and OBC/OEC (52 per cent) categories. Comparatively females preferred to sit on the front row (37.9 per cent) when compared to males (33.9 per cent) (Table 6.2). One of the major factors behind the selection of seats was group identification and friendship circles (65.9 per cent) (Table 6.3 and Fig. 6.1). Girl students give more importance to sit with their friends (67.7 per cent) than males (60.8 per cent). Similarly girl students opt for the front row in order to get attention from teachers (38.3 per cent) than boys (25.5 per cent). In short, classroom sitting arrangement picture shows that the respondents preferred to sit in the middle row. Among the front seating, the representation of SC/ST students is comparatively low. The major reason for selecting their seat was to sit with their friends. Females gave more importance to sit with their friends than males.

6.3 Teacher Sensitivity Towards Diversity of Student Identities

Remarks and jokes cooked up on the basis of caste, religion etc., were not very common among students identity (Table 6.4) although a very small minority of students (3.2 per cent) reported that they still prevail. As far as teachers were concerned such a trend was completely absent according to the survey (Table 6.5).

Jokes and remarks based on gender are also seen rarely in the classrooms and a majority of the students said their teachers were gender sensitive and refrained from making such remarks during the class hours. However, a small exemption could be seen here also who felt that it is not the case and that teachers are indeed making such statements inside the class (Table 6.6). It was reported that the reservation category was not labelled in the class (Table 6.7).

Addressing people by their surname (castes, tribes, religion or region of the students) in the class was an uncommon phenomenon according to majority of the students (Table 6.8). But a very small minority (4 per cent) reported that their surnames are called upon caste and tribes. Among SC/ST respondents, a very small number (1.1 per cent) reported that their surname was announced verbally in class. Respondents were of the opinion that their teacher did not make any derogatory jokes that hurt their regional sentiments (Table 6.9). Still, there is very minute number of students (3 per cent) who commented that their teacher made such comments.

Almost all of the respondents (95.6 per cent) said that derogatory remarks were not passed for them indicating their caste, social, regional, racial or religious background as reason of under-performance in the class (Table 6.10). With regard to teachers' sensitivity towards diversity among students the survey results pointed towards a rather positive feeling among students.

It was not common to see remarks in the classroom based on caste, region identity. Their teacher did not make any caste based jokes. Most of the respondents reported that their teacher did not make gender based jokes that are offensive to women. Students who belonged to the reservation categories did not confront situations where, as used to be the case in the past, their caste names or that they managed to get admission through reservation quota were publically made a point of sarcasm by other students.

It was not common to announce their surname (castes, tribes, religion or region of the students) verbally in the class. They were of the opinion that their teacher did not make any derogatory jokes that hurt their regional sentiments. Almost all of the respondents opined that derogatory remarks were not passed for them indicating their caste, social, regional, racial or religious background as reason of under-performance in the class. Even though most of the aspects with regard to the teacher sensitivity towards diversity of student identities were positive, a very small minority reported that they had got some negative experience in these aspects.

6.4 Sensitivity to Student Diversity in Curriculum Transaction

During the classroom lectures the teachers are frequently observed as attempting to include cross/ multicultural perspectives to provide an enriched experience to their students. However an interesting variation of responses, particularly in terms of the caste, class and regional backgrounds of the students, could be observed in this regard. Students belonging to the urban and upper class backgrounds felt that the diversity of experiences and situations narrated by teachers in the classrooms were seldom enough, whereas more than a third of the SC/ST respondents (35.2 per cent) opined that their teacher always included various perspectives of different cultures in class discussions/assignments (Table 6.11).

Their teachers frequently encourage students from different social background to work together in group assignments (Table 6.12). Their teachers frequently encourage students to respect different beliefs (Table 6.13). Girls got more encouragement than boys. Almost half of the females (47.8 per cent) always got encouragement to respect different beliefs.

With regard to sensitivity to student diversity in curriculum transaction, their teachers generally included various perspectives of different cultures in the class discussions/ assignments. Moreover, teachers encouraged their students to respect different beliefs.

6.5 Equality in Provision of Academic Support

It is reported that there existed some disparities among teachers in providing academic support to students. Respondents rarely receive academic support from their teachers in comparison with other students (Table 6.14). Caste wise analysis shows that SC/ST respondents never received any such academic support from their teachers in comparison with other students. Majority (60.9 per cent) of the SC/ST respondents had this opinion. Similarly, males never got such support while females got it rarely.

But in the case of academic discussions inside the classrooms, their teacher always gave equal attention to students (Table 6.15). Their teachers always gave equal attention to them in classroom during question-answer sessions (Table 6.16). According to their opinion, their teachers frequently gave equal attention to them in monitoring their performance and giving feedback (Table 6.17). But, General group always received equal attention. They were of the opinion that their teachers always gave equal attention to them while clarifying their doubts (Table 6.18).

As shown in Table 6.19, a minority of the respondents (5.8 per cent) opined that teachers from respondents' own background always gave them more attention than other teachers. Their teachers never under-rated their academic ability (e.g. use of discouraging statements or transmitting the feeling that 'you do not have the ability to study' or 'you do not deserve to be educated') (Table 6.20). The respondents reported that they never kept idle in the laboratory (Table 6.21).

In short, we can say that teachers rarely provided academic support to the students equally, but they gave more importance to academic discussions and question-answer session. While clarifying the doubts, equal attention was given to each section of the students. It has to be noted that SC/ST, male and poorest respondents got comparatively lower academic support.

6.6 Classroom Interaction

It is well-known that if a teacher can call their students by their name, it is one of the best indicators of the interaction between teacher and students. Respondents were of the opinion that their teachers always can identity each student by their name (Table 6.22). A minority of the respondents (12.5 per cent) opined that the teachers never can identify each student by their name.

Teachers frequently encouraged them to ask questions and participate in discussions (Table 6.23). Among the male members, less than a third of them (27.9 per cent) opined

teachers never encourage them to ask questions. But among females, 34.6 members opined that the teacher always encourage them to ask question and participate in discussions.

Teachers frequently encouraged questions in the class (Table 6.24). But SC/ST students and respondents from poorest background were of the opinion that teachers rarely encouraged questions in the class. Among the male members, 22.1 per cent opined that they never encouraged questions in the class.

The classroom interaction between teachers and students show that overall there exist a good relationship between teachers and students. But, at the same time, SC/ST respondents, males and poorest respondents felt that comparatively they got lower rate of encouragement from their teachers.

6.7 Guidance and Time Given by the Teacher for Feedback

Teachers frequently gave them one-to-one time on academic matters (Table 6.25). But males were of the opinion that teachers rarely gave them one-to-one time on academic matters. Less than a third girls (30.9 per cent) reported that their teacher always gave them one-to-one time on academic matters but only 19.3 per cent of the boys gave the same response. The overall sample shows that they were always able to visit their teacher without inhibitions in his/her office/staff room to discuss academic issues (Table 6.27). But social group analysis shows that SC/ST respondents showed some inhibitions to discuss academic issues and they frequently visited staffroom. Boys were also found to visit the staff room frequently, which is a sure sign of healthy intrapersonal interaction.

They were of the opinion that frequently they get their doubts directly clarified from faculty during or end of class (Table 6.28). Among the SC/ST respondents, less than one fifth of the students (14.9 per cent) opined that their doubts were never clarified by faculty during or at the end of the class/ session. Among the males, 18.8 per cent also opined that their doubts were never clarified by faculty during or end of the class. Faculty frequently provided them with feedback on academic progress (Table 6.29). They were never allotted differential time to meet faculty as compared to other students (Table 6.30). Among the males, a very small number (2.3 per cent) opined that they were always allotted differential time to meet the faculty. In short, it can be argued that SC/ST and male students received comparatively lesser academic guidance from teachers.

6.8 Inter-Personal Relationship with Teachers

Interpersonal relationship with teachers showed a mix of responses. Respondents felt free to interact informally with faculty members outside the class room frequently (Table 6.31) although teachers rarely encouraged students to discuss their personal issues. Almost one fourth of the girl students said that they can meet teachers for discussing personal issues, this was very rare in the case of boy students (Table 6.32).

6.9 Equality in Evaluation

A significant portion of the respondents (68.3 per cent) opined that teachers evaluate examination fairly (Table 6.33). Though the rate is low, comparatively a higher proportion (33.7 per cent) of SC/ST respondents opined that Teachers did not evaluate examination

papers fairly when compared to OBC/OEC (31.8 per cent) and General (30.4 per cent). Majority of the respondents (67.7 per cent) were of the opinion that they got a chance of reevaluating examination papers (Table 6.34). The chance for reevaluation was higher among general category (74.7 per cent) followed by OBC/OEC (66.1 per cent) and SC/ST (60.9 per cent) respondents. Majority of the respondents (50.9 per cent) opined that results are declared without delay (Table 6.35).

In short, in the case of equality in evaluation, teachers gave equal attention to all students. Notable issues were not reported in the case of reevaluation also. Even though the rate is low, a minority of SC/ST respondents complained about evaluation.

6.10 Teachers' Support to Build Leadership Qualities

The question regarding teachers' assigning leadership role to students for different projects yielded a mixed response. In general this was a bit negative although boys, especially those who hailed from urban and rich backgrounds, felt that they were enough opportunities in this regard. In the case of encouraging students to organise academic activities, teachers frequently encourage them to do the same (Table 6.37).

In the case of encouraging the students to participate in extra-curricular activities like debates, literacy activities, they admitted that the teachers frequently encourage them for the same (Table 6.38). But the gender wise analysis shows that more than a third of the female students (38.2 per cent) always got such encouragement from the teachers for participating in extra-curricular activities.

Respondents showed a tendency to discuss doubts with co-students after class hours (Table 6.39). They said they frequently engaged in such activities. In this regard, females had a regular tendency to discuss with co-students to clear the doubts. They always discussed their academic doubts with co-students after class.

In the case of selecting them as a leader in group/team work, half of the students were of the opinion that they were never selected as a leader in group/team work (Table 6.40). Females and urban respondents had some more improvement in this regard and they reported that they were rarely selected as a leader in group/team work. Majority of the poorest respondents (58.6 per cent) were never selected as a leader.

Teachers played well in building leadership qualities among the students. Students were motivated to participate in extra-curricular activities. Girl students reported that they got more encouragement in this regard.

6.11 Students' Library Experience

In these institutions, separate seats were not earmarked for students or groups of students in the reading halls inside the libraries (Table 6.41). But, majority of the respondents (50.7 per cent) reported that there was differential timing regarding issue of book or journals or magazines (Table 6.42). Generally, library officials close the book issue before one hour of the closing time, but the facility for reading and reference can be continued till the closing time of the library.

6.12 Students' Experience of Administration

The time schedule for the release of fellowship/scholarship was not available for students (Table 6.43). Seven in ten of the respondents (69.9 per cent) confirmed this. Three-quarters of the respondents (75.8 per cent) did not Experience rude behaviour from the administration at the time of paying tuition fee or any other fees but a quarter of the respondents reported that they experienced some rude behaviour (Table 6.44). Similarly, the experience of harassment while receiving fellowship/stipend/any other administrative support was not highly reported (Table 6.45).

A large majority (88 per cent) were of the opinion that they did not experience harassment while receiving fellowship/stipend/any other administrative support. But at the same time, it has to be noted that though the rate is low, SC/ST respondents had comparatively higher rate of experience of harassment.

6.13 Students' Own Learning Strategies for Academic Progress

The respondents frequently search the internet if they are not clear about some issue taught in the classroom (Table 6.46). Males had comparatively higher tendency to search internet (34.3 per cent) when compared to females (28.8 per cent). Male students frequently visited the library if they were not clear about what was taught in the classroom (Table 6.47). But pattern of library visit shows that females students are more likely to visit library more compared to male students. .

Students highly value class room teaching. 48.5 per cent of the respondents rated 'never' for the statement "I do not bother if I am not clear about some issue taught in the classroom" (Table 6.48). If the subjects taught in the class are not clear, the respondents frequently resort to their friends to discuss about the doubts outside the college also (Table 6.49). General respondents showed a comparatively low interest in this case. Rarely, they discuss doubts outside the college. Urban respondents also showed this tendency.

In short we may say that, generally the respondents followed their own learning strategies for academic progress, i.e., relating to internet materials and library. Gender wise analysis showed that for improving self learning method, boys comparatively use internet more while females use library.

6.14 Student Faculty Interaction

Student faculty interaction is analysed by constructing a student faculty interaction index. The various steps in creating student faculty interaction are given in Annexure 6.1. A high positive interaction between student and faculty has been reported in these colleges (Fig. 6.2 and Table 6.50).

Majority of the respondents (56.7 per cent) experienced a higher interaction between student and faculty and a little number of respondents (1.2 per cent) experienced lower student-faculty interaction. Social group analysis shows that the General respondents experienced higher rate of interaction (60.3 per cent). Majority of the SC/ST students (50.5 per cent) experienced medium interaction.

Similarly, there existed clear association between gender and student-faculty interaction. Females experienced comparatively prominent rate of higher student-faculty interaction (61.2 per cent) when compared to males (43.6 per cent) with a Chi-square value of 19.341 with a probability (0.000). Similarly, urban respondents also showed the same tendency (63.8 per cent) with a Chi square value 7.105 (P 0.029).

Student faculty interaction shows that a high positive interaction between student and faculty has been reported in the colleges. When compared to other social groups, SC/ST respondents tried to keep away from teachers while girl- students experienced high rate of student-teacher interaction.

6.15 Summary

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

Classroom sitting arrangement picture shows that the respondents preferred to sit in the middle row. Among the front seating, the representation of SC/ST students is comparatively low. The major reason for selecting their seat was to sit with their friends. Females gave more importance to sit with their friends than males.

It was not common to see remarks in the classroom based on caste, region identity. Their teacher did not make any caste based jokes. Students who belonged to the reservation categories did not confront situations where, as used to be the case in the past, their caste names or that they managed to get admission through reservation quota were publically made a point of sarcasm by other students. With regard to sensitivity to student diversity in curriculum transaction, their teachers generally included various perspectives of different cultures in the class discussions/ assignments.

Academic support by teachers to students is not equally distributed. SC/ST, male and lower income students respondents reported that they received comparatively lower academic support. The classroom interaction between the teachers and students shows that overall there exist a good relationship between the teachers and students. But, at the same time, SC/ST respondents, males and poorest respondents felt that comparatively they got lower rate of encouragement from their teachers.

With regard to the providing research guidance, teachers acted well. Students could meet their teachers without much inhibitions and their doubt got clarified without any issues. But here also, certain groups like SC/ST and boys stood behind in getting these facilities when compared to their counterparts. Even though the rate is low, a minority of SC/ST respondents complained that evaluation is not fair. Teachers played well in building leadership qualities among the students. Students were motivated to participate in extra-curricular activities. Girl students reported that they got more encouragement in this regard.

Separate seats were not earmarked for students or groups of students in the reading halls inside the libraries. But, reported that there was differential timing regarding issue of book or journals or magazines. Generally, the respondents did not experience any rude behaviour from the officials while paying the fees, or accepting fellowship/stipend. There exists positive interaction between student and faculty. When compared to other social groups, SC/ST respondents had lesser interaction with teachers. However, girls students experienced high rate of student-teacher interaction.

To summarise, overall students enjoyed better academic experience. However, academic experience of SC/ST, males and lower income student was poor when compared to their counterparts.

Annexure 6.1

Calculation of Student-Faculty Interaction Index (SFII)

In order to get an overall impact of various variables on student-faculty interaction, we have constructed a Student Faculty Interaction Index (SFII). We selected 27 variables for constructing this index. We categorized these 27 questions into two groups; (i) positive aspects questions and (ii) negative aspect questions, as follows:

Positive aspect questions

V_8_16 "In my opinion most of the teachers encourage questions in the class".

V_8_17 "My teacher encourages me to ask questions and participate in discussions" .

V_9_1 "I receive academic support from my teachers in comparison with other students " .

V_9_3 "My teacher gives equal attention to me in comparison with others during academic discussion".

V_9_4 "My teacher gives equal attention to me in comparison with others in monitoring my performance and giving feedback".

V_9_5 "My teacher gives equal attention to me in comparison with others in classroom during question-answer sessions".

V_9_6 "My teacher gives equal attention to me in comparison with others while clarifying my doubts".

V_9_7 "My teacher delegates academic responsibilities to me".

V_9_8 "My teacher encourages me to organize academic activities (e.g. seminars, debates, other academic meetings) equally with other. " .

V_9_9 "I am able to visit my teacher without inhibitions in his/her office/staff room to discuss academic issues."

V_9_10 "My teacher gives me one-to-one time on academic matters".

V_9_11 "I feel free to interact informally with faculty members outside the class room " .

V_9_12 "My teachers encourage students to discuss their personal issues " .

- V_9_13 "I directly get my doubts clarified from faculty during or end of class ".
- V_9_17 "My teachers encourage me to participate in extra-curricular activities (debates, literary activities etc)".
- V_9_23 "Faculty provides me with feedback on academic progress ".
- V_9_25 "My teacher can identify each student by their name ".
- V_9_26 "My teacher includes various perspectives of different cultures in class discussions / assignments".
- V_9_27 "My teacher encourages students from different social background to work together in group assignments".
- V_9_28 "My teachers encourage students to respect different beliefs".

Negative aspect questions

- V_8_12 "My teacher makes caste based jokes ".
- V_8_13 "My teacher makes gender based jokes that are offensive to women".
- V_8_14 "My teacher makes derogatory jokes that hurt regional sentiments".
- V_8_15 "Derogatory remarks are passed for me indicating my caste, social, regional, racial or religious background as reason of under-performance in the class “.
- V_9_2 "My teacher underrates my academic ability (e.g., offered you discouraging statement or gives you the feeling that ‘you do not have ability to study’ or ‘you do not deserve to be educated’)".
- V_9_14 "Teachers from my own background give me more attention than other teachers”.
- V_9_15 "I am allotted differential time to meet faculty as compared to other students”

Steps

- (i) For the negative questions, give the values as 3 for ‘Never’, 2 for ‘Rarely’, 1 for ‘Frequently’ and 0 for ‘Always’. On the other hand, give the values 0 for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’, for positive questions.
- (ii) Add the values for each question for all records and create a new variable named ‘Student_faculty_interaction_total_score’. Please note that the probable minimum value for the newly created variable will be 0 and maximum probable value will be 81.
- (iii) Create a new variable named ‘Student_faculty_interaction_index’ by applying the normalizing formula of National Human Development Index as follows (Planning Commission 2002, p.132³):

$$X_i = (X_{ij} - X_{i*}) / (X_{i**} - X_{i*})$$

where X_{ij} refers to attainment of the j^{th} individual on the i^{th} indicator;

X_{i**} and X_{i*} are the scaling maximum and minimum norms,

³ Planning Commission (2002), *National Human Development Report 2001*, Government of India

Such that: $\text{Student_faculty_interaction_index} = \frac{(\text{Student_faculty_interaction_total_score} - 0)}{(81-0)}$

Please note that the value of this index ranges from 0 to 1.

- (iv) Create a new variable named 'Student_faculty_interaction_index_group' for grouping the values of the variable into three groups like low, medium and high. The records with values 0.329 and below can be considered as "Low Student-Faculty Interaction" and the records with values between 0.33 and 0.659 can be considered as "Medium Student-Faculty Interaction" and finally the records with values with 0.66 and above can be considered as "High Student-Faculty Interaction". Do appropriate analysis with this new constructed variable 'Student_faculty_interaction_index_group'

Chapter 7

Social Life of Students in Campus

7.1 Introduction

Campuses are also considered as a space for democratic engagement and civic learning. There may be direct and indirect form of discriminations that may be manipulated during the campus life of the students. The social composition and mix of social categories within a campus is a pivotal factor in deciding the nature and forms of discrimination. The diversity of campuses also has a major role in deciding the nature of democratic engagements or social life of the students within each campus. This experience may vary in accordance with the unique nature of each campus. Thus the comparative analysis of campus experience of students in each campuses are quite relevant in understand the variations in their democratic engagement and nature and forms of discrimination. This chapter attempts to analyse the social life of students in campuses. Process of peer group formation, choice of best friends, intergroup interaction in the campus, Life in the hostel, level of involvement of students in curricular and co-curricular activities, awareness about campus level committees and cells, and level of political participation of students would be the major points of discussion in this chapter.

7.2 Peer Group Formation of Students

There are several factors affects the peer group formation of the student's caste, class, gender, ethnicity, political affiliation and the institutional environment are major among them. In the case of institutional environment we got the feedback that both Sree Keralavarma College (SKVC) and Sri. C Achutha Menon Memorial Government College (CAMMGC) Kuttanellur showed similar experience. Students and teachers of both the institution unanimously told that there are no restrictions from the management regarding the male-female friendship and interactions within the campus. One recently joined Assistant Professor from SKVC opened her view follow 'when compare to other campuses here they enjoy more freedom. They cannot get such a freedom from any other collages.' Another Assistant Professor who represents Scheduled caste mentioned, 'nothing of that sort we have not felt any caste difference here. We get to know ones category when they came to remit their fee. The campus atmosphere itself is so!. The response of student leader also collaborate this view. They told that any kind of caste and gender wise discriminations are not manifested in campus, which creates an environment for free, interaction between all groups.

During the students FGD SC students and girl students told that they did not face any discrimination in student interactions. One SC student commented "I came here from St. Thomas College Thrissur. Most of the students in that college are hailing from elite background. I felt suffocation there. Now I am feeling free. I never felt any caste wise discrimination and difference in peer group interaction here." A girl student among FGD told that they are free enough to interact with others according to their interest. One girl student from SKVC commented, 'we did not felt any discrimination over us based on gender. At the same time there are some elements of moral policing is here'. She has explained that sometimes girl's interactions are controlled by boys.

In the case of Kuttanellur College also it is opined that the environment of the college is free which encourage the interaction of students irrespective of caste, gender and other identities. An Assistant Professor of College who was an NSS coordinator commented, 'It seems that SC, ST students are interested to study there. They may feel here the atmosphere is a free one'. She also pointed out that the reservation of students in Government College may be one factor which ensures the presence of different categories in the college.

During the FGD of SC students also they unanimously told that they are having friends from other communities as well. Girl students from Kuttanelloor also endorsed this view during their FGD. They told that they are free to interact irrespective of caste and gender.

Though this is the general perception about the peer group interaction while we conduct deeper analysis some other dimensions of peer group interaction are coming out. In both the colleges teachers and students certified that peer group interaction are not generally limited to the boundaries of courses, where as that trend is also visible in case of some courses. Political activists in both the campuses are reported that common background of students act as a uniting factor of students irrespective of course differences. It is pointed out that science students are less present in external activities and politics because their more engagement in academic activities such as practical classes in labs. Thus the presence of humanities and social science students are more visible in the external interactions. In both the colleges it is found that students from better economic background are taking admission in commerce courses and limiting their interactions within them. It is also told that there is difference in their career aspirations while comparing with others. An Assistant professor in commerce from Government college explained, 'the students from commerce has particular trend in focusing more on career. They aim MBA, CA, ICWA and so on. This is high level of thinking. This difference is very clear.' Head of department of commerce of SKVC also underscored the fact that usually they get students from better socio-economic background in commerce while the other courses are different. She also indicated that they use to restrict their interaction within the batch except few students.

The similarity of students admitted in both the colleges reduce the chances of caste and class wise discriminations in the peer group interaction of students within the campus. Teachers and students from both the campuses reinforced the fact that majority of the students reaching in aided and government colleges, particularly to the arts and science courses are hailing from poor socio-economic background. The former principal and head of department of commerce of SKVC described, 'The privatisation of higher education and mushrooming of private unaided colleges made serious changes into the student admission in government aided colleges. Students with good socio-economic background are making professional courses as a finest option. The next category opts for elite colleges in Thrissur town. The residual students are reaching to our college. Because of our rigorous implementation of reservation 50 per cent of them are coming out of reservation. Even more than sixty per cent of our students are hailing from reserved category though they are coming through open merit.' Peer group formation based on caste and class may occur in a campus when the presence of higher caste and lower castes are proportionally visible or presence of elites and poor are proportionally visible. This kind of peer group formation may not be strong when the

presence of such dual identities is visible within the campus. It could be perceived that elites and higher economic groups within higher caste are not generally making arts and science courses in government and aided as their prime options after the trend of professional colleges and unaided colleges. This fact can be substantiated with the data of admission in both the colleges which shows that more than 60 per cent of the total admissions are hailing from backward caste and classes.

In the case of peer group formation based on religion, it is noted that such a trend is not visible. Informal interaction with the faculties between the official interviews in SKVC revealed that students from minority communities are not widely opting SKVC. They pointed out that the type of management of the college, i.e. a Hindu Devaswom Board Management may be the reason that traditionally restricts them from joining there. But they indicated that minority students are there though their number is low. As we mentioned earlier students and teachers from both the college unanimously told that, any kind of religious segregation are not visible in the case of peer group formation within the college.

While we discuss the inter sex wise peer group interaction within the campuses we could see that such a discrimination is not highly visible. Majority of the teachers told that more than 60 per cent of the student admissions are from girls. They viewed that the unequal proportion of girls and boys are evident, where as this factor is not limiting the male-female interactions. In the Focused group Discussion within SKVC the girl student told, 'We are safe in this campus. We do not feel any hesitation in interacting with boys. Environment of this campus is providing lot of freedom to us.' The same opinion came from the Focused Group discussion of girl students in Kuttanellur. They told that atrocities against girls are very rare within the campus. At the same time different opinions came from Keralavarma. Two Assistant professors from Keralavarma indicated that though the girl students are safe within the campus, limits of their freedom are defined by the boys who are leading the major political movement within the campus and the students union. They opined that there is even an invisible dress code exists for girls within the campus. One of them told that even girl students are not allowed to enter in to beauty spot place within the college compound namely 'Ootty' with full of trees. She describes, 'A moral policing prevails here. There had been situations where they attacked girls and boys who sat and talked alone inside the campus. They say it is needed to sustain Keralavarma culture.' This description shows that though the atrocities against girls are rare in the campus. Girl's freedom and their interactions with boys are restricted within the campus based on the unwritten norms constructed by traditional morality and even the progressive students unions are trying to sustain such values. At the same time it is noted that such strong moral policing is not evident in Kuttanellur comparing with SKVC.

In the case of peer group formation based on hostels, it is found quite visible in the case of SKVC, but such a possibility is not evident in Kuttanellur where hostels are not yet available to the students. We had the Focused group Discussions with the girl hostellers. They told that they have strong peer groups within hostels. Majority of them told that normally they used to form peer groups within hostel irrespective of caste wise discrimination. At the same time one of the girl hostel mates openly told that her friend faced lot of discriminations within

hostel from an upper caste girl. She told, 'she could not even survive within the hostel room. That upper caste girl was not even talking to her from all the interactions. It turned in to harassment later.' She explained that her friend who was hailing from a SC background finally opt a room where only SC students are staying. This shows the facts that even though the general trend of caste wise peer group formation are not directly visible within the campuses finally SC students are opting students group from their own caste as a comfortable group in order to avoid the various forms of discrimination.

Generally caste wise peer group formations are not observed in both the campuses. In the case of Keralavarma teachers told that the students are not having any kind of groupings base on castes and religion. They have provided two reasons, the student interaction in the campus are happening out of the boundaries of caste and religion, because of the culture of the campus. At the same time the other view was that caste and gender wise identity group formations and groupings are difficult in Keralavarma where the dominant left political group would not allow such groupings. An Assistant professor who has provided her unique opinion regarding gender commented; such issues of gender and caste are not discussed here freely. Even the film screenings are not happening. This may be the reason for absence of such identity based group formation in the campus.' In the case of Kuttanellur also this kind of caste based peer group formations are not evident. But an Assistant professor, who also deals with the scholarship program in the college told that, We can see the trend of caste wise groupings and informal interaction is there if observe them carefully. He described; yes, to a certain extent problem exists. They are conscious of it. Sometimes when they sit in their class rooms they prefer to sit together, even though we try to separate them, they will regroup later. They feel that they are protected in their groups. He has elaborated that they may get a psychological feeling of protection while they are sitting together. Thus it is evident that notwithstanding the dominant argument from both the colleges caste wise peer groupings are occurring particularly among SC's and ST's, though the numbers of groups are minimal.

7.3 Choice of Best Friends

The everyday dynamics of student interaction depend on various factors like the intelligence levels of the students concerned, the status of students regarding income, caste, religion etc., as well as the desire to engage in group interactions., In order to examine the influences of a friendship circle and how individuals reciprocate within these circles and the process of choosing friends, we need to consider the various facets associated with these interactive spaces such as the caste, tribe, economic status, region, religion, intellectual level, etc.

One of the major factors determining the interaction in the campus is the familiarity of the students with their own course and subjects. 48.1 per cent of the respondents were of the opinion that the interactions were mostly restricted to students from their own course. At the same time, another major portion of respondents, 37.1 per cent, of the students to be exact, said that their interactions were not based on any particular reasons. Other important factors, important in determining the nature and character of interactions among students, were the school where they studied (18.4 per cent) and students the intellectual level of students (15.6 per cent). They gave least importance to their friends' economic status (3.5 per cent), caste (4.5 per cent) and religion (4.5 per cent). We could not see any much difference in this

regard, as we analysed the factors on different socio-economic background variables like caste, gender, place of residence and household income (Table 7.1 and Fig. 7.1).

When deciding their best friends, more than two-fifth of the students (46.7 per cent) opted them from their own caste. At the same time, more than a third of the students (35.7 per cent) selected their best friend from other caste groups. It is also important to note that 17.6 per cent of them were not aware of their best friend's caste. The caste wise analysis shows that majority of the OBC/OEC students (50.2 per cent) opted the best friend from their own caste. The highest rate of the students who opted from other castes is from SC/ST (43.5 per cent). On comparison between genders, females opted the best friends from their own caste (49.1 per cent) compared to males (39.6 per cent). Similarly, rural students had the same tendency that they opted their best friends from same caste groups (48.4 per cent) compared to urban students (39.6 per cent). Majority of the students from the least income groups (52.3 per cent) selected the best friends from their own caste (Table 7.2).

The questions to find out the influence of religion on the choice of friends yielded the result that a significant portion of students (70.3 per cent) opted for their best friend from their own religion. However since majority of the students belonged to the Hindu community there was not enough chance to select their best friend from other religion. In terms of the religious status of friends, however, the students from SC/ST community is played a different trend. As we have already observed in the previous paragraph, their friends belonged to other caste groups although they were from the religion (88 per cent). Caste wise analysis shows that the highest rate of students who opted for their best friend from the same religion were among SC/ST. Comparatively, females (73.4 per cent), students from urban locations (71.3 per cent) and students who belonged to least income groups (73 per cent) showed the same tendency when compared to their counterparts (Table 7.3).

The gender wise analysis on the selection of the best friend shows that a very large majority of the students (85.7 per cent) selected their best friend from their own gender. Caste wise analysis on the same shows that comparatively higher rate among SC/ST students could be seen in selecting the same gender (87.9 per cent). The same trend could be seen among male students (86.7 per cent), urban students (86.6 per cent) and least income group students (89 per cent) (Table 7.4).

A very significant proportion of the respondents' (85.5 per cent) best friends were their own classmates; this was followed by students from other disciplines or courses (9.3 per cent) and students from their discipline but from another class (5.2 per cent). Caste group analysis shows that comparatively this rate was higher OBC/OEC students (86 per cent). The same tendency can be seen among females (87 per cent), urban students (87 per cent) and least income group students (87 per cent) comparing to their counterparts (Table 7.5).

As far as interaction within the campus is concerned, one of the major factors determining the interaction in the campus was the familiarity of the students from their own course or subjects. The other important reasons were the familiarity from the school level and intellectual wave length. Economic status, caste and religion did not play any significant role in deciding the interaction. A tendency of selecting the best friend from the same religion, same gender and same class could be noticed.

7.4 Intergroup Interaction on the Campus

During the survey it was noticed that the students were not keen to know about the caste and religious backgrounds of the people who they interacted with. A minority (7.2 per cent), however, reported that they were indeed cautious in this regard. Comparatively males were more cautious (10.3 per cent reported they always felt cautious) when compared to females (6.2 per cent) (Table 7.6).

As far as group preparations and combined study involving students from other castes were concerned, they frequently deal with the students from other castes. Majority of the students (66.3 per cent) always studied or prepared for class together with students from other castes. The numbers of females were comparatively higher (70.8 per cent) than males (53.4 per cent) in the case of combined study. Similarly, rural students (67.7 per cent) and highest income group students (79.2 per cent) showed the same tendency (Table 7.7).

The respondents never had tension filled interactions with students from a caste other than their own. However, a very small number (2.5 per cent) reported that they had some tension in this regard. Comparatively SC/ST students always showed tension filled interaction with other caste students, even though the rate is very low (Table 7.8).

The respondents could frequently share their personal feelings with students from other castes. Seven in ten of the students (70.5 per cent) reported that they were always able to share their personal feelings. The caste wise analysis shows that OBC/OEC students experienced comparatively a higher rate in this regard (73.8 per cent). Similarly, females (76.4 per cent) and urban students (72 per cent) experienced higher rate than their counterparts (Table 7.9).

The respondents were of the opinion that they rarely had open discussions about caste/religious issues outside of class. SC/ST students, on an average, never had such opportunities. Comparatively males had such discussions (24.8 per cent) than females (16.8 per cent) (Table 7.10).

In the case of interaction inside the campus, it was reported that the respondents were not cautious to interact with students from other castes. As far as the study and preparation for class with the students from other castes, they frequently deal with the students from other castes. The respondents never had tension filled interactions with students from a caste other than their own. The respondents could frequently share their personal feelings with students belong to other castes, but they rarely had open discussions about caste/religious issues outside of class.

7.5 Life in the Hostel

Among the two colleges we have selected for study only SKVC has its own hostel facilities. Though the construction of the hostel of Government College has been finished, it is not yet opened for admissions. We have conducted in-depth interview of the hostel warden and we also had a group discussion with girl hostellers.

Keralavarma has two separate hostels for Boys and Girls. Boy's hostel is situated out of the campus, nearer to the college ground; whereas girl's hostel is situated in the college campus

itself. Both the hostels are really old which as constructed at the initial period of the college itself. Earlier the administration of the hostel was directly conducted by Devaswom board where as gradually it became the part of college itself, with principal as a chief warden. Devaswom board is not interfering in any matters related to the hostel. Along with the chief warden there are female and male wardens separately for the Girls and Boys hostels. There is one office manager for each hostel. Four cooks, two office staff and two sweepers are also working as hostel staff in both the hostel. One scavenger and waterman is also working along with them. Presently there is one additional watchman is appointed by the management in girls hostel and his salary is paid by the management. Salary of all the staff except one watchman has to be paid alone by the hostel authorities by collecting fee from the students. There is no other source of income to run the hostel, even for paying salaries of the staff except the fee collected from the students.

It is pertinent to note that either management or college is not providing any kind of financial assistance to run the hostel, even for purchasing the materials, for preparing food. Warden explained, 'All the expenses of the hostel are met out of the fee collected from the students. There are no external aids regarding the maintenance and salary of staff'. She continued, "They get only a small sum as salary. It was the practice from the beginning. We do not have such rich facilities that government hostels have. We have to pay our staff from the student fees and so in the case of maintenance works."

There are 186 students in the ladies hostel of Keralavarma. Among them 58 of them are from scheduled caste category and majority of the remaining students are hailing from other backward castes. Seven Other Eligible Cast (OEC) students are also staying in the hostel in the present year. Normally students from distant places of the state such as Idukki, Wayanad and Attappadi are staying in hostel. Three students from Lakshadweep are also staying there. Hostel warden told that they used to admit all the applicants in the hostels, based on their distance to home. Eighty six students staying in the girl's hostels are having fee concessions. This indicates the fact that a good number of the students staying in the hostel are from poor socio economic background.

They used to pay caution deposit only to the hostel; their regular hostel fee will be adjusted from the fellowship allotted by the government. Hostel warden indicated that the students from non reserved categories staying in the hostels are from distant places. She described, 'Most of the students without concession are from distant places. Nearby students are not ready to avail hostel facilities by paying fees. The warden explained that they attempt to give admission to almost all applicants. If the rooms are not vacant in the initial months of academic year they use to allot the rooms when vacancy arises after to the course out of Post Graduate students. Keralavarma College is providing admission to the blind students in its hostel which is a unique element of their hostel culture. Presently Keralavarma is the biggest college where more number of blind students is studying in Kerala.

There are four blocks in the hostel while only one is the new building and that has been allotted as PG Blocks. Other three are allotted for undergraduate students. Four to five students are allotted in each room. The number of students varies in accordance with the size of the room. Though they try to accommodate all those coming from distant places the spatial

limitations are clearly manifested, warden indicated, we must accommodate all those who have the fee concessions. Earlier we could accommodate only those who come from long distance. She has expressed her worry regarding the worst condition of the hostel. She told that out of four blocks, two blocks are in very worst stage which cannot be used. She told, 'one block in hostel is line block. We are not sure whether it can be used in this year. The condition of the building is worst'. The new block is built with the financial assistance of UGC where as the management has not made any investment to replace the other old buildings in the hostel which all ready reach in an unfit stage.

The hostel authorities told that students can ask for options in the case of room if they submit applications well in advance. She told, some make options regarding their roommate. If these are informed earlier we allow them. Other-wise we follow an automatic allotment method; she told that caste or any other consideration is not working in the case of room allotment. Mostly classmates are allowed to stay in one room irrespective of their socio-economic or caste background. She has mentioned that in the case of complaints they will consider the possibility of re allotment.

But the students staying in hostel made some critical comments regarding the hostel arrangements. They told that if may make any complaint regarding the room mates and the disturbance in the hostel they had been advised that they would have to adjust with the existing system. They told that the male watchman in the hostel often makes his own norms in administering the hostel. They told, Hostel management is insensitive towards the gender issues. They told, if they make some complains they will not refer it to the authorities and would suggest us to adapt with the situations.

There is a common mess hall and kitchen for both boys and girls hostels where the food would be provided in specific time. There was no indications regarding any kind of discriminations existed in the hostel regarding the supply of food and dining process. However it is interesting to note that non vegetarian food is not allowed to cook and served in the hostel mess since the college is owned by Devaswom Board. This creates discomfort to the non-vegetarians. The students expressed their view that there is no practice of avoiding any body based on their caste on religion during the common dining process.

Majority of the girl students in hostel has raised their inconvenience regarding the availability of toilet facilities. They pointed out that majority of the toilets in their hostel are situated out of the hostel blocks, which made difficult to use at night. They also expressed that toilets are poorly maintained and unhygienic. They told, 'There is a lady staff to clean. But the toilets are old; most of its floorings are not tiled, but made out of just covering cement. This also creates problem'. They also complaint that modern facilities such as plugs for connecting laptops and proper lighting are even not available in the hostel. Use of mobile phones is even restricted in the hostel and any kind of internet facilities are not available in the hostel. Students complained that this make difficulty to them while doing assignments and other academic preparations during the night. The library will also be closed after office time which restricts their access to online academic source after office time.

Even though the modern facilities are not available in hostels blind students are allowed to use their audio instrument within their rooms. They are also provided with plug points in their rooms.

There is a mess committee for both boys and girls hostel which is elected after the admissions in every new academic year. Hostel warden explained: 'You know mess committee is there in our two hostels. They prepare the menu in every week. It is purely vegetarian but including egg'. She mentioned that mess committee is democratically elected from the hostel mates. There are no specific reservations in this case. But it is noted that the general administration and discipline management of the hostel are totally vested with hostel manager and warden. They make some strict restrictions on in mates regarding time of hostel entry and exit, and frequency of outside visits. All the purchases to the hostel are also done by the hostel manager.

Though the student's role is visible in the mess committee their role in hostel administration is quite minimal. Shortage of fund is a major issue faced by the hostel authorities. Hostel warden told that since a good number of students are hailing from reserved category with fee concession their hostel fees will not be paid in every month. But the hostel authorities have to purchase food materials continuously. They would not have any fund to pay the bill of the grocery and other items. This creates a situation that they are found to take materials on credit, and they are also not sure when they can pay the amount. This makes mess management more difficult. There is no system for advancing such amount for running the mess from the college authorities or from the management. She told, 'No one advance. Hostel continues to work only because lenders are ready to give materials on credit'. She continued, 'There are only fifty three students paying fees. All others are from fee concession category. We are adjusting the whole expense with this amount. Yet there are dues to be settled with vegetable sellers'. She has suggested that if there is a system for monthly payment fellowship and stipends to the students account by the department this difficulty can be avoided. The financial assistance to the blind students also has the same issues of time lag. These responses indicate that mess in the hostel are running in a risk situation because of the unscientific fund allotment by the SC, ST development departments and higher education department. Though the SC, ST students fellowships are presently allotted to students account, system for the monthly payment of that is not yet realised.

In the case of renewal of the hostel building the limitations of aided managements are reflected here. The fund flow to the unaided management colleges from governments is comparatively low while comparing them with government colleges. This was evident in the case of class rooms of Keralavarma College as well. At the same time managements are not willing for making more long-term investments in the colleges. This creates a larger deficiency in the infrastructure facilities of the aided colleges. Particularly the lacunae in the quality of infrastructure will affect the educational quality of the students with poor socio-economic background. Since majority of the students of SKVC is coming from lower socio-economic background and backward castes this make more serious implications. Thus we may have to suggest a mechanism for the improvement of the infrastructure facilities of the aided colleges with government support. Funds for the infrastructure development such as

hostel buildings and class rooms can be allotted from the government agencies including UGC and state departments in proportion to the presence of SC, ST and OBC students in each college. This formula may help to develop an equitable system in terms of quality infrastructure in the colleges.

We have already discussed that students from marginalized groups were not facing any direct segregation or discrimination from other students, except in certain instances. One girl student during the Focused group discussion mentioned that one of her friend faced some issues such as bad treatment from a higher caste roommate and she was forced to change the room. Unfortunately she opted for a room with majority of SC students. This indicates that though there are organized attempt to segregate SC, ST students within hostel an indirect and symbolic form of segregation happens within the hostel. As a phenomena mentioned by the assistant professor of Kuttanellur in such matters SC, ST students get a feel that they are safe in their own group rather than intermixing with others. This indirectly creates another form of segregation through the symbolic expression of unreserved student groups. Here the institutional habitus of the college is important. SKVC hostel shows minimum level of segregation because of the fact that a good number of hustlers are from SC, ST and OBC categories. They might have felt more direct form of segregation if they are minority in hostel. Two SC students who came from St. Thomas College an elite Christian college in Thrissur told that she left St. Thomas College because she felt more isolation there. She told, 'While I was staying there I felt more isolated. Peer groups are formed largely based on class background there. Caste is also an element deciding it. We could not freely interact with other students there like Keralavarma.' This indicates that SC/ST students are still isolated in the campuses where they are minority.

7.6 Level of Involvement in Co-curricular Activities on Campus

Sree Keralavarma College has the legacy of performing well in both cultural and sports activities, Keralavarma used to be champion in University level youth festivals and sports competitions. They could even contribute players to state and national level teams. An assistant professor from political science department responded, 'Sports is a successful area of college. Many joined government service through sports quota, some joined railways and some also join for PG. A student from the political science department itself had participated in national games weight lifting competition. That student now joined in Railway. Many students from sports back ground reached in such positions.' Responses of the majority of teachers and students showed that college is famous even in the state in the name of sports activities and athletics. SKVC has a big play ground with all the facilities. Physical education department of the college is also strong and the faculties are committed enough to provide systematic training to the students. Students from various parts of the state who are really interested in sports and athletic activities are opting Keralavarma for their better carrier in sports.

Majority of the teachers and students responded that Scheduled Caste and Scheduled Tribe students are participating well in sports activities. Some teachers indicated that they are attempting to mark their identity through participating well in arts and sports activities rather than showing much interest in classroom learning. A teacher from a Dalit background

mentioned; 'They may not be performing well in academics, but they are alive in the campus and they make the campus more active. They may be establishing their own identity in the campus through the politics and other extracurricular activities.'

Descriptions from SKVC shown the fact that SC and ST students or students from marginalized groups are not excluded from participating in sports and cultural activities. In other way round they are more active in cultural and sports activities and exploring such possibilities to establish their own individual identity within the campus.

Same opinion was generated in the case of cultural activities as well. Majority of the teachers and students made it clear that they make remarkable performance in the cultural competitions and mentioned it as a uniqueness of Keralavarma. An Assistant professor from English department who is also the secretary of Parent Teachers Association (PTA) commented, 'We have well performing theatre groups. They performed their drama in Thrissur town recently. They are professionally trained. We performed well in D-zone (University festival) in English and Malayalam Drama'. He has elaborated that Keralavarma holds prominent space continually in university level competitions. Here also the teachers told that students from Dalit background are not excluded from the mainstream. But the interactions with the scheduled tribe students convinced us that they have the stage fear, particularly in attending performance in stage.

Students in Government College are not much active in the sports activities while comparing with SKVC. Sports facilities in the college are also not developed like SKVC. Though Government College has a good play ground, it cannot be used exclusively for sports activities because it is also used as a hale pad for launching the helicopter while important personalities are visiting Thrissur. A considerable part of the ground is used for making tracks for the helicopter. An assistant professor in charge of physical education commented, 'We do not have a good ground here we use helipad instead of play ground for sports activity. We cannot practice different sports items in such a limited space. He has mentioned that college has a good team performing in Kabadi and they get the championship at university level in the last.'

A good unit of National Cadet Corps (NCC) is functioning in Kuttanellur. The faculty in charge of NCC mentioned that the participation of scheduled caste students in NCC is high. He told; 'This is a government college, most of the students are from socially and economically backward families. SC students show special interest in NCC programme'. Later on he explained that they are facing the issue of malnutrition and poor health while doing hard exercises as the part of NCC practice. The teacher in charge of women cell stated that girl student's participation in arts and sports activities is quite good. She also pointed out that girl students are providing leadership to the field activities of National Service Scheme (NSS)

Responses from the faculties showed that participation of students from Kuttanellur in cultural activities and arts competitions of university is not encouraging. One Assistant Professor from economic department commented, 'Not any particular body is functioning in the college in dealing with such things (Cultural activities). Suppose the students want to participate in D-zone (University level Zonal competition) 'they have no money'. The other

faculties also pointed out that they face the financial problem for attending the program. Poor background of the students also reinforces this factor. The NSS program coordinator of Kuttanellur stated that majority of the NSS members are from SC, ST and other backward castes.

In the case of Kuttanellur also, there are no exclusionary practices found in the matters of co-curricular activities. Students from marginalised Sections are actively engaged in NCC, NSS and other arts and sports activities. But the participation of Kuttanellur College in the arts and sports activities is not pro active like SKVC. Lack of a fully fledged play ground along with the financial stringency of students also restricts their activities. The lacunae of long tradition in the arts and sports fields like SKVC may be the one factor that hinders Kuttanellur from such an active performance.

7.7 Nature of Participation in Co-curricular Activities

As we have discussed earlier participation of the marginalized students in the arts and sports activities of the colleges is indicated as good, and exclusionary practices based on caste, gender were not widely reported. The faculties and students from both the colleges pointed out that lack of funds for cultural and sports activities are a hurdle in ensuring the participation of poor students in such activities. They told that the funds for rehearsal camps, purchasing costumes, travelling and food expenses of students are minimal. Timely allotment of such small funds is also problematic because of the complicated bureaucratic procedure. Faculties in charge of such activities are compelled to advance money from their own pocket to ensure the participation of students.

In the case of sports activities students require regular practice in the campus. They need nutritious food and refreshment to ensure best performance. Students from marginalized groups are facing scarcity of money for meeting such minimum demands. An assistant professor who is in charge of PTA in SKVC mentioned; 'Funds for sports and cultural activities are not properly released from the authorities. Usually, the PTA makes an advance of a portion of the finance. It is very difficult to reimburse such allotments because of the delay on allotments of fund.'

This creates an indirect hurdle particularly in front of the SC and ST students and other poor students in participating in co-curricular activities. This endorse the fact that there may require a special fund in all the colleges allotted either from state SC, ST Departments or higher education department or from UGC that can act as a supporting hand for meeting the miscellaneous expenses of students from marginalised social groups and poorer background. This can be used to ensure their participation in sports and cultural activities. This fund has to be released to the college account in the first spell of the academic year itself, which may facilitate timely assistance to the needy students.

Responses from both the campuses strongly indicated that practice of ragging is not visible in both places in any forms. Student leaders and teachers in their interview unanimously mentioned that presence of strong student union and the student politics are the reason for that. Leader of Student Federation of India (SFI) from SKVC commented. 'We used to form help desk on every academic year nearer to the campus gate. We have the practice of

providing assistance to the new comers to get them familiar with the campus. We strongly intervene in all the complaints regarding ragging. We would not allow any such practices here'. Teachers from Kuttanellur who is an NSS coordinator told, 'Practice of ragging is not visible here in the campus. Here the friendship between girls and boys are good'.

We could not locate any symptom of public ragging from the focused group discussions of SC and ST students in Keralavarma and the FGD of SC students in Kuttanellur.

The SC students in both the colleges did not give any indication regarding the ragging or any kind of public harassment they faced in the campus during the campus days. Presence of students union and political organization of the students were the two major reasons they mentioned for this environment. It is also interested to note that SFI unit of SKVC has conducted a day long hunger strike against the inordinate delay in distributing the stipend of SC/ST students in the college. We could hear only one case in the hostel regarding the ill treatment of upper caste girl towards the SC student. The SC/ST students in both the campus have the feeling that they are safe in the campus.

7.8 Awareness About Campus Level Committees/Cells

The large majority of the respondents (89.6 per cent) were not aware of the UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2012 (Table 7.11). As far as the awareness of anti-discrimination office is concerned, almost all students were not aware about the Anti-Discrimination Office. Only 1.7 per cent of the students had heard about this office (Table 7.12). During the FGD in Keralavarma and Kuttanalloor SC students and girls commented that they are not much aware about the special assistance programmes envisaged to them. They have communicated that both SC and women cell are not taking any pro-active steps to make the students aware about opportunities in front of them. We could not see much difference in this case both in SKVC and Kuttanalloor.

7.9 Levels of Political Participation

Kerala is well known for student politics in campus. The two major colleges we have selected i.e. Sree Keralavarma and Kuttanellur Government College has the legacy of vibrant student politics and political activism. Sree Keralavarma College contributed many political leaders to the state including ministers, Members of Parliament and Members of Legislative Assembly. It has also contributed several state level leaders of students and youth organizations. SKVC carries a strong tradition of left political movement lead by Student Federation of India (SFI) college union of SKVC is continuously lead by SFI for long years. In the case of Kuttanellur also left political affiliation and movement is strong where as the other movements also functioning in the campus.

Number of students strike was high both in SKVC and Kuttanellur. The teachers and students responded that number of strikes have been reduced during the last few years. It is noted that student's organizations had the practice of calling immediate strike by avoiding classes. But presently they have adopted an alternative strategy of calling one hours strike or symbolic strikes not by avoiding the full day classes. Teachers told that though they have made changes in their strategy still some working days are losing because of the strike. Student leader from SKVC stated, 'Earlier we were not bothered about losing classes while

conducting strike. State committee has taken a decision that classless strikes should be avoided in normal course. It should only be the last resort. Presently we are organizing symbolic strikes of one or two hours'. An assistant Professor from history department of SKVC commented, 'Definitely earlier there were frequent strikes by avoiding classes. Now it is reduced I think student organisations themselves taken a decision to avoid such strikes.

Majority of teachers from SKVC and Kuttanellur College also agreed with this. They told that number of days loosing because of strikes have been reduced considerably. Teacher of Kuttanellur stated that number of strikes in Kuttanellur college was considerably low while compare it with Keralavarma. Student federation leader also stated that they used to undertake strikes regarding the in house issues of college such as lack of infrastructure and delayed distribution of fellowships. The SFI unit in SKVC has undertaken strikes in the issues on building the ladies hostel, delayed distribution of SC/ST student's stipend and bad condition of toilets. The SFI unit in Kuttanellur organized strikes on the issues of lack of drinking water and on the pathetic situation of the ground.

The student organization leader in both the campuses admitted the fact that they could not undertake any forms of struggles regarding teacher's absenteeism and losing of classes. The teachers of both these campuses complained that student's lose class while the teachers are widely assigned for continuous paper evaluation camps out of the campus. One teacher from economics department of SKVC commented, sometimes we are directed to attend continuous evaluation camps by avoiding classes. This will collapse all the academic process. Student's organizations are undertaking strikes regarding the infrastructural lacunae in the campus while they are not bothered about the academic process and missing of classes. Student's organisations also admitted that they could not undertake any efforts to improve the academic performance of students in marginalised groups. Student's leader both from SKVC and Kuttanellur agreed that they could not emphasis much on the success of special orientation programmes for backward students. Student union leader from Kuttanellur told, we are aware that there are remedial coaching classes in the campuses. But we did not consider it as our area of intervention.

Responses from majority of the interviewers indicate that students organisations succeeded in avoiding ragging in the campuses, organising cultural programme and sports activities and in raising the issues of lack of infrastructure where as they could not provide much attention on the academic processes and activities within the campus.

Another trend observed in Keralavarma is the unilateral dominance of left student organizations in the campus. They used to strongly oppose the functioning of other organizations within the campus. The voice of opposition within SKVC is used to be suppressed and this in a way lead to many struggles between student organizational activists. The representatives of PTA and discipline committee in SKVC told that they were compelled to take disciplinary action against five students because of the violence within the campus. The teacher in charge of discipline committee from SKVC mentioned, 'I could not say it as my victory. Even though I expelled students for beating other students by entering in classroom, Dismissal was the punishment. It has created a good impact on the atmosphere

here'. He has stated that the college environment has improved after taking strong actions against those who participated in the violence.

Some kind of dominant behaviour by the student union male leaders over the girls was also reported in Keralavarma during girl's FGD. One girl student during the FGD indicated that an invisible dress code exists for girls in the campus. She also made a comment that student political leaders provide legitimacy to such tendencies.

Some respondents indicated that students unions are organizing many cultural programmes in the campus. At the same time, they usually discourage the initiatives of other organizations and small groups such as Dalit, Gender and Environmental activists. A student union leader from SKVC commented; 'We used to organize several cultural programs here. We have the practice of observing all important days including women's day and Environment day. Then why do we bother about the absence of other groups of activism'. Teacher from philosophy department indicated that the campus culture is not democratic enough to encourage diverse kinds of social and democratic discourses within the campus.

The other student's organizations such as Kerala Student Union (KSU) and Akhil Bharatiya Vidyarthi Parishad (ABVP) units are functioning in both SKVC and Kuttanellur though they were not able to make a head way within the campus. Activism of ABVP is strong in SKVC while that of Kuttanellur is quite low. KSU unit in SKVC is quite weak while that of Kuttanellur is comparatively better.

Student unions are selected in both the colleges through a democratic college election process. Both the student unions in SKVC and Kuttanellur are lead by SFI with the support of All India Student Federation (AISF) as a left alliance student union. Colleges unions are strong and active in organizing programmes within the campus. They used to organize college day, sports events, and used to publish college magazine. Celebrations of different kinds are organized by the unions on important days such as women's day and environment day. Students unions are ensuring the participation of students in university level competitions. Student unions have the culture of intervening in the cases of student's complaints regarding any kind of atrocities against them

7.10 Summary

The information regarding the peer group formation of the students indicated that there are no restrictions exist in the colleges acting as hurdle for effective interaction between boys and girls. Caste wise segregation is not widely visible in the campuses during the peer group formation of students. Major reason observed for the absence of cast wise segregation is the similar background of majority of the students coming into the colleges. Most of the students reaching into the colleges are hailing from poor socio-economic background and are from lower castes and other backward castes. Number of elite students is very low in both the colleges. This may be the reason behind the absence of caste and class wise segregation in the campuses. It is found that students from higher socio-economic background are rarely opting arts and science colleges like Sree Keralavarma College and Kuttanellur. Majority of them opting for self-financing colleges and the resident category is opting elite colleges in the town, thus common colleges such as Sree Keralavarma College and Kuttanellur lies in their

final option. This tendency of elite withdrawal makes the student category of common arts and science colleges almost unanimous in nature. In that perspective the common aided and government colleges are not getting all the cross section of the society. Thus the nature and forms of discriminations peer groups may be limited.

At the same time some implicit tendencies of segregation within peer groups are visible within both the colleges. Elite concentration is visible in some courses even in common colleges. It is visible in the case of commerce courses of both SKVC and Kuttanellur. Students from elite background also opt these courses in these colleges because competition for such courses is high in other colleges too.

Some faculty members indicated that though the caste based peer groupings are rare in both campuses some tendencies of that are visible in both places. They indicated that SC students have a tendency to find out peers from their own caste and they used to sit together campus though it is not a normal practice. It is also noticed that though the campuses are providing gender freedom gender based grouping, particularly girls groups are facing some restrictions in the campus. Girl students from SKUC commented that girl students are not allowed to sit inside a beauty spot within the campus. Hostel based peer group formation is also visible in Keralavarma.

The poor infrastructure of Keralavarma college hostel was a major issue highlighted by the hostellers as a hindrance for good hostel life. Most of the hostel buildings of SKVC are too old and reached into an unfit stage. Scarcity of the funds was a major reason highlighted by the students. It is also noted that majority of the hostellers are SC/ST and OBC category. Absence of prompt payment of fellowship was a major factor highlighted by the SC/ST students which make them unable to meet the hostel expenses. Stipends for SC/ST and OBC students paid at the end of every year which makes difficulty to meet the monthly hostel expenses. There are no other mechanisms from the college to advance this fund. This affects the quality of their food and life. Study about the hostel life indicates the urgency of a mechanism for prompt payment of monthly stipend to the reserved category students. A campus fund should also be earmarked by the college for running the basic needs of the hostel. This has to be paid by the government.

Sufficient toilets facilities are also absent within the girl's hostel premises which make the girl hostellers life more pathetic. Modern communication facilities such as mobile, computer, and internet are also restricted within the hostels. The restriction over girl students for going out of the hostels and reporting back is also found very rigid. The rules and regulations managing the hostels are found as very traditional in nature. The rules and regulations have to be made as more liberal as possible which allows more freedom to the girls. The basic infrastructure facilities of hostels such as rooms, and toilets have to be improved a lot. The restrictions prevail in the case of spending government money for the improvement of infrastructure in aided colleges has to be removed. Students should avail all modern facilities such as computer and internet in their hostels. A public computer lab and Wi-Fi facilities can be availed in all college hostels.

College hostel facilities were not available in Kuttanellur which made difficulty to students particularly those who are coming from distant places. Though the construction of the hostel

is finished recently it is not yet opened for use. Though the caste wise discriminations were not reported widely within Keralavarma hostel some instances of dominant behaviour from upper caste students were reported here.

The interaction among the different students in the campus is mainly determined by their course and subjects, not by any caste, religious and economic background. Respondents selected their best friends from their same gender and their course and subject and to a certain extent from their own religion. Caste status does not affect the students' interaction. They are least bothered about their caste while they engage in their combined study, sharing their personal feelings, etc. Almost all of the respondents were not aware of the UGC Regulations and Anti Discrimination Office in the college.

Student political engagement was found very active in Keralavarma and Kuttanellur. It is noticed that left students unions are dominated in both the campuses where the presence of other organisations are not much visible. It is also observed that majority of activists of political organisations are hailing from SC/ST background or OBC background. It is reported that many view political participation as a way to establish their identity within the campuses.

Girl student participation is also good in political activities where as their participation in organisational leadership is not high. Student strikes and contestations between the student political groups was a major issue highlighted by the faculties and many of the students in the campus. At the same time student organisation leaders themselves commented that they have changed a lot from the practices of conducting strikes by avoiding classes. In both the campuses they have adopted the strategy of conducting symbolic strikes not by avoiding classes.

The SC/ST students and other poor students reported that they are not getting any support to attend the arts and cultural competitions out of the campus. This emphasises the need of a campus fund in all the college to help the students from marginalised groups and poor background to attend the cultural and sports events.

The student politics of both the campus particularly SKVC contributed many eminent leaders in the state policies. While the activities of the student organisations are felt as dominant in nature, the major political organisations do not harbour a tolerant attitude towards such activities. Student unions are organising many programmes within the campus which makes the campus life more active.

Chapter 8

Teachers' Views on Teaching Diverse Student Groups

8.1 Introduction

Teacher's views and perspective about the students related to their personal background and academic performance is quite important in constructing the academic culture of the campus. Teacher's perspectives about students influence the teacher student engagement and the academic performance of the student to a great extent. Teacher's background and composition is also an important factor in this context. Profile of the student and teacher may vary in each campus in accordance with the institutional habitué, institutional culture and administrative policies of the institution. The student composition is also not a static variable. It may vary in accordance with the changes occurring in the society, particularly in the backdrop of multiplication of private educational institutions. Thus it is relevant to understand the changing students profile in the institution.

The teacher's perspectives and approaches towards the students from marginalized groups may be different from their own behaviours towards the students in the general groups. It is also important to understand how the teacher perceives the nature and forms of discriminations within the campus particularly the students from marginalized communities are subjected to experience.

Teacher's perspectives about the learning experience and teaching process to different categories of students is also important in designing delivery of their services towards different student groups. The nature of classroom and non-classroom interactions in terms of teacher, student interaction, and student-to-student interaction is also influenced by several factors related to the habitué of the teachers and students. Thus it is pertinent to ask the questions related to the factors deciding teacher's approaches and perspectives on students from different socio-economic background. It is relevant to raise some questions such as, whether teachers approaches towards students vary in accordance with their social cultural background, whether the experience of students from marginalized groups are facing any discrimination regarding the consideration from teachers. Whether there is any difference between various categories of students in terms of student teacher and student-to-student interaction? Is there any difference between classroom and non-classroom interactions of the same category of students and teachers are critical to discuss in this context?

8.2 Views of Teachers Towards Social and Cultural Background of Students

Interviews of the faculties in Sree Keralavarma College (SKVC) and Sri C. Achuthamenon Government College, Kuttanellur show the fact that the teachers' knowledge about the socio-cultural background of the students is varying in two campuses. In the case of SKVC teachers understanding about the students is better while comparing with Kuttanellur Government College. Frequent transfers of teachers between the Government colleges are affecting continuity of the teachers in the same campus and their relationship with the students. In the case of Keralavarma Teachers presence in campus is continuous which creates a situation for better student-teacher interaction. Large number of faculty positions in Keralavarma College was vacant for few years after 2000 because of the stagnation on appointment. Guest faculty

members were working in many departments during this time, which has resulted in the poor student teacher relationship. More than forty teachers were appointed in Keralavarma after 2010, which has made a larger shift in the faculty composition and age wise category of teachers. There is difference of opinion regarding teachers' knowledge about the socio-cultural background of the students.

An SFI leader from Keralavarma indicated that the strict attendance system introduced recently in the campus make the student teacher relationship more a worst. He told, 'Earlier 75 per cent attendance was must. Later on it increased to 85 per cent. This makes restrictions on any activism by the students.' He continued, 'Some students studying here have to look after their family. They are doing part time work along with study. But some new teachers do not understand this background and treat them like other general students.' He has pointed out that the old teachers had personal relationship with the student and they were able to understand these issues, where as the new teachers are rarely attempting for that. Students from Kuttanellur College has mentioned that frequent transfer of teachers created difficulty in making good student teacher relationship. They also told that teachers commitment to academic process and attempts to understand the backgrounds of students are delivering overtime. A student leader from Kuttanellur told, 'Now a days, the pay scale of teachers are pretty high. Most of them are coming in their own cars. They are not having any direct personal interactions with the students. The tutorial system existing here is a good one, but it is not practiced well.' The students argued that though the pay scale of teachers has increased considerably the measure to ensure academic quality and better student teacher interactions are not implemented in practice.

Any way the tutorial system functioning in Kuttanellur is a good method for better teacher student interaction and it can also help to make better understanding about the student's background to teachers. The Vice Principal of the college has explained that the total class will be divided to two or three sections and twenty students each would be allotted to teachers for tutorial system. He has told, 'Tutorial is a regular system here. Every Wednesday afternoon the teachers will make a personal interaction with the students regarding their academic performance, family environment and other personal issues.' He has told that this has made a situation that each teacher will get good contacts with the students in the class. But the students complained that this system is not functioning well rather than a mechanical method of tutorial.

The former principal of Keralavarma responded that the teacher's difficulty in understanding students has increased when the diverse population has come to the college. He told 'According to teachers the previous situations is safe, because on that period a cream of students were coming to the colleges. We have to give extra care to the students in the changing situation, particularly to the SC, ST students.'

During the student FGD SC students indicated that they are getting equal treatment from teachers. At the same time they told that teachers often fail in understanding the background of the students and to interact with them accordingly. He told that majority of the teachers in the college tried to understand the background of the students and made attempts to support them individually. However the feedback from the students regarding teachers knowledge

about the background of the students show that it is not improving overtime, where as some declining trends are also shown comparing with the old generation teachers. A student leader from SKVC told, 'You know we used to obey all instructions of our old teachers, because they know us very well. But the present teachers are not confident enough to deal with the students.' The tutorial system in Kuttanellur is good to make a good understanding about the students by the teachers, whereas that needs reforms to ensure the efficiency. During the FGD many students complained that tutorial systems are not properly working even though its concept is really good.

8.3 Views on Changing Characteristics of Students

The responses from the teachers and students indicated the fact that students composition in the colleges of Kerala had undergone through two major shifts. First shift occurred in 1960s, when the number of higher educational institutions in the state has multiplied in a short span.

As we have discussed in the second chapter of the report a good number of government colleges established in the state during the period between 1947 and 1980. Many of the government colleges have been upgraded during this period from junior colleges to colleges with under graduate, and post graduate courses. This has provided opportunities to the students from SC, ST backward and other backward castes where as the higher education opportunities were limited only to the elites in the former period. The government decision to provide free higher education came into practice in 1972, which was a mile stone in ensuring universal and equitable higher education in Kerala. The former principal of Keralavarma College who was a beneficiary of this reform commented, 'After 1972 there was large enrolment in colleges because of this free education and changes of admission pattern. Till then was the diversity of students in colleges changed. The number of colleges also increased because the provision in education reform allowed the management the recruit teachers with the provisions of paying salary by the government.' He told that the reform to pay the salary of the aided college teachers by the government has created a situation that the cost of the management for running the college gradually reduced. This in turn has lead to the reduction in the earlier fee structure of the colleges. Significant reduction in the fee structure of college after 1972 contributed to the accessing of higher education institutions by the hitherto avoided communities and groups. The teachers from the older stream of Keralavarma indicated that this reform has made changes on the student admissions of Keralavarma from 1970's to 2000.

The second shift occurred in the student composition both in SKVC and Kuttanellur after 2000. The teachers from both the colleges indicated that the mushrooming up of the private unaided colleges has made impacts in the student admissions in both the colleges. They told that after the mushrooming of self-financing college network students from good socio economic background opted professional courses in self financing colleges. Another set of students after this first filtration opted for the elite colleges in the town areas. The third strata of the students after these two filtrations only reached to the Government College and SKVC. The student composition of the colleges shows that almost seventy per cent of the students in both the colleges are coming from average or poor socio-economic background. It is also notable that a majority of the students in both these campuses belong to reserved categories

i.e. such as SC, ST and OBC groups, notwithstanding the fact that they are admitted through merit quota. Another former principal of Keralavarma who was also a professor in commerce department commented, 'The student composition in the college has been changing after 2000. Majority of the students studying here are from poor socio-economic background. Students with elite background are a minority here. Responses from both the colleges indicated the fact that teachers are aware about the changing nature of students' composition and the background of admitted students.

During the FGD of girls and SC students in both the colleges' majority of them opined that students from elite background are rare in their classes. They also commented that numbers of elite students are comparatively high only in commerce courses and new generation courses such as Bachelor in Business Administration (BBA).

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

There are two views existing among the performance of the students from marginalized groups. One view admits that the SC and ST students are even able to get admitted in the college even through open merit system rather than through the reservation. An Assistant Professor from Kuttanellur told, 'SC and ST students are admitted in the college even through merit system. Many of them are able to compete with open general category students.' Teachers from both the colleges agreed with this fact. They have indicated that many of the SC and ST students are able to compete with the general category.

At the same time majority of the teachers raises the issue that most of the students with poor academic performance are hailing from Scheduled Castes and Scheduled Tribes. An Assistant Professor from political science department of SKVC commented, 'There are very few students who perform well from the marginalized groups. They are mostly interested in co-curricular activities. May be their family background affecting their studies.' Another Assistant Professor of SKVC from History indicated that their family background might be an important hurdle in their academic performance. She told, 'Majority of them are struggling in topic. But they are striving their level best to pass the course.' Many other teachers of SKVC revealed that a good number of students in the class are doing part time jobs either before or after study time.

The same kind of feedback has come out of the interviews in Kuttanellur College as well. Majority of the teachers stated that family background of scheduled caste students is restricting them from demonstrating good academic performance. Teachers testified that majority of the boys from SC category are engaged in part time work. They also stated that SC students are more active in political activities and NSS activities inside the campus. Some of the teachers stated that many of them engaging in such activities by losing the classes which in turn effect their academic performance. An Assistant Professor from Commerce department of Kuttanellur responded, 'Stage fear is one of their main problems. They cannot make good interaction with other students while presenting their papers. Communicative ability and language is a major problem. They cannot speak English well.' Another teacher from economics department commented, 'But they need not feel any kind of inhibition. Most of the other students are hailing from poor socio-economic background.' He has reiterated the fact that poor family environment is a major lacunae in their educational achievement of

marginalized groups. Most of the teachers emphasized that there is no caste differences in the category of students who are creating violence in the campus, though majority of the SC students are either engaged in political activism or NSS activities. The research team could observe the effectiveness of NSS activism, which was instrumental in larger quantity of tapioca cultivation in the college. The NSS coordinators revealed that SC students are more active in NSS. This has shown the fact that co-curricular activities and forums like NSS are extremely helpful in providing opportunities to the students from marginalized groups.

Students from SC background among their FGD themselves admitted that some of them are concentrating more on sports and cultural activities. They explained that they are focusing more on such activities because they have the notion that they are not better in academic performance and they take it as a confidence building mechanism to engage in sports and internal activities. During the FGD of SC students in SKVC they opined that general public particularly their neighbour from other elite caste background are not treating them equal. They have the opinion that SC students are getting upper mobility only because of reservation. Thus many of them suggested for an indirect mechanism of reservation which is not explicitly exhibited among public.

Majority of teachers agreed that poor family background is the reason for poor academic performance of students from marginalized groups. Few of them have the view that academic quality is low because of their easy entry to higher education through reservation. Two assistant professors from SKVC and one assistant professor from Kuttanallor shared this view. One Assistant professor commented that student would value education only when they pay for it. They have express the view that quality of education deteriorating because of the reservation rather than the meritorious based admission system.

8.5 Perception of Teachers on Discrimination within the Campus

Majority of the teachers from both the campuses commented that there are no explicit form of discriminations sustaining in the campuses based on caste and religion. At the same time they indicate that there is some implicit form of discrimination. As we have explained earlier, upper caste and upper class students largely opt for either self-financing colleges or elite colleges in the town area. The other factor revealed that students from minority categories are rarely opting Keralavarma since it is managed by Devaswom Board. The restrictions on cooking non-vegetarian food within the college hostel and canteen may be creating a symbolic distance to them in adapting with the college environment. Hostel warden of Keralavarma told, 'We used to cook only vegetarian food in the college campus. Non vegetarian food will not be served either in the college hostel or inside the canteen.'

Teachers who are dealing with the special orientation of blind students on SKVC told that they are getting good support within the campus. But she added that still most students often feel isolation from others. She has commented, 'Their social life is not so active. They attend some programs when their friends accompany them from hostels.' She told that there is old students association of blind students in SKVC, which is very active and providing encouragement to blind students. The responses testifies that SKVC is a comfortable place to blind students which provides different special facilities to them, but it still require more

improvement. Dedication of two more teachers who are consistently involving in the capacity building of blind students is important in their better performance in SKVC.

Majority of the teachers from SKVC stated that they treat the students equally. The former principal from SKVC commented, 'Management and teachers here are very supportive towards that category here.' Majority of the teachers of SKVC stated that SC and ST students are comfortable in the SKVC campus because of the other students are also hailing from poor socio-economic background. A teacher from SC background from Zoology department stated, 'I have not faced any discrimination or so till now. Normally we never had to exclude somebody on that reason (Caste background). Students have the right to speak their opinion in any case.' One teacher stated that caste is implicitly working within the hostels, some instances while students are opting roommates.

Most of the teachers from Kuttanellur also stated that there are no direct forms of discriminations within the campus. Some teachers stated that there are some indirect forms of discriminations visible in the colleges. It reflects in the situations where the students with higher caste and class background are staying away from the activities such as NSS where more SC students are present. They also mentioned that SC students have the practice of sitting together within the campus. The teacher in charge of fellowships stated, 'Students from high caste families are likely to be stay away from such programs. They are not willing to do certain kinds of jobs when they come to NSS. It is also noted that there are indirect form of discrimination while the students opt the courses.' In both the college's B.Com, BBA and M.Com are considered as prestigious courses. Thus even the students from elite background are opting for these courses in both the colleges. Normally the presence of SC/ST students who are entering to these courses through general quota is less in both of these colleges. Head of the departments from both the college of commerce ratified this fact. Head of department of SKVC stated, 'Commerce is a prestigious discipline here. There is high competition in getting seats to these courses. Students with high marks are getting admitted here.' Teachers agreed the fact that student compositions in the commerce batches of both the colleges are different from other courses.

This shows the fact that though both the colleges provide egalitarian environments to the students in general the courses which are considered to be elite and prestigious are largely filled by the non reservation categories where the trend in general courses are different.

8.6 Views of Teachers in Teaching Diverse Student Groups

As he has discussed earlier the student's composition of the colleges started changing in 1970's after the implementation of reasonable fee rates. This has opened the opportunities of college education in front of students from all categories irrespective of class and caste. Former principal of SKVC responded, 'Till the exemptions of the fee in 1970's there were cream of students coming into the campus. There was no problem in teaching. But after the reforms students from all categories started to come. Along with this de-linking of pre degree from campus also made changes. Till then students from higher secondary schools are coming into the campus. This has multiplied the responsibility of teachers.' Another faculty who is also the secretary of PTA from SKVC commented, 'Recently a bunch of new teachers

were recruited here. Actually there is no systematic training to the college teachers on how to teach the students from diverse student group. This creates many hurdles in teaching.'

The teachers from Kuttanellur Government College also agreed with this. They told that currently a student from poor socio-economic background is coming to the government and aided colleges. Thus the teachers should be equipped to understand their socio-economic background and to deal with them accordingly. Another major change visible in the higher education is the higher presence of girls compared to boys. But there are no specific mechanisms to understand and handle their particular problems during the learning process and the campus life. An Assistant Professor from Kuttanellur who is in charge of women cell commented, 'You know there are a lot of girls with single parent, mostly mothers. They faces financial crisis. They may not be able to perform well.'

The reflections from both the colleges showed that student composition and diversity in the colleges has changed which lead to the higher presence of students from lower social and economic background in the campuses. This also has created challenges in teaching. The learning capability and standard of students in the same classroom would be highly different which underscores the relevance of equipping the teachers to address such changes. But this kind of effects are lacking in the higher education system of Kerala.

Teachers from both the colleges told that the academic performance of many of marginalized students is poor. But majority of the teachers commented that rather than the issue of intelligence it is the issue of poor family environment and prior learning experiences. A teacher from Economics Department of Kuttanellur College commented, 'In the last year twenty six students passed the exam out of fifty. All of them who failed exam have back papers as well. English seems a difficult paper for them. A good number of SC students are there in the failed group.' Another teacher attributed the reason of failure to the over political activism of SC students. He commented, 'Majority of the active workers of SFI in campus are from SC background. They rarely come to the class, and not much interested in academic activities.' At the same time the teachers in charge of NSS testified that these students are very active in NSS. He commented, 'There are certain feelings in the mind of the students that they are not good in studies.' The culture of doing part time jobs is also wider among students from poor background irrespective of caste differences. One teacher from Kuttanellur commented, 'Many boys are doing part time job. Girls are also working in textiles and retail stores.' Many teachers opined that part time work particularly work in the night like the part time work at petrol pumps affect the academic performance of the students. A lacuna in the communication capability, particularly in English is the major problem indicated by the teachers regarding the academic performance of marginalized students.

The designing of syllabus and curriculum is still continues to be a centralized process which is vested with the subject wise based by studies of the universities. Local specific flexibilities are not yet brought into the application of curricula at local level. The choice based credit and semester system is providing space for such attempts. But possibilities for such creative experiments are not widely used in the teaching process. Mechanical completion of the syllabus is still certain as a major target of teaching process.

Majority of teachers from both the colleges argued that the activities such as assignments, seminars, projects which are envisaged as tools for activity based student centred learning process in higher education. Presently they are implemented as a part of a ritual exercise. Many of them complained that they are not getting enough teaching days even to finish the traditional teaching process. An Assistant Professor from SKVC commented, 'Idea of projects, seminars all those are good. But the teachers are trained in old fashion. Along with that the missing of teaching days creates lots of trouble. Quite often we will be in hurry to finish the syllabus.' Teachers also commented that the numbers of papers are high in most of the courses. Considerable reduction in the papers and syllabus were not made while the credit and semester system introduced in the colleges. The credit and seminar system require more time for teaching engagement. But considering the volume of work that teachers have to undertake numbers of papers have not been reduced. The teachers commented that they couldn't go into the depth of the subject because of the wideness of the syllabus to be covered within a short span of each semester.

Though the system became more students centric in theory and it is implemented in colleges, the structures of the academic process in the colleges were not changed accordingly. Along with that teachers, who were trained in the old fashion were not oriented towards the process and practices of the new system. This has reduced the potential of exploring the advantages from new system, which could have provided more experiences to the students from marginalized groups. Teachers also commented that system of examination have not changed in accordance with the systemic change of syllabus and curriculum.

As we have discussed earlier majority of the teachers responded that students from marginalized groups are likely to opt the social science and humanities streams rather than science subjects particularly mathematics, physics and chemistry. Many of them pointed out the some girls' students from this background opt science course where as most the boys are reluctant to reach into science. As we already mentioned many are not confident in opting English BA course.

Vice Principal of Kuttanellur College who is from Commerce Department told that students from marginalized background registering their difficulty in studying certain papers in B.Com and M.Com. He told, 'They seek additional support for the papers which are difficult to them.' He continued, 'Yes accounting, costing etc.' He agreed that these papers are generally tough to other students as well where as students from marginalized background require special attention. An Assistant Professor from English department also agreed with the fact that students from marginalized groups require special support to engage with the course effectively.

It is found that the system for providing support to SC/ ST students are weak in SKVC where as it is comparatively good in Kuttanellur. The cells for the support of SC/ ST students are not effectively functioning in both the colleges. In the case of SKVC even the teacher in charge is not clear about his role. In the case of Kuttanellur, a new teacher was assigned the charge of the cell and could not describe the activities going on under the cell. It is noticed that in both the places the role of the cell is limited to handle the complaints regarding the atrocities against the students. The teacher who is in charge of the scholarships and

fellowships in Kuttanellur is sensitive towards the issues of marginalized in Govt. College. Thus he is searching the chances of all kinds of fellowships and higher education opportunities to the students and helping them to apply for that. He told, 'I am in charge of the scholarships and fellowships. We made arrangements for collecting all information's regarding the scholarships and used to disseminate it among the students in time.' This seems to be the result of the commitment of an individual rather than the performance of a system. This also indicates the lack of creative functioning of SC, ST cell which could have taken a pro-active role in the educational performance of students from marginalized groups.

8.7 Classroom Transactions and Academic Interactions

There are varied responses related to the academic backgrounds of the students. A general observation came from the teachers were the common background of majority of students coming to both the colleges, i.e. the poor socio-economic background. Majority of teachers commented that most of the students opt for particular courses because of many other reasons, not because of their passion to the subject. One teacher from economics from SKVC told, 'There are different considerations by the students in opting the course. Family pressure, job opportunities etc are important among them. More than that many girl students just want to finish degree course before marriage. Graduation is getting to be a fundamental qualification for the marriage. Thus rather than the academic interest in the course they just want to finish degree.' Teachers responded that casual approaches of the students towards the academic process largely influence their academic performance. The reflection from the Focus Group Discussion (FGD) of the girl students also revealed that feminization of higher education in Kerala in terms of higher presence of girls is not reflecting in their carrier achievements, and not making any changes in the gender based employment differences. Girl students in FGD Commented that they rarely get freedom to opt the courses of their own interest. One girl from Philosophy BA of SKVC during the FGD commented, 'My subject is BA Philosophy. Generally girls do not prefer this subject, because they think it does not have any value. This subject would not give any asset in life. In most of the girls' case parents or neighbours decide what course they should study.'

Teachers from Kuttanellur also agreed with this. They told that girl students are getting married in the age of 20-22. One teacher from Kuttanellur from the Commerce department mentioned, 'If a girl in our society is not getting married at their young age our society may view it as a fault. They will not be supported by our society. So it is difficult for a girl in our society to take such a decision and be independent. Even their parents may not support them. At least half of the girls in the degree class are getting married before they finish the course.' She continued, 'Most of the Post Graduate students are married and they are not interested in any higher studies. Another thing is that number of boy students in PG classes is very low. Sometime, there may be one or two among twelve or fifteen students.'

Majority of the teachers from both the colleges reported the fact that more than 60 per cent of the students in degree classes and more than 80 per cent of the students in PG classes are girls. Difference from this general trend was visible only in the case of commerce courses, i.e. in the case of B.Com, BBA and MBA. Teachers responded that dream of the girls students in PG classes are restricted up to B.Ed courses and to the area of teaching. One

teacher from Chemistry department of SKVC commented, 'Very few girls students are dare to opt for research as career. Even the students who hold ranks are not opting for higher studies. Many of the science guides are not encouraging girl students for doing research.' Many of the teachers reflected that they get only five to ten students out of forty or sixty students in the degree classes who are really interested in the discipline. Thus it is viewed that the general attitude of the students towards the academic processes are ritualistic rather than passionable. One Assistant Professor from Economics of Kuttanellur College commented, 'Problem really lies with our plus two teaching and teaching in the lower classes. We are not able to make passion within the mind of students towards any subject. They are mechanically promoted from one class to the other.' It is widely commented that the inherited lacunae of making the students more passionable in any particular subject suited to them is making higher education process more ritualistic rather than creating any particular output in terms of contribution to the disciplines and creation of quality human recourse trained in different field. Thus the absence of carrieristic orientation among girl students along with the diverting of students from the academic activities because of their socio-economic background creates more challenges in front of the teaching community. But it is important to note that teachers are not trained to handle with the needs of such a diverse student group who are getting detached from the academic processes.

Majority of the teachers expressed the view that the meanings of the academic activity in the mind of the students are getting limited. This view was more repeated from the teachers of Humanities departments. Most of the teachers commented that students seeking only marks and grades rather than acquiring knowledge in the discipline. One teacher from the history department of Kuttanellur commented, 'Students always need only grade and marks. I have completed my collage days not long back. We were not like that. We wanted to study beyond the syllabus.' Another Assistant Professor from the same department told that the students use that library very rarely. A teacher from the philosophy department of SKVC also commented, 'We have a good library here. But students are not interested in using it. They largely depend on internet sources for submitting assignments. In the case of internet also they are making assignments out of general searches like Wikipedia rather than searching in academic sources.'

The responses showed that teachers were assessing the academic background of students in terms of classroom attendance, interactions, reading habit, processes of making assignments and presenting seminars and so on. They provided a general feedback that though the academic processes changed considerably after the introduction of credit and semester system in the colleges, many of the processes under that are performed in a ritualistic manner rather than following the track of serious academic exercises.

There are special programmes in both the campus for the promotion of marginalized groups like UGC sponsored programme of remedial coaching is conducted in both the colleges where as an additional programme namely Student Support Programme (SSP) initiated by the Kerala State Higher Educational Council (KSHEC) of Government of Kerala is also implemented in the Government College. Along with the SSP another programme for the skill development of the students, namely Additional Skill Acquisition Programme (ASAP) is

also implemented in Kuttanellur for the last two years. This programme has started in SKVC during the current academic year. In the case of Kuttanellur the fellowship assistance for the students are working well because of the commitment of the teacher in charge of that.

There are two important programmes implemented in Kuttanellur Government College is Student Support Programme (SSP) and walk with scholar programme. These programmes are only implemented in Government Colleges. The SSP programme is particularly focusing on providing special coaching to the academically poor performing students from each class. Special coaching on language, communication skill and focused coaching on tough papers to the students are provided under this programme. Special modules for each subject are prepared for this. Teachers undertaking classes under this programme are provided financing and additional honorarium. The students selected for this programme are provided refreshment. Classes under SSP are organized after the regular time of the college. An Assistant Professor who leads the SSP programme from Kuttanellur stated, 'SSP is an academic programme. Special classes will be offered for backward students in each class. Programmes held for students special grammar classes, group discussion, conducting talks on how to face interview etc. Five or six students selected for this from each class. I think total number of students will be thirty or forty.' He continued, 'Programme start after three o' clock. But some students want to go home as early as possible as they are coming from distant places. The programme is not compulsory. But once the student joins in he/she has to strictly have to spend one hour in the class. Some of the students cannot join the class since they are unable to attend it.' He has pointed out the fact that majority of the students selected for SSP is from poor socio-economic background and many of them are SC students. He has indicated the lack of hostel facility in the Kuttanellur campus as major lacunae. Though the hostel buildings are ready it is not yet opened for use.

Teachers from Kuttanellur made the observation that SSP is working well in the campus rather than the UGC sponsored remedial teaching programme for SC/ ST students. A teacher from Economics department commented, 'For remedial teaching students from all departments are selected. This is exclusively for SC/ ST students. Since it is exclusively for them they may feel hesitation. Thus the participation of students in remedial classes is problematic. Any way the programme is there in the college. We cannot say that it is running well. It needs to be improved a lot. Teaching style should be changed.' The teacher indicated that a remedial programme which is exclusively targeting only on SC/ ST students may make an easier situation to identify them and separate them from a general group, which is not advisable to avoid discrimination. At the same time a remedial teaching programme which addresses the needs of all backward students in the class may be working well, which was proved in the case of SSP at Kuttanellur.

The teachers from SKVC responded that remedial coaching is there in the campus. They told that they have taken a different strategy in the case of remedial coaching. They made it as a course which could be attended by the academically backward students in the campus. The former principal of SKVC commented regarding the remedial coaching classes, 'Yes there are incentives to those who are involved in it. Actually remedial coaching is targeted for SC/ ST students. If we are running coaching only for them they would not attend, social stigma is

there like that. Therefore, we made it as a general course and invite students from all categories. There will be one or two students from each class from general background also.' He has indicated that they use to run special coaching for certain difficult subjects in each course as well, like accountancy and costing on commerce, and statistics in economics and mathematics. He has mentioned that old students association of statistics department is offering classes to the backward students in statistics in their own capacity.

The teachers from SKVC indicated that a lapse in the timely allotment of UGC funds often affect the effective running of remedial coaching classes. They also suggested that the fund allotment system for such courses should be made more liberal. One Assistant Professor from Political Science department commented, 'We had that programme here. But not started in this academic year. Absence of timely availability of this fund makes difficulties.'

Along with SSP and remedial programs, Kuttanellur Government College follow a system of class room tutorial. An Assistant Professor from Commerce department commented, 'Yes the students have a good relationship with the teachers. They can share their personal problems also with the teachers. There is a mechanism to maintain good relationship between teachers and students. Tutorial system plays a crucial role in this regard.' Twenty students in a class would be allotted to a teacher as tutorial facilitator. An hour in a week is earmarked for the teacher to interact with the students. It acts as a counselling mechanism. Some of the students complained that this system also became a ritual to be followed.

There was some career guidance interactive in both the colleges through two different mechanisms. In the case of SKVC entry into service all has done an attempt to provide orientation to the students to equip them to appear in competitive exams including bank exams, public service commission exams etc. The teacher who was in charge of that from political science department commented, 'We planned sixty classes. It went on well for few weeks. But we could not continue because of the drop out of the students.' He told that they used UGC fund for this training.

Same kind of attempt was done by the career guidance cell of the Kuttanellur College. The college cell has organized two kinds of programmes. One was exclusively for students and other was for outsiders. They used to invite resource persons from outside the campus to orient the students. A teacher from Commerce department who was in charge of career guidance cell commented, 'We used to conduct talks to the students on getting them trained in career development. Resource persons are invited from reputed institutions outside the campus.' Teacher from both of the campuses commented that majority of the career orientation programmes are targeted on students from poor socio-economic background, particularly from marginalized groups. Another teacher from Political Science department of SKVC indicated that they started the practice of taking students to the reputed universities and academic institutions out of Kerala as the part of their study tour. He has stated that last year they have visited Central University of Hyderabad.

The ASAP programme implemented in Kuttanellur College provided opportunities to the students to get skill based trainings in different subjects. The students from SC/ST background are exempted from paying fees under this programme. There are two sections in this course. First section is providing a basic orientation on English language and computer

and the second session is focusing more on particular skills like computerized accounting. Presently computerized accounting is the specialist course run in Kuttanellur College. The foundation courses are provided in the campus itself while the advanced skill courses are provided on specialized centres. The teacher in charge of ASAP in the college commented about the attendance, 'Attendance in the classes is 100 per cent. Students are attending classes regularly. They need at least 70 per cent of the attendance to write the exam.' This programme has recently started in SKVC as well. The teacher in charge has testified that participation of backward caste and SC students are good in ASAP because of the exemption in fee.

The poor family background of the students, practice of part time job among them, backwardness in communication skills, lack of teachers training in handling with the academically backward students and teacher in capability in dealing with the diverse student groups were the major hurdles indicated by the respondents in improving the academic performance of the marginalized group. An Assistant Professor from the SC category from Kuttanellur College responded, 'Training must be given to the teachers within first two years of joining. They must be familiar with the situations of the student and must be trained in various ways of dealing with them. Teachers require a good vision to become good facilitators. There is no mechanism to elevate the teachers to the level of facilitators.' An Assistant Professor from the Economics department responded regarding the language hurdle as follows, 'Majority of the papers they have to deal with English language. This creates some restrictions to them. Medium of language is an important problem in higher education.' Teachers also commented that many of the students from marginalized groups are not able to attend special orientation programmes because of the reason that they are engaged in part time job. The former Principal of SKVC commented, 'Many students are doing part time jobs. Their family cannot support them in studying. This makes hurdles in their academic performance.' Some teachers indicated that some boys are coming to college in morning by working in the petrol pumps at night. The student union leader of SKVC has commented that many of the recently joined teachers are unaware about the family background of the students. He responded, 'There are students who work in petrol pumps at nights. They may be little late in the class in morning. But teachers often behave very strictly to them without understanding their situation.' The teachers' inability in understanding the personal background of the students also acting as a hurdle in improving the performance of the students forms poor socio-economic background.

8.8 Non Class Room Student Engagement

The nature of non class room engagement is different in both the campuses. Co-curricular activities of students such as sports and cultural activities are high in SKVC while the activities of NSS and NCC are strong in Kuttanellur. As we discussed earlier there is no particular system for student counselling in both the campuses. There are no trained counsellors or teachers who are trained in counselling. In the case of Kuttanellur the system of class room tutorials are functioning. But the time allotted to class room tutorials is limited to one hour in a week, which is not sufficient to make a deeper student teacher interaction. The teachers can address most of the emotional issues of students only by understanding their

family background. One Assistant Professor from Kuttanellur who has good relationship with the students commented, 'We can handle general issues faced by the students. But we are incapable to deal with more emotional issues. This necessitates the need of professional counsellors. We are not trained to deal with such issues.' The teacher in charge of women cell of SKVC also stated that a professional counselling system is needed in all colleges particularly to deal with the emotional and adjustmental issues of students. She has indicated that such issues are high among girl students.

Co-curricular engagement is different in both the campuses. NSS unit of both the campuses are very active. There are two NSS units functioning in SKVC and one at Kuttanellur Government College. NSS unit of SKVC undertakes several activities both inside and outside of the campus. They are distributing food packets to the destitute in Thrissur town in Wednesdays of every week by collecting it from the students and teachers in campus. They are also running a waste management project namely Clean Kanattukara (Residential Village of College). They are also protecting a butterfly garden within the campus. They have planted several trees within the campus and are protecting them very well. The NSS unit also distributed steel plates and glasses for all the programmes within the campus in order to avoid the use of plastic materials. The NSS programme officer of the college commented, about the recruitment process, 'At the initial stage of every academic year NSS volunteers used to visit the classes and explain about our functioning. We normally get good responses. Students themselves are managing our office here.' He has commented that students from affluent families are rarely attending NSS activities. He has revealed the fact that SC/ ST students are increasingly engaged in the NSS activities, they view it as comfortable place to them. He also showed that number of girl students is also high in NSS like the student cross section of the campus. The programme (Parcel Food Packet) follows, 'Our most important programme is *'Pothichoru'*. We didn't make any publicity for that. We give lunch every Wednesday. We say students and teachers to bring an extra lunch packet on Wednesday and do deposit that in a bucket kept in campus. We collect them and distribute to the destitute` in the town.'

NSS programme officer commented that scarcity of fund is the major challenge to NSS activities. They used to organize rural camps annually. He told that most often the teachers in charge to advance the money for the programmes from his /her hand. He has mentioned that the financial risk and risk in handling the students are making the situation that most of the teachers are not willing to take the charge of NSS programme officers.

The NSS programme officer from Kuttanellur commented that number of general students is very low in NSS. He told, 'Out of hundred, seventy five students in NSS is from SC and OBC background. ST students are very low here. General students are very less in number. For several years the proportion of students in NSS programme has been like this.'

The NSS unit in Kuttanellur is conducting large-scale organic farming in the campus. They are producing tapioca, and vegetables within the campus. They have also planted lot of trees in the twenty-five acre campus. The NSS unit of Kuttanellur Government College was selected as a best unit of the country and the programme officer received the award. She has commented about the NSS organic farming activity, 'We have total twenty acres of land and fifteen acres of that is farming land. We are doing verities of cultivations here.' She has

responded that NSS units are organizing several activities out of the campus such as cleaning the town, engaging in waste management activities, organizing blood donation camps.

The other NSS programme officers from English department told that some general category students staying out of NSS. They view NSS as a gathering of lower caste and lower class people. He indicated that some used to leave the programme when they realize that it is not suited to them. He responded, 'Some students have later quit the programme. They might have felt that it is not good to them. Those students who quit the programme are from higher socio-economic level.' He has commented that most of the teachers have the same perception about NSS and told that is the reason behind the reluctance of teachers in holding the charge of NSS programme officer. He has also raised the issue of lack of funds to the NSS programme. He stated, 'University fund alone is not enough to manage all the funds related to the programme. It needs much more efforts and involvement from the pass of students and programme officer.

Along with the NSS programme both the campuses are active in their campus activities. Echo clubs are functioning in both the campuses. The SKVC is performing well in the arts and sports competition of the university girl students group namely 'Mathrukam' is functioning well under the leadership of SFI in the SKVC campus. They used to organize different debates. Several clubs are functioning in Kuttanellur campus. One Assistant Professor commented, 'We have nature club, music club, debate club, theatre group and poetry club and students are active in such activities.' College unions are very active in both the campuses and they are taking the leadership of ongoing college level competitions and ensuring the participation of students in university level programmes.

The teacher student interactions in the campus are highly visible only in the case of NSS and the committees for organizing special programmes in the campus. Otherwise teachers' student interactions outside the class rooms through their engagement in cells and committees are rarely visible. Many of the cells in both campuses are functioning as namesake bodies rather than actively engaging in the issues of students. This limits their scope of student participation in practice.

The institutional approaches to the student development are different in both campuses. The interventions of management in the administrative process of the college and its day-to-day activities are quite low in SKVC where as the power has been assigned to Principal and College Development Council. The controlling system over the students is also liberal in SKVC where the students enjoy more freedom in engagement. The parent teachers association became very strong in the last few years because of the frequent violence between student groups in the campus during last few years. The discipline committee in the college also became very strong because of these factors. Generally the teachers of SKVC promote the sports and cultural activities in the campus and such activities are very active there. But such emphasis has not been provided to improve the academic quality through special programmes for student development. Remedial coaching was the only programme implemented in the campus for improving academic quality.

Though the college carries the legacy of producing several outstanding people the infrastructural facilities of the campus are inadequate to ensure an educational process with

quality. Reluctance of the management in spending money for the infrastructural development of the college are explicitly reflected in the appearance of buildings status of toilet and bathroom facilities, classrooms lab facilities etc. This also reflected in the case of renovations of hostels. Majority of the teachers commented that management has restrictions in spending the money for the development of the college.

Absence of good infrastructure was the major issue raised by the faculties and students. One teacher from zoology department stated, 'The most important one is building. We asked new building when UGC panel visited here. College has land but we need aid from UGC to build the building. We cannot get any other aids.' The PTA secretary commented, 'For the last few years PTA is focusing on creating infrastructure. NAAC visit is due. Now we have A grade. But the infrastructure situation becomes worst after the last visit.' Faculties has indicated that the management has restrictions in funding for infrastructure, since it is run by Devaswom board, which is expected to use the money for managing the temples. They indicated that some court intervention was also there in this regarded. Recently UGC has funded for the construction of a portion of girls hostel. As per the existing rules government of Kerala is also restricted to spend funds for creation of infrastructure in aided colleges. They only pay the salary of the teachers and staff. All other things are expected to handle by the college out of the fee collected from the students, which are nominal amounts. Since most of the classrooms were built in the campus during first half of 20th century now they are at the age of replacement, which require large funding.

The teachers has indicated that they may even do not have power supply system on the classroom in order to use the projectors for exhibiting power point presentations. One teacher from economics department commented, 'We have projectors in all departments. But the class rooms are not modern to use it.' She also indicated that the college environment regarding the up keeping of instruments on the class is also bad.

Though the college management is not organizing any particular programmes for the student development in SKVC various departments are organizing their own programmes in their capacity. As we have discussed earlier there were some attempts for career orientation of students. PSC coaching and NET exam coaching is also organized here. Some faculties indicated that now days the departments are also making attempt to prepare the students for attending the entrance examinations of universities outside Kerala for higher studies. An assistant Professor from History department responded, 'We started orienting students to attend the entrance exam of universities such as JNU and central universities last year. One student got admission in JNU.' They also indicated that this trend is slowly spreading to all departments in the college.

We can go anywhere in the campus except beauty spot in our college named "Ootty". Girls are restricted there. Boys can go there. Another girl stated 1even a group of girls cannot go there. Seniors lead into this place once in a year. We can go there only at these times. Some faculties in the campus also stated that they would not be allowed to sit there with students, particularly with girls. One girl`s commented in the FGD regarding dress code as follows; there is an indirect dress code for girls here one wears churidhar without shawl that also make vulgar comments. Most of the times they make us feel ashamed in front of others.

Teachers also agreed with the fact that over political interventions and divide within the campus restricts better student teacher interactions. The teachers with gender equity approach also get isolated from other faculties and students while they raised their voices against discriminations within the campus. This makes the free interactions with the students become difficult.

In the case of Keralavarma and Kuttanellur there seems free environment for good students' teacher interactions. At the same time some indirect factors applied within the campus as the part of informal policies are affecting free interactions. Political divide within the Keralavarma campus is observed as a major fact restricting better interaction between some teachers and students in the campus. SFI is leading the students union in the campus. They are not having harmonious relationship with the teachers of non leftist affiliation in the campus. This creates restrictions on the free engagement of such teachers with the students. The same informal policy is reflected within the campus in the case of interactions between girls and boys. Some students and faculties commented that girls are not freely allowed to enter in to a beautiful resting place within the campus with full of trees, which the named it as 'Ootty'. The girl students in their FGD also revealed that there is some informal dress code within the campus which put of restrictions only on girls. But it was not reported in Kuttanellur.

In both the campuses the teachers commented that they are not facing any challenges in handling with the adults. Over political activism and the violence related to that is a major issue stated by them. The discipline committee in charge of Keralavarma stated that they took strict action against the students who involved in it. There were continuous strikes. We took a strong stand after that action the campus environment has improved little bit. He continued, 'if an action is taken against student there will be continuous strikes'. Except this issue teachers' did not register any problem in handling with the adult students in the campus.

8.9 Summary

Majority of the teachers commented that student composition is common Arts and Science colleges like Carolina and Cineol are getting monotonous in nature. They mentioned the fact that the lights are staying away from such colleges which make them as a result of students from lower caste and class background. The senior faculties commented that two major shifts happened in the student side missions after 1970. After 1970's when the number of colleges increased and the fee rate has been drastically reduced the students from all categories started to enter into colleges and universalisation in access has been occurred. This is a way ensured the equitable access to the higher education. The next set of trend occurred after 1990's, where the multiplication of self financing institutions occurred. This application is instrumental in the withdrawal of elite students from common Arts and Science colleges. The remaining elites opt for elite colleges in the town of their resorts. This made major changes in the student composition of common Arts and Science colleges.

They have indicated that changed student composition and higher concentration of students from lower socio-economic background in the colleges have created a lot of challenges in the teaching process. Understanding the background of students and treating them equally within

the classroom was reported as a major challenge in teaching. They have reported that they are facing several limitations in constructing their understanding about each and every student.

Losing of class days because of strikes and other non teaching assignments were the major reason highlighted by teachers as a hurdle in fulfilling their tasks. Frequent transfer of teachers was a main issue highlighted by the teachers in Government College. Many of the teachers reflected about the lack of effective teacher training programs for the college teachers. Majority of them commented that existing system of refresher courses and trainings are insufficient. They raised the need of more in-depth training program for long-time like Bed programmed at school level. Thus it can be suggested that teachers must get a scientific training on teaching, which covers various aspects of teaching. They should be periodically oriented regarding the new methods and practices in teaching.

Most of the teachers responded that they treat students equally in the classrooms irrespective of their class and caste background. That largely admitted the fact that majority of SC/ST students are capable enough to compete with other General students even without reservation. Not with standing this they indicated that most of the poorly performing students in the classes are hailing from SC/ST category. They have indicated poor family background as a major reason for this academic lagging. They have indicated that a large number of SC students and OBC students are engaged in part-time work for the survival of their family. This creates hurdles in their academic process.

Large number of teachers replied that they could not see any kind of cast wise discrimination within the campus. Teachers from scheduled cast background also ratified this observation. At the same time some teachers indicated that implicit forms of discrimination are visible in the campus. They have indicated the groupings of SC as a symptom of this. Most of the teachers told that syllabus and content at the courses are not get restructured after the implementation of the semester system. They have stated that the system requires more time to transact the curriculum. Thus the content of the syllabus and number of papers has to be restructured accordingly. Such changes were not taken place in the syllabus. They told that seminars, assignments and other tools of new systems are mostly practiced as rituals. This underscores the need of changes in syllabus and need of orienting pictures on the new system. They have indicated that such kind of Faculty development initiative is missing from the colleges and University.

Teachers have commented that students from marginalized groups are lagging in some areas of learning particularly in communication, language, and mathematics. They have also indicated that they are largely opting social sciences and humanities rather than science. This highlights the need of special support programme for students from marginalized groups to train them in language, science, and mathematics. It is found that the remedial coaching programmers of the colleges are not effective in nature. Lack of timely allotment of funds act as a major hurdle. The experiences of the colleges also show that specific programmes only inviting SC/ST students will easily isolate them from others. Thus the remedial coaching programmes have to be reframed in a way that all academically poor performing students can attend. This method was attempted in SKVC and found as success. The funds for such special orientation programmes have to be provided by the UGC in advance by the starting of every

academic year. Several courses for English language and communication skill can be included in all remedial coaching programmes. The teachers who handle that programmes should have provided a special training for the formulation and implementation of these programmes.

All the modern facilities including Wi-Fi, LCD projector and smart board could be provided in all the class rooms. Classrooms of SKVC do not have power plugs for connecting LCD while Kuttanellur have several smart class rooms. Both the colleges were implementing career guidance programmes as the part of career guidance cell and entry into service cells. They also face the limitation of funds and timely releasing of funds.

The remedial system followed in Kuttanellur by allotting a tutorial teacher in charge for every twenty students was a good system in providing better student support. But many of the faculties opined that it is not functioning well. The student support programme implemented in Kuttanellur with the support of Kerala Higher Education Council is also a model programme targeted on improving the academic quality of poor performing students in each class. The model of SSP can be adopted in the remedial coaching programmes of UGC. The Additional Skill Acquisition Programme running in Kuttanellur for the skilling of the students is also good in idea. But the students are not ensured placement after this programme. The courses provided as part of ASAP are also not often suited to the local needs. But this kind of an idea can be up scaled. Such kind of student development initiatives are missing in Keralavarma. Management is not doing any attempt to improve the academic quality of students.

Chapter 9

Diversity, Governance and Management as Well as Professional Development

9.1 Introduction

Faculty diversity in management and governance of colleges is a decisive factor in deciding the institutional culture of each institution. The participation of different social groups in governance and management of the institution is pertinent in this context. First part of this chapter is an attempt to understand this dynamics.

Opportunities for professional development activities and access to them are important in faculty development. Thus we have conducted a detail enquiry on their access to professional development activities. Views of faculties about access to faculties development activities also examined in this chapter.

Better working condition is an important factor in the performance of the faculty. This chapter attempts to examine the faculty views on the working conditions of the institutions. Common and group specific experiences of the faculties regarding the working conditions of the institutions are also subjected to analysis in this chapter.

9.2 Faculty Diversity in Governance and Management Structure

College council is the college level management mechanism in the colleges. Principal is the chairman of the college council where as the head of the entire department in the college's core members in it. Librarian of the college is also a member in the college council. Two representatives elected by the teachers are also included in the college council. These teacher representatives are normally nominated by the major teachers' unions in the campus. In the case of all other administrative matters of college Principal is the controlling authority. In the case of aided college like SKVC Deputy Director of collegiate education is the authority above the principal. All the Government College including Kuttanellur Government College is functioning under the direct control of Directorate of collegiate education. The financial allotments, transfer and promotion of faculties etc are controlled by the college education directorate and the director. Management is the appointing authority in the case of government aided colleges such as Sree Keralavarma College. In the case of SKVC it is controlled by Cochin Devaswom Board consisting of three members including one member from scheduled caste background. The Cochin Devaswom Board is a body working under Devaswom department of Government of Kerala which has been established through a special legislation in legislative assembly of the state. College faculties do not have any role in the management of the Devaswom board.

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

Dr. John Matthai Centre is a direct centre of University of Calicut which is controlled by a campus director and heads of the departments of Economics, Business Management, and school of drama and department of teacher's education. Department councils are the supporter authority of each departments of university of Calicut.

In the case of SKVC and Kuttanellur faculty representation is there in the College Development Council which deals with the day to day management of the college matters, but the policy matters are decided by the Devaswom Board in the case of SKVC and collegiate education department in the case of Kuttanellur. In the case of University of Calicut policy decisions are taken by the senate and syndicate of the university which have the representation of faculties where on the day affairs are managed by the vice chancellor and registrar of the university. Faculty members under the university departments and colleges under universities are included on the board of studies which takes the decisions regarding syllabus and curriculum of each course. Senate is a democratically elected body which includes the representatives of trade unions, teachers, and students, elected representatives from legislative assembly and local bodies and representatives of non teaching staff. Syndicate is an executive body including the representatives from various fields and the nominated members from various stream of life

9.4 Status of Access to Professional Development Opportunities

Faculty interviews and secondary data collected from the faculties showed that majority of the faculties are involved in the professional development activities such as presenting seminar papers, publishing papers, doing PhD etc. It is noted that majority of the faculties in the aided college has completed their PhD where as many of the faculties from Kuttanellur did not complete their PhD even after few years of service. The recent trends show that most of them are presently doing PhD.

Table showing the status of faculty development activities of faculties are given as appendix (see Table 9.1). The data show that ninety three faculties out of one thirty two have participated in seminars and Symposiums on the last academic year. Fifty of them have done regular courses and attended teachers training programmes. One thirty two teachers in both the colleges have two hundred and twenty three publications.

The number of international seminars attended by the faculties is ninety three and number of national seminars attended by them is five hundred and eighty seven, which are quite good in terms of number. The data on faculty development activities show that the programmes and development activities participated by faculties from scheduled caste background is not low compared to the general category. This shows that they get equal opportunities in the case of faculty development while comparing with the general population.

9.5 Views on Access to Professional Development Opportunities

Majority of the teachers from both the colleges responded that there is not much encouragement from the part of management for the professional development of the faculties. At the same time majority of them reiterated the fact that they do not have any restriction on attending any programmes except in the case of allotting leaves with salary. Most of them opined that the days allotted in a year for officially attending programmes are limited. Most of the faculties commented that UGC norms and criteria for faculty development which in turn act as criteria for promotions acts as a major source of their encouragement for faculty development.

Some of the faculties commented that UGC norms made many of the faculty development activities become a ritual. A faculty from Kuttanellur Government College commented, 'Suppose a seminar invitation is made by a college, many of the faculties will simply prepare a paper and will present it. Many of the faculties are not having any focused area within their discipline'. He continued, 'In a year a teacher can attend only three seminars as per rules. A teacher will get only seven duty leaves in a year to attend the programmes. Many of them commented that normally seminars will be two or three days long; thus a teacher can attend only three seminars in a year. The vice principal of the Kuttanellur college commented, 'The faculties from different departments presented almost twenty papers on the last academic year. Now it is a part of the academic culture here'. He has indicated that there are variations in the number of seminar presentations and paper publications between the faculties. Some faculties are consistently presenting papers and seminars and making publications while others are limiting it for statutory purpose.

Responses from SKVC showed that the faculty development activities of young faculties are good because most of them joined in the college after gaining PhD. Some faculties of SKVC even did their PhD and post doctoral studies from foreign countries. Majority of the faculties responded here that faculty development activities here are not compulsory in nature. One Assistant Professor from economics department commented, 'It is not compulsory. It is in accordance to our likes and dislikes'. She continued, 'Yes, we have good freedom here. But how it is used matters'. Young faculties opined that they did not get any orientation on professional development. One young faculty from political science department commented, 'We did not get any orientation from college. I attended a programme of Kerala State Higher Education Council' named Fostering Language on Academic Innovation and Research (FLAIR). Most of the teachers responded that their college did not have a system for teachers' training and professional development. One teacher from philosophy department stated, 'I feel college teachers are not getting enough training regarding teaching. Orientation and newly started Refresher Courses are not working well'. She told that aptitude is not a significant factor in teachers' appointment in the present system. And she mentioned that most of the teachers view it as only a high paid secured job. Some faculties commented that majority of teachers are not ready to explore the potentials for professional development. One faculty from English department commented, 'Most of the teachers are not ready for exploring the chances in front of them. They are moving only through the traditional system by looking at it only as a job'.

The comments from the faculty reveal the fact that faculty development criteria's of UGC is often working as a mechanical tool, which is followed by teachers as a ritual to get promotions and salary grades rather than factors that can improve their teaching and research process. It is also highlighted the absence of a systematic and continuous teacher orientation programme in the colleges. The existing system of Refresher Courses and Orientation Programmes are inadequate in terms of periodicity, frequency and content. The absence of initiatives by the college managements for professional development of teachers are also highlighted in the responses.

9.6 Views on Working Conditions of the Faculty

Responses of majority of teachers from both the colleges indicated that they are enjoying a free environment regarding their academic activities. Salary packages of the college faculties are also attractive after the implementation of UGC scale in the colleges. At the same time they have expressed some issues particularly related to the loosing of teaching days because of other external duties and strikes and the issue of lack of sufficient infrastructure in the college.

As we have discussed earlier, majority of the teachers from SKVC and Kuttanellur commented that they enjoy an environment of academic freedom within the college. They have described that managements of both the colleges are not restricting their academic activities, though there are lack of specific systems of promoting it. Teachers of SKVC indicated the issue of loosing of classes in the college because of immediate student strikes as a major hurdle in creating good academic environment. They have testified that this tendency has been reduced over time, because of the reason that student organizations made correction from their part. Leader of SFI from the SKVC stated this fact on his interview. One teacher from the philosophy department of SKVC commented, 'regarding the total college atmosphere like this, the total college atmosphere is different. There is a Keralavarma style in everything. We have a group feeling here but it cannot said to be productive'. She continued, 'There would not be anyone present for academic programme other than cultural programme or programmes of political parties'. Other teacher from political science department commented, 'Much of our departments make good results and other part is political activity, then there are cultural activities. We perform well in D-zone and Inter Zone (University level art festivals). The Space for academics lie in between all of this'. He commented about the unilateral nature of political activism in the campus, 'Here one organization is powerful. The other organizations are very feeble. The engagement of the major organizations with other minors are not all productive'. The responses of the teachers indicated that absence of democratic engagement between the student political organizations in the campus. Frequent conflicts between the student organizations in SKVC and tensions created as the part of that made some disturbance to the faculties in SKVC campus.

Teachers of the SKVC commented that the valuation camps during the period of teaching activity are affecting their teaching process. One faculty from economics department commented, 'We have evaluation camps in all semesters. We used to spend one week at least in each semester. This used to be a handle during the class days'. The continuous valuation camps make the situation that it creates hurdle to the continuous running of classes which in turn affect the academic exercises within the campus.

Lack of infrastructure was the major issues highlighted by the teachers regarding working conditions. Most of the classroom in SKVC is old, without proper lighting. Modern facilities are also absent in the classroom. The electrification of classes in order to use modern facilities such as projectors are also absent in the campus. In the former chapter we have already discussed about the infrastructure deficiencies in the campus. Proper toilet facilities and resting room facilities to the faculties are also missing in the campus.

Compared to SKVC the student conflicts and strikes are less in Kuttanellur. Here also teachers agreed that number of strikes has been considerably reduced during the recent years. One Assistant Professor from economics commented, 'The number of student strikes is very low. Even if they make calls for strikes they are attempting to make it symbolic'. Frequent teachers transfer in the government colleges is a major problem highlighted by the teachers in Kuttanellur. They told that this is affecting their continuity in interventions within the campus. The teachers from Kuttanellur stated that they have good infrastructure in the campus. All the classrooms of Kuttanellur are well built and most of them are having fixed multimedia facilities. The vice - Principal commented, 'We have good computer lab in all departments. Most of our classrooms are smart classrooms with multimedia projectors. Only few classrooms are working in temporary buildings. The toilet facilities of the college are also quite satisfactory. We also have a good library in the campus.

The academic culture and working conditions of Kuttanellur College is found to be good interns of infrastructure and college environment. The problem of frequent valuation camps was highlighted as a major issue by the teachers in Kuttanellur as well. Here also teachers agreed that they have a free academic environment which is not restricting them from making pro active involvement in the campus.

As we have discussed above the teacher hailing from SC category from both the campuses testified that they did not feel any difficulties in the campus based on their caste background. They stated that they got an equal treatment in the campus. Only the NSS programme Officer from Kuttanellur mentioned the reluctance of the faculties in taking the charge of NSS where a good number of members are coming from SC background.

9.7 Summary

College council is the prime authority in running the day to day affairs of both the colleges. Principal is the chair of this council while all other head of the departments are included as members. But the faculties and college council do not have any power in taking the policy decision related to the colleges. Director is the in charge of John Matthai centre and all the departments of the university have their own department councils.

Most of the faculties in both SKVC and Kuttanellur are engaged in faculty development activities such as presenting seminar papers, making publications etc. Most of the faculties in Keralavarma hold PhD degree while that of Kuttanellur is low in number. Many of the young faculties hold PhD and post doctoral degree even from foreign universities. The SC/ST faculties also stated that they did not face any discrimination in faculty development process.

Most of the faculties said that managements are not taking any promoting attitude in faculty development activities where as they have the freedom to undertake such activities. They told that they face the problem in availing leaves to attend such programs out of the campus with salary. They have suggested for special faculty development programs for young faculties.

Many of them commented that faculty development activities are largely initiated as a path for getting promotions and grade. They also indicated that sometime it turns as a ritual. This indicates the need of more rigorous mechanisms for faculty development. Lack of the present system is that the academic performance of the students in the class is not linked with the

faculty development activities of the faculty. It can be instructed that faculty performance would be evaluated based on the minimum level of achievement of majority of students in the class on the subject which each faculty is handling.

Yearly assessment system of faculties based on specific criteria also can be introduced. A peer group evaluation system of faculties would also be advisable in the colleges. At least a one year training program and yearly one week refresher program could be introduced to all college faculties. Some teachers commented that most of the faculties view teaching as a highly paid secured job. They have indicated that they are not facing any challenges during the tenure of the job. Since their effort is ultimately to improve the quality of the students, their performance should also be measured in accordance with the academic performance of majority of the students in the class. Number of teaching days also has to be improved. Reforms in disruption are also inevitable in the context of credit and semester system.

Majority of the teachers commented that they got reasonably good working environment in the campus. They testified the fact that they are free enough to undertake the activities. At the same time frequent political conflicts within the campus was a major issue raised by them effecting more working environment. They themselves have indicated that intensity of such activities is reducing. The teachers from SC background commented that they are not facing any discrimination within the campus. Lack of proper infrastructure in the college was a major lacuna in working environment highlighted by the faculties of Keralavarma while that of Kuttanellur was observed as good.

Chapter 10

Institutional Response to Diversity, Equity and Quality

10.1 Introduction

Institutional habitués of each and every campus and institutional mechanisms adopted are important in ensuring diversity, equity and quality of education in each campus. How the institutional leadership perceives these concepts and how they reproduce them through their practices are important in this context.

There are different mechanisms in the campus to ensure the diversity of students and faculty groups and to ensure the mechanisms for equitable access to such institutions by different groups. Functioning of various cells and committees are envisaged to ensure the effective implementation of the concepts of diversity and equity. Some of the cells and committees also have roles in ensuring the quality of education process within the campus. In this context, it is important to raise questions such as, whether all the statutory cells are functioning in the campuses, they functioning effectively or not, have they been able to bring any kind of innovations in this functioning, which are hurdles they face in their effective functioning. Views of the faculties in charge of different committees and cells have been collected to answer these questions. The complaints received by the cells and committees are also subjected to examine on this context.

Student feedback mechanism is a major tool to understand the views of the students about the functioning and performance of each institution. End part of this chapter would be analyzing the feedback of institutional leading faculties and students on feedback mechanism of the students about the performance of the institutions.

10.2 Structure and Core functions of the Cells and Committees

As we have discussed earlier different cells and committees are functioning in both the colleges and they are formed by following the rules and regulations of University Grants Commissions. But, it is found that there are variations in the campuses regarding the formations, sustenance, structure and functioning of same cells and committees though there are uniform rules and regulations produced by UGC in this aspect.

Women cell, equal opportunity cell, SC/ST cell, career guidance cell, entry into service cells, is the major cells found in both the colleges. Women cell, career guidance cell, entry into service cells are functioning in both SKVC and Kuttanellur where as SC/ST Cell is functioning only in Kuttanellur while it is only just formed in SKVC. Discipline Committee is the other committee functioning in both the colleges. College Council is a mechanism in comparing the representatives of all departments having a prominent role in the running of college.

NSS and NCC are active in both the colleges. Along with this college wise dated student college unions are more in both the college along with the department associations in all the departments. Different cultural associations are functioning in both SKVC and Kuttanellur for organizing literary and cultural activities. Eco clubs and film societies are also functioning

in both the colleges. Cells and committees, students union, department associations and clubs are acting as a mechanism for equitable participation of the students in college activities.

The enquiry regarding the structure of the committees in both the colleges indicated that the cells in SKVC except the disciplinary cells and women cell are comprised of individual faculties not a group of faculties from different departments. They are directly appointed by the principal in consultation. The person in charge of entry into service cell commented; we are appointed by the principal. There are two or three persons in some cells. But in our cell and career guidance cell only one person is in charge. We discuss things with the principal and finalize the plan. In the case of SKVC only the teacher in charge of women cell commented that there are three members in the Cell.

The structure of the cells in Kuttanellur showed that they are having one member from all the departments in the cells. These cells are appointed by the principal in consultation with the college of Women cell in Kuttanellur commented; 'principal is its supreme authority. Then it has a coordinator from every department one faculty each would be included in this committee. It is supported by a non teaching staff also. One girl is also selected from each batch'. The structure of cells in Kuttanellur showed that they are having members from all departments and they are functioning in democratic manner than SKVC. But here also student participation is limited in cells except the women cell.

Functioning of different cells in both campuses shows variations accordance to the faculty in charge. Entry into service cell and career guidance cells are the two active cells in Keralavarma. Entry into service cell has organized orientation programmes for the students to make them competent enough to attend in competitive exams. But the cell in charge complained that this programme gradually stopped because of the low attendance of the students. The faculty in charge of entry into service cell of SKVC commented; our objective is to orient students into various services and to competitive exams. And also to provide information related to it. He explained that the cell has organized short term orientation programmes to the students when different job opportunities such as UPSC and Banking services are open. He told that they have organized orientation to students to attend the entrance of Indian Economic Services. They have taken the support of faculties from outside and also sought the support of faculties from English department in the case of providing orientation to communication and languages.

He mentioned that they got these fund during last two years and indicated that strict UGC regulations on spending the fund makes difficulties in the free functioning of the cell. He indicated that they suggest the support of a private agency for providing orientation to the students on competitive exams. He described about the limitations of functioning; 'it has limited options. Firstly there are strict instructions of UGC. There are restrictions regarding to which programmes can be fund spend on. Secondly, he did some other activities also. But we did not use UGC fund'. He told that they have organized a short film making course to the students. He has suggested that there should be room for flexibility within the UGC norms related to the guidelines for performance of the cells.

The career guidance and placement cell of the college also organized some programmes for orienting the students to appear in JRF and NET exams of UGC. The same time the SC/ST

cell in the college is not functioning effectively. Equal opportunity cell is also in a sleeping stage. There is no system for providing information to the SC/ST students in SKVC regarding their career opportunities and fellowships. The function of women cell in SKVC is also very limited, i.e. to organize awareness, classes and handle the issues regarding atrocities against girl students and teachers. The teacher in charge of women cell of SKVC commented; meeting of the cell convened in two or three times in a year. It has fund also. We collect fifty rupees from each girl. All most one lakh is collected. We conduct discussions and seminars. But the targeted students would not attend; she has explained that they are not having any system to provide information to the girl students regarding the fellowships particularly offered to girl students for higher studies and their about career opportunities. Early marriage of girls in between the degree course was a major problem raised during the FGD of girls and interviews of faculties. But the women cell could not take any initiatives to take up the issue by empowering the students and by convincing the parents. In the case of SC/ST cell and women cell their functions are restricted to creative aspects, i.e. to intervene in the complaints regarding the atrocities against SC/ST and women, while they do not have any system to promote the educational and career aspirations of those categories of students.

The discipline committee in SKVC is functioning actively because of the presence of frequent violence and student conflicts in the campus. They have expelled few students from the college during the last year against their violent action inside the classrooms. The faculty in charge of discipline committee commented, 'I could not say it as my victory even though we expelled five students for beating students in class room. Dismissal was a punishment; it has created a good atmosphere here'.

The PTA in the college is also active which is collecting funds for even the construction of buildings. They are also intervening in the law and order issues of the campus. The faculty in charge of PTA committees as secretary commented 'learn on chase of PTA for two years. We focus more on improving the infrastructure of college. PTA Strongly intervenes in the areas like college discipline'. He has stated that PTA is collecting relative by low amount for the students as PTA fund, this makes many restriction on raising the funds. PTA is also actively engaging in the discipline issues within the campus. The PTA secretary stated that PTA meeting had been convened immediately after the student violence in the campus which has even reached to the level of violence in the class room, and they have demanded for the expulsion of students who have created that violence.

Activities of NSS and NCC units were also active in Keralavarma campus. We have already described the activities of NSS unit of SKVC. A girl student organization namely 'Mathrukam' is also functioning in SKVC. Various cultural activities such as film screening and debates are also active within the campuses.

Major limitation found in the case of functioning of cells in Keralavarma College is their limited participation of students and teachers. Majority of cells are functioning as single member cells rather than a collective exercise of students and teachers. The cells for the SC-ST students are not active within the campus. It is noticed during the FGD of SC students that students are not aware about the existence of such a cell in the college. There are no specific mechanism for orienting the SC-ST students regarding their career, higher education

opportunities and availability of fellowships. Equal opportunity cell does also not exist within the campus.

A major factor noted in Kuttanellur College regarding the structure of cells was their collective nature. Teachers from all departments are included in all cells. Student representatives are also included in the cells. In the case of Kuttanellur women cell, entry into service cell and career guidance cell are functioning effectively. Here also equal opportunity cell, anti-discriminatory cell and SC/ST cells are not functioning actively. Along with cells there are different clubs such as environmental club, film club and literary club. Those are very active in the campus.

Entry into Service Cell of the Kuttanellur government college has been organizing orientation classes for Public Service Commission exams. The faculty in charge of the cell has responded that they have organized programmes to the youth outside the college and to the students in the campus. He stated, 'we have been mainly providing coaching classes to the competitive examinations. We invited resource persons from outside the college and organized programmes based on PSC syllabuses. The coaching classes for regular students of the college have been organized from 3-4 'O' clock of evenings, where as the coaching classes for youths outside the colleges have been organized after 5'O' clock of every evening. He has mentioned that such classes have been organized even in holidays. At the same time he has commented the limitation of funds in bringing the experts in different subjects into the college.

Career guidance cell in the college is also doing help to the students to collect information regarding the career opportunities. Online service for filling the application jobs are also provided to the students as the part of career guidance cell. Computer, scanner and printer are arranged in the cell for providing services to the students. Career guidance cell also help the students to link with private job providers for finding out the job. The Assistant Professor in charge of career guidance cell commented, 'Here both placement cell and career guidance cell functioning are jointly. Placement cell collect the details of the passing out students and provide them to the agencies'. He has mentioned that many of the private agencies collect the details of the students not for providing jobs but for attracting them to various courses run by those institutions. He has indicated that the career guidance circulate the information among the students when the exams for state government, central government and bank jobs are open and will help them to apply for such vacancies. The office of the cells is open regularly in a fixed time which provides the opportunities to avail the services from the cells.

Women Cell in Kuttanellur is comparatively active than Keralavarma. They used to organize various awareness classes in the campus related to gender issues. The teacher in charge of women cell has suggested that the number of complaints received to the women cell is nominal. It has agreed that here also the cell is not engaged in providing information to the students on the girl students. The Assistant Professor in charge of women cell commented, 'Yes the number of complaints received to the cell is nominal. They may not be aware of their rights, even though we have made some good efforts to orient them'.

Teacher in charge of women all from SKVC commented that they are raising fund for the activities of the cell by collecting small amount from girl students and female faculties. She

has indicated that it is an informal arrangement and not officially instructed. Any way this shows that they could not visualize the function of women cell as an attempt to ensure gender equality within the campus rather than the narrow issue of girl students and women faculties.

Discipline committee is functioning in Kuttanellur as well. When the violent situations requires the interventions of committee was reported from the faculties. The SC/ST cell was not functioning actively here. The faculty in charge of the cell has commented that he could not make any assessment about the cell since he is a new faculty in the campus.

The responses from two important cells, women cell and SC-ST cell indicated that they are taking any pro-active role in the campus to make the students aware about the career opportunities. Here also they are only taking a preventive role of taking actions on the complaints regarding the atrocities against girls, SC and ST students. They are not able to undertake any primitive role in the campus related to the capacity building of SC/ST students. Equal opportunity cell and anti-discriminately cells are not functioning effectively in the campus. Discipline committee is functioning in the college where as their burden is limited here because of the peaceful environment in the college.

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

Following three tables show the information regarding the number of complaints received by different cells in three colleges.

Data from Table 10.1 shows that total number of complaints received from students in three campuses from 2012 to 2015 is thirty four where as fourteen of them were from male, eleven of them were from females and twelve of them were from groups. Number of complaints received from faculty from 2013 to 2015 was only fifteen, six out of them were from male faculty, six out of them were from female faculty and remaining three were from group of faculties. Totally only 49 complaints were received through different cells in all the three colleges. Information of complaints in the year of 2012 was not clearly available. The data shows that complaints from males and females are not showing much difference. The caste wise details of the persons who have submitted the complaints were not available in the complaints. Male-female differences are not directly seen in the case of number of complaints registered by the faculties as well. The number of student complaints was little high in the year 20114 while that was high in 2015 in the case of faculties.

While we analyze Table 10.2 which shows the nature of complaints submitted by the students the data shows that student politics issue is the single largest issue based on which more number of complaints are submitted. It was eight in 2014 and five in the year 2015. Lack of infrastructure in the college and student misbehaviour is the other two important issues on which more number of complaints is submitted. Only one complaint each are submitted by the female students in the years of 2014 and 2015 based on the misbehaviour of male students.

Analysis of nature of complaints submitted by the students shows that misbehaviour against girl students and other caste based atrocities are nominal in three campuses which could not be considered as major issues generating complaints. At the same time, student politics and political based conflicts among student issue in the campus. Active nature of student's

politics in the campuses particularly in SKVC and Kuttanellur may be reason behind this trend.

While we analyze the nature of complaints submitted by the faculties, misbehaviour is the single largest majority in this category. Here also male-female differences are noticed only during a year i.e. 2015. Misbehaviour from students and co-workers are also included here. Total number of complaints registered by the faculties in the period under analysis is also not seems to be high. Gender issue based complaints are also not seems to be high except the case of the year 2015.

10.4 Challenges and Suggestions for Improvements of the Functioning of Cells

Major challenge felt in the case of functioning of the cells is the lack of collective efforts by the faculties and students in their functioning. In the case of Keralavarma most of the cells and committees are functioning as single member forums rather than a team. Though there are provisions in the guidelines for making it as a collective effort. Such efforts are missing in practice. As we have discussed earlier most of the faculties in charge of cells have commented that they are nominated by the principal as individuals leading the cells. Further nominations for making them as a team are missing. Situation is little different in Kuttanellur where they have attempted to bring the participation of various categories into the cells. Here also the participation of student representatives is missing.

A democratic approach is advisable in the formation of cells. The representatives of teachers from all departments along with the student's representatives and non teaching staff can be included in each cell. The details of all cell members should be published openly and all the cells should be formed within one month of each new academic year. At least one third of the members of all the cells should be filled from female stake holders. Representation of one SC/ST stake holders should be included in all the cells. More than 50 per cent of the members of SC/ST cell should be hailing from the same category. A coordination committee including the conveners of all cells chaired by the principal of the college would be advisable for the effective functioning of the cells. It should be made compulsion that each cell should convene its meeting at least once in three months.

It is noted from the feedback that lack of funds is a major problem faced by many cells particularly in the case of career guidance cell, placement cell, entry into service cell and women cell. A statutory budget provision should be made for each cell in the college for their effective functioning. These provisions should be included in the budget of the colleges and the same should be submitted to UGC. The UGC procedures for allocating funds to the functioning of cells should be made liberal. This is pertinent in the case of funds for NSS activities as well. UGC could make a system to release advance funds for such activities based in the annual budgets submitted by the colleges.

Many of the teachers complained that they are not getting the support of administrative staff in the colleges for performing the clerical works related to the cells. This complaint was raised particularly by the faculties in charge of career guidance, placement and entry into service cells where more activities are focused. This issue can be solved by assigning duty to

different clerical staff in the college to provide administrative support to the cells. The support of last grade servants can also be providing in this manner.

Another major challenge faced by the cells is their limited focus of functioning. Most of them are engaged in preventive role in fulfilling their responsibilities. They are not able to undertake promotional approach in dealing with the activities related to their cells. We have discussed earlier this tendency is largely visible in the case of functioning SC-ST cells and women cell. Their functioning is limited in handling the atrocities against girl, students, female faculties and SC/ST students and faculties. There is a larger scope for promotional interventions for the development of girls and SC/ST students. Information regarding career opportunities, fellowship programmes and opportunities for studies specifically aimed for girls, SC's and ST's can be disseminated through women cell and cells for SC-ST students. Thus this kind of promotional activities can be included as one major activities of such cells. Along with this, special considerations can be given to girls and SC, ST students in the case of functioning of other cells too.

There require particular social audit mechanism for the functioning of all cells in the college. A special report mentioning the details regarding the functioning of all cells can be included in the college report submitted in the college anniversary and the annual report submitted in front of the general body of Parents Teachers Association. Specific indicators can be introduced to assess the functioning of all cells and a social audit committee appointed by the college council can be introduced to evaluate the functioning of each cell and their consolidated reports can also be presented in the annual staff general body, general body of students, and the general body of Parents Teachers Association. An apex body coordinating activities of all the cells can be formed at college level. This would be helpful to scientifically reorient the activities of all the cells and in directing them in proper channel.

10.5 Institutional Policies on Diversity and Equity

The institutional policies to ensure the diversity and equity to all categories of students are strong in both the campuses. Such statutory provisions are made in the admissions and institutional procedures. 50 per cent of reservation is provided to various categories in both the colleges. SC, ST reservation and reservation to physically challenged students and reservation to students from Below Poverty Line (BPL) families are allowed in Keralavarma College. A community management quota is also courts here to the student belong to Hindu community. This management quota will be filled from the merit list. 3 per cent of reservation is provided to physically challenged students from the merit list. Thus reservation to SC/ST students, physically challenged students from BPL families and students from Hindu community are included in the 50 per cent reservation of SKVC. Within the 10 per cent community quota for Hindus 3 per cent is allotted to the children of Devaswom employees and teachers of Devaswom Board Colleges. This provision has been introduced on the background that SKVC is managed by Devaswom Board established to run the Hindu temples. Along with the reservations SC/ST students are getting additional chance to enter into the college through merit. The former principal of the college commented that college is strictly following the reservation to SC/ST students and will not fill the unfilled reserved seats from general category. He stated, 'We strictly follow the reservation to SC/ST students.

At present we have more SC students than fixed by UGC regulations. They are even admitted through merit. We will keep the unfilled SC seats remain vacant throughout the years'. The rigorous system followed by SKVC in student admissions help them to ensure diversity and equity within the college.

In the case of Kuttanellur college reservation to SC/ST students, reservation to physically challenged, and reservation to Other Backward Castes (OBC) are available. They follow the reservation rules of government of Kerala. Here also they follow the reservation to BPL category students. Here also SC/ST reservation are strictly followed Vice Principal of Kuttanellur stated, 'We follow the government of Kerala reservation system strictly. We are getting students from different categories'. The response showed that students from all categories are getting equal treatment in both the colleges in merit seats and the reservation criteria's help to ensure the reasonable presence of marginalized groups in the colleges. Reservation of the poor students from equal category was a major issue raised by general categories earlier. This issue was also solved by the providing reservation to students from Below Poverty Line families. This was a good decision by government of Kerala which ensured the participation of poor students from general categories in the courses. This also helped to avoid the elite capture in the merit seats to an extent.

Equal opportunity Cell is not working in both the colleges. Participation of students on the governance and management of the colleges is also limited. Student representation is not ensured in cells and administrative mechanism. This makes the gaps in raising genuine issues within the campus and in bringing them for negotiations with the authorities. Day to day difficulties of the students is not properly communicated with the officials.

10.6 Views on Quality and Faculty Development

The institutional leader and senior faculties from both the colleges highlighted the inadequacy of teaching days is a major hurdle in achieving the quality of teaching. They have indicated frequent strikes and external assignments such as paper valuation camps as major hurdles in finishing the syllabus in proper time. They also indicated that rearrangement of the content of syllabus not happened when the courses has been converted to semester system. Former principal from SKVC commented, 'We are not getting sufficient teaching days. Frequent students strikes and valuation camps are the two major hurdles.

A senior faculty from Kuttanellur stated; valuation camps are often arranged by avoiding the classes. We may miss one week in a semester for camps: The non teaching assignments of the teacher also affect the teaching time availability to transact the courses. They also indicated that interested student diversity has created challenges in the teaching process which created the need of regular orientation to teachers. The former principal of SKVC told, 'You know massification of higher education also created challenges to teachers. They should be more careful to handle the students'.

This has also lead to the comments regarding the lack of teacher orientation programme. The institutional leaders commented that existing teachers' orientation programmes are insufficient to address the changing needs of diverse groups. They have suggested a special long term observation programme for the college teachers. Institutional leaders from both the

colleges have commented that college management did not initiate any attempt to orient the teachers in the changing context. They also viewed that very few teachers are seriously viewing the professional development activities.

10.7 Views on Student Politics and Informal groups

Institutional leaders from both the colleges shared the view that student politics are making the colleges more vibrant. At the same time they shared a view that the quality of leaders are declining. Former principal of SKVC who have recently retired commented, 'Our College has contributed many famous leaders to Kerala politics. But such leaders are not emerging through the present political activity'. He has expressed the fact that the discursive culture within the campus and the tolerance between the groups are reducing. At the same time they have addressed the fact that student politics is helpful in avoiding the ragging and atrocities against girl students. The senior faculties from SKVC commented that student politics acts on a safeguard in ensuring equity within the campus. The senior faculties from SKVC also shared the view that informal groups are active within the campus whereas most of them are controlled by dominant student unions.

The same view has been shared by the institutional leaders of Kuttanellur. They have shared the view that number of student strikes has been reduced during the recent years. They have also shared that number of different kinds of clubs are high in Kuttanellur which makes the college more vibrant. A senior faculty from Kuttanellur stated, 'we have more than twenty small clubs here. Each of them works in different areas. They make the campus more vibrant'. Here also they stated that student politics is helpful in avoiding any kind of atrocities against girls and new comers within the campus.

Institutional leader from both the colleges have stated that student feedback mechanism regarding the management of the college and teaching processes are comparatively weak. They could not mention any of such mechanisms during the discussions.

10.8 Summary

The structure of the cells and committees in SKVC and Kuttanellur are found to be different. In both the places cells are formed by the principal in consultation with the college council. The basic difference is that single member cells are formed in Keralavarma while multiple stake holders are included in Kuttanellur. Some exceptions are there in the case of SKVC too. Representatives of all departments are included in the cells of Kuttanellur while that practice is not visible in Keralavarma. Student participation is not included in both the places. Absence of a team work was observed in cells of SKVC whereas that aspect found satisfactory in Kuttanellur. SC-ST cell was not active in both institutions.

Absence of the promotional approach was a major factor noticed in the functioning of cells particularly in the case of women cell and SC/ST cell. The faculties in charge of these cells view them as a system for preventive and curative interventions. They perceive that they need to be active only in the case of any complaint raised regarding any kind of atrocities against SC/ST students or girl students. They could not undertake any kind of promotional activities such as orienting students on their career opportunities, fellowships, and opportunities for

higher studies. Bring the concerns of gender equity within the campus is not also a prime agenda of the women cell.

Lacking of sufficient funds and time lagging in the releasing of the funds are the major issues found by the cells in their functioning. It could be suggested that UGC could advance reasonable amount for the functioning of the cells at the initial spell of each academic year. College can include this amount in their annual budget and that can be demanded to UGC. Career guidance and entry into service cells are the two major cells functioning actively in both the campuses. However, they face financial constraints in their functioning.

The number of complaints received by the cells is not pretty much in all the campuses. The single layer kind in such complaints was regarding the political conflicts. We could not see much difference in the complaints submitted by males and females both in the case of faculties and students. Misbehaviour was not recorded as a major item in the complaints. Complaints based on atrocities against women are also quite low.

Absence of democratic approach in the formation and running of the cells, particularly in SKVC, was a major challenge observed. Its mechanical way of functioning also acts as a hurdle. Thus it could be suggested that the participation of all department teachers, students and non-teaching staffs should be included in all the cells. Female participation and SC/ST participation must be more than fifty percentages in the cells, particularly, for their development. In all other cells thus 50 per cent members could be women and at least one kind of them from SC/ST background. A coordination committee at college level comprising of the conveners of all cells can be formed under the leadership of principal.

The cells could initiate progressive activities related to their stake holder groups. Career orientation, orientation about higher studies and fellowships, promoting gender equity, etc. can be included as the prime tasks of their functioning. The functioning of the cells can be made more transparent in nature. Social audit mechanisms for evaluating the functioning of the cells can also be included.

Both SKVC and Kuttanellur strictly follow the reservation policies. Both of them keep the SC/ST reserved seat remain vacant though they did not get sufficient students from same category. Both the students have reservation for student from Below Poverty Line families and students with physical challenges. This ensures the equity to the poor students from un-reserved categories.

Responses show that student politics has a key role in making the campus more alive. It is acting as a force in resisting the criminal activities within the campus such as ragging and atrocities against girl students. At the same time majority of the faculties indicated that student politics often creates unrest situations within the campus. They have commented that frequency of such situations has reduced over time where as it is not totally ended.

It is noted that student participation within the governance and management system of governance is quite limited. Their representation in cells and committees are weak in both the colleges. There is no mechanism to provide student feedback about the functioning of college system to the authorities. There is no mechanism to ensure the accountability of teachers and colleges system towards the student. This makes the governance and management of the colleges because less democratic in nature.

Chapter 11

Summary and Conclusion

11.1 Introduction

Discrimination is a critical term in understanding issues associated with student diversity in colleges and universities. There are three different levels of discrimination- individual, institutional and structural. Individual discrimination refers to the behaviour of members of one caste/religion/race/region/gender groups that is intended to have a differential and/or harmful effect on the members of another group in the same category. Institutional discrimination is decided by the policies of the dominant group who control these institutions. Structural discrimination is also more or less same, which are race/gender/region/religion neutral in intent but which have a differential and/or harmful effect on minority race/gender/region/religion groups.

In the previous 10 chapters, we have discussed the why and how of the diversity and discrimination in Higher Education Institutions in Kerala and its reflections on civic learning and democratic engagement. In order to study this aspect we have chosen one private aided college, one Government college and a University centre. Data are collected from students, teachers, management, in-charge of Cells and head of the institutions using structured questionnaire and interview schedule. Focus Group Discussion was carried among various student groups such as SC, ST and female.

The larger research questions of the study were stated as follows.

- Extent of diversity in the higher education institutions.
- Nature and forms of discrimination in the higher education institutions.
- Institutional policies and strategies to address diversity and discriminations.

Understanding the diversity in student admissions in terms of caste, class, gender and social background of student was the major target of the study. Diversity in the faculty recruitment was also addressed here. We have used student and faculty profile analysis as a major methodology to understand the extent of diversity. Profile analysis of sample survey respondents were also used to understand the nature of diversity.

Understanding the nature and forms of discrimination was the other major research question posed by the study. There are direct and indirect forms of discrimination that the students from marginalized sectors would have to confront within the campus. Initial day's experience of the students in the campus, experience during the hostel life, experiences of students during the interactions with the faculties and administration etc. were analyzed to understand the direct forms of discriminations. In direct hurdles that may limit the performance of students during curricular and co-curriculum activities are also important in the context. These factors could act as indirect forms of discrimination. Student questionnaire survey, personal interviews, Focused Group Discussion and student diaries were the methods used to understand there factors. In depth interviews of faculties were conducted to understand the perspective of faculties and their approaches towards marginalized students and diverse student groups.

Institutional policies and strategies to address the diversity and discrimination are important in the study. It is relevant to review how the institutions are prepared to address the extent of student diversity and discriminations faced by diverse student group. Institutional policies and strategies have a key role in addressing the diversity and discrimination. In depth interviews with institutional leaders, senior faculties and faculties in charge of cells and student leaders were relevant in this context. Functioning of cells was reviewed to understand to what extent they have been equipped to address the issues of diversity and discrimination.

11.2 Diversity Among Students and Faculty

The analysis on the diversity of students and faculty in the selected institutions shows that as far as social aspects are concerned females, general caste group and Hindu students are dominating in these institutions. The highest proportion of the Hindu students might be due to the selection of one of the major sample institutions, Government Aided College, which runs by a Hindu Devaswom Board. It was also found that the enrolment of SC/ST students is comparatively low at the PG level when compared to their UG enrolment. A very large majority of the students was from rural area and with regard to the syllabus, almost all students followed state syllabus. Though there was a small increase in General caste students, SC/ST students reported a minor decline. In general any changing picture in religion over the years was not reported. The analysis on the faculty diversity shows that majority of the faculty were females. The dominance of General caste group and Hindu teachers was observed in these colleges and also a majority of the teachers were residing in urban area. Data about the profile of faculties in Universities and colleges show that the numbers of SC and ST faculties are proportionately low.

11.3 General and Group Specific Experiences of Students in Campus

General and group specific experiences of students on campus is analyzed by developing an understanding on the nature of diversity among the students individually and group wise in terms of caste, religion, region and gender and their implications in class room learning, civic learning and democratic engagement.

Female students are outnumbering male students with regard to enrolment and performance. This tendency is more visible in the case of post graduate courses. Income and education of parents plays a major role in the selection of courses. There is some difference reflected in the background of students who opted for commerce courses in the studied institutions. Generally students from elite backgrounds do not opt for admissions in these colleges as they are more interested in taking admissions to commerce courses. This shows the fact that the socio economic background of students are important in opting courses. Also, it is observed that the students belonging to urban areas are excelling in studies compared to their rural counter parts. The religion wise analysis depict that the enrolment of students in Higher Education from Muslim community is comparatively less.

Even though the parents of students from SC/ST group are under-educated or illiterate, casual labourers or daily-wage earners, both in agriculture and non agriculture field, they encourage their off-springs for higher education. It is also observed that the parents of students from general category have highest educational qualifications. It is noticed that a good number of

male students particularly from SC and OBC category are engaged in part time job along with their study. This tendency is also visible among females as well though their number is not significant. This often affects their academic performance.

The students from general category prefer private schools both aided and unaided. The SC/ST students have to depend on Government schools as majority of them are from rural area. Generally there is no significant difference among students who opted for co-education either in the secondary, higher secondary and higher education levels.

While comparing secondary level education and higher secondary level education, we can see a shift from private aided schools to Government schools as well as in the choice of stream of education. After higher secondary education, the students who wish to pursue for higher studies prefer a college when he/she is getting admission to a subject of his/her own choice. Majority of the students are enrolled in general degree courses. It is particularly true for SC/ST students, without going for new generation courses. Enrolment of SC/ST students comparatively low in PG courses compare to UG courses. It is observed that poor socio-economic backgrounds as well as a poor command over English language of the students are the main reasons for their poor performance in an interview board particularly in the case of SC/ST students.

In the case of initial experience in the campus majority of the students reported that they had nice experiences in those days with regard to forming peer groups, class room interaction and adjusting with the new world. Few hostlers from one campus have indicated that they faced caste wise discriminations within hostel. They felt poor experiences with regard to infrastructure facilities. Initial experiences index shows that their overall initial experience is good. In the case of SC/ST students, the initial experience was relatively poor compared to other caste groups. However direct forms of caste and gender wise discriminations are not widely visible in the institutions. Students from SC/ST background and girl students commented that they are feeling safe in the campus. They also emphasized the fact that instances of ragging are not visible in the campus. They highlighted student organizations have a key role in preventing ragging within campus. Although girl students told that they are safe within the campus freedom of mobility to girl students within the campus are restricted to an extent which would be amenable to the strict observation of male students and students' organizations. Practice of imposing dress code for girls was observed in one campus. It raises serious concerns about equality and gender justice.

The overall analysis shows that the socio-economic variables play a very important role in deciding the nature of student diversity in higher education campuses and their implications in teaching civic learning and democratic engagement. SC/ST students, female, rural and poor students undergo some discriminated experience, though some of the aspects cannot be estimated with a satisfactory level of significance.

It is observed that participation of SC students in the activities of NSS and the sports and cultural activities is high compared with other general groups. At the same time their academic performance is generally reported as moderate and low. They are also highly active in student politics. It could be observed that they perceive such activities as a means to

establish their identity within the campus whereas they face some limitations in academic performance.

Student politics was very active in the institutions. Majority of the teachers and students observed that it makes the campus more live and dynamic. They told that it has a positive role in avoiding the raging in the campus, and in organizing cultural programmes and sports activities. At the same time they have indicated that it has become instrumental in creating violence within campuses. They also pointed out that frequent student strikes had affected the academic process and classes where as such instances has considerably reduced during the last few years. Dominance of some organizations over the other and the indirect restrictions over their activities also created some obstacles in the democratic process within the campus

11.4 Faculty Views and Response to Diversity

Teacher's views and perspective about the students related to their background and academic performance is quite important in constructing academic culture in the campus. Teacher's views about students influence the teacher-student engagement. Teacher's background and composition is also an important factor in this context, which varies from one campus to another in terms of its culture, rules, regulations and policies.

Majority of the teachers commented that student composition in Arts and Science colleges is complex in nature. Due to this varied nature, the students from lower caste and class background are staying away from private aided/unaided colleges. But after 1970, due to the launching of shift systems, the accessibility to higher education institutions became equitable because of the increase in the number of colleges and the reduction in the fee rate. In the wake of 1990's a large number of self financing colleges emerged and consequently elite group of students opted for elite colleges in towns.

They opined that the changed student composition and higher demand of students from lower socio-economic background into colleges have created a lot of challenges in the teaching process. Understanding the background of students and treating them equally with in the class room was reported as a major challenge in teaching. They are not able to provide personal attention to each and every student. To meet such hurdles in the changed scenario they demanded the provision for attending proper orientation programmes and refresher courses time to time. It is noted during the study that teachers are ill equipped to handle diverse student groups. College and university teachers in Kerala are not getting any systematic induction training before their placement. On the job training system is also not efficient. This underscores the need of an effective teachers training programme

Even though the teachers are trying their best to address the student needs equally, the socio-economic backgrounds of the students create a difference in the teaching learning process, particularly among SC/ST and OBC students. Majority of the teachers commented that academic performance of SC, and ST students are generally poor while comparing that of other general category. At the same time they opined that poor socio economic and family background of the students is the reason behind this poor performance. Thus they suggested for better hostel facilities for the students and systematic remedial teaching programme to bring them in to the levels of other students. Although, there is no explicit caste wise

discrimination in the campus some implicit forms of discrimination are visible in certain campuses which compels the SC/ST students to form their own group

The students from marginalized groups are lagging in some areas of learning particularly in effective communication, English and Mathematics. They prefer non-science subjects. Here arises the need for special support programme for students. But these programmes should be conducted in common to all students who are weak in those areas rather not an occasion to reveal their identity. Remedial coaching programmes implemented in the campuses faced the lacunae of timely allotment of funds. It is also found that SC, ST students are not interested to attend the remedial coaching programmes targeted only on them, while it was a success in one institutions when it was targeted all backward students from different categories. Student support programme implemented by Kerala state Higher Education Council can be mentioned as an inclusive programme of that kind.

Availability of hostel in the campus and good infrastructure within the campus are important factor in the academic support system of students from marginalized groups, particular because of their poor home environment. One institution among the studied samples does not have hostel facilities which force the students to travel from long distance. In the other case hostel buildings are too old, and the infrastructure facilities are limited. They do not have access to modern technologies in hostel, which limits their academic opportunities. Timely releasing of scholarships is also a problem which makes difficulty to the SC, ST students in meeting their basic needs and in paying their food expense and other living expenses. The stipends allotted to the SC, and ST students are quite low and not releases in regular intervals. This makes their hostel life more difficult.

A number of cells are functioning in the colleges to meet the needs of the students like career guidance cell, entry into service cell, remedial coaching by UGC, minority coaching by UGC, ASAP etc. But to make it beneficial to students it must conducted regularly with properly trained teachers and the timely allotment of sufficient funds from respective agencies. It is generally observed that majority of cells are weak in functioning. Cells for the marginalised groups and gender equity are functioning as name sake bodies. Representation of students and faculties from all departments are also not ensured, most of them are acting as individually handled bodies rather than a collective exercise. Absence of proper and timely allotment of working fund making hurdles in their functioning.

11.5 Diversity Concerns Related to Faculty from the Marginalised Groups

Diversity in governance and management during faculties in colleges and Universities is a decisive factor in deciding the institutional culture and status of each institution. The participation of different social groups in governance and management of the institution is very much pertinent in this context.

In aided colleges the governance is done by a Management Committee under the headship of a Chairman. But in Sree Keralavarma College, it is controlled by Cochin Devaswom Board consisting of three members including one member from Scheduled Caste. The college faculties have no role in the management of the Devaswom Board. But the academic matters subject to the rules and regulations of the University are planned and executed by the college

council headed by the Principal of the college. Even though the appointments are done by the management, the faculties so appointed are to be functioned as per the service rules of Government of Kerala and the Department of Collegiate Education who is disbursing the salary. The University is simply a body for approving the appointment done by the management. At present no reservation policy is in practice in the appointment of faculties in aided colleges except a reservation for the community who run the college.

The governance in Government colleges is controlled by the Department of Collegiate Education under the Government of Kerala. The academic matters are managed by the college council headed by the Principal in compliance with the rules and regulations of the University and the Government of Kerala. The faculties have to abide by the service conditions laid down by the Government of Kerala as well as the University of Calicut. In appointments, reservation policies are maintained as per Kerala service rules for SC/ST, OBC, PH groups since the appointments are done by Kerala Public Service Commission.

In Universities, the overall management is done by the University system under the headship of Vice Chancellor through the Registrar of the University. All academic, administrative and financial matters are dealt with respective bodies like Academic council, senate, and syndicate. In the Departments, the day to day affairs are maintained and managed by the Department council under the leadership of the Head of the Department, who is appointed on rotation basis for a two years term, by the Vice Chancellor of the University. Here faculties are appointed by meeting the reservation policy in respect of SC/ST, OBC and physically disabled.

The college Council comprised of all heads of Departments, in the case of both aided and government colleges. The Department council is constituted by all permanent faculties in the Department. There is no reservation policy with reference to SC/ST, OBC, PH or women faculties. In the appointment of SC/ST candidates in Universities and Government colleges, there must be a representative of that group in the interview board.

All faculties in these institutions have unanimously opined that they are getting equal opportunities for attending the orientation courses, Refresher courses, summer and winter schools, professional development programmes etc without any discrimination. Compared to the general category, the faculties from marginalized groups are also getting equal access in the day to day management of the college. The participation in profession development programme by the marginalized group is not very low compared to open category. At the same time majority of the faculties from the studied institutions has commented that their institutional managements are not very particular about the professional development of faculties where as it remains as the responsibility of individual faculties. An institutional culture promoted by the management which paves the ways for faculty improvement is missing in these institutions. Norms and regulations of UGC is the only prompting factor for professional development in this context.

The faculties from marginalized group from these campuses are not feeling any difficulty based on their caste back ground, which has been proved empirically. But an observation was that as the numbers of NSS volunteers are larger from SC/ST group, the faculties from

the general category are usually reluctant to take the charge of NSS programme officer. Otherwise they get an equal status and treatment in the campus.

11.6 Institutional Response to Diversity, Equity and Quality

Institutional culture of each and every campus and institutional mechanisms adopted by them are the important factors in ensuring diversity, equity and quality in education. There are different mechanisms to ensure diversity of students and faculties in the campus and also for equitable access to these institutions by different groups. Functioning of various cells and committees are envisaged to ensure the effective implementation of the concepts of diversity and equity. Some of the cells are entrusted to take necessary steps in order to enhance the quality in education.

Here we briefly outline the functioning of the statutory cells and committees in the three campuses chosen for addressing the problem of diversity, equity and quality in education, particularly, higher education. The various cells that are functioning in these campuses are the following (i) Anti discrimination cell (2)SC/ST cell (iii) Career guidance cell (iv) Equal opportunity cell (v) Entry into service cell (vi) Disciplinary Committee (vii) Women cell (viii) anti ragging cell.

These cells are being constituted by the Principal/HOD taking advice of the college/Department council. Certain cells are formed under the leadership of one teacher having the freedom for co-opting other members. In other situations representatives of all Department faculty members or college/Department Council members will form the committee. The Principal/HoD is the chairman of every committee. Students are not supposed to be a committee member in all institutions.

Almost all committees are functioning name sake and they involve to solve a problem as and when it is demanded. The faculties' in-charge views the cells as a system of preventive and curative interventions. They are not undertaking any kind of promotional activities such as orienting students for career opportunities fellowship and opportunities for higher studies. Career guidance cell and equal to opportunity cell are functioning actively and effectively in the Government College which is an exception. Lack of sufficient funds and the time lag in releasing the available fund are the major issues found for the proper functioning of these cells.

Number of complaints received by the cells is not pretty much in all these campuses. Those received are on petty issues, regarding political conflicts. No significant gender difference is seen in filing the complaints. The rate of occurrence of atrocities against women is quite low. The complaints are found to be not so important also.

All the institutions follow the reservation policies strictly as per the rules laid down by Government of Kerala. If any seat is found to be vacant under any quota, that will be kept vacant throughout the year without any substitution from any other category. This ensures equity to the poor students from general categories.

One of the main reasons for the low rate of complaints in the campuses is the influence of student politics. Even though there are some conflicts or misunderstanding various groups of

students that will be solved by the students themselves to an extent with the help of student political interference.

Infrastructure in the colleges is an important factor in ensuring quality education to the students. It is noted during the study that academic infrastructure of the aided college is poor in terms of class rooms, availability of modern technologies in classrooms and hostel facilities. It is found that the situation of Government College is quite good, including the availability of smart class rooms. The existing funding system of the government is not permitting them from spending money for the infrastructure development of the government aided colleges. Since the management is a semi government body they also have restrictions in spending money for infrastructure development of the college. This problem indicates the need of a policy change in the case of government funding to government aided colleges.

Uniqueness in the socio cultural context of Kerala and its experience in educational development have been highly reflected in the study in some aspect. High political consciousness of Kerala has been reflected in the active functioning of student politics within the campus. Pro-active role of student unions and political groups in addressing the issues of ragging and atrocities against girls are pertinent in this context. Higher level of participation of SC and OBC students in the campus politics is also an indicator of states political awareness and its reflection within the campus.

Direct forms of caste wise discrimination were also reported as low in the studied campus. It could be observed as a reflection of general social development occurred in Kerala through the intervention of socio-religious reform movements and political parties against the caste and religion wise discriminations in the state. At the same time elements of indirect form of discrimination such as perception of faculties by identifying marginalized students as poor performers and blaming them for the deterioration of academic quality in the campus etc. are visible in this study. This shows that still the seed of discrimination are lying within the minds of upper and middle caste groups towards lower caste students.

Primary level gender equality indicators such as higher participation of females in education particularly higher education on Kerala are also ratified with the data of this study as well. This could be viewed as an indication of gender equality in one aspect. At the same time the inferences of the study indicates that reflections of the elements of patriarchal culture existing in Kerala society is also highly reflected in the campus. Indirect dress codes, control over the free mobility of girls within and outside the campus etc. could be viewed as reflectors of second level gender discrimination existing in Kerala society.

Findings of the study show that identify based groupings are not so strong in the campuses. At the same time some elements of such tendencies are also visible. Identify based movements are not strengthened within the campus. But the caste and religious identity based movements are strengthening in Kerala particularly during the last two decades. Presents of strong political movements within the campus may be a prominent reason for the absence of identity based movements within the campus. It is also noted that unilateral nature of political activism which negates the space for diverse movements would also be acting as a hurdle against the generation of identity based movement within the campus.

11.7 Policy Messages and Roadmap for Diversity and Equity in Higher Education Campuses

Study indicates the need of a comprehensive change in the functioning of cells and committees. Participation of faculties from all the departments and representation of students has to be ensured in committees. There need a co-ordination committee at college level for coordinating the activities of all cells and committees. There should be a system for advancing funds for the functioning of all cell at the beginning of every academic year. A social audit mechanism at the college level is needed to evaluate the functioning of cells and committees. The role of committees and cells has to be restructured in a way that they can undertake promotional steps to enhance the capacities and opportunities of students. This is particularly relevant in the case of SC, ST cell and woman cell.

A remoulding is also needed in the case of remedial coaching programmes. From the experiences of the studied cases it is found that remedial coaching programme is more effective while it is targeted to all low performing students rather than targeting only on SC and ST students. Career guidance cell could undertake an additional training programme to the students to improve their language skills and communicative ability. This could be offered as an add-on course to all the students in the institution at least in the final year of their course to improve the chances for their employability.

A continuous teachers training programme has to be introduced in colleges and universities. There is a need of a basic induction programme to all the teachers at the initial stage of their placement. Methods to handle the diverse student groups should be a focus of all these programmes.

There can be a good performance evaluation system to evaluate the academic performance and teaching performance of teachers. The existing system is inadequate to evaluate the teaching performance of teachers.

A tutor system which could provide a good teacher student relationship and individual attention to students could be introduced in colleges to improve the academic performance of students.

Emphasis has to be given to improve the infrastructure facilities of the colleges, particularly hostel and classroom facilities. A special drive is needed in this direction. In every committee concerned with the students' activities and issues, the participation of a student nominee must be entrusted. There must be a student member in such committees. This will help to reduce the aggravation or protest of students against the existing practices or issues.

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Appendix I: Appendix Tables

Table 2.1: Literacy Rates in India and Kerala (Percentage)

Year	Kerala	India
1901	11.40	05.35
1951	47.18	18.33
1961	55.08	28.30
1971	69.75	34.45
1981	78.85	41.43
1991	89.81	52.22
2001	90.86	64.84
2011	94.00	72.99

Source: (i) Office of the Registrar General and Census Commissioner, India & Planning Commission, Govt. of India. (ii) Kerala Economic Review

Table 2.2: Higher Education Institutions in Kerala (2012-13)

Category	Government	Aided	Self-financing	Total
Languages and Humanities	53	155	285	493
Technical Education	9	3	181	193
Teachers Education	4	18	149	171
Law Education	4	0	10	14
Arabic/ Oriental	0	12	23	35
Total	90	193	798	1081
Ratio	8:33	17:82	73:82	

Source: Consolidated from the websites of universities

Table 3.1: List of Departments Offering P.G., M.Phil, and Ph.D in University of Calicut

Stream	Name of department
Science	Bio-Technology
	Botany
	Chemistry
	Computer Science
	Life Sciences
	Mathematics
	Nano Science and Technology
	Physics
	Statistics
	Zoology
Humanities	Center for Women's Studies
	Commerce and Management Studies
	Economics
	History
	Journalism and Mass Communication
	Library and Information Science
	Philosophy
	Political Science
	Psychology
	School of Drama and Fine Arts
School of Folklore Studies	

Language and Literature	Arabic
	English
	Hindi
	Malayalam and Kerala Studies
	Russian and Centre for Comparative Literature
Education	Sanskrit
	Education
	Lifelong Learning and Extension

Table 3.2: Department-wise Enrolment of Students Disaggregated by Courses in University

Stream	Department	P.G	M Phil	Ph.D
Science	Bio-Technology	15	6	24
	Botany	20	10	40
	Chemistry	24	9	44
	Computer Science	24	6	8
	Life Sciences	21	4	32
	Mathematics	20		6
	Nano Science and Technology	10		8
	Physics	33	8	21
	Statistics	23	6	6
	Zoology	20	10	42
	Total	210	59	231
Humanities	Center for Women's Studies	24		2
	Commerce and Management Studies	65	12	32
	Economics	24	8	55
	History	25	10	56
	Journalism and Mass Communication	48		7
	Library and Information Science	25	4	8
	Philosophy	25	10	30
	Political Science	12		2
	Psychology	28	10	6
	School of Drama and Fine Arts	30	30	6
	School of Folklore Studies	24	6	11
Total	330	90	215	
Language and Literature	Arabic	25	6	6
	English	26	6	42
	Hindi	50	12	20
	Malayalam and Kerala Studies	30	11	56
	Russian and Centre for Comparative Literature	24	8	8
	Sanskrit	30	6	15
	Total	185	49	147
Education	Education	60	6	46
	Lifelong Learning and Extension			
	Total	60	6	46
Grand Total	Total	785	204	639

Table 3.3: Faculty and Staff Strength in University

Stream	Department	Male	Female	Total	Percentage of females
Science	Bio-Technology	4	1	5	20.0
	Botany	13	1	14	7.1
	Chemistry	11	1	12	8.3
	Computer Science	1	1	2	50.0
	Life Sciences	6	2	8	25.0
	Mathematics	2	3	5	60.0
	Nano Science and Technology	1	2	3	66.7
	Physics	8	1	9	11.1
	Statistics	4		4	0.0
	Zoology	7	3	10	30.0
	Total	57	15	72	20.8
Humanities	Center for Women's Studies	0	3	3	100.0
	Commerce and Management Studies	7	1	8	12.5
	Economics	5	1	6	16.7
	History	9		9	0.0
	Journalism and Mass Communication	2	3	5	60.0
	Library and Information Science	2		2	0.0
	Philosophy	3	1	4	25.0
	Political Science	1		1	0.0
	Psychology	4	1	5	20.0
	School of Drama and Fine Arts	3	1	4	25.0
	School of Folklore Studies	4		4	0.0
	Total	40	11	51	21.6
Language and Literature	Arabic	3		3	0.0
	English	3	3	6	50.0
	Hindi	4	3	7	42.9
	Malayalam and Kerala Studies	7		7	0.0
	Russian and Centre for Comparative Literature	1	2	3	66.7
	Sanskrit	5	1	6	16.7
	Total	23	9	32	28.1
Education	Education	5	4	9	44.4
	Lifelong Learning and Extension	1		1	0.0
	Total	6	4	10	40.0
Grand Total		126	39	165	23.6

Table 3.5: Stream wise Distribution of Subjects in Government College

Stream	UG	PG
Humanities	B.A. Economics	M.A. Economics
	B.A. History	M.A. History
	B. Com	M. Com.
	BBA	
	B.Sc. Psychology	
Language and Literature	B.A. English	M.A. English
Science	B.Sc. Computer Science	

Table 3.6: Department-wise Enrolment of Students Disaggregated by Gender in Government College

Stream	Department	UG			PG		
		M	F	T	M	F	T
Humanities	Economics	17	31	48	7	13	20
	History	12	28	40	6	14	20
	Commerce	19	41	60	7	17	24
	Business Administration	18	42	60			
	Psychology	7	17	24			
Language and Literature	English	10	22	32	5	11	16
Science	Computer Science	10	22	32			
Grand Total		93	203	296	25	55	80

Table 3.7: Teaching and Non-Teaching Staff in Government College

Faculty	Male	Female	Total
Economics	2	5	7
History	5	5	10
English	2	10	12
Commerce	11	4	15
BBA	0	0	0
Psychology	1	1	2
Malayalam	0	1	1
Sanskrit	0	1	1
Statistics	0	1	1
Physical Education	1	0	1
Politics	1	0	1
Total	23	28	51

Table 3.8: Stream wise Distribution of subjects in Government Aided College

Stream	UG	PG	Ph. D.
Science	B.Sc. Botany		
	B.Sc. Chemistry	M.Sc. Chemistry	
	B.Sc. Mathematics	M.Sc. Mathematics	
	B.Sc. Physics	M.Sc. Physics	
	B.Sc. Statistics		
Humanities	B.Sc. Zoology		
	B.A. Economics	M.A. Economics	
	B.A. History		
	B.A. Philosophy		
	B.A. Political Science	M.A. Political Science	
Language and literature	B. Com.	M. Com.	
	B.A. English	M.A. English	Ph.D. in English
	B.A. Functional English		
	B.A. Hindi		
	B.A. Malayalam	M.A. Malayalam	Ph.D. in Malayalam
	B.A. Sanskrit		

Table 3.9: Department-wise Enrolment of Students Disaggregated by Gender in Government Aided College

Stream	Department	UG			PG			Ph.D.		
		M	F	T	M	F	T	M	F	T
Humanities	Commerce	28	33	61	1	14	15			
	Economics	32	29	61	3	12	15			
	History	35	25	60						
	Philosophy	30	15	45						
	Political Science	30	25	55	6	10	16			
	Total	155	127	282	10	36	46	0	0	0
Language and Literature	English	9	16	25	1	15	16		7	7
	Functional English	11	20	31						
	Hindi	5	20	25						
	Malayalam	7	19	26	5	15	20	4	11	15
	Sanskrit	8	21	29						
	Total	40	96	136	6	30	36	4	18	22
Science	Botany	10	24	34						
	Chemistry	17	24	41	4	8	12			
	Mathematics	20	23	43	3	13	16			
	Physics	18	25	43	2	10	12			
	Statistics	11	20	31						
	Zoology	9	25	34						
	Total	85	141	226	9	31	40	0	0	0
Grand Total		280	364	644	25	97	122	4	18	22

Table 3.10: Teaching and Non-Teaching Staff in Government Aided College

Teaching/Non-Teaching	Category	Male	Female	Total
Faculty	Associate Professors	16	20	36
	Assistant Professors	27	40	67
	Total	43	60	103
Non-Teaching		32	9	41
Grand Total		75	69	144

Table 4.1: Distribution of Enrolment of Students in Selected Institutions (2013-14)

Institution	Number of students	Percentage of students
University	61	5.0
Government College	308	25.3
Government Aided College	849	69.7
Total	1218	100.0

Table 4.2: Nature of Diversity Amongst the Students in the Selected Institutes by Selected Background Variables (2013-14) – (Percentage)

Background variables	Attributes	University	Government College	Government Aided College	Total
Gender	Male	23.0	27.3	39.1	35.3
	Female	77.0	72.7	60.9	64.7
Social Group	SC/ST	13.1	20.1	19.1	19.1
	OBC/OEC	42.6	48.7	30.2	35.5
	General	44.3	31.2	50.7	45.4
Religion	Hindu	70.5	75.3	88.8	84.5
	Muslim	13.1	8.8	4.9	6.3
	Christian	16.4	15.9	6.2	9.2
Place of residence	Rural	73.8	74.0	79.8	78.1
	Urban	26.2	26.0	20.2	21.9
Syllabus	State	93.4	98.7	98.8	98.5
	CBSE/Others	6.6	1.3	1.2	1.5
Total		100.0	100.0	100.0	100.0

Table 4.3: Distribution of Students in Selected Institutions by Social Group and Level of Study (2013-14) (percentage)

Level of study	SC/ST	OBC/OEC	General	Total
UG	19.6	35.8	44.6	100.0
PG	16.1	33.9	50.0	100.0
Total	19.1	35.5	45.4	100.0

Table 4.4: Changing Structure of Students in Selected Institutions by Gender in 2008-09 and 2013-14

Year	Gender	University	Government college	Government Aided college	Total
2008-09	Male	24	121	330	475
	Female	33	234	450	717
	Total	57	355	780	1192
2013-14	Male	14	84	332	430
	Female	47	224	517	788
	Total	61	308	849	1218
Compound Annual Growth Rate (Percentage)	Male	-10.2	-7.0	0.1	-2.0
	Female	7.3	-0.9	2.8	1.9
	Total	1.4	-2.8	1.7	0.4

Table 4.5: Changing Structure of Students in selected institutions by social group in 2008-09 and 2013-14

Year	Social group	University	Government college	Government Aided college	Total
2008-09	SC/ST	6	69	195	270
	OBC/OEC	19	174	417	610
	General	32	112	163	307
	Total	57	355	775	1187
2013-14	SC/ST	8	62	162	232
	OBC/OEC	26	150	256	432
	General	27	96	430	553
	Total	61	308	848	1217
Compound Annual Growth Rate (Percentage)	SC/ST	5.9	-2.1	-3.6	-3.0
	OBC/OEC	6.5	-2.9	-9.3	-6.7
	General	-3.3	-3.0	21.4	12.5
	Total	1.4	-2.8	1.8	0.5

Table 4.6: Changing Structure of Students in Selected Institutions by Religion in 2008-09 and 2013-14

Year	Religion	University	Government college	Government Aided college	Total
2008-09	Hindu	40	283	667	990
	Muslim	6	19	58	83
	Christian	11	53	51	115
	Total	57	355	776	1188
2013-14	Hindu	43	232	754	1029
	Muslim	8	27	42	77
	Christian	10	49	53	112
	Total	61	308	849	1218
Compound Annual Growth Rate (Percentage)	Hindu	1.5	-3.9	2.5	0.8
	Muslim	5.9	7.3	-6.3	-1.5
	Christian	-1.9	-1.6	0.8	-0.5
	Total	1.5	-3.9	2.5	0.8

Table 4.7: Changing Structure of Students in Selected Institutions by Place of Residence in 2008-09 and 2013-14

Year	Place of residence	University	Government college	Government Aided college	Total
2008-09	Rural	38	260	646	944
	Urban	19	95	134	248
	Total	57	355	780	1192
2013-14	Rural	45	228	678	951
	Urban	16	80	171	267
	Total	61	308	849	1218
Compound Annual Growth Rate (Percentage)	Rural	3.4	-2.6	1.0	0.1
	Urban	-3.4	-3.4	5.0	1.5
	Total	1.4	-2.8	1.7	0.4

Table 4.8: Changing Structure of Students in Selected Institutions by Gender in 2008-09 and 2013-14

Year	Syllabus	University	Government college	Government Aided college	Total
2008-09	State	55	292	656	1003
	CBSE/Others	2	3	8	13
	Total	57	295	664	1016
2013-14	State	57	304	810	1171
	CBSE/Others	4	4	10	18
	Total	61	308	820	1189
Compound Annual Growth Rate (Percentage)	State	0.7	0.8	4.3	3.1
	CBSE/Others	14.9	5.9	4.6	6.7
	Total	1.4	0.9	4.3	3.2

Table 4.9: Nature of Diversity Amongst the Faculty in the Selected Institutes by Selected Background Variables (2013-14) – (Percentage)

Background variables	Attributes	University	Government College	Government Aided College	Total
Gender	Male	57.1	46.2	39.4	41.5
	Female	42.9	53.8	60.6	58.5
Social Group	SC	14.3	11.5	2.8	4.9
	OBC	42.9	30.8	16.5	20.4
	General	42.9	57.7	80.7	74.6
Religion	Hindu	28.6	50.0	90.8	80.3
	Muslim	14.3	7.7		2.1
	Christian	57.1	42.3	9.2	17.6
Differently abled	Differently abled			0.9	0.7
	Not differently abled	100.0	100.0	99.1	99.3
Place of domicile	Outside state	14.3			0.7
	Within state	85.7	100.0	100.0	99.3
Place of residence	Rural		3.8	31.2	24.6
	Urban	100.0	96.2	68.8	75.4
Total		100.0	100.0	100.0	100.0

Table 5.1: Sample Framework of the Study

Course of Study	University	Government College	Government Aided College	Total
B.A.	0	39	177	216
B.Sc.	0	0	69	69
B. Com.	0	38	25	63
M.A.	15	40	27	82
M.Sc.	0	0	20	20
M.Com.	0	10	0	10
BBA	0	40	0	40
MBA	37	0	0	37
Total	52	167	318	537

Source: Primary data

Table 5.2: Socio-Economic Background Variables

Background variables	Attributes	Number of respondents	Percentage
Social Group*	SC/ST	94	17.5
	OBC/OEC	280	52.1
	General	163	30.4
Gender	Male	138	25.7
	Female	399	74.3
Place of residence	Rural	435	81.0
	Urban	102	19.0
Household Income**	Less than or equal to 5000	176	33.9
	5001 - 10000	162	31.2
	10001 - 25000	113	21.8
	25001 - 50000	44	8.5
	50000 and above	24	4.6
Total		537	100.0

Note: * For the analytical purpose we have clubbed the SC (88 numbers) and ST (6 numbers) respondents into one group named 'SC/ST' group and OBC (265) and OEC (15) into another group 'OBC/OEC'.

** 18 students did not reveal their household income position and for the household income wise analysis, these no response cases have been excluded.

Source: Primary survey

Table 5.3: Level of Study and Socio-Economic Background Variables (Percentage)

Background variables	Attributes	Post Graduate	Under-Graduate	Total
Social Group	SC/ST	25.5	74.5	100.0
	OBC/OEC	27.9	72.1	100.0
	General	28.8	71.2	100.0
Gender	Male	20.3	79.7	100.0
	Female	30.3	69.7	100.0
Place of residence	Rural	26.4	73.6	100.0
	Urban	33.3	66.7	100.0
Household Income	Less than or equal to 5000	18.2	81.8	100.0
	5001 - 10000	29.0	71.0	100.0
	10001 - 25000	34.5	65.5	100.0
	25001 - 50000	34.1	65.9	100.0
	50000 and above	45.8	54.2	100.0
Total		27.7	72.3	100.0

Source: Primary survey

Table 5.4: Distribution of Respondents by Year of Study

Year of study	Post Graduate	Under-Graduate	Total
2nd Year	149 (100.0)	278 (71.6)	427 (79.5)
3rd Year	0 (0.0)	110 (28.4)	110 (20.5)
Total	149 (100.0)	388 (100.0)	537 (100.0)

Note: Figures in the paranthesis are percentages

Source: Primary survey

Table 5.5: Distribution of PG Respondents by Course of Study and Socio Economic Variables (Percentage)

Background variables	Attributes	MA	M Sc	MCom	MBA	Total
Social Group	SC/ST	62.5	8.3	12.5	16.7	100.0
	OBC/OEC	61.5	11.5	5.1	21.8	100.0
	General	40.4	19.1	6.4	34.0	100.0
Gender	Male	46.4		3.6	50.0	100.0
	Female	57.0	16.5	7.4	19.0	100.0
Place of residence	Rural	58.3	14.8	4.3	22.6	100.0
	Urban	44.1	8.8	14.7	32.4	100.0
Household Income	Less than or equal to 5000	59.4	9.4	6.2	25.0	100.0
	5001 - 10000	78.7	14.9	2.1	4.3	100.0
	10001 - 25000	35.9	12.8	15.4	35.9	100.0
	25001 - 50000	33.3	20.0	6.7	40.0	100.0
	50000 and above	45.5	18.2		36.4	100.0
Total		55.0	13.4	6.7	24.8	100.0

Table 5.6: Distribution of UG Respondents by Course of Study and Socio Economic Variables (Percentage)

Background variables	Attributes	BA	BSc	B. Com	BBA	Total
Social Group	SC/ST	64.3	12.9	17.1	5.7	100.0
	OBC/OEC	54.5	18.3	17.3	9.9	100.0
	General	52.6	19.8	13.8	13.8	100.0
Gender	Male	55.5	25.5	14.5	4.5	100.0
	Female	55.8	14.7	16.9	12.6	100.0
Place of residence	Rural	57.8	17.5	15.3	9.4	100.0
	Urban	45.6	19.1	20.6	14.7	100.0
Household Income	Less than or equal to 5000	70.1	11.8	11.8	6.2	100.0
	5001 - 10000	52.2	17.4	15.7	14.8	100.0
	10001 - 25000	41.9	21.6	24.3	12.2	100.0
	25001 - 50000	41.4	17.2	24.1	17.2	100.0
	50000 and above	38.5	46.2	15.4		100.0
Total		55.7	17.8	16.2	10.3	100.0

Table 5.7: Distribution of PG Respondents by their Department and Socio Economic Variables (Percentage)

Background variables	Attributes	Commerce	Economics	English	History	Malayalam	Management	Mathematics	Physics	Political Science	Total
Social Group	SC/ST	12.5	8.3	12.5	12.5	20.8	16.7	4.2	4.2	8.3	100.0
	OBC/OEC	5.1	21.8	9.0	10.3	10.3	21.8	7.7	3.8	10.3	100.0
	General	6.4	17.0	8.5	6.4	4.3	34.0	8.5	10.6	4.3	100.0
Gender	Male	3.6	7.1		7.1	10.7	50.0			21.4	100.0
	Female	7.4	20.7	11.6	9.9	9.9	19.0	9.1	7.4	5.0	100.0
Place of residence	Rural	4.3	13.9	12.2	11.3	11.3	22.6	8.7	6.1	9.6	100.0
	Urban	14.7	32.4		2.9	5.9	32.4	2.9	5.9	2.9	100.0
Household Income	< or equal to 5000	6.2	12.5	9.4	15.6	12.5	25.0	3.1	6.2	9.4	100.0
	5001 - 10000	2.1	27.7	17.0	10.6	14.9	4.3	8.5	6.4	8.5	100.0
	10001 - 25000	15.4	10.3	5.1	10.3	2.6	35.9	5.1	7.7	7.7	100.0
	25001 - 50000	6.7	13.3	6.7		6.7	40.0	13.3	6.7	6.7	100.0
	50000 and above		36.4			9.1	36.4	18.2			100.0
Total		6.7	18.1	9.4	9.4	10.1	24.8	7.4	6.0	8.1	100.0

Table 5.8: Distribution of UG Respondents by Department and Socio Economic Variables (Percentage)

Background variables	Attributes	Commerce	Economics	English	History	Malayalam	Management	Mathematics	Physics	Political Science	Total
Social Group	SC/ST	17.1	24.3	15.7	11.4	2.9	5.7	5.7	7.1	10.0	100.0
	OBC/OEC	17.3	23.3	7.4	11.4	3.5	9.9	8.9	9.4	8.9	100.0
	General	13.8	18.1	15.5	6.0	3.4	13.8	10.3	9.5	9.5	100.0
Gender	Male	14.5	15.5	8.2	16.4	2.7	4.5	10.0	15.5	12.7	100.0
	Female	16.9	24.5	12.6	7.2	3.6	12.6	8.3	6.5	7.9	100.0
Place of residence	Rural	15.3	24.4	11.6	8.8	3.1	9.4	8.8	8.8	10.0	100.0
	Urban	20.6	10.3	10.3	14.7	4.4	14.7	8.8	10.3	5.9	100.0
Household Income	< or equal to 5000	11.8	33.3	6.9	20.1	4.2	6.2	5.6	6.2	5.6	100.0
	5001 - 10000	15.7	19.1	13.9	6.1	2.6	14.8	12.2	5.2	10.4	100.0
	10001 - 25000	24.3	13.5	12.2	2.7		12.2	4.1	17.6	13.5	100.0
	25001 - 50000	24.1	6.9	6.9		10.3	17.2	10.3	6.9	17.2	100.0
	50000 and above	15.4		23.1		7.7		30.8	15.4	7.7	100.0
Total		16.2	21.9	11.3	9.8	3.4	10.3	8.8	9.0	9.3	100.0

Table 5.9: Distribution of UG Respondents by Percentage of Marks Obtained Last Year and Socio Economic Variables (Percentage)

Background variables	Attributes	Below 60 percentage	60 - 79 percentage	80 - 89 percentage	90 percentage and above	Total
Social Group	SC/ST	8.8	70.0	20.0	1.2	100.0
	OBC/OEC	7.5	43.4	33.0	16.1	100.0
	General	8.0	42.7	31.3	18.0	100.0
Gender	Male	14.1	57.0	18.8	10.2	100.0
	Female	5.7	44.2	34.4	15.7	100.0
Place of residence	Rural	8.9	48.4	29.5	13.2	100.0
	Urban	3.2	43.6	34.0	19.1	100.0
Household Income	< or equal to 5000	8.7	51.6	32.3	7.5	100.0
	5001 - 10000	9.2	50.0	28.3	12.5	100.0
	10001 - 25000	7.2	38.7	31.5	22.5	100.0
	25001 - 50000	2.5	50.0	22.5	25.0	100.0
	50000 and above		40.0	40.0	20.0	100.0
Total		7.8	47.5	30.4	14.3	100.0

Table 5.10: Distribution of Respondents by Gender and Socio Economic Variables (Percentage)

Background variables	Attributes	Male	Female	Total
Social Group	SC/ST	24.5	75.5	100.0
	OBC/OEC	23.2	76.8	100.0
	General	30.7	69.3	100.0
Place of residence	Rural	24.8	75.2	100.0
	Urban	29.4	70.6	100.0
Household Income	Less than or equal to 5000	27.3	72.7	100.0
	5001 - 10000	25.9	74.1	100.0
	10001 - 25000	26.5	73.5	100.0
	25001 - 50000	22.7	77.3	100.0
	50000 and above	8.3	91.7	100.0
Total		25.7	74.3	100.0

Table 5.11: Distribution of Respondents by Social Group and Socio Economic Variables (Percentage)

Background variables	Attributes	SC	ST	OBC	OEC	GENERAL	Total
Gender	Male	15.9	0.7	44.2	2.9	36.2	100.0
	Female	16.5	1.3	51.1	2.8	28.3	100.0
Place of residence	Rural	18.4	1.4	49.2	2.5	28.5	100.0
	Urban	7.8		50.0	3.9	38.2	100.0
Household Income	Less than or equal to 5000	29.0	2.3	42.6	5.1	21.0	100.0
	5001 - 10000	13.0	1.2	56.8	1.9	27.2	100.0
	10001 - 25000	8.0		51.3	1.8	38.9	100.0
	25001 - 50000	6.8		56.8		36.4	100.0
	50000 and above	4.2		37.5		58.3	100.0
Total		16.4	1.1	49.3	2.8	30.4	100.0

Table 5.12: Distribution of Respondents by Religion and Socio Economic Variables (Percentage)

Background variables	Attributes	Hindu	Muslim	Christian	Total
Social Group	SC/ST	100.0			100.0
	OBC/OEC	85.0	13.9	1.1	100.0
	General	60.7		39.3	100.0
Gender	Male	78.3	9.4	12.3	100.0
	Female	81.0	6.5	12.5	100.0
Place of residence	Rural	81.1	7.4	11.5	100.0
	Urban	76.5	6.9	16.7	100.0
Household Income	Less than or equal to 5000	83.5	4.5	11.9	100.0
	5001 - 10000	80.2	8.6	11.1	100.0
	10001 - 25000	77.0	8.8	14.2	100.0
	25001 - 50000	77.3	6.8	15.9	100.0
	50000 and above	87.5	4.2	8.3	100.0
Total		80.3	7.3	12.5	100.0

Table 5.13: Distribution of Respondents by Occupation of Mother and Socio Economic Variables (Percentage)

Background variables	Attributes	self-employed in agriculture	self-employed in non-agriculture or Businessperson	non-agricultural labour on daily wages or casual labour	regular wage or salary earning - Government	regular wage or salary earning - Private	home maker - Housewife	Others	Total
Social Group	SC/ST			15.2	6.5	2.2	75.0	1.1	100.0
	OBC/OEC		0.7	6.9	9.5	5.1	77.7		100.0
	General	1.3	1.3	3.1	16.4	8.2	67.3	2.5	100.0
Gender	Male		0.8	4.6	14.6	6.9	73.1		100.0
	Female	0.5	0.8	8.1	9.9	5.1	74.4	1.3	100.0
Place of residence	Rural	0.2	0.7	8.0	9.7	5.2	75.5	0.7	100.0
	Urban	1.0	1.0	4.0	16.8	6.9	68.3	2.0	100.0
Household Income	Less than or equal to 5000	0.6	0.6	14.5	2.9	5.2	75.6	0.6	100.0
	5001 - 10000	0.6	1.3	5.7	5.7	6.3	80.4		100.0
	10001 - 25000		0.9	1.8	15.2	5.4	76.8		100.0
	25001 - 50000			2.3	36.4	6.8	50.0	4.5	100.0
	50000 and above				41.7		50.0	8.3	100.0
Total		0.4	0.8	7.2	11.0	5.5	74.1	1.0	100.0

Table 5.14: Distribution of Respondents by Occupation of Father and Socio Economic Variables (Percentage)

Background variables	Attributes	self-employed in agriculture	self-employed in non-agriculture or Businessperson	non-agricultural labour on daily wages or casual labour	regular wage or salary earning - Government	regular wage or salary earning - Private	home maker - House-wife	Others	Total
Social Group	SC/ST	10.2	3.4	68.2	8.0	5.7	3.4	1.1	100.0
	OBC/OEC	7.9	20.6	44.9	8.2	7.5	4.9	6.0	100.0
	General	9.7	18.7	27.1	13.5	13.5	7.1	10.3	100.0
Gender	Male	11.0	17.3	37.0	9.4	10.2	7.1	7.9	100.0
	Female	8.1	17.0	45.7	9.9	8.6	4.7	6.0	100.0
Place of residence	Rural	10.2	15.6	47.7	7.1	9.0	5.8	4.6	100.0
	Urban	3.0	23.2	26.3	21.2	9.1	3.0	14.1	100.0
Household Income	Less than or equal to 5000	14.5	9.6	60.8	1.2	3.0	7.2	3.6	100.0
	5001 - 10000	10.9	15.4	46.8	3.8	12.8	6.4	3.8	100.0
	10001 - 25000	3.7	24.1	34.3	16.7	12.0	1.9	7.4	100.0
	25001 - 50000		38.1	9.5	31.0	4.8	4.8	11.9	100.0
	50000 and above		4.3	4.3	43.5	17.4		30.4	100.0
Total		8.8	17.1	43.5	9.8	9.0	5.3	6.5	100.0

Table 5.15: Distribution of Respondents by Household Income and Socio Economic Variables (Percentage)

Background variables	Attributes	Less than or equal to 5000	5001 - 10000	10001 - 25000	25001 - 50000	50000 and above	Total
Social Group	SC/ST	60.4	25.3	9.9	3.3	1.1	100.0
	OBC/OEC	30.8	34.8	22.0	9.2	3.3	100.0
	General	23.9	28.4	28.4	10.3	9.0	100.0
Gender	Male	36.4	31.8	22.7	7.6	1.5	100.0
	Female	33.1	31.0	21.4	8.8	5.7	100.0
Place of residence	Rural	37.7	32.5	20.5	6.9	2.4	100.0
	Urban	18.0	26.0	27.0	15.0	14.0	100.0
Total		33.9	31.2	21.8	8.5	4.6	100.0

Table 5.16: Distribution of Respondents by Differently Abled Status and Socio Economic Variables (Percentage)

Background variables	Attributes	Percentage of differently abled respondents
Social Group	SC/ST	8.3
	OBC/OEC	75.0
	General	16.7
Gender	Male	91.7
	Female	8.3
Place of residence	Rural	91.7
	Urban	8.3
Household Income	Less than or equal to 5000	72.7
	5001 - 10000	18.2
	10001 - 25000	9.1
	25001 - 50000	
	50000 and above	
Total		100.0

Table 5.17: Distribution of differently Abled Respondents and the Type of Disability

Type of disability	Number of respondents	Percentage
Physically handicap	4	33.3
Visually challenged	8	66.7
Total	12	100.0

Table 5.18: Distribution of Respondents by Place of Residence and Socio Economic Variables (Percentage)

Background variables	Attributes	Rural	Urban	Total
Social Group	SC/ST	91.5	8.5	100.0
	OBC/OEC	80.4	19.6	100.0
	General	76.1	23.9	100.0
Gender	Male	78.3	21.7	100.0
	Female	82.0	18.0	100.0
Household Income	Less than or equal to 5000	89.8	10.2	100.0
	5001 - 10000	84.0	16.0	100.0
	10001 - 25000	76.1	23.9	100.0
	25001 - 50000	65.9	34.1	100.0
	50000 and above	41.7	58.3	100.0
Total		81.0	19.0	100.0

Table 5.19: Distribution of Respondents by Mother's Education and Socio Economic Variables (Percentage)

Background variables	Attributes	Illiterate	Education Level							Total
			Primary Complete - Up to 5th STD	Secondary - Up to 10th STD	Plus Two or Higher Secondary	Diploma or ITI or ITC	Graduate	Professional Degree	Post Graduation & Above	
Social Group	SC/ST	4.3	18.3	60.2	11.8	1.1	1.1	1.1	2.2	100.0
	OBC/OEC		11.2	52.3	19.5	1.4	9.0	3.6	2.9	100.0
	General	0.6	3.1	39.5	24.7	4.9	19.8	3.7	3.7	100.0
Gender	Male	0.7	11.1	50.4	15.6	2.2	9.6	4.4	5.9	100.0
	Female	1.0	9.6	49.6	21.2	2.5	11.3	2.8	2.0	100.0
Place of residence	Rural	1.2	11.1	52.7	18.6	2.6	9.5	2.8	1.6	100.0
	Urban		5.0	37.6	24.8	2.0	16.8	5.0	8.9	100.0
Household Income	Less than or equal to 5000	1.7	18.4	60.3	12.6	1.1	4.6	0.6	0.6	100.0
	5001 - 10000	1.2	9.3	55.6	19.1	0.6	9.3	4.3	0.6	100.0
	10001 - 25000		2.7	46.0	25.7	5.3	12.4	4.4	3.5	100.0
	25001 - 50000			20.5	29.5	9.1	20.5	6.8	13.6	100.0
	50000 and above			20.8	25.0		37.5		16.7	100.0
Total		0.9	10.0	49.8	19.7	2.4	10.9	3.2	3.0	100.0

Table 5.20: Distribution of Respondents by Father's Education and Socio Economic Variables (Percentage)

Background variables	Attributes	Illiterate	Education Level							Total
			Primary Complete - Up to 5th STD	Secondary - Up to 10th STD	Plus Two or Higher Secondary	Diploma or ITI or ITC	Graduate	Professional Degree	Post Graduation & Above	
Social Group	SC/ST	5.4	21.7	62.0	4.3	1.1	2.2	2.2	1.1	100.0
	OBC/OEC	0.7	18.4	59.9	7.6	3.6	5.8	2.5	1.4	100.0
	General		6.2	59.6	11.2	5.0	11.2	3.7	3.1	100.0
Gender	Male	0.7	19.3	56.3	5.9	3.0	8.9	3.7	2.2	100.0
	Female	1.5	13.9	61.5	8.9	3.8	6.1	2.5	1.8	100.0
Place of residence	Rural	1.6	17.2	62.5	6.8	3.5	5.4	2.1	0.9	100.0
	Urban		6.9	50.5	13.9	4.0	12.9	5.9	5.9	100.0
Household Income	Less than or equal to 5000	3.4	24.7	62.1	4.0	1.7	2.9	1.1		100.0
	5001 - 10000	0.6	16.1	67.7	6.2	3.1	3.7	1.2	1.2	100.0
	10001 - 25000		8.9	61.6	10.7	4.5	8.9	5.4		100.0
	25001 - 50000		2.3	40.9	18.2	9.1	15.9	6.8	6.8	100.0
	50000 and above			33.3	12.5	8.3	20.8	4.2	20.8	100.0
Total		1.3	15.3	60.2	8.1	3.6	6.8	2.8	1.9	100.0

Table 5.21: Distribution of Respondents by Education of First Sibling and Socio Economic Variables (Percentage)

Background variables	Attributes	Education Level							Total
		Primary Complete - Up to 5th STD	Secondary - Up to 10th STD	Plus Two or Higher Secondary	Diploma or ITI or ITC	Graduate	Professional Degree	Post Graduation & Above	
Social Group	SC/ST	2.2	20.2	23.6	14.6	23.6	9.0	6.7	100.0
	OBC/OEC	1.2	18.5	25.0	10.9	24.6	12.1	7.7	100.0
	General	2.7	15.1	21.2	7.5	21.9	22.6	8.9	100.0
Gender	Male	3.4	19.7	23.1	7.7	20.5	13.7	12.0	100.0
	Female	1.4	17.2	23.8	11.5	24.6	15.0	6.6	100.0
Place of residence	Rural	2.0	19.3	24.1	10.7	25.4	12.2	6.3	100.0
	Urban	1.1	11.2	21.3	10.1	15.7	25.8	14.6	100.0
Household Income	Less than or equal to 5000	1.9	26.6	27.2	13.9	19.6	7.0	3.8	100.0
	5001 - 10000	3.2	14.3	22.1	11.7	28.6	14.3	5.8	100.0
	10001 - 25000	1.0	11.5	21.9	7.3	30.2	17.7	10.4	100.0
	25001 - 50000		14.3	26.2	2.4	14.3	26.2	16.7	100.0
	50000 and above		4.3	17.4	13.0	8.7	39.1	17.4	100.0
Total		1.9	17.8	23.6	10.6	23.6	14.7	7.9	100.0

Table 5.22: Distribution of Respondents by Education of Second Sibling and Socio Economic Variables (Percentage)

Background variables	Attributes	Education Level							Total
		Primary Complete - Up to 5th STD	Secondary - Up to 10th STD	Plus Two or Higher Secondary	Diploma or ITI or ITC	Graduate	Professional Degree	Post Graduation & Above	
Social Group	SC/ST	8.6	17.1	31.4	2.9	17.1	17.1	5.7	100.0
	OBC/OEC	6.5	31.2	19.5	6.5	14.3	13.0	9.1	100.0
	General	2.7	29.7	16.2	5.4	18.9	18.9	8.1	100.0
Gender	Male	5.9	26.5	17.6	2.9	17.6	17.6	11.8	100.0
	Female	6.1	27.8	22.6	6.1	15.7	14.8	7.0	100.0
Place of residence	Rural	7.1	28.3	18.9	5.5	17.3	14.2	8.7	100.0
	Urban		22.7	36.4	4.5	9.1	22.7	4.5	100.0
Household Income	Less than or equal to 5000	11.3	32.1	26.4	5.7	13.2	7.5	3.8	100.0
	5001 - 10000	4.3	21.3	21.3	8.5	21.3	12.8	10.6	100.0
	10001 - 25000	2.9	26.5	8.8	2.9	17.6	32.4	8.8	100.0
	25001 - 50000		33.3	44.4				22.2	100.0
	50000 and above		33.3				66.7		100.0
Total		6.0	27.5	21.5	5.4	16.1	15.4	8.1	100.0

Table 5.23: Distribution of Respondents by Location of Secondary School and Socio Economic Variables (Percentage)

Background variables	Attributes	Rural	Urban	Total
Social Group	SC/ST	82.6	17.4	100.0
	OBC/OEC	72.3	27.7	100.0
	General	54.9	45.1	100.0
Gender	Male	66.2	33.8	100.0
	Female	69.7	30.3	100.0
Place of residence	Rural	80.7	19.3	100.0
	Urban	17.8	82.2	100.0
Household Income	Less than or equal to 5000	76.0	24.0	100.0
	5001 - 10000	74.4	25.6	100.0
	10001 - 25000	64.6	35.4	100.0
	25001 - 50000	43.2	56.8	100.0
	50000 and above	33.3	66.7	100.0
Total		68.8	31.2	100.0

Table 5.24: Distribution of Respondents by Type of Management of Secondary School and Socio Economic Variables (Percentage)

Background variables	Attributes	Government	Private-Aided	Private-Unaided	Total
Social Group	SC/ST	55.3	44.7		100.0
	OBC/OEC	41.1	54.5	4.4	100.0
	General	29.6	58.6	11.7	100.0
Gender	Male	53.3	37.0	9.6	100.0
	Female	35.6	59.8	4.5	100.0
Place of residence	Rural	42.2	52.9	4.9	100.0
	Urban	31.0	59.0	10.0	100.0
Household Income	Less than or equal to 5000	48.0	46.9	5.1	100.0
	5001 - 10000	37.7	59.3	3.1	100.0
	10001 - 25000	40.7	50.4	8.8	100.0
	25001 - 50000	25.0	65.9	9.1	100.0
	50000 and above	30.4	56.5	13.0	100.0
Total		40.1	54.0	5.8	100.0

Table 5.25: Distribution of Respondents by Syllabus of Secondary School and Socio Economic Variables (Percentage)

Background variables	Attributes	STATE	CBSE	ICSE	OTHERS	Total
Social Group	SC/ST	96.8	3.2			100.0
	OBC/OEC	94.6	4.7	0.4	0.4	100.0
	General	90.7	8.0	0.6	0.6	100.0
Gender	Male	92.6	6.6	0.7		100.0
	Female	94.2	5.0	0.3	0.5	100.0
Place of residence	Rural	95.2	4.4	0.2	0.2	100.0
	Urban	88.1	9.9	1.0	1.0	100.0
Household Income	Less than or equal to 5000	96.6	1.7	0.6	1.1	100.0
	5001 - 10000	98.1	1.9			100.0
	10001 - 25000	91.2	8.8			100.0
	25001 - 50000	81.8	18.2			100.0
	50000 and above	75.0	20.8	4.2		100.0
Total		93.8	5.4	0.4	0.4	100.0

Table 5.26: Distribution of Respondents by Syllabus of Secondary School and Socio Economic Variables (Percentage)

Background variables	Attributes	Co-education -Mixed Sex	Single Sex	Total
Social Group	SC/ST	76.3	23.7	100.0
	OBC/OEC	66.5	33.5	100.0
	General	52.8	47.2	100.0
Gender	Male	78.2	21.8	100.0
	Female	59.3	40.7	100.0
Place of residence	Rural	68.9	31.1	100.0
	Urban	43.6	56.4	100.0
Household Income	Less than or equal to 5000	69.9	30.1	100.0
	5001 - 10000	63.4	36.6	100.0
	10001 - 25000	62.5	37.5	100.0
	25001 - 50000	59.1	40.9	100.0
	50000 and above	58.3	41.7	100.0
Total		64.1	35.9	100.0

Table 5.27: Distribution of Respondents by Percentage of Marks Obtained in Secondary School and Socio Economic Variables (Percentage)

Background variables	Attributes	Below 60 percentage	60 - 79 percentage	80 - 89 percentage	90 percentage and above	Total
Social Group	SC/ST	2.3	65.9	27.3	4.5	100.0
	OBC/OEC	1.1	37.3	36.2	25.4	100.0
	General		26.1	42.7	31.2	100.0
Gender	Male	3.1	42.0	35.1	19.8	100.0
	Female	0.3	37.7	37.2	24.9	100.0
Place of residence	Rural	1.0	40.2	35.4	23.4	100.0
	Urban	1.0	32.7	41.8	24.5	100.0
Household Income	Less than or equal to 5000	1.8	52.4	31.5	14.3	100.0
	5001 - 10000		36.7	41.1	22.2	100.0
	10001 - 25000	1.8	26.8	42.0	29.5	100.0
	25001 - 50000		23.8	33.3	42.9	100.0
	50000 and above		27.3	27.3	45.5	100.0
Total		1.0	38.8	36.6	23.6	100.0

Table 5.28: Distribution of Respondents by Percentage of Marks Obtained in Secondary School and Socio Economic Variables (Median)

Background variables	Attributes	Median percentage of marks
Social Group	SC/ST	75.00
	OBC/OEC	81.00
	General	84.00
Gender	Male	80.00
	Female	81.00
Place of residence	Rural	80.00
	Urban	85.00
Household Income	Less than or equal to 5000	78.00
	5001 - 10000	81.00
	10001 - 25000	85.00
	25001 - 50000	85.50
	50000 and above	89.00
Total		81.00

Table 5.29: Distribution of Respondents by Location of Higher Secondary School and Socio Economic Variables (Percentage)

Background variables	Attributes	Rural	Urban	Total
Social Group	SC/ST	78.5	21.5	100.0
	OBC/OEC	61.9	38.1	100.0
	General	51.9	48.1	100.0
Gender	Male	62.2	37.8	100.0
	Female	61.6	38.4	100.0
Place of residence	Rural	72.5	27.5	100.0
	Urban	15.8	84.2	100.0
Household Income	Less than or equal to 5000	67.4	32.6	100.0
	5001 - 10000	64.0	36.0	100.0
	10001 - 25000	60.2	39.8	100.0
	25001 - 50000	40.9	59.1	100.0
	50000 and above	37.5	62.5	100.0
Total		61.7	38.3	100.0

Table 5.30: Distribution of Respondents by Type of Management of Higher Secondary School and Socio Economic Variables (Percentage)

Background variables	Attributes	Government	Private-Aided	Private-Unaided	Total
Social Group	SC/ST	73.4	26.6		100.0
	OBC/OEC	69.7	28.9	1.4	100.0
	General	57.4	35.2	7.4	100.0
Gender	Male	74.1	23.7	2.2	100.0
	Female	64.1	32.7	3.3	100.0
Place of residence	Rural	69.2	28.2	2.5	100.0
	Urban	55.4	39.6	5.0	100.0
Household Income	Less than or equal to 5000	73.9	23.9	2.3	100.0
	5001 - 10000	67.1	30.4	2.5	100.0
	10001 - 25000	61.1	36.3	2.7	100.0
	25001 - 50000	61.4	34.1	4.5	100.0
	50000 and above	45.8	41.7	12.5	100.0
Total		66.6	30.4	3.0	100.0

Table 5.31: Distribution of Respondents by Syllabus of Higher Secondary School and Socio Economic Variables (Percentage)

Background variables	Attributes	STATE	CBSE	ICSE	OTHERS	Total
Social Group	SC/ST	95.7	3.2		1.1	100.0
	OBC/OEC	96.4	3.6			100.0
	General	93.2	6.2	0.6		100.0
Gender	Male	96.3	3.7			100.0
	Female	95.0	4.5	0.3	0.3	100.0
Place of residence	Rural	96.3	3.5		0.2	100.0
	Urban	91.1	7.9	1.0		100.0
Household Income	Less than or equal to 5000	98.3	1.1		0.6	100.0
	5001 - 10000	98.8	1.2			100.0
	10001 - 25000	93.8	6.2			100.0
	25001 - 50000	86.4	13.6			100.0
	50000 and above	70.8	25.0	4.2		100.0
Total		95.3	4.3	0.2	0.2	100.0

Table 5.32: Distribution of Respondents by Type of Higher Secondary School and Socio Economic Variables (Percentage)

Background variables	Attributes	Co-education-Mixed Sex	Single Sex	Total
Social Group	SC/ST	80.2	19.8	100.0
	OBC/OEC	76.5	23.5	100.0
	General	75.8	24.2	100.0
Gender	Male	78.2	21.8	100.0
	Female	76.5	23.5	100.0
Place of residence	Rural	81.4	18.6	100.0
	Urban	57.3	42.7	100.0
Household Income	Less than or equal to 5000	77.9	22.1	100.0
	5001 - 10000	79.7	20.3	100.0
	10001 - 25000	71.6	28.4	100.0
	25001 - 50000	74.4	25.6	100.0
	50000 and above	75.0	25.0	100.0
Total		76.9	23.1	100.0

Table 5.33: Distribution of Respondents by Percentage of Marks Obtained in Higher Secondary School and Socio Economic Variables (Percentage)

Background variables	Attributes	Below 60 percentage	60 - 79 percentage	80 - 89 percentage	90 percentage and above	Total
Social Group	SC/ST	4.4	72.5	22.0	1.1	100.0
	OBC/OEC	0.7	38.8	46.7	13.8	100.0
	General	1.2	32.9	47.8	18.0	100.0
Gender	Male	3.0	53.0	31.8	12.1	100.0
	Female	1.0	39.4	46.5	13.1	100.0
Place of residence	Rural	0.9	45.0	42.6	11.5	100.0
	Urban	4.0	33.7	43.6	18.8	100.0
Household Income	Less than or equal to 5000	1.2	54.4	38.6	5.8	100.0
	5001 - 10000	1.2	47.2	41.0	10.6	100.0
	10001 - 25000	1.8	28.3	49.6	20.4	100.0
	25001 - 50000	2.3	25.0	45.5	27.3	100.0
	50000 and above		25.0	54.2	20.8	100.0
Total		1.5	42.8	42.8	12.9	100.0

Table 5.34: Distribution of Respondents by Percentage of Marks Obtained in Higher Secondary School and Socio Economic Variables (Median)

Background variables	Attributes	Median percentage of marks
Social Group	SC/ST	75.00
	OBC/OEC	80.00
	General	82.00
Gender	Male	78.00
	Female	80.00
Place of residence	Rural	80.00
	Urban	80.00
Household Income	Less than or equal to 5000	78.00
	5001 - 10000	80.00
	10001 - 25000	83.00
	25001 - 50000	83.50
	50000 and above	82.00
Total		80.00

Table 5.35: Improvement in the Pre College Credentials when Comparing Secondary and Higher Secondary Schools and Socio-Economic Variables (Percentage Difference)

Background variables	Attributes	Location of school: Rural	Type of management: Private aided	Syllabus: State	Type of school: Co-education	Percentage of marks obtained: Median
Social Group	SC/ST	-5.0	-40.5	-1.1	5.1	0.0
	OBC/OEC	-14.4	-47.0	1.9	15.0	-1.2
	General	-5.5	-39.9	2.8	43.6	-2.4
Gender	Male	-6.0	-35.9	4.0	0.0	-2.5
	Female	-11.6	-45.3	0.8	29.0	-1.2
Place of residence	Rural	-10.2	-46.7	1.2	18.1	0.0
	Urban	-11.2	-32.9	3.4	31.4	-5.9
Household Income	Less than or equal to 5000	-11.3	-49.0	1.8	11.4	0.0
	5001 - 10000	-14.0	-48.7	0.7	25.7	-1.2
	10001 - 25000	-6.8	-28.0	2.9	14.6	-2.4
	25001 - 50000	-5.3	-48.3	5.6	25.9	-2.3
	50000 and above	12.6	-26.2	-5.6	28.6	-7.9
Total		-10.3	-43.7	1.6	20.0	-1.2

Table 5.36: Improvement in the Pre College Credential when Comparing Secondary and Higher Secondary Schools and Socio-Economic Variables (Location of School: Rural - Percentage Difference)

Background variables	Attributes	Secondary School	Higher secondary school	Percentage difference
Social Group	SC/ST	82.6	78.5	-5.0
	OBC/OEC	72.3	61.9	-14.4
	General	54.9	51.9	-5.5
Gender	Male	66.2	62.2	-6.0
	Female	69.7	61.6	-11.6
Place of residence	Rural	80.7	72.5	-10.2
	Urban	17.8	15.8	-11.2
Household Income	Less than or equal to 5000	76.0	67.4	-11.3
	5001 - 10000	74.4	64.0	-14.0
	10001 - 25000	64.6	60.2	-6.8
	25001 - 50000	43.2	40.9	-5.3
	50000 and above	33.3	37.5	12.6
Total		68.8	61.7	-10.3

Table 5.37: Improvement in the Pre College Credential when Comparing Secondary and Higher Secondary Schools and Socio-Economic Variables (Type of Management: Private Aided - Percentage Difference)

Background variables	Attributes	Secondary School	Higher secondary school	Percentage difference
Social Group	SC/ST	44.7	26.6	-40.5
	OBC/OEC	54.5	28.9	-47.0
	General	58.6	35.2	-39.9
Gender	Male	37.0	23.7	-35.9
	Female	59.8	32.7	-45.3
Place of residence	Rural	52.9	28.2	-46.7
	Urban	59.0	39.6	-32.9
Household Income	Less than or equal to 5000	46.9	23.9	-49.0
	5001 - 10000	59.3	30.4	-48.7
	10001 - 25000	50.4	36.3	-28.0
	25001 - 50000	65.9	34.1	-48.3
	50000 and above	56.5	41.7	-26.2
Total		54.0	30.4	-43.7

Table 5.38: Improvement in the Pre College Credential when Comparing Secondary and Higher Secondary Schools and Socio-Economic Variables (Syllabus: State - Percentage Difference)

Background variables	Attributes	Secondary School	Higher secondary school	Percentage difference
Social Group	SC/ST	96.8	95.7	-1.1
	OBC/OEC	94.6	96.4	1.9
	General	90.7	93.2	2.8
Gender	Male	92.6	96.3	4.0
	Female	94.2	95.0	0.8
Place of residence	Rural	95.2	96.3	1.2
	Urban	88.1	91.1	3.4
Household Income	Less than or equal to 5000	96.6	98.3	1.8
	5001 - 10000	98.1	98.8	0.7
	10001 - 25000	91.2	93.8	2.9
	25001 - 50000	81.8	86.4	5.6
	50000 and above	75.0	70.8	-5.6
Total		93.8	95.3	1.6

Table 5.39: Improvement in the Pre College Credential when Comparing Secondary and Higher Secondary Schools and Socio-Economic Variables (Type of School: Co-Education - Percentage Difference)

Background variables	Attributes	Secondary School	Higher secondary school	Percentage difference
Social Group	SC/ST	76.3	80.2	5.1
	OBC/OEC	66.5	76.5	15.0
	General	52.8	75.8	43.6
Gender	Male	78.2	78.2	0.0
	Female	59.3	76.5	29.0
Place of residence	Rural	68.9	81.4	18.1
	Urban	43.6	57.3	31.4
Household Income	Less than or equal to 5000	69.9	77.9	11.4
	5001 - 10000	63.4	79.7	25.7
	10001 - 25000	62.5	71.6	14.6
	25001 - 50000	59.1	74.4	25.9
	50000 and above	58.3	75.0	28.6
Total		64.1	76.9	20.0

Table 5.40: Improvement in the Pre College Credential when Comparing Secondary and Higher Secondary Schools and Socio-Economic Variables (Percentage of Marks Obtained: Median - Percentage Difference)

Background variables	Attributes	Secondary School	Higher secondary school	Percentage difference
Social Group	SC/ST	75.00	75.00	0.0
	OBC/OEC	81.00	80.00	-1.2
	General	84.00	82.00	-2.4
Gender	Male	80.00	78.00	-2.5
	Female	81.00	80.00	-1.2
Place of residence	Rural	80.00	80.00	0.0
	Urban	85.00	80.00	-5.9
Household Income	Less than or equal to 5000	78.00	78.00	0.0
	5001 - 10000	81.00	80.00	-1.2
	10001 - 25000	85.00	83.00	-2.4
	25001 - 50000	85.50	83.50	-2.3
	50000 and above	89.00	82.00	-7.9
Total		81.00	80.00	-1.2

Table 5.41: Distribution of Respondents by Stream of Plus Two and Socio Economic Variables (Percentage)

Background variables	Attributes	Science	Humanities	Commerce	Others	Total
Social Group	SC/ST	13.8	45.7	39.4	1.1	100.0
	OBC/OEC	22.9	36.6	39.4	1.1	100.0
	General	33.3	30.9	35.2	0.6	100.0
Gender	Male	27.9	42.6	28.7	0.7	100.0
	Female	23.3	34.3	41.4	1.0	100.0
Place of residence	Rural	25.1	38.2	35.5	1.2	100.0
	Urban	21.8	28.7	49.5		100.0
Household Income	Less than or equal to 5000	15.3	51.7	32.4	0.6	100.0
	5001 - 10000	22.2	31.5	43.8	2.5	100.0
	10001 - 25000	30.1	30.1	39.8		100.0
	25001 - 50000	38.6	18.2	43.2		100.0
	50000 and above	50.0	25.0	25.0		100.0
Total		24.5	36.4	38.1	0.9	100.0

Table 5.42: Distribution of Respondents by Stream of Plus Two and Socio Economic Variables (Percentage Difference)

Background variables	Attributes	Science	Humanities	Commerce
Social Group	SC/ST	-15.2	39.6	-37.8
	OBC/OEC	-28.4	54.1	-31.2
	General	-41.1	58.9	-11.1
Gender	Male	-27.2	25.8	-9.1
	Female	-34.3	63.6	-30.9
Place of residence	Rural	-33.1	51.6	-28.7
	Urban	-28.0	57.1	-20.8
Household Income	Less than or equal to 5000	-25.5	31.9	-36.7
	5001 - 10000	-24.8	90.2	-46.3
	10001 - 25000	-38.2	32.2	4.5
	25001 - 50000	-52.8	112.1	0.0
	50000 and above	-33.4	66.8	0.0
Total		-32.2	52.5	-26.8

Note: For the sake of analysis, the BBA and MBA have been included in Commerce stream

Table 5.43: Distribution of Respondents by Stream of Plus Two and Socio Economic Variables (Science Stream – Percentage Difference)

Background variables	Attributes	Plus Two stream	Present stream	Percentage Difference
Social Group	SC/ST	13.8	11.7	-15.2
	OBC/OEC	22.9	16.4	-28.4
	General	33.3	19.6	-41.1
Gender	Male	27.9	20.3	-27.2
	Female	23.3	15.3	-34.3
Place of residence	Rural	25.1	16.8	-33.1
	Urban	21.8	15.7	-28.0
Household Income	Less than or equal to 5000	15.3	11.4	-25.5
	5001 - 10000	22.2	16.7	-24.8
	10001 - 25000	30.1	18.6	-38.2
	25001 - 50000	38.6	18.2	-52.8
	50000 and above	50.0	33.3	-33.4
Total		24.5	16.6	-32.2

Table 5.44: Distribution of Respondents by Stream of Plus Two and Socio Economic Variables (Humanities Stream – Percentage Difference)

Background variables	Attributes	Plus Two stream	Present stream	Percentage difference
Social Group	SC/ST	45.7	63.8	39.6
	OBC/OEC	36.6	56.4	54.1
	General	30.9	49.1	58.9
Gender	Male	42.6	53.6	25.8
	Female	34.3	56.1	63.6
Place of residence	Rural	38.2	57.9	51.6
	Urban	28.7	45.1	57.1
Household Income	Less than or equal to 5000	51.7	68.2	31.9
	5001 - 10000	31.5	59.9	90.2
	10001 - 25000	30.1	39.8	32.2
	25001 - 50000	18.2	38.6	112.1
	50000 and above	25.0	41.7	66.8
Total		36.4	55.5	52.5

Table 5.45: Distribution of Respondents by Stream of Plus Two and Socio Economic Variables (Commerce Stream – Percentage Difference)

Background variables	Attributes	Plus Two stream	Present stream	Percentage difference
Social Group	SC/ST	39.4	24.5	-37.8
	OBC/OEC	39.4	27.1	-31.2
	General	35.2	31.3	-11.1
Gender	Male	28.7	26.1	-9.1
	Female	41.4	28.6	-30.9
Place of residence	Rural	35.5	25.3	-28.7
	Urban	49.5	39.2	-20.8
Household Income	Less than or equal to 5000	32.4	20.5	-36.7
	5001 - 10000	43.8	23.5	-46.3
	10001 - 25000	39.8	41.6	4.5
	25001 - 50000	43.2	43.2	0.0
	50000 and above	25.0	25.0	0.0
Total		38.1	27.9	-26.8

Note: For the sake of analysis, the BBA and MBA have been included in Commerce stream

Table 5.46: Distribution of Respondents by Participation in Any Entrance Examination and Socio Economic Variables (Percentage)

Background variables	Attributes	Participated in some entrance examination	Did not participate in any entrance examinations	Total
Social Group	SC/ST		100.0	100.0
	OBC/OEC	6.1	93.9	100.0
	General	3.1	96.9	100.0
Gender	Male	2.9	97.1	100.0
	Female	4.5	95.5	100.0
Place of residence	Rural	4.4	95.6	100.0
	Urban	2.9	97.1	100.0
Household Income	Less than or equal to 5000	0.6	99.4	100.0
	5001 - 10000	3.1	96.9	100.0
	10001 - 25000	5.3	94.7	100.0
	25001 - 50000	15.9	84.1	100.0
	50000 and above	8.3	91.7	100.0
Total		4.1	95.9	100.0

Table 5.47: Distribution of Respondents by Post Career Choice and Socio Economic Variables (Percentage)

Background variables	Attributes	Pursue higher education	Search for job	Total
Social Group	SC/ST	96.8	3.2	100.0
	OBC/OEC	92.8	7.2	100.0
	General	94.4	5.6	100.0
Gender	Male	90.4	9.6	100.0
	Female	95.2	4.8	100.0
Place of residence	Rural	94.0	6.0	100.0
	Urban	94.1	5.9	100.0
Household Income	Less than or equal to 5000	92.6	7.4	100.0
	5001 - 10000	94.4	5.6	100.0
	10001 - 25000	93.8	6.2	100.0
	25001 - 50000	95.5	4.5	100.0
	50000 and above	100.0		100.0
Total		94.0	6.0	100.0

Table 5.48: Sources for Getting Prospects of Course of Their Study (Percentage)

Sources for getting prospects of course of their study	Percentage
Family members	48.4
Teachers in school	43.4
Friends at school	40.2
Got information from the Internet	20.9
Friends outside school	19.2
Got information through Media	19.0
People in the Neighborhood	13.0
Got information from College website	12.8
Teachers in coaching/tuition classes	9.1
Caste/community associations	1.3
Religious gathering	1.1
Other sources not listed above	0.9

Table 5.49: Distribution of Respondents by the Various Reasons for Taking Admission to Their College and Socio Economic Variables (Percentage)

Background variables	Attributes	Reasons for Taking Admission to Their College											
		I got my first choice of subject	I got my first choice of college	It was near my home/place of residence	I am able to afford the fees in this college	Entry requirements match with my grades/marks	All my friends are here	College is more welcoming to social group I belong to	I could not join any other college because the certificate is with this college	I did not get admission in any other college of my choice despite applying	This college has hostel facilities	Any other, please specify	
Social Group	SC/ST	70.2	52.1	13.8	21.3	22.3	11.7	17.0	6.4	10.6	17.0	2.1	
	OBC/OEC	66.1	45.4	20.0	28.6	26.1	11.1	10.7	1.8	7.9	8.9	2.9	
	General	65.6	42.3	30.1	31.9	31.3	8.0	11.0	1.2	12.3	3.1	8.6	
Gender	Male	58.0	48.6	19.6	26.1	26.1	15.2	15.2	2.2	10.9	12.3	8.7	
	Female	69.7	44.6	22.8	29.1	27.3	8.5	10.8	2.5	9.3	7.3	3.0	
Place of residence	Rural	67.6	45.3	18.4	27.8	26.7	10.8	12.4	3.0	10.8	8.5	3.9	
	Urban	62.7	47.1	37.3	30.4	28.4	7.8	9.8	0.0	4.9	8.8	6.9	
Household Income	< or equal to 5000	64.8	47.2	15.9	27.8	25.6	12.5	9.7	4.0	11.4	9.7	2.8	
	5001 - 10000	59.9	42.6	21.0	26.5	25.9	9.9	11.1	1.2	12.3	9.3	4.3	
	10001 - 25000	70.8	40.7	28.3	30.1	31.0	8.8	14.2	3.5	7.1	7.1	6.2	
	25001 - 50000	86.4	59.1	36.4	27.3	25.0	6.8	11.4	0.0	4.5	4.5	2.3	
	50000 and above	70.8	50.0	25.0	33.3	41.7	12.5	16.7	0.0	8.3	8.3	8.3	
Total		66.7	45.6	22.0	28.3	27.0	10.2	11.9	2.4	9.7	8.6	4.5	

Table 5.50: Distribution of Respondents by Their First Choice of Course and Socio Economic Variables (Percentage)

Background variables	Attributes	Degree -General	Degree -Professional	Diploma	Teacher Education - D.Ed, B.Ed	Certificate courses more than six month duration	Total
Social Group	SC/ST	96.8	2.1		1.1		100.0
	OBC/OEC	90.3	8.2		1.1	0.4	100.0
	General	85.2	14.2	0.6			100.0
Gender	Male	84.6	14.0	0.7		0.7	100.0
	Female	91.7	7.3		1.0		100.0
Place of residence	Rural	89.4	9.2	0.2	0.9	0.2	100.0
	Urban	92.1	7.9				100.0
Household Income	Less than or equal to 5000	93.8	5.1		1.1		100.0
	5001 - 10000	92.6	6.2	0.6	0.6		100.0
	10001 - 25000	85.0	13.3		0.9	0.9	100.0
	25001 - 50000	72.7	27.3				100.0
	50000 and above	95.8	4.2				100.0
Total		89.9	9.0	0.2	0.7	0.2	100.0

Table 5.51: Distribution of Respondents by Availing Reservation for Admission and Socio Economic Variables (Percentage)

Background variables	Attributes	Benefited from reservation policy	Did not benefit from reservation policy	Total
Social Group	SC/ST	88.2	11.8	100.0
	OBC/OEC	21.9	78.1	100.0
	General	13.8	86.2	100.0
Gender	Male	34.4	65.6	100.0
	Female	30.6	69.4	100.0
Place of residence	Rural	32.6	67.4	100.0
	Urban	27.3	72.7	100.0
Household Income	Less than or equal to 5000	38.7	61.3	100.0
	5001 - 10000	36.2	63.8	100.0
	10001 - 25000	23.1	76.9	100.0
	25001 - 50000	19.0	81.0	100.0
	50000 and above	13.6	86.4	100.0
Total		31.6	68.4	100.0

Table 5.52: Distribution of Respondents by Their Future Plans After Completing Your Degree and Socio Economic Variables (Percentage)

Background variables	Attributes	Future Plans									
		Pursue higher studies	Prepare for competitive exam	Attend soft skill training institution programme	Look for private sector employment	Look for public sector employment	Prepare for competitive tests	Pursue job oriented certificate course (technical training / vocational course)	I will go back to my native place	I will get married	Not yet decided
Social Group	SC/ST	69.1	57.4	28.7	17.0	60.6	45.7	31.9	18.1	16.0	1.1
	OBC/OEC	73.2	61.8	24.6	24.6	55.4	47.9	26.1	8.6	16.8	3.2
	General	73.6	60.1	20.2	23.3	53.4	50.3	19.6	10.4	15.3	3.7
Gender	Male	62.3	50.7	27.5	29.7	63.8	47.1	31.9	18.1	23.2	5.1
	Female	76.2	63.9	22.8	20.6	52.9	48.6	22.8	8.3	13.8	2.3
Place of residence	Rural	74.3	61.1	25.3	22.5	54.3	49.2	26.4	11.5	14.7	3.0
	Urban	65.7	57.8	18.6	24.5	61.8	44.1	19.6	7.8	22.5	2.9
Household Income	< or equal to 5000	68.2	58.5	23.9	19.9	55.7	46.0	27.8	14.8	19.9	3.4
	5001 - 10000	75.9	64.8	24.1	24.1	63.0	51.2	28.4	8.6	16.7	1.9
	10001 - 25000	74.3	55.8	24.8	24.8	49.6	49.6	24.8	8.8	14.2	4.4
	25001 - 50000	72.7	70.5	25.0	25.0	56.8	50.0	15.9	11.4	11.4	0.0
	50000 and above	79.2	66.7	25.0	20.8	41.7	50.0	8.3	8.3	4.2	4.2
Total		72.6	60.5	24.0	22.9	55.7	48.2	25.1	10.8	16.2	3.0

Table 5.53: Distribution of Respondents by Arrangement of Formal Orientation Programme and Socio Economic Variables (Percentage)

Background variables	Attributes	College arranged orientation programme	College did not arrange orientation programme	Total
Social Group	SC/ST	75.0	25.0	100.0
	OBC/OEC	78.9	21.1	100.0
	General	79.8	20.2	100.0
Gender	Male	73.7	26.3	100.0
	Female	80.1	19.9	100.0
Place of residence	Rural	78.2	21.8	100.0
	Urban	79.4	20.6	100.0
Household Income	Less than or equal to 5000	78.7	21.3	100.0
	5001 - 10000	77.2	22.8	100.0
	10001 - 25000	78.8	21.2	100.0
	25001 - 50000	77.3	22.7	100.0
	50000 and above	83.3	16.7	100.0
Total		78.5	21.5	100.0

Table 5.54: Distribution of Respondents by Invitation to the Orientation Programme and Socio Economic Variables (Percentage)

Background variables	Attributes	Got invitation to orientation programme	Did not get invitation to orientation programme	Total
Social Group	SC/ST	87.0	13.0	100.0
	OBC/OEC	87.7	12.3	100.0
	General	89.2	10.8	100.0
Gender	Male	89.1	10.9	100.0
	Female	87.7	12.3	100.0
Place of residence	Rural	89.1	10.9	100.0
	Urban	84.0	16.0	100.0
Household Income	Less than or equal to 5000	88.3	11.7	100.0
	5001 - 10000	84.0	16.0	100.0
	10001 - 25000	87.6	12.4	100.0
	25001 - 50000	94.1	5.9	100.0
	50000 and above	100.0		100.0
Total		88.1	11.9	100.0

Table 5.55: Distribution of Respondents Attending the Orientation Programme and Socio Economic Variables (Percentage)

Background variables	Attributes	Attended orientation programme	Did not attend orientation programme	Total
Social Group	SC/ST	96.6	3.4	100.0
	OBC/OEC	94.7	5.3	100.0
	General	88.6	11.4	100.0
Gender	Male	93.1	6.9	100.0
	Female	93.1	6.9	100.0
Place of residence	Rural	93.2	6.8	100.0
	Urban	92.5	7.5	100.0
Household Income	Less than or equal to 5000	93.3	6.7	100.0
	5001 - 10000	94.2	5.8	100.0
	10001 - 25000	92.2	7.8	100.0
	25001 - 50000	96.7	3.3	100.0
	50000 and above	85.0	15.0	100.0
Total		93.1	6.9	100.0

Table 5.56: Major Information Gathered from Orientation Programme (Percentage)

Information gathered from orientation programme	Percentage
Library facilities	91.1
Rules, regulation and Code of conduct	82.7
Anti-Ragging Rules and Regulations	79.8
Scholarships, fellowships, Internship	62.2
Committees and cells that deals with variety of student welfare issues	55.4
Job prospects of your course/college	48.8
Placement opportunities	42.6
Rules against caste, ethnicity, gender based ragging	42.0

Table 5.57: Distribution of Respondents by Facing Any Interview in Their Institute and Socio Economic Variables (Percentage)

Background variables	Attributes	Faced interview in the institute	Did not face interview in the institute	Total
Social Group	SC/ST	38.3	61.7	100.0
	OBC/OEC	45.7	54.3	100.0
	General	47.9	52.1	100.0
Gender	Male	39.9	60.1	100.0
	Female	46.9	53.1	100.0
Place of residence	Rural	42.1	57.9	100.0
	Urban	57.8	42.2	100.0
Household Income	Less than or equal to 5000	40.3	59.7	100.0
	5001 - 10000	41.4	58.6	100.0
	10001 - 25000	50.4	49.6	100.0
	25001 - 50000	59.1	40.9	100.0
	50000 and above	54.2	45.8	100.0
Total		45.1	54.9	100.0

Table 5.58: Distribution of Respondents by Asking About Their Social Background at the Time of Their Interview and Socio Economic Variables (Percentage)

Background variables	Attributes	Faced social background at the time of their interview	Did not face social background at the time of their interview	Total
Social Group	SC/ST	22.2	77.8	100.0
	OBC/OEC	26.6	73.4	100.0
	General	25.6	74.4	100.0
Gender	Male	32.7	67.3	100.0
	Female	23.5	76.5	100.0
Place of residence	Rural	24.6	75.4	100.0
	Urban	28.8	71.2	100.0
Household Income	Less than or equal to 5000	8.5	91.5	100.0
	5001 - 10000	41.8	58.2	100.0
	10001 - 25000	26.3	73.7	100.0
	25001 - 50000	38.5	61.5	100.0
	50000 and above	15.4	84.6	100.0
Total		25.6	74.4	100.0

Table 5.59: Distribution of Respondents by Various Social Background Asked in the Time of their Interview and Socio Economic Variables (Percentage)

Background variables	Attributes	Caste/ethnicity	Education of parent	Occupation of parent	Residential location	Religious affiliation	Political affiliation	Marital Status
Social Group	SC/ST	13.9	11.1	19.4	16.7	5.6	2.8	0.0
	OBC/OEC	12.5	10.9	19.5	19.5	5.5	2.3	5.5
	GENERAL	2.6	6.4	15.4	17.9	0.0	1.3	5.1
Gender	Male	12.7	12.7	21.8	23.6	5.5	5.5	7.3
	Female	8.6	8.6	17.1	17.1	3.2	1.1	3.7
Place of residence	Rural	8.7	9.3	18.6	19.1	3.3	0.5	3.8
	Urban	11.9	10.2	16.9	16.9	5.1	6.8	6.8
Household Income	Less than or equal to 5000	4.2	4.2	7.0	7.0	1.4	0.0	1.4
	5001 - 10000	16.4	11.9	31.3	32.8	6.0	1.5	3.0
	10001 - 25000	8.8	12.3	15.8	17.5	3.5	1.8	7.0
	25001 - 50000	7.7	11.5	26.9	23.1	3.8	3.8	11.5
	50000 and above	7.7	15.4	15.4	7.7	7.7	7.7	7.7
Total		9.5	9.5	18.2	18.6	3.7	2.1	4.5

Table 5.60: Distribution of Respondents Who Attended Interview by the First Time Interview and Socio Economic Variables (Percentage)

Background variables	Attributes	First time interview	More than first time interview	Total
Social Group	SC/ST	42.4	57.6	100.0
	OBC/OEC	38.2	61.8	100.0
	General	26.8	73.2	100.0
Gender	Male	36.0	64.0	100.0
	Female	35.0	65.0	100.0
Place of residence	Rural	35.3	64.7	100.0
	Urban	35.1	64.9	100.0
Household Income	Less than or equal to 5000	41.5	58.5	100.0
	5001 - 10000	28.6	71.4	100.0
	10001 - 25000	33.9	66.1	100.0
	25001 - 50000	39.1	60.9	100.0
	50000 and above	25.0	75.0	100.0
Total		35.2	64.8	100.0

Table 5.61: Distribution of Interview Attended Respondents by the Opinion that Social and Educational Background of Students Matters in Interview Performance and Socio Economic Variables (Percentage)

Background variables	Attributes	Opined that social and educational background of students matters in interview performance	Did not opine that social and educational background of students matters in interview performance	Total
Social Group	SC/ST	58.8	41.2	100.0
	OBC/OEC	59.5	40.5	100.0
	General	52.7	47.3	100.0
Gender	Male	53.8	46.2	100.0
	Female	58.1	41.9	100.0
Place of residence	Rural	56.2	43.8	100.0
	Urban	60.0	40.0	100.0
Household Income	Less than or equal to 5000	67.2	32.8	100.0
	5001 - 10000	55.2	44.8	100.0
	10001 - 25000	52.6	47.4	100.0
	25001 - 50000	52.0	48.0	100.0
	50000 and above	41.7	58.3	100.0
Total		57.1	42.9	100.0

Table 5.62: Distribution of Respondents who Attended Interview by Various Aspects of Interview Performance did they Find More Difficult and Socio Economic Variables (Percentage)

Background variables	Attributes	My command over English language	My subject knowledge	My physical appearance	I found the questions difficult	I was nervous	My Caste status	My Economic Status	My Religion	My Gender	None of the above
Social Group	SC/ST	30.6	16.7	11.1	0.0	11.1	5.6	0.0	0.0	5.6	41.7
	OBC/OEC	33.6	18.0	3.9	4.7	25.0	0.8	3.1	0.8	0.0	23.4
	GENERAL	25.6	10.3	1.3	5.1	24.4	1.3	0.0	0.0	0.0	32.1
Gender	Male	41.8	20.0	7.3	5.5	9.1	0.0	3.6	0.0	1.8	12.7
	Female	27.3	13.9	3.2	3.7	26.7	2.1	1.1	0.5	0.5	33.7
Place of residence	Rural	32.2	16.9	4.4	4.9	20.2	1.6	1.6	0.0	0.5	31.1
	Urban	25.4	10.2	3.4	1.7	30.5	1.7	1.7	1.7	1.7	22.0
Household Income	Less than or equal to 5000	31.0	8.5	2.8	0.0	5.6	1.4	2.8	0.0	1.4	39.4
	5001 - 10000	34.3	14.9	4.5	7.5	38.8	0.0	1.5	0.0	0.0	20.9
	10001 - 25000	35.1	24.6	5.3	5.3	19.3	3.5	0.0	0.0	0.0	28.1
	25001 - 50000	23.1	15.4	0.0	3.8	30.8	0.0	0.0	0.0	0.0	19.2
	50000 and above	7.7	15.4	7.7	0.0	38.5	7.7	7.7	7.7	0.0	30.8
Total		30.6	15.3	4.1	4.1	22.7	1.7	1.7	0.4	0.8	28.9

Table 5.63: Distribution of Respondents by Initial Experiences of Students – (Positive Aspects) and Socio Economic Variables (Median)

(0 - Disagree strongly; 1 – Disagree somewhat; 2 – Agree somewhat; 3 – Agree strongly)

Background variables	Attributes	I felt welcomed	I found the new place interesting	The instructions were simple and easy to follow	This college has officials who regularly speak about the value of equality and social justice	This college addresses concerns of women students
Social Group	SC/ST	2.0	3.0	2.0	2.0	2.0
	OBC/OEC	2.0	2.5	2.0	2.0	2.0
	GENERAL	2.0	3.0	3.0	1.0	2.0
Gender	Male	2.0	3.0	2.0	2.0	2.0
	Female	2.0	2.0	3.0	2.0	2.0
Place of residence	Rural	2.0	3.0	2.0	2.0	2.0
	Urban	2.0	3.0	3.0	2.0	2.0
Household Income	Less than or equal to 5000	2.0	3.0	2.0	2.0	2.0
	5001 - 10000	2.0	3.0	2.0	2.0	2.0
	10001 - 25000	2.0	2.0	2.0	1.0	2.0
	25001 - 50000	2.0	2.5	3.0	1.0	2.0
	50000 and above	2.0	3.0	3.0	1.5	2.0
Total		2.0	3.0	2.0	2.0	2.0

Table 5.64: Distribution of Respondents by Initial Experiences of Students – (Negative Aspects) and Socio Economic Variables (Median)

(0 - Disagree strongly; 1 – Disagree somewhat; 2 – Agree somewhat; 3 – Agree strongly)

Background variables	Attributes	I felt nervous and experienced an inferiority complex	Social and cultural life of campus was strange for me	I found it difficult to form peer group	I felt I was deliberately ignored	It was hard to adjust	Restrooms were not available	Did not feel safe in the campus	I was searching for students of my background to avoid feeling of out of place	It was difficult to follow the class room teaching
Social Group	SC/ST	2.0	2.0	1.0	0.0	1.0	0.5	1.0	0.0	2.0
	OBC/OEC	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0
	GENERAL	1.0	1.0	0.0	0.0	0.0	1.0	0.0	0.0	1.0
Gender	Male	1.0	1.0	0.5	0.0	0.0	1.0	1.0	0.0	2.0
	Female	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0
Place of residence	Rural	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0
	Urban	0.0	1.0	0.0	0.0	0.0	1.0	0.0	0.0	1.0
Household Income	Less than or equal to 5000	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0
	5001 - 10000	1.0	1.5	0.0	0.0	0.0	0.0	0.0	0.0	1.0
	10001 - 25000	1.0	1.0	0.0	0.0	0.0	1.0	0.0	0.0	1.0
	25001 - 50000	1.0	1.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0
	50000 and above	1.0	2.0	0.0	0.0	0.0	1.0	1.0	0.0	0.0
Total		1.0	1.0	0.0	0.0	0.0	1.0	0.0	0.0	1.0

Table 5.65: Distribution of Respondents by Initial Experiences of Students – (Negative Aspects) and Socio Economic Variables (Median)

(0 - Disagree strongly; 1 – Disagree somewhat; 2 – Agree somewhat; 3 – Agree strongly)

Background variables	Attributes	Initial Experiences of Students – (Negative Aspects)								
		Difficult to follow classroom instructions compared to other students	The teacher addressed to other types of students and not to the social background I belong to	Study materials are too expensive	Difficulty in dealing with the subjects	Cost of living in campus is too high	The classrooms were inaccessible	This college is sensitive to regional / language and cultural differences	This college has a lot of tension around social differences and divisions	I felt I could not stay on to study in this college / University
Social Group	SC/ST	1.0	0.0	1.0	2.0	0.0	1.0	1.0	0.0	0.0
	OBC/OEC	0.0	0.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
	GENERAL	0.0	0.0	1.0	1.0	0.0	1.0	1.0	0.0	0.0
Gender	Male	1.0	0.0	1.0	2.0	1.0	1.0	1.0	0.0	0.0
	Female	0.0	0.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
Place of residence	Rural	1.0	0.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
	Urban	0.0	0.0	0.0	1.0	0.0	1.0	0.5	0.0	0.0
Household Income	Less than or equal to 5000	1.0	0.0	1.0	1.0	0.0	1.0	1.0	0.0	0.0
	5001 - 10000	0.0	0.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
	10001 - 25000	1.0	0.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
	25001 - 50000	0.0	0.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
	50000 and above	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.0
Total		0.0	0.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0

Table 5.66: Distribution of Respondents by Initial Experience Index Group by Socio Economic Variables (Percentage)

Background variables	Attributes	Poor initial experience	Moderate initial experience	Good initial experience	Total
Social Group	SC/ST	2.1	58.5	39.4	100.0
	OBC/OEC	1.1	32.6	66.3	100.0
	GENERAL	2.5	31.3	66.3	100.0
Gender	Male	3.6	51.1	45.3	100.0
	Female	1.0	31.8	67.2	100.0
Place of residence	Rural	1.8	38.5	59.7	100.0
	Urban	1.0	29.4	69.6	100.0
Household Income	Less than or equal to 5000	1.7	39.2	59.1	100.0
	5001 - 10000	1.9	38.3	59.9	100.0
	10001 - 25000	2.7	38.1	59.3	100.0
	25001 - 50000		27.3	72.7	100.0
	50000 and above		16.7	83.3	100.0
Total		1.7	36.8	61.6	100.0

Table 6.1: Distribution of Respondents by the Place of Sitting in the Class Room and Socio Economic Variables (Percentage)

Background variables	Attributes	Front	Middle	Back	Total
Social Group	SC/ST	32.1	56.8	11.1	100.0
	OBC/OEC	37.9	37.1	25.0	100.0
	General	37.4	43.2	19.4	100.0
Gender	Male	33.9	36.2	29.9	100.0
	Female	37.9	45.1	17.0	100.0
Place of residence	Rural	38.4	42.7	18.9	100.0
	Urban	30.0	42.2	27.8	100.0
Household Income	Less than or equal to 5000	31.7	46.2	22.1	100.0
	5001 - 10000	38.8	45.5	15.7	100.0
	10001 - 25000	38.5	36.3	25.3	100.0
	25001 - 50000	40.5	32.4	27.0	100.0
	50000 and above	35.0	55.0	10.0	100.0
Total		36.7	42.6	20.7	100.0

Source: Primary survey

Table 6.2: Distribution of Respondents by the Choice of Selecting the Row and Socio Economic Variables (Percentage)

Background variables	Attributes	Have the choice to select the row	Do not have the choice to select the row	Total
Social Group	SC/ST	73.1	26.9	100.0
	OBC/OEC	71.7	28.3	100.0
	General	72.4	27.6	100.0
Gender	Male	74.5	25.5	100.0
	Female	71.4	28.6	100.0
Place of residence	Rural	69.8	30.2	100.0
	Urban	82.4	17.6	100.0
Household Income	Less than or equal to 5000	73.6	26.4	100.0
	5001 - 10000	70.6	29.4	100.0
	10001 - 25000	73.2	26.8	100.0
	25001 - 50000	70.5	29.5	100.0
	50000 and above	75.0	25.0	100.0
Total		72.2	27.8	100.0

Source: Primary survey

Table 6.3: Distribution of Respondents by the Various Reasons for Selecting the Row and Socio Economic Variables (Percentage)

Background variables	Attributes	To get more attention from teachers	To avoid direct attention of teacher	Lecture and discussions would be more audible	Due to Medical/Physical reasons	Fear of harassment from other students	To sit with friends	No particular reason
Social Group	SC/ST	36.8	14.7	30.9	2.9	2.9	61.8	17.6
	OBC/OEC	37.4	14.6	31.3	3.5	2.5	66.7	13.1
	General	29.7	25.4	39.0	1.7	2.5	66.9	12.7
Gender	Male	25.5	22.5	28.4	4.9	6.9	60.8	15.7
	Female	38.3	16.3	35.5	2.1	1.1	67.7	13.1
Place of residence	Rural	36.3	15.7	32.7	3.0	2.3	64.0	14.0
	Urban	29.8	26.2	36.9	2.4	3.6	72.6	13.1
Household Income	Less than or equal to 5000	39.1	19.5	26.6	3.9	1.6	64.8	12.5
	5001 - 10000	34.5	20.4	37.2	0.9	3.5	71.7	9.7
	10001 - 25000	30.5	15.9	32.9	4.9	2.4	64.6	18.3
	25001 - 50000	29.0	12.9	41.9	0.0	0.0	58.1	22.6
	50000 and above	33.3	5.6	55.6	0.0	0.0	61.1	16.7
Total		34.9	18.0	33.6	2.9	2.6	65.9	13.8

Source: Computed from primary survey

Table 6.4: Distribution of Respondents by the Responses to the Statement “It Is Common to See Remarks in the Classroom Based on Caste, Region Identity” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Total	Median
Social Group	SC/ST	96.7	3.3		100.0	0
	OBC/OEC	98.2	1.8		100.0	0
	General	93.2	5.6	1.2	100.0	0
Gender	Male	96.3	2.9	0.7	100.0	0
	Female	96.5	3.3	0.3	100.0	0
Place of residence	Rural	96.7	2.8	0.5	100.0	0
	Urban	95.0	5.0		100.0	0
Household Income	Less than or equal to 5000	98.3	1.7		100.0	0
	5001 - 10000	98.1	1.9		100.0	0
	10001 - 25000	94.6	4.5	0.9	100.0	0
	25001 - 50000	95.5	2.3	2.3	100.0	0
	50000 and above	91.7	8.3		100.0	0
Total		96.4	3.2	0.4	100.0	0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’

Source: Primary survey

Table 6.5: Distribution of Respondents by the Responses to the “My Teacher Makes Caste Based Jokes” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	97.8		1.1	1.1	100.0	0
	OBC/OEC	97.1	1.4		1.4	100.0	0
	General	96.9	1.2	0.6	1.2	100.0	0
Gender	Male	97.1	0.7		2.2	100.0	0
	Female	97.2	1.3	0.5	1.0	100.0	0
Place of residence	Rural	96.8	1.2	0.5	1.6	100.0	0
	Urban	99.0	1.0			100.0	0
Household Income	Less than or equal to 5000	97.7	0.6	0.6	1.1	100.0	0
	5001 - 10000	96.9	0.6	0.6	1.9	100.0	0
	10001 - 25000	99.1			0.9	100.0	0
	25001 - 50000	95.5	4.5			100.0	0
	50000 and above	95.8	4.2			100.0	0
Total		97.2	1.1	0.4	1.3	100.0	0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’

Source: Primary survey

Table 6.6: Distribution of Respondents by the Responses to the “My Teacher Makes Gender Based Jokes that are Offensive to Women” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	92.4	3.3	4.3		100.0	0
	OBC/OEC	91.3	5.1	2.9	0.7	100.0	0
	General	89.4	6.8	3.1	0.6	100.0	0
Gender	Male	94.9	3.6	1.5		100.0	0
	Female	89.6	5.9	3.8	0.8	100.0	0
Place of residence	Rural	91.2	4.9	3.5	0.5	100.0	0
	Urban	90.0	7.0	2.0	1.0	100.0	0
Household Income	Less than or equal to 5000	90.2	6.3	3.4		100.0	0
	5001 - 10000	91.1	5.7	2.5	0.6	100.0	0
	10001 - 25000	93.8	2.7	3.6		100.0	0
	25001 - 50000	90.9	4.5	2.3	2.3	100.0	0
	50000 and above	79.2	12.5	4.2	4.2	100.0	0
Total		90.9	5.3	3.2	0.6	100.0	0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.7: Distribution of Respondents by the Responses to the Statement “I Am Labelled as Reserved Category in the Class” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	96.7	1.1		2.2	100.0	0
	OBC/OEC	96.0	2.2	1.4	0.4	100.0	0
	General	96.9	2.5		0.6	100.0	0
Gender	Male	96.4	0.7	1.5	1.5	100.0	0
	Female	96.4	2.5	0.5	0.5	100.0	0
Place of residence	Rural	96.5	1.9	0.9	0.7	100.0	0
	Urban	96.0	3.0		1.0	100.0	0
Household Income	Less than or equal to 5000	97.1	1.1	1.1	0.6	100.0	0
	5001 - 10000	96.9	2.5	0.6		100.0	0
	10001 - 25000	97.3	1.8		0.9	100.0	0
	25001 - 50000	95.5	4.5			100.0	0
	50000 and above	95.8			4.2	100.0	0
Total		96.4	2.1	0.8	0.8	100.0	0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.8: Distribution of respondents by the Responses to the Statement “My Surname (Castes, Tribes, Religion or Region of the Students) is Announced Verbally in the Class” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	94.5	2.2	2.2	1.1	100.0	0
	OBC/OEC	96.0	1.8	0.4	1.8	100.0	0
	General	89.4	8.7	0.6	1.2	100.0	0
Gender	Male	90.4	8.1	1.5		100.0	0
	Female	94.9	2.5	0.5	2.0	100.0	0
Place of residence	Rural	93.5	3.7	0.9	1.9	100.0	0
	Urban	95.0	5.0			100.0	0
Household Income	Less than or equal to 5000	93.6	4.0	1.7	0.6	100.0	0
	5001 - 10000	94.3	3.1		2.5	100.0	0
	10001 - 25000	93.8	3.6	0.9	1.8	100.0	0
	25001 - 50000	95.5	4.5			100.0	0
	50000 and above	95.8	4.2			100.0	0
Total		93.8	4.0	0.8	1.5	100.0	0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.9: Distribution of Respondents by the Responses to the Statement “My Teacher Makes Derogatory Jokes that Hurt Regional Sentiments” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	92.4	4.3	2.2	1.1	100.0	0
	OBC/OEC	96.4	2.2	0.4	1.1	100.0	0
	General	95.7	3.7	0.6		100.0	0
Gender	Male	93.2	4.5	0.8	1.5	100.0	0
	Female	96.2	2.5	0.8	0.5	100.0	0
Place of residence	Rural	94.8	3.3	0.9	0.9	100.0	0
	Urban	98.0	2.0			100.0	0
Household Income	Less than or equal to 5000	93.0	4.7	1.7	0.6	100.0	0
	5001 - 10000	94.3	3.8	0.6	1.3	100.0	0
	10001 - 25000	99.1	0.9			100.0	0
	25001 - 50000	97.7	2.3			100.0	0
	50000 and above	100.0				100.0	0
Total		95.4	3.0	0.8	0.8	100.0	0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.10: Distribution of Respondents by the Responses to the Statement “Derogatory Remarks are Passed for me Indicating My Caste, Social, Regional, Racial or Religious Background as Reason of Under-Performance in the Class” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	94.4	4.5	1.1		100.0	0
	OBC/OEC	97.1	1.1	1.1	0.7	100.0	0
	General	93.7	3.8	1.3	1.3	100.0	0
Gender	Male	94.8	3.0	1.5	0.7	100.0	0
	Female	95.9	2.3	1.0	0.8	100.0	0
Place of residence	Rural	95.3	2.8	1.2	0.7	100.0	0
	Urban	97.0	1.0	1.0	1.0	100.0	0
Household Income	Less than or equal to 5000	95.3	1.7	1.2	1.7	100.0	0
	5001 - 10000	93.6	3.8	2.6		100.0	0
	10001 - 25000	98.2	1.8			100.0	0
	25001 - 50000	97.7	2.3			100.0	0
	50000 and above	100.0				100.0	0
Total		95.6	2.5	1.1	0.8	100.0	0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.11: Distribution of Respondents by the Responses to the Statement “My Teacher Includes Various Perspectives of Different Cultures in Class Discussions/Assignments” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	11.4	26.1	27.3	35.2	100.0	2.00
	OBC/OEC	25.7	19.8	28.0	26.5	100.0	2.00
	General	26.1	28.0	24.8	21.0	100.0	1.00
Gender	Male	19.7	24.2	24.2	31.8	100.0	2.00
	Female	24.7	23.1	27.8	24.4	100.0	2.00
Place of residence	Rural	21.6	23.3	27.9	27.2	100.0	2.00
	Urban	30.9	23.7	22.7	22.7	100.0	1.00
Household Income	Less than or equal to 5000	21.9	21.9	26.0	30.2	100.0	2.00
	5001 - 10000	20.3	22.2	28.1	29.4	100.0	2.00
	10001 - 25000	24.8	26.6	27.5	21.1	100.0	1.00
	25001 - 50000	20.9	30.2	25.6	23.3	100.0	1.00
	50000 and above	43.5	21.7	21.7	13.0	100.0	1.00
Total		23.4	23.4	26.9	26.3	100.0	2.00

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.12: Distribution of Respondents by the Responses to the Statement “My Teachers Encourage Students from Different Social Background to Work Together in Group Assignments” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	18.2	19.3	18.2	44.3	100.0	2.0
	OBC/OEC	22.3	11.7	17.5	48.5	100.0	2.0
	General	18.4	11.4	24.7	45.6	100.0	2.0
Gender	Male	16.4	10.4	26.9	46.3	100.0	2.0
	Female	21.8	13.7	17.4	47.2	100.0	2.0
Place of residence	Rural	19.7	13.3	20.4	46.6	100.0	2.0
	Urban	23.2	11.1	17.2	48.5	100.0	2.0
Household Income	Less than or equal to 5000	26.0	11.0	18.5	44.5	100.0	2.0
	5001 - 10000	17.8	14.6	18.5	49.0	100.0	2.0
	10001 - 25000	17.0	9.4	23.6	50.0	100.0	2.5
	25001 - 50000	18.6	7.0	25.6	48.8	100.0	2.0
	50000 and above	21.7	17.4	8.7	52.2	100.0	3.0
Total		20.4	12.9	19.8	46.9	100.0	2.0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.13: Distribution of Respondents by the Responses to the Statement “My Teachers Encourage Students to Respect Different Beliefs” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	19.8	18.7	22.0	39.6	100.0	2
	OBC/OEC	24.1	13.5	15.0	47.4	100.0	2
	General	16.9	17.5	20.6	45.0	100.0	2
Gender	Male	26.5	12.5	22.8	38.2	100.0	2
	Female	19.3	16.7	16.2	47.8	100.0	2
Place of residence	Rural	21.4	15.7	18.3	44.6	100.0	2
	Urban	20.2	15.2	16.2	48.5	100.0	2
Household Income	Less than or equal to 5000	27.9	12.8	17.4	41.9	100.0	2
	5001 - 10000	17.3	18.6	15.4	48.7	100.0	2
	10001 - 25000	20.7	13.5	21.6	44.1	100.0	2
	25001 - 50000	13.6	18.2	11.4	56.8	100.0	3
	50000 and above	20.8	8.3	29.2	41.7	100.0	2
Total		21.1	15.6	17.9	45.3	100.0	2

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.14: Distribution of Respondents by the Responses to the Statement “I Receive Academic Support from My Teachers in Comparison with Other Students” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	60.9	15.2	10.9	13.0	100.0	.00
	OBC/OEC	44.0	29.1	13.8	13.1	100.0	1.00
	General	46.9	22.5	16.2	14.4	100.0	1.00
Gender	Male	51.9	24.4	14.8	8.9	100.0	.00
	Female	46.4	24.7	13.8	15.1	100.0	1.00
Place of residence	Rural	48.0	23.3	14.9	13.8	100.0	1.00
	Urban	46.9	30.6	10.2	12.2	100.0	1.00
Household Income	Less than or equal to 5000	46.8	23.7	16.8	12.7	100.0	1.00
	5001 - 10000	50.6	24.4	11.5	13.5	100.0	.00
	10001 - 25000	44.2	24.8	15.9	15.0	100.0	1.00
	25001 - 50000	38.6	34.1	9.1	18.2	100.0	1.00
	50000 and above	62.5	16.7	12.5	8.3	100.0	.00
Total		47.8	24.7	14.0	13.5	100.0	1.00

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.15: Distribution of Respondents by the Responses to the Statement “My Teacher Gives Equal Attention to Me in Comparison with Others during Academic Discussion” and Socio Economic Variables (Percentage and median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	18.1	12.8	21.3	47.9	100.0	2.00
	OBC/OEC	18.9	11.4	14.3	55.4	100.0	3.00
	General	14.9	16.8	12.4	55.9	100.0	3.00
Gender	Male	25.7	15.4	15.4	43.4	100.0	2.00
	Female	14.8	12.5	14.8	57.9	100.0	3.00
Place of residence	Rural	18.4	14.3	14.5	52.9	100.0	3.00
	Urban	14.0	9.0	17.0	60.0	100.0	3.00
Household Income	Less than or equal to 5000	24.0	14.3	17.7	44.0	100.0	2.00
	5001 - 10000	16.8	13.0	11.8	58.4	100.0	3.00
	10001 - 25000	14.2	14.2	15.0	56.6	100.0	3.00
	25001 - 50000	4.5	6.8	18.2	70.5	100.0	3.00
	50000 and above	16.7	12.5	16.7	54.2	100.0	3.00
Total		17.6	13.3	15.0	54.2	100.0	3.00

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.16: Distribution of Respondents by the Responses to the Statement “My Teacher Gives Equal Attention to Me in Classroom during Question-Answer Sessions” and Socio Economic Variables (Percentage and median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	21.1	15.6	21.1	42.2	100.0	2.00
	OBC/OEC	14.2	10.2	19.3	56.4	100.0	3.00
	General	11.0	11.0	25.8	52.3	100.0	3.00
Gender	Male	20.6	9.2	25.2	45.0	100.0	2.00
	Female	12.3	12.1	20.3	55.3	100.0	3.00
Place of residence	Rural	15.0	11.4	22.1	51.5	100.0	3.00
	Urban	12.1	11.1	19.2	57.6	100.0	3.00
Household Income	Less than or equal to 5000	22.4	13.5	17.6	46.5	100.0	2.00
	5001 - 10000	15.3	10.2	21.7	52.9	100.0	3.00
	10001 - 25000	9.2	11.9	26.6	52.3	100.0	3.00
	25001 - 50000		2.3	34.1	63.6	100.0	3.00
	50000 and above	4.2	16.7	8.3	70.8	100.0	3.00
Total		14.4	11.3	21.5	52.7	100.0	3.00

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.17: Distribution of Respondents by the Responses to the Statement “My Teacher Gives Equal Attention to Me in Monitoring My Performance and Giving Feedback” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	15.6	17.8	31.1	35.6	100.0	2.00
	OBC/OEC	18.1	12.3	20.6	49.1	100.0	2.00
	General	14.1	15.4	19.9	50.6	100.0	3.00
Gender	Male	22.1	10.3	25.0	42.6	100.0	2.00
	Female	14.5	15.5	21.2	48.8	100.0	2.00
Place of residence	Rural	17.0	15.1	23.6	44.3	100.0	2.00
	Urban	14.1	10.1	16.2	59.6	100.0	3.00
Household Income	Less than or equal to 5000	23.7	17.2	21.3	37.9	100.0	2.00
	5001 - 10000	12.5	13.1	21.9	52.5	100.0	3.00
	10001 - 25000	17.4	11.9	24.8	45.9	100.0	2.00
	25001 - 50000	9.3	2.3	23.3	65.1	100.0	3.00
	50000 and above	4.2	16.7	16.7	62.5	100.0	3.00
Total		16.4	14.1	22.2	47.2	100.0	2.00

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.18: Distribution of Respondents by the Responses to the Statement “My Teacher Gives Equal Attention to Me While Clarifying My Doubts” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	9.9	13.2	19.8	57.1	100.0	3
	OBC/OEC	8.4	10.9	17.8	62.9	100.0	3
	General	7.6	10.2	19.7	62.4	100.0	3
Gender	Male	13.7	8.4	19.8	58.0	100.0	3
	Female	6.6	12.0	18.4	63.0	100.0	3
Place of residence	Rural	8.7	11.5	19.8	60.0	100.0	3
	Urban	7.1	9.2	14.3	69.4	100.0	3
Household Income	Less than or equal to 5000	12.2	12.2	16.9	58.7	100.0	3
	5001 - 10000	7.7	13.5	15.4	63.5	100.0	3
	10001 - 25000	7.1	9.8	22.3	60.7	100.0	3
	25001 - 50000			26.2	73.8	100.0	3
	50000 and above	8.3	16.7	8.3	66.7	100.0	3
Total		8.4	11.1	18.7	61.8	100.0	3

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.19: Distribution of Respondents by the Responses to the Statement “Teachers from My Own Background Give Me More Attention than Other Teachers” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	74.7	9.9	8.8	6.6	100.0	0
	OBC/OEC	80.7	9.1	3.3	6.9	100.0	0
	General	79.9	11.7	5.2	3.2	100.0	0
Gender	Male	72.1	14.7	5.1	8.1	100.0	0
	Female	82.0	8.4	4.7	5.0	100.0	0
Place of residence	Rural	79.1	9.3	5.2	6.4	100.0	0
	Urban	80.6	13.3	3.1	3.1	100.0	0
Household Income	Less than or equal to 5000	72.5	15.2	4.1	8.2	100.0	0
	5001 - 10000	81.3	9.0	5.2	4.5	100.0	0
	10001 - 25000	83.5	4.6	7.3	4.6	100.0	0
	25001 - 50000	86.4	6.8	2.3	4.5	100.0	0
	50000 and above	83.3	12.5		4.2	100.0	0
Total		79.4	10.0	4.8	5.8	100.0	0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.20: Distribution of Respondents by the Responses to the Statement “My Teacher Under-Rates My Academic Ability (e.g. Offered you Discouraging Statement or Give you the Feeling that ‘you do not have Ability to Study’ or ‘you do not Deserve to be Educated’)” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	76.9	7.7	12.1	3.3	100.0	0
	OBC/OEC	72.0	14.2	7.3	6.5	100.0	0
	General	77.0	11.2	6.8	5.0	100.0	0
Gender	Male	70.1	17.9	4.5	7.5	100.0	0
	Female	75.8	10.2	9.2	4.8	100.0	0
Place of residence	Rural	73.0	12.8	8.6	5.6	100.0	0
	Urban	80.6	9.2	5.1	5.1	100.0	0
Household Income	Less than or equal to 5000	69.2	14.5	9.9	6.4	100.0	0
	5001 - 10000	75.8	10.8	8.9	4.5	100.0	0
	10001 - 25000	80.4	7.1	7.1	5.4	100.0	0
	25001 - 50000	77.3	18.2		4.5	100.0	0
	50000 and above	75.0	12.5	8.3	4.2	100.0	0
Total		74.4	12.1	8.0	5.5	100.0	0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.21: Distribution of respondents by the responses to the statement “I am kept idle in the laboratory and not allowed to work even if I am allowed to enter” and socio economic variables (Percentage and median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	100.0				100.0	0
	OBC/OEC	86.4	4.5	9.1		100.0	0
	General	62.5	12.5	6.2	18.8	100.0	0
Gender	Male	58.8	5.9	17.6	17.6	100.0	0
	Female	92.3	7.7			100.0	0
Place of residence	Rural	79.4	5.9	8.8	5.9	100.0	0
	Urban	77.8	11.1		11.1	100.0	0
Household Income	Less than or equal to 5000	72.7		27.3		100.0	0
	5001 - 10000	100.0				100.0	0
	10001 - 25000	68.8	12.5		18.8	100.0	0
	25001 - 50000	66.7	33.3			100.0	0
	50000 and above	100.0				100.0	0
Total		79.1	7.0	7.0	7.0	100.0	0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.22: Distribution of Respondents by the Responses to the Statement “My Teachers can Identify Each Student by their Name” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	17.6	9.9	22.0	50.5	100.0	3.00
	OBC/OEC	11.4	16.8	20.1	51.6	100.0	3.00
	General	11.6	20.0	20.6	47.7	100.0	2.00
Gender	Male	15.0	17.3	23.3	44.4	100.0	2.00
	Female	11.7	16.3	19.7	52.3	100.0	3.00
Place of residence	Rural	13.3	16.2	21.0	49.5	100.0	2.00
	Urban	9.1	18.2	19.2	53.5	100.0	3.00
Household Income	Less than or equal to 5000	14.7	15.3	18.2	51.8	100.0	3.00
	5001 - 10000	12.2	15.4	21.2	51.3	100.0	3.00
	10001 - 25000	13.6	16.4	18.2	51.8	100.0	3.00
	25001 - 50000	9.1	20.5	25.0	45.5	100.0	2.00
	50000 and above	4.3	21.7	21.7	52.2	100.0	3.00
Total		12.5	16.6	20.6	50.3	100.0	3.00

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.23: Distribution of Respondents by the Responses to the Statement “My Teacher Encourages Me to Ask Questions and Participate in Discussions” and Socio Economic Variables (Percentage and Median)

Background Variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	19.6	23.9	26.1	30.4	100.0	2
	OBC/OEC	14.9	25.5	26.9	32.7	100.0	2
	General	12.3	25.9	29.0	32.7	100.0	2
Gender	Male	27.9	16.9	29.4	25.7	100.0	2
	Female	10.4	28.2	26.7	34.6	100.0	2
Place of residence	Rural	15.4	24.7	26.8	33.1	100.0	2
	Urban	13.0	28.0	30.0	29.0	100.0	2
Household Income	Less than or equal to 5000	19.7	23.7	28.3	28.3	100.0	2
	5001 - 10000	15.1	26.4	27.0	31.4	100.0	2
	10001 - 25000	13.5	27.0	22.5	36.9	100.0	2
	25001 - 50000	4.5	22.7	31.8	40.9	100.0	2
	50000 and above	12.5	16.7	37.5	33.3	100.0	2
Total		14.9	25.3	27.4	32.3	100.0	2

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.24: Distribution of Respondents by the Responses to the Statement “In My Opinion Most of the Teachers Encourage Questions in the Class” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	18.5	32.6	20.7	28.3	100.0	1.0
	OBC/OEC	11.2	26.0	29.6	33.2	100.0	2.0
	General	12.4	29.8	22.4	35.4	100.0	2.0
Gender	Male	22.1	21.3	27.9	28.7	100.0	2.0
	Female	9.6	30.7	25.1	34.5	100.0	2.0
Place of residence	Rural	13.7	29.1	25.1	32.1	100.0	2.0
	Urban	9.0	25.0	29.0	37.0	100.0	2.0
Household Income	Less than or equal to 5000	16.2	34.7	17.9	31.2	100.0	1.0
	5001 - 10000	12.5	31.2	27.5	28.8	100.0	2.0
	10001 - 25000	13.5	20.7	30.6	35.1	100.0	2.0
	25001 - 50000	4.5	20.5	34.1	40.9	100.0	2.0
	50000 and above	8.3	16.7	25.0	50.0	100.0	2.5
Total		12.8	28.3	25.8	33.0	100.0	2.0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.25: Distribution of Respondents by the Responses to the Statement “My Teacher Gives me one-to-one Time on Academic Matters” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	20.7	28.3	23.9	27.2	100.0	2
	OBC/OEC	18.2	23.8	27.9	30.1	100.0	2
	General	17.0	24.5	34.0	24.5	100.0	2
Gender	Male	23.7	30.4	26.7	19.3	100.0	1
	Female	16.4	22.9	29.9	30.9	100.0	2
Place of residence	Rural	18.2	25.9	28.3	27.6	100.0	2
	Urban	18.8	19.8	32.3	29.2	100.0	2
Household Income	Less than or equal to 5000	26.0	21.4	26.0	26.6	100.0	2
	5001 - 10000	12.8	25.6	32.1	29.5	100.0	2
	10001 - 25000	18.5	24.1	28.7	28.7	100.0	2
	25001 - 50000	7.0	34.9	27.9	30.2	100.0	2
	50000 and above	16.7	20.8	33.3	29.2	100.0	2
Total		18.3	24.8	29.0	27.9	100.0	2

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.26: Distribution of Respondents by the Responses to the Statement “I Have Been Guided by A Faculty Member in Research/Projects” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	29.1	16.3	20.9	33.7	100.0	2.0
	OBC/OEC	26.9	17.1	18.0	38.0	100.0	2.0
	General	21.8	18.4	25.9	34.0	100.0	2.0
Gender	Male	39.8	18.8	18.8	22.7	100.0	1.0
	Female	20.6	16.9	21.7	40.9	100.0	2.0
Place of residence	Rural	26.9	17.4	20.7	35.0	100.0	2.0
	Urban	20.7	17.2	21.8	40.2	100.0	2.0
Household Income	Less than or equal to 5000	30.0	15.6	18.8	35.6	100.0	2.0
	5001 - 10000	23.4	19.9	24.8	31.9	100.0	2.0
	10001 - 25000	26.9	11.5	20.2	41.3	100.0	2.0
	25001 - 50000	22.2	19.4	16.7	41.7	100.0	2.0
	50000 and above	9.1	31.8	9.1	50.0	100.0	2.5
Total		25.7	17.4	20.9	36.0	100.0	2.0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.27: Distribution of Respondents by the Responses to the Statement “I am able to visit My Teacher without Inhibitions in his/her Office/Staff Room to Discuss Academics Issues” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	25.8	14.0	20.4	39.8	100.0	2
	OBC/OEC	16.0	10.9	16.4	56.7	100.0	3
	General	18.6	9.3	18.6	53.4	100.0	3
Gender	Male	19.9	14.7	23.5	41.9	100.0	2
	Female	18.1	9.7	15.8	56.5	100.0	3
Place of residence	Rural	20.0	11.9	17.5	50.6	100.0	3
	Urban	12.0	7.0	19.0	62.0	100.0	3
Household Income	Less than or equal to 5000	23.3	10.2	14.8	51.7	100.0	3
	5001 - 10000	16.2	10.0	17.5	56.2	100.0	3
	10001 - 25000	18.9	9.0	19.8	52.3	100.0	3
	25001 - 50000	6.8	20.5	18.2	54.5	100.0	3
	50000 and above	12.5	16.7	16.7	54.2	100.0	3
Total		18.5	11.0	17.8	52.7	100.0	3

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.28: Distribution of Respondents by the Responses to the Statement “I Directly Get My Doubts Clarified from Faculty during or end of Class” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	15.9	15.9	27.3	40.9	100.0	2
	OBC/OEC	10.9	16.9	29.2	43.1	100.0	2
	General	8.3	14.6	36.3	40.8	100.0	2
Gender	Male	18.8	15.8	30.8	34.6	100.0	2
	Female	8.2	16.1	31.1	44.6	100.0	2
Place of residence	Rural	11.4	17.4	30.8	40.4	100.0	2
	Urban	9.1	10.1	32.3	48.5	100.0	2
Household Income	Less than or equal to 5000	12.4	17.1	27.1	43.5	100.0	2
	5001 - 10000	8.7	19.5	32.9	38.9	100.0	2
	10001 - 25000	10.1	10.1	37.6	42.2	100.0	2
	25001 - 50000	4.7	16.3	30.2	48.8	100.0	2
	50000 and above	20.8	8.3	16.7	54.2	100.0	2
Total		10.9	16.0	31.1	42.0	100.0	2

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.29: Distribution of Respondents by the Responses to the Statement “Faculty Provides Me with Feedback on Academic Progress” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	20.0	20.0	34.1	25.9	100.0	2
	OBC/OEC	18.3	26.1	31.0	24.6	100.0	2
	General	22.8	24.7	32.9	19.6	100.0	2
Gender	Male	24.8	24.8	27.9	22.5	100.0	2
	Female	18.3	24.6	33.5	23.6	100.0	2
Place of residence	Rural	21.3	25.2	30.8	22.8	100.0	2
	Urban	14.3	22.4	37.8	25.5	100.0	2
Household Income	Less than or equal to 5000	21.3	20.7	30.5	27.4	100.0	2
	5001 - 10000	16.0	26.3	32.7	25.0	100.0	2
	10001 - 25000	22.0	24.8	32.1	21.1	100.0	2
	25001 - 50000	16.3	34.9	27.9	20.9	100.0	1
	50000 and above	13.0	26.1	52.2	8.7	100.0	2
Total		20.0	24.7	32.1	23.3	100.0	2

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.30: Distribution of Respondents by the Responses to the Statement “I am Allotted Differential time to Meet Faculty as Compared to other Students” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	80.2	12.8	5.8	1.2	100.0	0
	OBC/OEC	87.5	7.3	4.0	1.1	100.0	0
	General	79.5	13.5	3.8	3.2	100.0	0
Gender	Male	76.7	15.8	5.3	2.3	100.0	0
	Female	86.4	8.1	3.9	1.6	100.0	0
Place of residence	Rural	85.4	9.1	4.1	1.4	100.0	0
	Urban	77.3	14.4	5.2	3.1	100.0	0
Household Income	Less than or equal to 5000	80.0	12.9	4.7	2.4	100.0	0
	5001 - 10000	88.7	6.0	4.0	1.3	100.0	0
	10001 - 25000	82.6	11.9	3.7	1.8	100.0	0
	25001 - 50000	88.6	9.1	2.3		100.0	0
	50000 and above	87.5	8.3		4.2	100.0	0
Total		83.9	10.1	4.3	1.7	100.0	0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.31: Distribution of Respondents by the Responses to the Statement “I Feel Free to Interact Informally with Faculty Members Outside the Class Room” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	23.3	15.6	25.6	35.6	100.0	2
	OBC/OEC	16.0	17.8	23.3	42.9	100.0	2
	General	16.2	17.5	31.2	35.0	100.0	2
Gender	Male	26.5	17.4	22.7	33.3	100.0	2
	Female	14.2	17.3	27.2	41.2	100.0	2
Place of residence	Rural	18.0	18.5	26.6	36.9	100.0	2
	Urban	14.4	12.4	23.7	49.5	100.0	2
Household Income	Less than or equal to 5000	24.6	14.0	25.7	35.7	100.0	2
	5001 - 10000	12.6	17.6	28.3	41.5	100.0	2
	10001 - 25000	17.9	19.6	27.7	34.8	100.0	2
	25001 - 50000	9.5	21.4	19.0	50.0	100.0	2
	50000 and above	12.5	16.7	12.5	58.3	100.0	2
Total		17.3	17.3	26.1	39.2	100.0	2

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.32: Distribution of Respondents by the Responses to the Statement “My Teachers Encourage Students to Discuss their Personal Issues” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	28.3	25.0	21.7	25.0	100.0	1
	OBC/OEC	29.7	25.4	23.6	21.4	100.0	1
	General	26.4	32.7	16.4	24.5	100.0	1
Gender	Male	34.6	31.6	17.3	16.5	100.0	1
	Female	26.4	26.1	22.3	25.1	100.0	1
Place of residence	Rural	28.7	26.6	21.3	23.4	100.0	1
	Urban	27.3	31.3	20.2	21.2	100.0	1
Household Income	Less than or equal to 5000	31.4	27.4	19.4	21.7	100.0	1
	5001 - 10000	23.9	27.7	24.5	23.9	100.0	1
	10001 - 25000	33.3	24.1	20.4	22.2	100.0	1
	25001 - 50000	20.5	38.6	15.9	25.0	100.0	1
	50000 and above	20.8	16.7	33.3	29.2	100.0	2
Total		28.5	27.5	21.1	23.0	100.0	1

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.33: Distribution of Respondents by the Responses to the Statement “Do You Think that Teachers Evaluate your Examination Papers Fairly” and Socio Economic Variables (Percentage)

Background variables	Attributes	Teachers evaluate examination papers fairly	Teachers do not evaluate examination papers fairly	Total
Social Group	SC/ST	66.3	33.7	100.0
	OBC/OEC	68.2	31.8	100.0
	General	69.6	30.4	100.0
Gender	Male	69.9	30.1	100.0
	Female	67.8	32.2	100.0
Place of residence	Rural	67.4	32.6	100.0
	Urban	72.0	28.0	100.0
Household Income	Less than or equal to 5000	64.4	35.6	100.0
	5001 - 10000	65.2	34.8	100.0
	10001 - 25000	73.5	26.5	100.0
	25001 - 50000	70.5	29.5	100.0
	50000 and above	79.2	20.8	100.0
Total		68.3	31.7	100.0

Source: Primary survey

Table 6.34: Distribution of Respondents by the Responses to the Statement “I was not given a Chance of Re-Evaluating Examination Papers” and Socio Economic Variables (Percentage)

Background variables	Attributes	A chance of re-evaluating examination papers was not given	A chance of re-evaluating examination papers was given	Total
Social Group	SC/ST	39.1	60.9	100.0
	OBC/OEC	33.9	66.1	100.0
	General	25.3	74.7	100.0
Gender	Male	37.5	62.5	100.0
	Female	30.4	69.6	100.0
Place of residence	Rural	33.3	66.7	100.0
	Urban	28.0	72.0	100.0
Household Income	Less than or equal to 5000	33.1	66.9	100.0
	5001 - 10000	38.5	61.5	100.0
	10001 - 25000	32.1	67.9	100.0
	25001 - 50000	15.9	84.1	100.0
	50000 and above	26.1	73.9	100.0
Total		32.3	67.7	100.0

Source: Primary survey

Table 6.35: Distribution of Respondents by the Declaration of the Result in Time and Socio Economic Variables (Percentage)

Background variables	Attributes	Results are declared with a delay	Results are declared without a delay	Total
Social Group	SC/ST	43.0	57.0	100.0
	OBC/OEC	48.6	51.4	100.0
	General	53.8	46.2	100.0
Gender	Male	53.4	46.6	100.0
	Female	47.7	52.3	100.0
Place of residence	Rural	50.0	50.0	100.0
	Urban	45.5	54.5	100.0
Household Income	Less than or equal to 5000	52.3	47.7	100.0
	5001 - 10000	51.3	48.7	100.0
	10001 - 25000	50.9	49.1	100.0
	25001 - 50000	40.9	59.1	100.0
	50000 and above	20.8	79.2	100.0
Total		49.1	50.9	100.0

Source: Primary survey

Table 6.36: Distribution of Respondents by the Responses to the Statement “My Teacher Delegate Academic Responsibilities to Me” And Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	31.8	27.1	20.0	21.2	100.0	1.00
	OBC/OEC	21.4	29.3	24.4	24.8	100.0	1.00
	General	21.5	28.5	29.7	20.3	100.0	1.50
Gender	Male	22.6	27.1	27.1	23.3	100.0	2.00
	Female	23.4	29.3	24.7	22.6	100.0	1.00
Place of residence	Rural	24.4	28.0	26.1	21.5	100.0	1.00
	Urban	18.2	31.3	22.2	28.3	100.0	2.00
Household Income	Less than or equal to 5000	29.7	24.2	17.0	29.1	100.0	1.00
	5001 - 10000	20.1	26.8	30.2	22.8	100.0	2.00
	10001 - 25000	23.6	29.1	29.1	18.2	100.0	1.00
	25001 - 50000	13.6	36.4	31.8	18.2	100.0	1.50
	50000 and above	16.7	50.0	20.8	12.5	100.0	1.00
Total		23.2	28.7	25.3	22.8	100.0	1.00

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.37: Distribution of Respondents by the Responses to the Statement “My Teacher Encourages Me to Organize Academic Activities (e.g. Seminars, Debates, Other Academic Meetings) Equally with Other” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	14.3	23.1	26.4	36.3	100.0	2
	OBC/OEC	11.7	20.8	26.3	41.2	100.0	2
	General	10.6	22.4	28.0	39.1	100.0	2
Gender	Male	10.4	26.9	26.1	36.6	100.0	2
	Female	12.2	19.9	27.0	40.8	100.0	2
Place of residence	Rural	11.5	22.2	26.0	40.3	100.0	2
	Urban	13.1	19.2	30.3	37.4	100.0	2
Household Income	Less than or equal to 5000	12.8	21.5	20.3	45.3	100.0	2
	5001 - 10000	10.1	18.2	29.6	42.1	100.0	2
	10001 - 25000	16.2	21.6	28.8	33.3	100.0	2
	25001 - 50000	7.0	25.6	37.2	30.2	100.0	2
	50000 and above	8.3	33.3	16.7	41.7	100.0	2
Total		11.8	21.7	26.8	39.7	100.0	2

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.38: Distribution of Respondents by the Responses to the Statement “My Teachers Encourages Me to Participate in Extra-Curricular Activities (Debates, Literary Activities etc)” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	16.3	27.2	23.9	32.6	100.0	2
	OBC/OEC	19.6	20.0	22.5	37.8	100.0	2
	General	16.9	27.5	21.2	34.4	100.0	2
Gender	Male	31.3	17.9	21.6	29.1	100.0	2
	Female	13.7	25.4	22.6	38.2	100.0	2
Place of residence	Rural	17.5	24.9	21.2	36.4	100.0	2
	Urban	21.4	17.3	27.6	33.7	100.0	2
Household Income	Less than or equal to 5000	23.7	23.7	24.9	27.7	100.0	2
	5001 - 10000	15.3	21.7	20.4	42.7	100.0	2
	10001 - 25000	18.0	22.5	21.6	37.8	100.0	2
	25001 - 50000	11.4	27.3	13.6	47.7	100.0	2
	50000 and above	16.7	20.8	41.7	20.8	100.0	2
Total		18.2	23.5	22.4	35.9	100.0	2

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.39: Distribution of Respondents by the Responses to the Statement “I Discuss My Academic Doubts with Co-Students after Class” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	6.4	16.0	27.7	50.0	100.0	2.50
	OBC/OEC	7.5	13.3	30.1	49.1	100.0	2.00
	General	6.2	11.7	43.2	38.9	100.0	2.00
Gender	Male	16.8	18.2	35.0	29.9	100.0	2.00
	Female	3.5	11.6	33.2	51.8	100.0	3.00
Place of residence	Rural	6.5	13.6	32.9	47.0	100.0	2.00
	Urban	8.9	11.9	36.6	42.6	100.0	2.00
Household Income	Less than or equal to 5000	9.7	14.8	35.2	40.3	100.0	2.00
	5001 - 10000	6.8	14.9	25.5	52.8	100.0	3.00
	10001 - 25000	2.7	11.6	36.6	49.1	100.0	2.00
	25001 - 50000	4.5	9.1	36.4	50.0	100.0	2.50
	50000 and above	4.2	8.3	45.8	41.7	100.0	2.00
Total		6.9	13.3	33.6	46.2	100.0	2.00

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.40: Distribution of Respondents by the Responses to the Statement “I Am Selected As A Leader in Group/Team Work (Such As Laboratory Work)” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	61.3	19.4	11.8	7.5	100.0	0.0
	OBC/OEC	49.8	22.7	17.1	10.4	100.0	1.0
	General	43.8	26.9	21.2	8.1	100.0	1.0
Gender	Male	53.3	16.1	16.8	13.9	100.0	0.0
	Female	48.8	26.0	17.7	7.5	100.0	1.0
Place of residence	Rural	52.5	23.2	16.3	8.0	100.0	0.0
	Urban	39.4	24.2	22.2	14.1	100.0	1.0
Household Income	Less than or equal to 5000	58.6	24.7	11.5	5.2	100.0	0.0
	5001 - 10000	49.0	20.9	16.3	13.7	100.0	1.0
	10001 - 25000	46.8	21.6	21.6	9.9	100.0	1.0
	25001 - 50000	38.6	25.0	29.5	6.8	100.0	1.0
	50000 and above	29.2	37.5	25.0	8.3	100.0	1.0
Total		50.0	23.4	17.4	9.2	100.0	0.5

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.41: Distribution of Respondents by Earmarking of Separate Seats for Students or A Group of Students in the Reading Hall from their Social Background and Socio Economic Variables (Percentage)

Background variables	Attributes	Separate seats are earmarked for students or a group of students in the reading hall from their social background	Separate seats are not earmarked for students or a group of students in the reading hall from their social background	Total
Social Group	SC/ST	3.4	96.6	100.0
	OBC/OEC	1.8	98.2	100.0
	General	4.4	95.6	100.0
Gender	Male	2.9	97.1	100.0
	Female	2.8	97.2	100.0
Place of residence	Rural	3.3	96.7	100.0
	Urban	1.0	99.0	100.0
Household Income	Less than or equal to 5000	0.6	99.4	100.0
	5001 - 10000	3.1	96.9	100.0
	10001 - 25000	4.4	95.6	100.0
	25001 - 50000		100.0	100.0
	50000 and above	4.2	95.8	100.0
Total		2.8	97.2	100.0

Source: Primary survey

Table 6.42: Distribution of respondents by differential timing regarding issue of book or journals or magazines and socio economic variables (Percentage)

Background variables	Attributes	There is differential timing regarding issue of book or journals or magazines	There is no differential timing regarding issue of book or journals or magazines	Total
Social Group	SC/ST	51.1	48.9	100.0
	OBC/OEC	50.5	49.5	100.0
	General	46.2	53.8	100.0
Gender	Male	35.6	64.4	100.0
	Female	54.1	45.9	100.0
Place of residence	Rural	51.4	48.6	100.0
	Urban	40.4	59.6	100.0
Household Income	Less than or equal to 5000	46.5	53.5	100.0
	5001 - 10000	56.6	43.4	100.0
	10001 - 25000	49.5	50.5	100.0
	25001 - 50000	43.2	56.8	100.0
	50000 and above	39.1	60.9	100.0
Total		49.3	50.7	100.0

Source: Primary survey

Table 6.43: Distribution of Respondents Who Received Fellowship/Scholarship by Availability of the Schedule for the Release of Fellowship/Scholarship and Socio Economic Variables (Percentage)

Background variables	Attributes	Schedule for the Release of fellowship/ scholarship was available	Schedule for the Release of fellowship/scholarship was not available	Total
Social Group	SC/ST	36.4	63.6	100.0
	OBC/OEC	29.5	70.5	100.0
	General	27.1	72.9	100.0
Gender	Male	22.4	77.6	100.0
	Female	32.7	67.3	100.0
Place of residence	Rural	28.8	71.2	100.0
	Urban	36.2	63.8	100.0
Household Income	Less than or equal to 5000	31.1	68.9	100.0
	5001 - 10000	34.0	66.0	100.0
	10001 - 25000	23.7	76.3	100.0
	25001 - 50000	30.8	69.2	100.0
	50000 and above	17.6	82.4	100.0
Total		30.1	69.9	100.0

Source: Primary survey

Table 6.44: Distribution of Respondents by Experience of Rude Behaviour from the Administration at the Time of Paying Tuition Fee or Any Other Fees and Socio Economic Variables (Percentage)

Background variables	Attributes	Experienced rude behaviour from the administration at the time of paying tuition fee or any other fees	Did not Experience rude behaviour from the administration at the time of paying tuition fee or any other fees	Total
Social Group	SC/ST	23.1	76.9	100.0
	OBC/OEC	21.5	78.5	100.0
	General	29.6	70.4	100.0
Gender	Male	29.1	70.9	100.0
	Female	22.6	77.4	100.0
Place of residence	Rural	25.2	74.8	100.0
	Urban	20.2	79.8	100.0
Household Income	Less than or equal to 5000	22.1	77.9	100.0
	5001 - 10000	25.8	74.2	100.0
	10001 - 25000	28.6	71.4	100.0
	25001 - 50000	15.9	84.1	100.0
	50000 and above	29.2	70.8	100.0
Total		24.2	75.8	100.0

Source: Primary survey

Table 6.45: Distribution of Respondents by Experience of Harassment While Receiving Fellowship/Stipend/Any Other Administrative Support and Socio Economic Variables (Percentage)

Background variables	Attributes	Experienced harassment while receiving fellowship/stipend/any other administrative support	Did not experience harassment while receiving fellowship/stipend/ any other administrative support	Total
Social Group	SC/ST	20.2	79.8	100.0
	OBC/OEC	8.9	91.1	100.0
	General	12.0	88.0	100.0
Gender	Male	16.5	83.5	100.0
	Female	10.4	89.6	100.0
Place of residence	Rural	11.4	88.6	100.0
	Urban	14.5	85.5	100.0
Household Income	Less than or equal to 5000	8.4	91.6	100.0
	5001 - 10000	15.0	85.0	100.0
	10001 - 25000	15.2	84.8	100.0
	25001 - 50000	9.4	90.6	100.0
	50000 and above	11.1	88.9	100.0
Total		12.0	88.0	100.0

Source: Primary survey

Table 6.46: Distribution of Respondents by the Responses to the Statement “I Search the Internet If I Am Not Clear About Some Issue Taught In the Classroom” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	15.2	21.7	29.3	33.7	100.0	2
	OBC/OEC	20.1	22.2	31.5	26.2	100.0	2
	General	16.7	24.1	24.1	35.2	100.0	2
Gender	Male	24.1	17.5	24.1	34.3	100.0	2
	Female	16.2	24.5	30.6	28.8	100.0	2
Place of residence	Rural	17.6	23.6	26.9	31.9	100.0	2
	Urban	20.8	18.8	37.6	22.8	100.0	2
Household Income	Less than or equal to 5000	24.7	20.7	27.6	27.0	100.0	2
	5001 - 10000	18.0	24.2	26.1	31.7	100.0	2
	10001 - 25000	11.6	24.1	31.2	33.0	100.0	2
	25001 - 50000	9.1	27.3	31.8	31.8	100.0	2
	50000 and above	16.7	8.3	45.8	29.2	100.0	2
Total		18.2	22.7	28.9	30.2	100.0	2

Note: For median value, 0 stands for 'Never', 1 for 'Rarely', 2 for 'Frequently' and 3 for 'Always'.

Source: Primary survey

Table 6.47: Distribution of Respondents by the Responses to the Statement “I Visit the Library If I Am Not Clear About Some Issue Taught in the Classroom” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	12.6	18.4	41.4	27.6	100.0	2
	OBC/OEC	10.5	27.2	34.8	27.5	100.0	2
	General	14.8	32.1	25.9	27.2	100.0	2
Gender	Male	21.9	32.1	22.6	23.4	100.0	1
	Female	8.8	25.5	36.9	28.9	100.0	2
Place of residence	Rural	11.8	27.1	32.9	28.2	100.0	2
	Urban	14.0	28.0	34.0	24.0	100.0	2
Household Income	Less than or equal to 5000	16.1	25.6	31.5	26.8	100.0	2
	5001 - 10000	9.4	23.1	35.0	32.5	100.0	2
	10001 - 25000	8.9	33.0	33.9	24.1	100.0	2
	25001 - 50000	15.9	29.5	34.1	20.5	100.0	2
	50000 and above	12.5	29.2	37.5	20.8	100.0	2
Total		12.2	27.2	33.1	27.4	100.0	2

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.48: Distribution of Respondents by the Responses to the Statement “I Do Not Bother If I Am Not Clear About Some Issue Taught in the Classroom” and Socio Economic Variables (Percentage and median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	39.3	32.1	21.4	7.1	100.0	1.0
	OBC/OEC	51.3	26.2	14.8	7.7	100.0	0.0
	General	48.7	24.1	19.0	8.2	100.0	1.0
Gender	Male	42.2	29.6	16.3	11.9	100.0	1.0
	Female	50.8	25.4	17.5	6.3	100.0	0.0
Place of residence	Rural	48.9	27.0	16.9	7.2	100.0	1.0
	Urban	46.9	24.5	18.4	10.2	100.0	1.0
Household Income	Less than or equal to 5000	46.7	26.6	19.5	7.1	100.0	1.0
	5001 - 10000	44.4	25.8	21.9	7.9	100.0	1.0
	10001 - 25000	54.1	25.2	11.7	9.0	100.0	0.0
	25001 - 50000	58.1	23.3	11.6	7.0	100.0	0.0
	50000 and above	45.8	37.5	8.3	8.3	100.0	1.0
Total		48.5	26.5	17.2	7.8	100.0	1.0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.49: Distribution of Respondents by the Responses to the Statement “I Discuss with Friends Outside College If I Am Not Clear About Some Issue Taught in the Classroom” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	16.5	25.3	27.5	30.8	100.0	2.00
	OBC/OEC	21.5	27.2	31.2	20.1	100.0	2.00
	General	19.9	33.5	29.8	16.8	100.0	1.00
Gender	Male	24.3	23.5	27.9	24.3	100.0	2.00
	Female	18.7	30.6	30.9	19.7	100.0	2.00
Place of residence	Rural	19.0	29.6	30.1	21.3	100.0	2.00
	Urban	25.3	25.3	30.3	19.2	100.0	1.00
Household Income	Less than or equal to 5000	22.4	27.0	28.7	21.8	100.0	2.00
	5001 - 10000	19.4	23.8	28.1	28.8	100.0	2.00
	10001 - 25000	16.8	38.1	28.3	16.8	100.0	1.00
	25001 - 50000	25.0	25.0	40.9	9.1	100.0	1.50
	50000 and above	12.5	37.5	37.5	12.5	100.0	1.50
Total		20.2	28.8	30.1	20.9	100.0	2.00

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 6.50: Distribution of Respondents by Student-Faculty Interaction Index Group and Socio Economic Variables (Percentage)

Background variables	Attributes	Low Student-Faculty Interaction	Medium Student-Faculty Interaction	High Student-Faculty Interaction	Total
Social Group	SC/ST		50.5	49.5	100.0
	OBC/OEC	1.8	41.0	57.2	100.0
	General	0.6	39.1	60.3	100.0
Gender	Male	1.5	54.9	43.6	100.0
	Female	1.0	37.7	61.2	100.0
Place of residence	Rural	0.9	43.9	55.2	100.0
	Urban	2.1	34.0	63.8	100.0
Household Income	Less than or equal to 5000		52.0	48.0	100.0
	5001 - 10000	1.9	37.6	60.5	100.0
	10001 - 25000	2.7	35.5	61.8	100.0
	25001 - 50000		31.0	69.0	100.0
	50000 and above		36.4	63.6	100.0
Total		1.2	42.1	56.7	100.0

Source: Primary Survey

Table 7.1: Major Factors Deciding the Interaction in the Campus By Socio-Economic Groups (Percentage)

Background variables	Attributes	Students who belong to my own caste	Students belonging to my own tribe	Students match with my economic status	Students from school where I studied	Students from my region I am coming from	Students from my hostel	Students belong to my religion	Students with my own intellectual level	Students from my own course/subjects	None of the above	Any other, please specify
		Social Group	SC/ST	4	1	0	16	10	13	1	12	38
	OBC/OEC	5	3	4	22	12	8	5	16	52	35	12
	General	4	4	4	14	13	10	6	18	48	40	17
Gender	Male	10	8	9	20	13	16	9	24	45	38	22
	Female	3	1	2	18	12	7	3	13	50	37	9
Place of residence	Rural	5	3	3	18	12	9	5	16	48	37	12
	Urban	4	4	4	20	13	13	4	15	51	35	14
Household Income	Less than or equal to 5000	5	3	3	16	10	7	3	11	40	47	9
	5001 - 10000	4	2	3	21	14	8	4	14	52	32	9
	10001 - 25000	4	4	4	20	12	16	6	22	53	29	18
	25001 - 50000	2	0	0	16	9	5	2	16	52	41	14
	50000 and above	0	0	4	13	13	13	4	25	58	29	29
Total		4	3	4	18	12	9	4	16	49	37	12

Source: Primary Survey

Table 7.2: Best Friend of the Respondents on the Basis of Caste (Percentage)

Background variables	Attributes	Same caste	Other caste	Don't know	Total
Social Group	SC/ST	45.7	43.5	10.9	100.0
	OBC/OEC	50.2	33.2	16.6	100.0
	General	41.2	35.6	23.1	100.0
Gender	Male	39.6	28.4	32.1	100.0
	Female	49.1	38.2	12.7	100.0
Place of residence	Rural	48.4	33.4	18.2	100.0
	Urban	39.6	45.5	14.9	100.0
Household Income	Less than or equal to 5000	52.3	34.5	13.2	100.0
	5001 - 10000	44.3	39.9	15.8	100.0
	10001 - 25000	47.8	31.0	21.2	100.0
	25001 - 50000	38.6	36.4	25.0	100.0
	50000 and above	37.5	37.5	25.0	100.0
Total		46.7	35.7	17.6	100.0

Source: Primary Survey

Table 7.3: Best Friend of the Respondents on the Basis of Religion (Percentage)

Background variables	Attributes	Same religion	Other religion	Don't know	Total
Social Group	SC/ST	88.0	9.8	2.2	100.0
	OBC/OEC	71.4	24.6	4.0	100.0
	General	58.1	33.1	8.8	100.0
Gender	Male	61.2	26.9	11.9	100.0
	Female	73.4	23.9	2.8	100.0
Place of residence	Rural	70.0	24.8	5.2	100.0
	Urban	71.3	23.8	5.0	100.0
Household Income	Less than or equal to 5000	73.0	23.0	4.0	100.0
	5001 - 10000	72.2	24.1	3.8	100.0
	10001 - 25000	63.4	29.5	7.1	100.0
	25001 - 50000	65.9	27.3	6.8	100.0
	50000 and above	70.8	20.8	8.3	100.0
Total		70.3	24.6	5.1	100.0

*Source: Primary Survey***Table 7.4: Best Friend of the Respondents on the Basis of Gender (Percentage)**

Background variables	Attributes	Same gender	Other gender	Total
Social Group	SC/ST	87.9	12.1	100.0
	OBC/OEC	86.1	13.9	100.0
	General	83.8	16.2	100.0
Gender	Male	86.7	13.3	100.0
	Female	85.4	14.6	100.0
Place of residence	Rural	85.5	14.5	100.0
	Urban	86.6	13.4	100.0
Household Income	Less than or equal to 5000	89.0	11.0	100.0
	5001 - 10000	84.1	15.9	100.0
	10001 - 25000	86.2	13.8	100.0
	25001 - 50000	83.7	16.3	100.0
	50000 and above	77.3	22.7	100.0
Total		85.7	14.3	100.0

*Source: Primary Survey***Table 7.5: Best Friend of the Respondents on the Basis of Branch/Dicipline (Percentage)**

Background variables	Attributes	My class	My Discipline but from other class	Other Discipline	Total
Social Group	SC/ST	83.0	8.0	9.1	100.0
	OBC/OEC	86.0	4.4	9.6	100.0
	General	85.9	5.1	9.0	100.0
Gender	Male	80.9	7.6	11.5	100.0
	Female	87.0	4.4	8.6	100.0
Place of residence	Rural	85.1	5.5	9.4	100.0
	Urban	87.0	4.0	9.0	100.0
Household Income	Less than or equal to 5000	87.0	5.9	7.1	100.0
	5001 - 10000	85.9	5.1	9.0	100.0
	10001 - 25000	83.5	4.6	11.9	100.0
	25001 - 50000	85.7	4.8	9.5	100.0
	50000 and above	79.2	4.2	16.7	100.0
Total		85.5	5.2	9.3	100.0

Source: Primary Survey

Table 7.6: Distribution of Respondents by the Responses to the Statement “I Am Cautious to Interact with Students from Other Castes” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	86.0	2.2	4.3	7.5	100.0	0
	OBC/OEC	83.1	7.4	2.2	7.4	100.0	0
	General	85.0	6.9	1.2	6.9	100.0	0
Gender	Male	75.7	11.0	2.9	10.3	100.0	0
	Female	87.1	4.6	2.1	6.2	100.0	0
Place of residence	Rural	84.3	6.6	2.6	6.6	100.0	0
	Urban	83.8	5.1	1.0	10.1	100.0	0
Household Income	Less than or equal to 5000	83.2	4.6	4.0	8.1	100.0	0
	5001 - 10000	86.1	5.7	1.3	7.0	100.0	0
	10001 - 25000	81.8	10.0	2.7	5.5	100.0	0
	25001 - 50000	83.3	7.1		9.5	100.0	0
	50000 and above	95.8			4.2	100.0	0
Total		84.2	6.3	2.3	7.2	100.0	0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 7.7: Distribution of Respondents by the Responses to the Statement “I Have Studied or Prepared for Class Together with Students from Other Castes” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	10.9	9.8	12.0	67.4	100.0	3
	OBC/OEC	14.3	6.2	11.4	68.1	100.0	3
	General	19.0	5.1	13.3	62.7	100.0	3
Gender	Male	24.1	9.0	13.5	53.4	100.0	3
	Female	12.1	5.6	11.5	70.8	100.0	3
Place of residence	Rural	12.9	7.0	12.4	67.7	100.0	3
	Urban	25.0	4.2	10.4	60.4	100.0	3
Household Income	Less than or equal to 5000	18.4	7.5	14.4	59.8	100.0	3
	5001 - 10000	13.5	6.5	9.0	71.0	100.0	3
	10001 - 25000	13.6	7.3	12.7	66.4	100.0	3
	25001 - 50000	14.0	2.3	14.0	69.8	100.0	3
	50000 and above	8.3	8.3	4.2	79.2	100.0	3
Total		15.1	6.5	12.0	66.3	100.0	3

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 7.8: Distribution of Respondents by the Responses to the Statement “I Have Tension Filled Interactions with Students from A Caste Other Than My Own” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	84.0	5.3	5.3	5.3	100.0	0
	OBC/OEC	93.0	3.3	1.9	1.9	100.0	0
	General	87.0	8.7	2.5	1.9	100.0	0
Gender	Male	83.7	6.7	6.7	3.0	100.0	0
	Female	91.5	4.9	1.3	2.3	100.0	0
Place of residence	Rural	89.4	5.6	2.8	2.1	100.0	0
	Urban	89.9	4.0	2.0	4.0	100.0	0
Household Income	Less than or equal to 5000	89.5	2.9	5.2	2.3	100.0	0
	5001 - 10000	89.2	7.6	0.6	2.5	100.0	0
	10001 - 25000	86.4	9.1	1.8	2.7	100.0	0
	25001 - 50000	93.2	2.3	2.3	2.3	100.0	0
	50000 and above	95.8			4.2	100.0	0
Total		89.5	5.3	2.7	2.5	100.0	0

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 7.9: Distribution of Respondents by the Responses to the Statement “I Am Able to Share My Personal Feelings with Students Belong to Other Castes” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	16.0	7.4	17.0	59.6	100.0	3
	OBC/OEC	10.2	2.5	13.5	73.8	100.0	3
	General	7.4	6.7	14.7	71.2	100.0	3
Gender	Male	22.5	6.5	17.4	53.6	100.0	3
	Female	6.1	4.1	13.5	76.4	100.0	3
Place of residence	Rural	9.5	4.6	15.7	70.1	100.0	3
	Urban	14.0	5.0	9.0	72.0	100.0	3
Household Income	Less than or equal to 5000	12.0	4.6	15.4	68.0	100.0	3
	5001 - 10000	12.6	5.0	12.6	69.8	100.0	3
	10001 - 25000	7.1	4.5	14.3	74.1	100.0	3
	25001 - 50000	9.1	9.1	11.4	70.5	100.0	3
	50000 and above	4.2		16.7	79.2	100.0	3
Total		10.3	4.7	14.5	70.5	100.0	3

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 7.10: Distribution of Respondents by the Responses to the Statement “I have had Open Discussions about Caste/Religious Issues Outside of Class” and Socio Economic Variables (Percentage and Median)

Background variables	Attributes	Never	Rarely	Frequently	Always	Total	Median
Social Group	SC/ST	54.3	18.1	8.5	19.1	100.0	0
	OBC/OEC	45.7	21.7	12.0	20.7	100.0	1
	General	49.4	18.8	16.2	15.6	100.0	1
Gender	Male	46.0	19.0	10.2	24.8	100.0	1
	Female	49.1	20.6	13.5	16.8	100.0	1
Place of residence	Rural	47.0	20.5	13.3	19.3	100.0	1
	Urban	54.0	19.0	10.0	17.0	100.0	0
Household Income	Less than or equal to 5000	51.7	16.7	12.6	19.0	100.0	0
	5001 - 10000	49.7	21.4	7.5	21.4	100.0	1
	10001 - 25000	40.5	24.3	15.3	19.8	100.0	1
	25001 - 50000	45.5	20.5	22.7	11.4	100.0	1
	50000 and above	62.5	12.5	16.7	8.3	100.0	0
Total		48.3	20.2	12.6	18.9	100.0	1

Note: For median value, 0 stands for ‘Never’, 1 for ‘Rarely’, 2 for ‘Frequently’ and 3 for ‘Always’.

Source: Primary survey

Table 7.11: Distribution of Respondents by Awareness of the UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2012 and Socio Economic Variables (Percentage)

Background variables	Attributes	Yes	No	Total
Social Group	SC/ST	9.6	90.4	100.0
	OBC/OEC	9.3	90.7	100.0
	General	12.9	87.1	100.0
Gender	Male	10.9	89.1	100.0
	Female	10.3	89.7	100.0
Place of residence	Rural	9.4	90.6	100.0
	Urban	14.7	85.3	100.0
Household Income	Less than or equal to 5000	8.0	92.0	100.0
	5001 - 10000	9.3	90.7	100.0
	10001 - 25000	11.5	88.5	100.0
	25001 - 50000	11.4	88.6	100.0
	50000 and above	29.2	70.8	100.0
Total		10.4	89.6	100.0

Source: Primary survey

Table 7.12: Distribution of Respondents by Awareness of the Anti-Discrimination Office and Socio Economic Variables (Percentage)

Background variables	Attributes	Yes	No	No response	Total
Social Group	SC/ST	6.4	44.7	48.9	100.0
	OBC/OEC	0.4	52.1	47.5	100.0
	General	1.2	54.0	44.8	100.0
Gender	Male	3.6	47.1	49.3	100.0
	Female	1.0	52.9	46.1	100.0
Place of residence	Rural	2.1	49.7	48.3	100.0
	Urban		58.8	41.2	100.0
Household Income	Less than or equal to 5000	1.1	52.8	46.0	100.0
	5001 - 10000	1.9	50.0	48.1	100.0
	10001 - 25000	2.7	49.6	47.8	100.0
	25001 - 50000		56.8	43.2	100.0
	50000 and above		62.5	37.5	100.0
Total		1.7	51.4	46.9	100.0

Source: Primary survey

Table: 9.1: Data on Faculty Development (2013-14)

Selected variables	Caste			Religion			Sex		Place of domicile		Place of residence		Total
	SC	OBC	General	Hindus	Muslims	Christians	M	F	Outside state	Within state	Rural	Urban	
Faculty participation in conferences and symposia													
International	6	33	54	64	1	28	65	28	0	93	20	73	93
National	33	135	419	338	17	232	387	200	5	582	119	468	587
State	26	53	161	113	9	118	177	63	20	220	39	201	240
Programmes													
Refresher courses	11	15	24	32	2	16	37	13	2	48	5	45	50
Orientation Programmes	8	17	25	36	3	11	29	21	5	45	5	45	50
Staff training conducted by the university	6	7	24	19	1	17	21	16	5	32	0	37	37
Writing and publication workshops	7	22	41	52	4	14	53	17	0	70	31	39	70
Summer/Winter school workshops	3	3	7	7	1	5	8	5	2	11	0	13	13
Staff training conducted by other institutes	2	15	38	27	2	26	35	20	0	55	9	46	55
Number of publications in the last 4 years	12	31	180	187	3	33	104	119	0	223	86	137	223

Source: Primary survey

Table 10.1: Number of Complaints Received from Student and Faculty (Year)

Category	Year	Male	Female	Group	Total
Student	2012			1	1
	2013		1		1
	2014	8	7	4	19
	2015	6	3	4	13
	Subtotal	14	11	9	34
Faculty	2013		1		1
	2014	2	2	1	5
	2015	4	3	2	9
	Subtotal	6	6	3	15
Grand Total		20	17	12	49

Note: Caste wise information was not available; Limited information were available for the years 2011 and 2012.

Source: Official records of the institutions

Table 10.2: Nature of Complaint Received from Students

Year	Type of Complaint	Category			Total
		Male	Female	Group complaint	
2012	Infrastructure development of the College			1	1
2013	Infrastructure development of the college		1		1
2014	Infrastructure development of the college	3	0	2	5
	Misbehaviour	1	1	1	3
	Students' politics issue	3	4	1	8
	Others	1	2	0	3
2015	Infrastructure development of the college	0	0	3	3
	Misbehaviour	1	1	1	3
	Students' politics issue	1	1	0	2
	Others	4	1	0	5
Total		14	11	9	34

Note: Caste wise information was not available; Limited information were available for the years 2011 and 2012.

Source: Official records of the institutions

Table 10.3: Nature of Complaint Received from Faculty

Year	Type of Complaint	Category			Total
		Male	Female	Group complaint	
2013	Misbehaviour		1		1
2014	Misbehaviour	2	1	1	4
	Others	0	1	0	1
2015	Misbehaviour	4	3	2	9
Total		6	6	3	15

Note: Caste wise information was not available; Limited information were available for the years 2011 and 2012.

Source: Official records of the institutions

Appendix II: Appendix Figures

Figure 3.1: Stream wise Department in University of Calicut

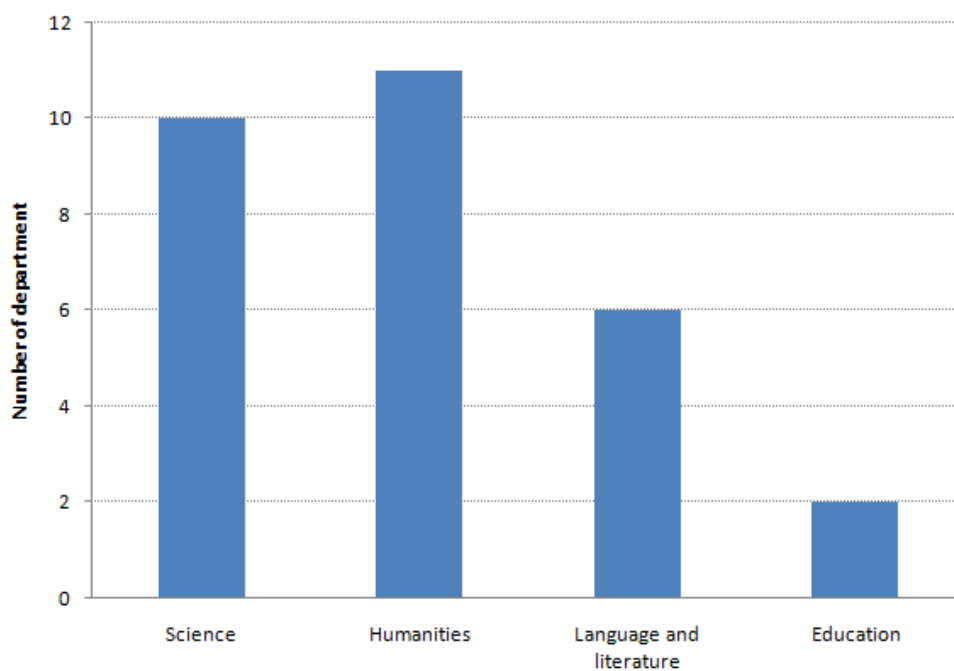
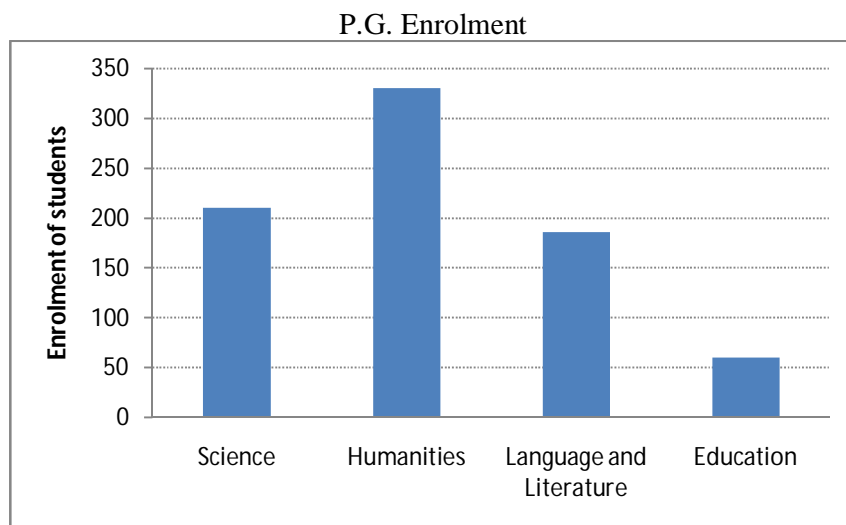
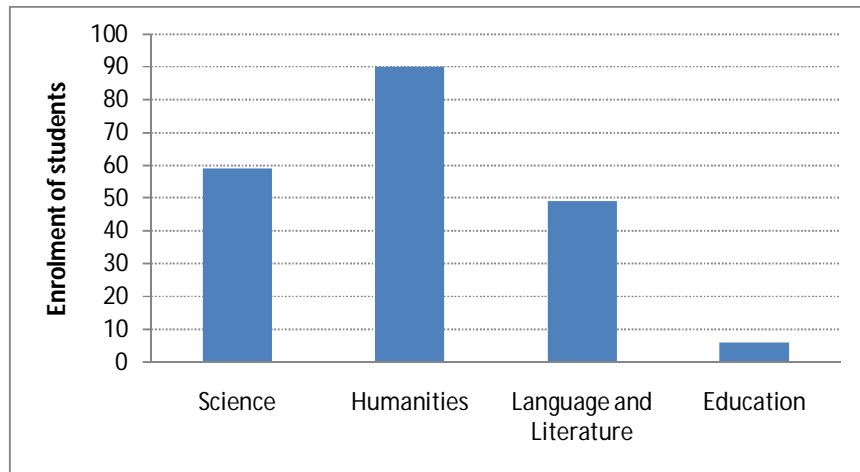


Figure 3.2: Department-wise Enrolment of Students in University



M.Phil. Enrolment



Ph.D enrolment

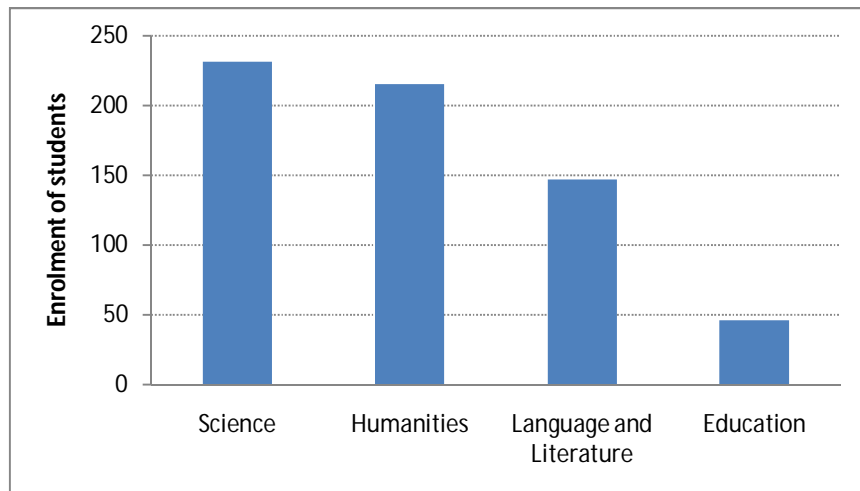


Figure 3.3: Number of Faculty in Different Departments in University

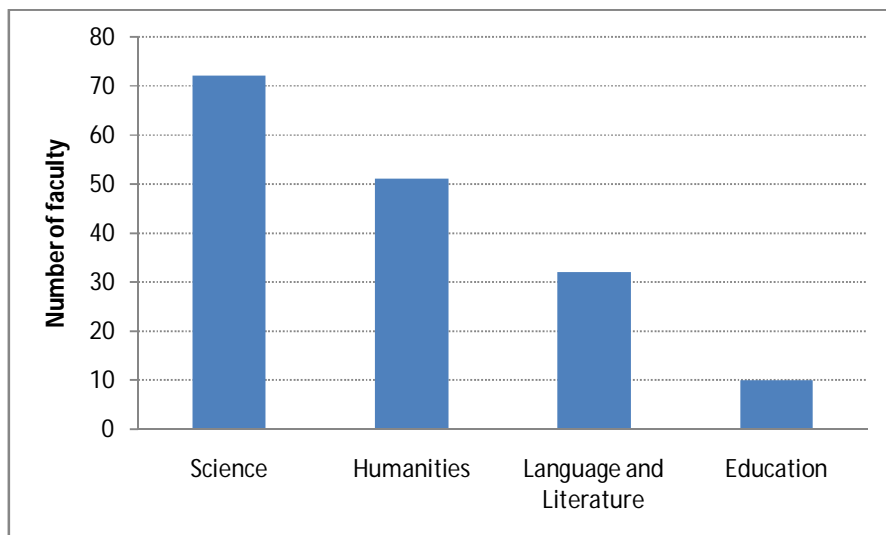
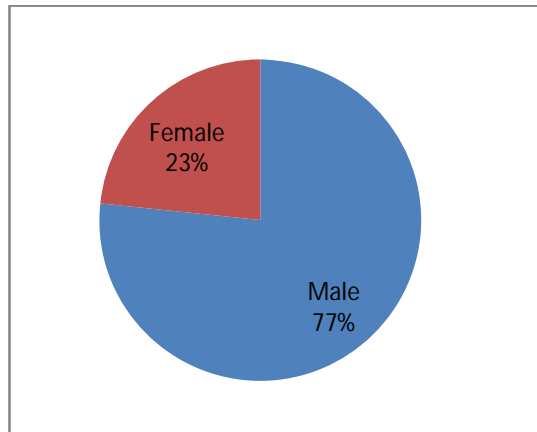


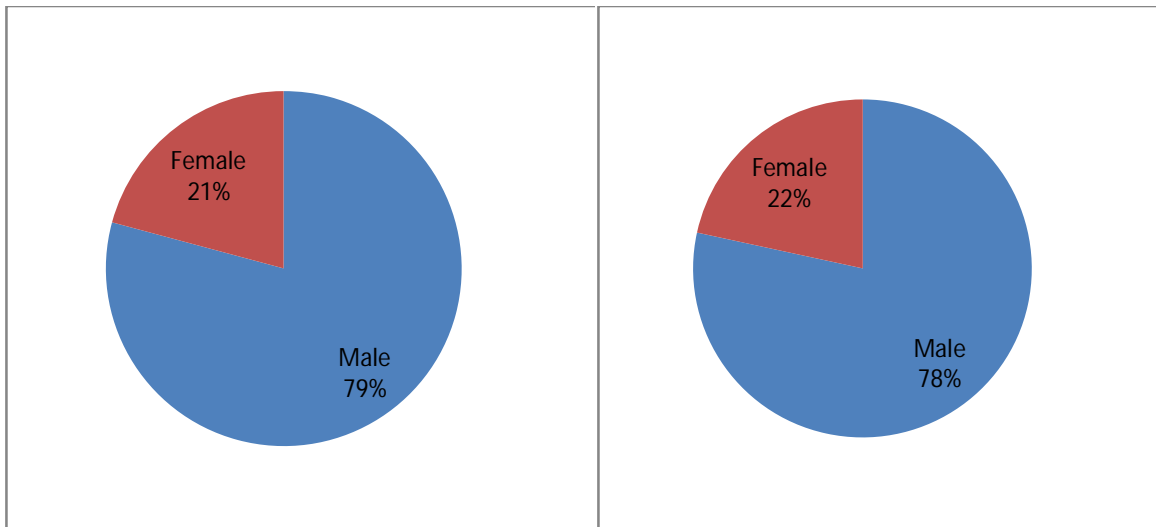
Figure 3.4: Gender wise Distribution of Faculty in University

Total faculty



Science

Humanities



Language and Literature

Education

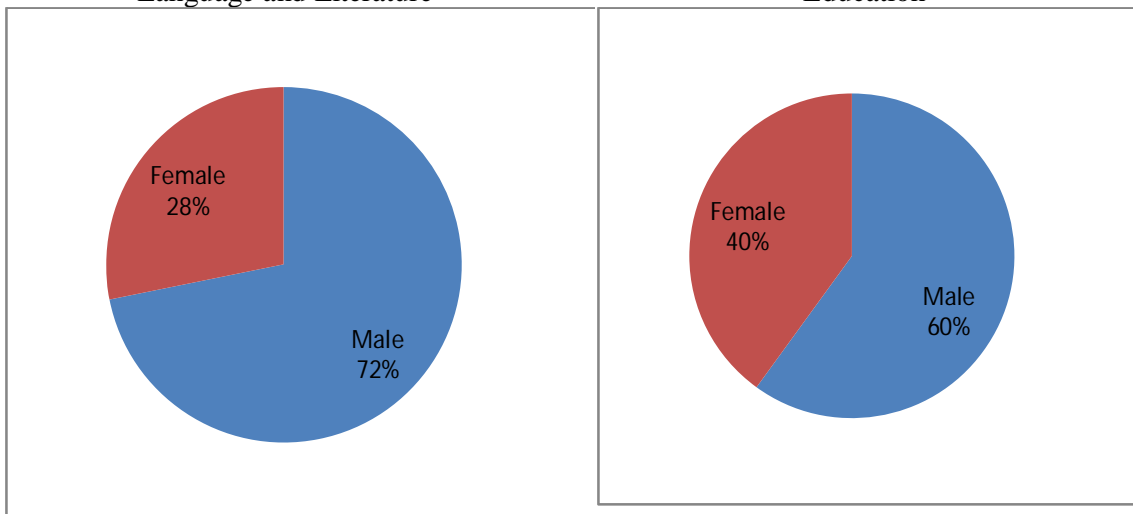


Figure 3.5: Gender wise distribution of non-teaching staff in University

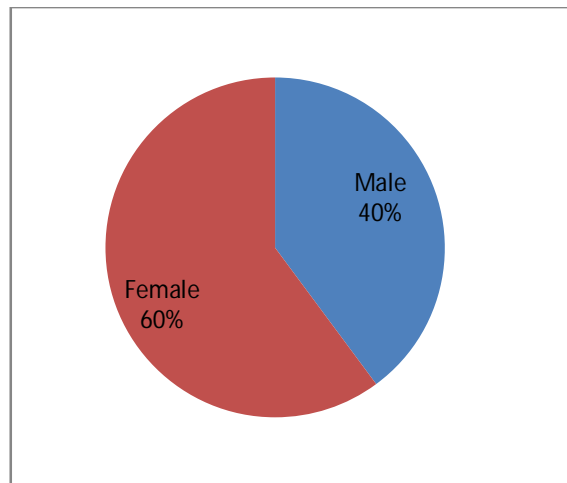


Figure 3.6: Organogram of University of Calicut

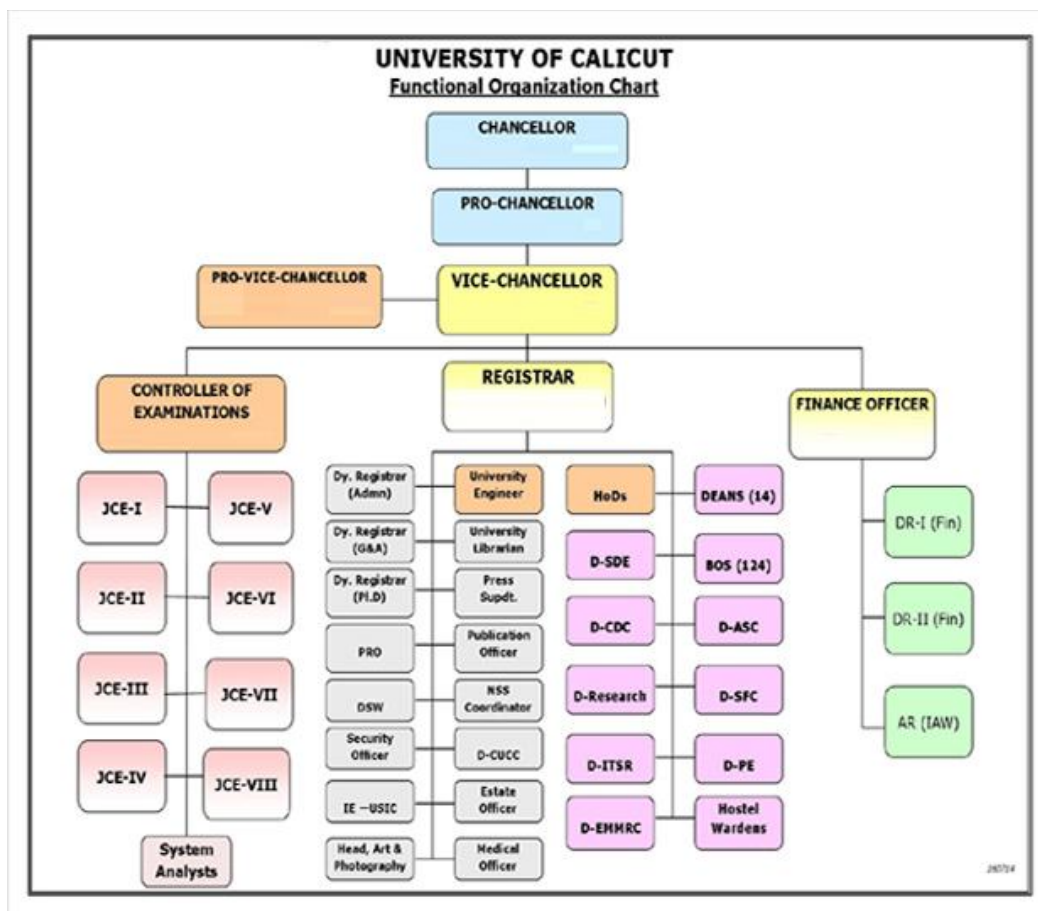


Figure 3.7: Gender wise Distribution of Faculty in Government College

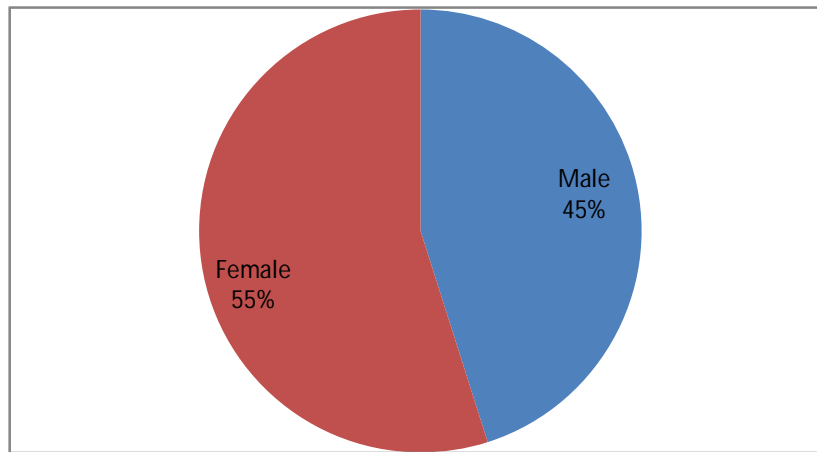


Figure 3.8: Organogram of Government College

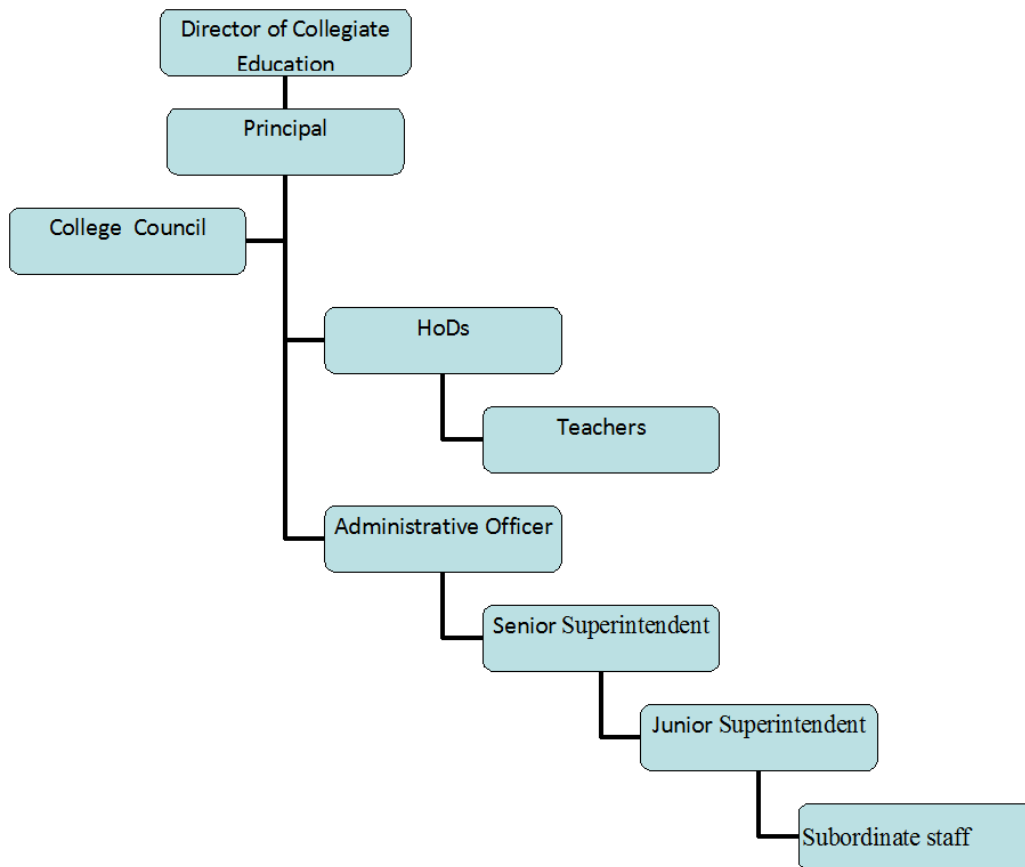


Figure 3.9: Stream wise Distribution of UG and PG Courses in Government Aided College

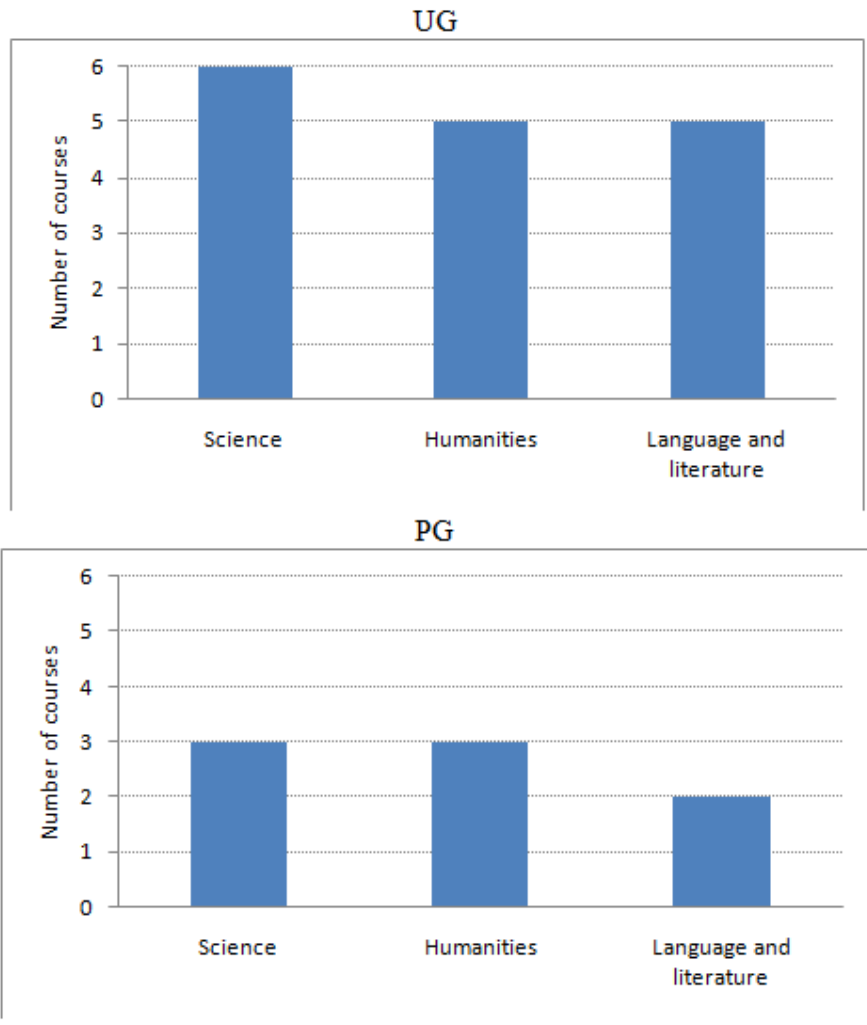


Figure 3.10: Enrolment of Students in Government Aided College

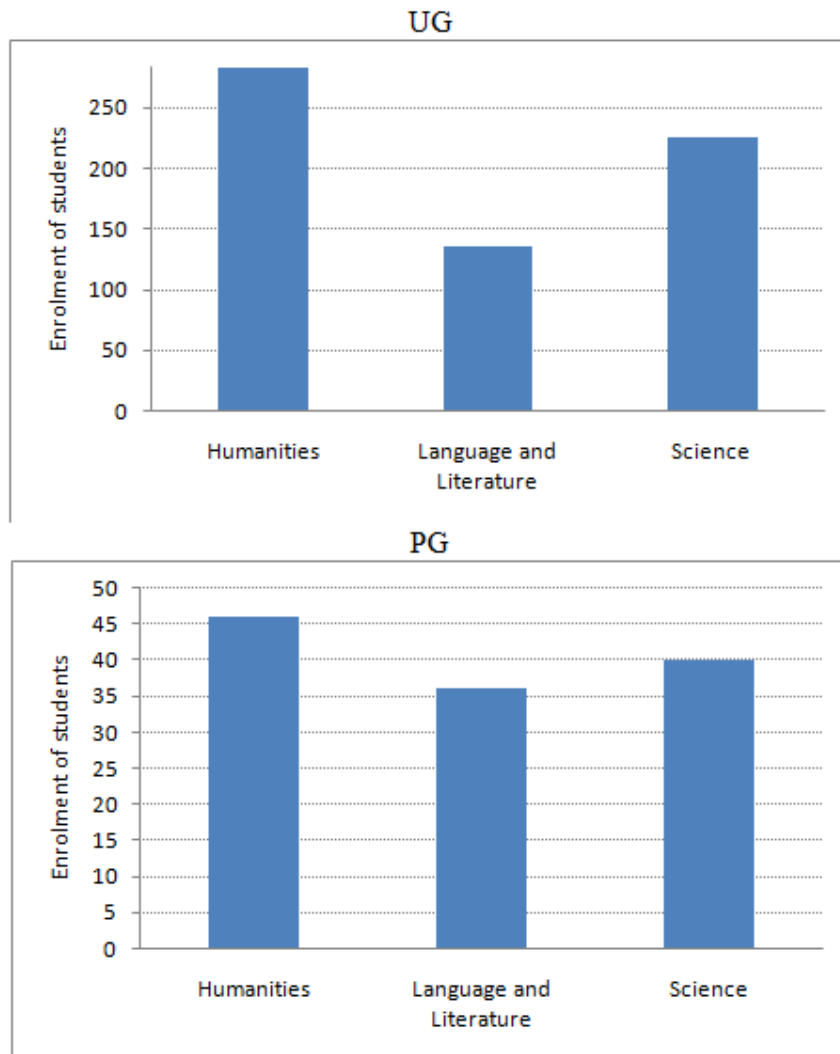


Figure 3.11: Stream wise Distribution by Gender in Government Aided College

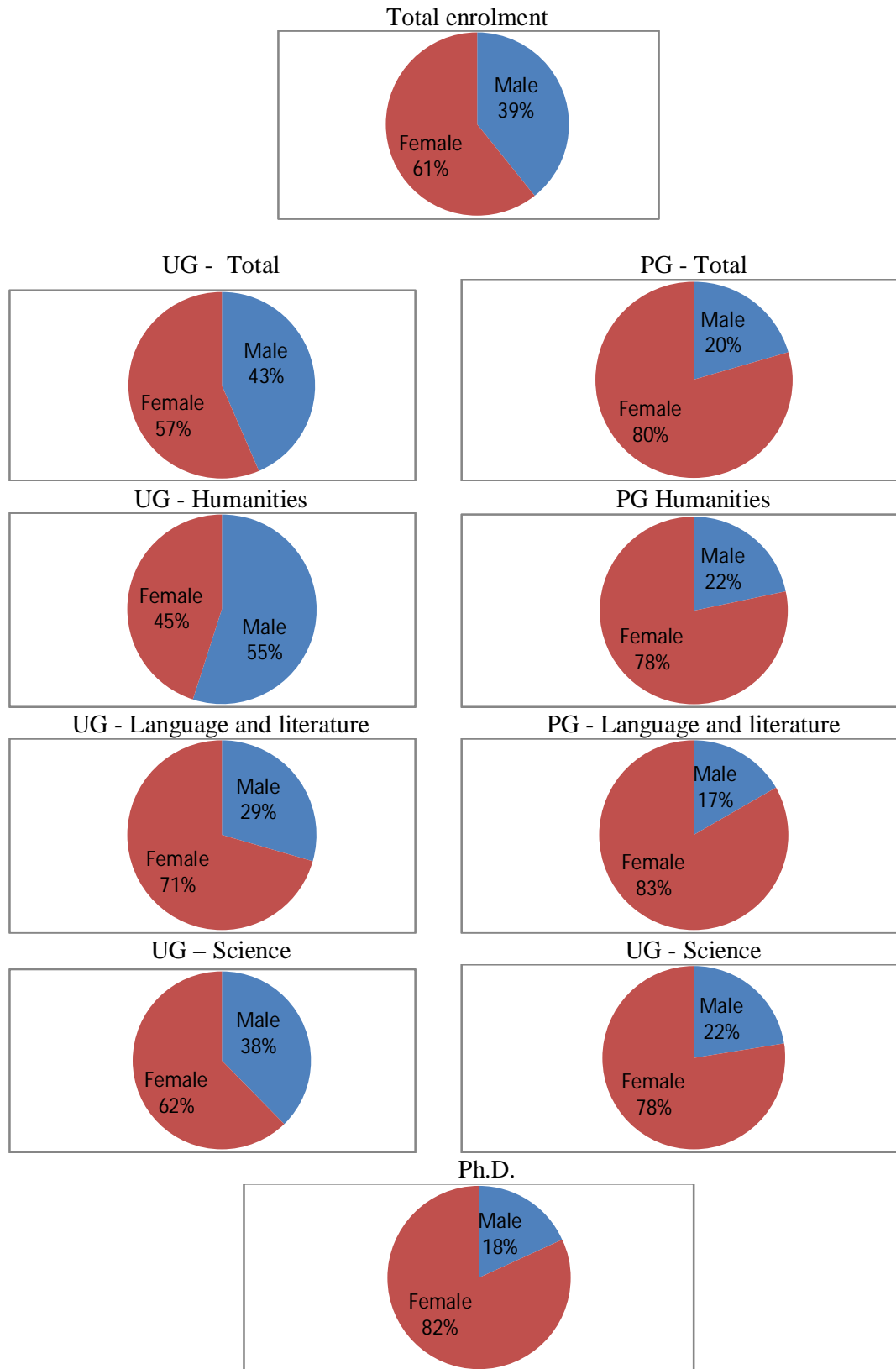


Figure 3.12: Gender wise Distribution of Teaching and Non-Teaching Staff in Government Aided College



Figure 3.13: Organogram of Government Aided College

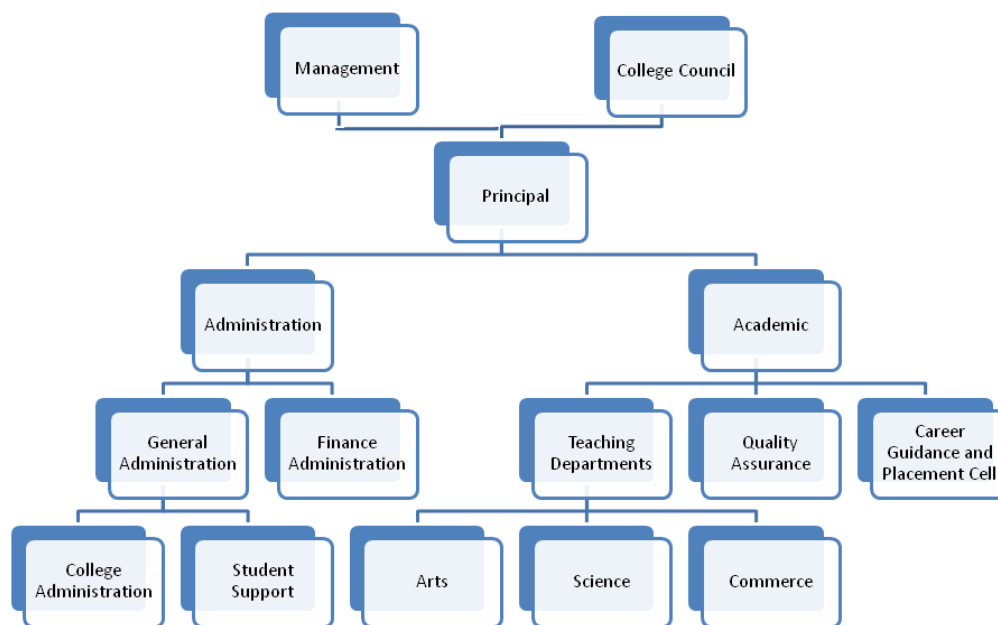


Figure 4.1: Compound Growth Rate of the Students from 2008-09 and 2013-14 by Gender

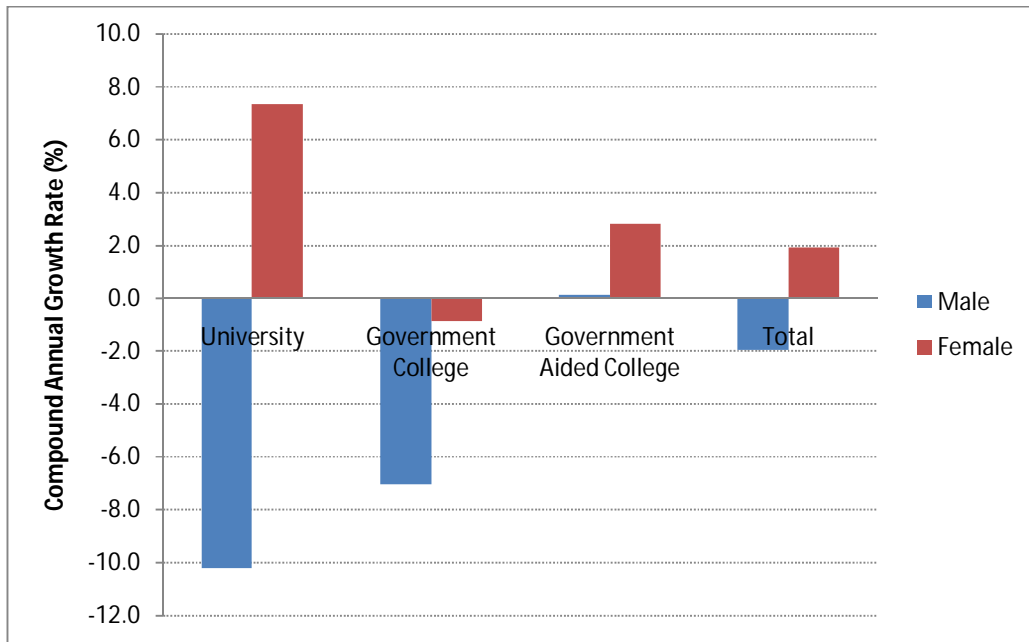


Figure 4.2: Compound Growth Rate of the Students from 2008-09 and 2013-14 by Social Group

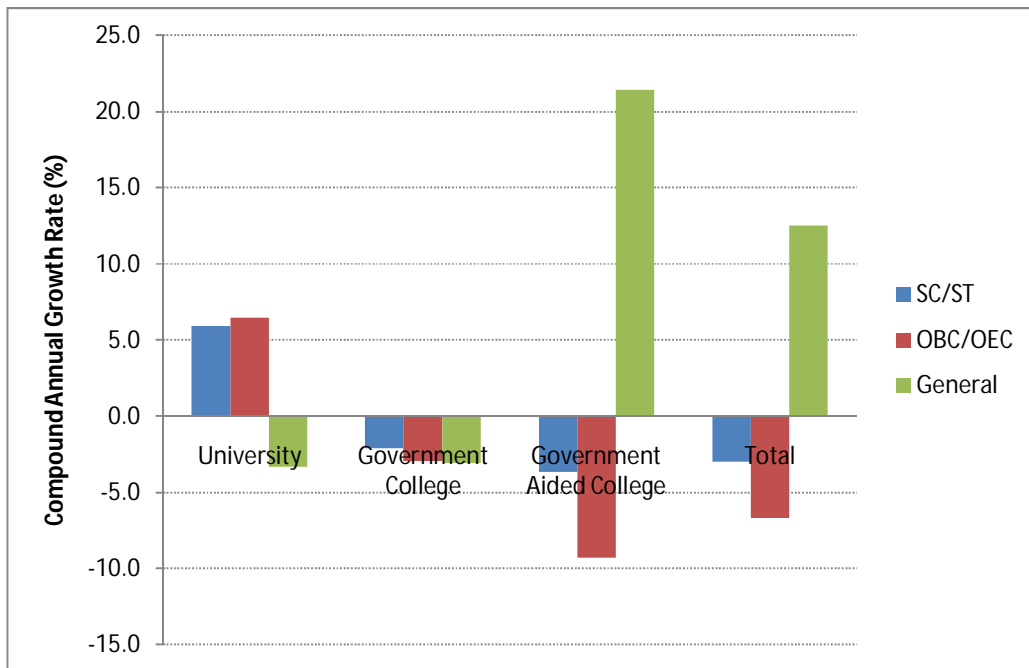


Figure 4.3: Compound Growth Rate of the Students from 2008-09 and 2013-14 by Religion

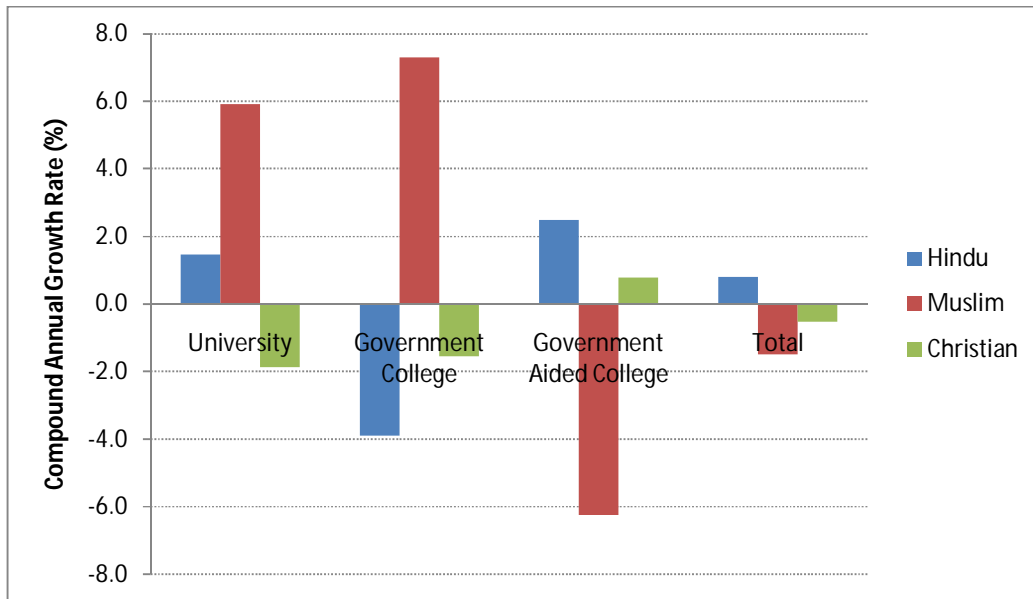


Figure 4.4: Compound Growth Rate of the Students from 2008-09 and 2013-14 by Place of Residence

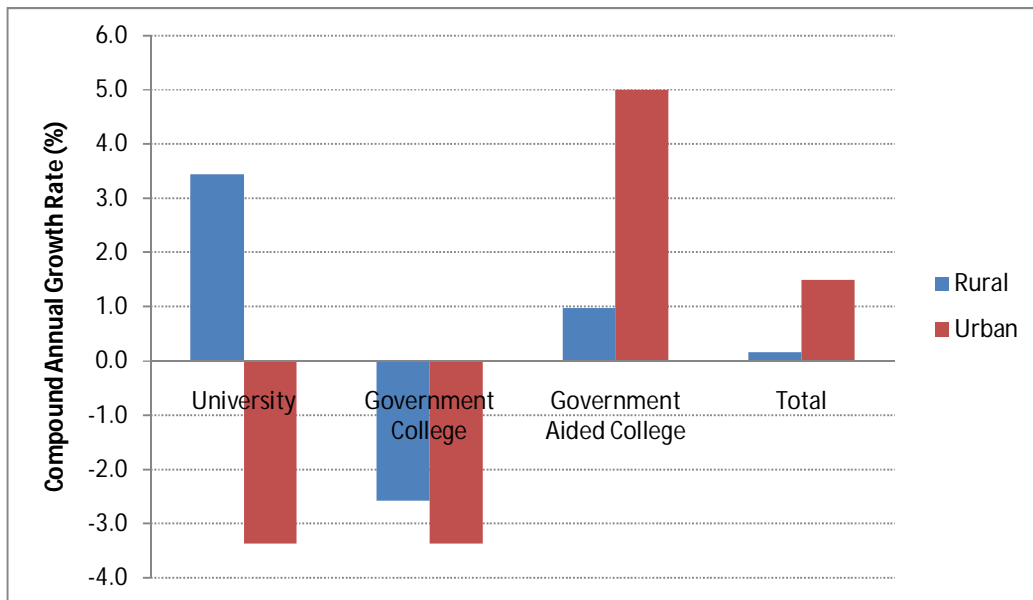


Figure 4.5: Compound Growth Rate of the Students from 2008-09 and 2013-14 by Syllabus

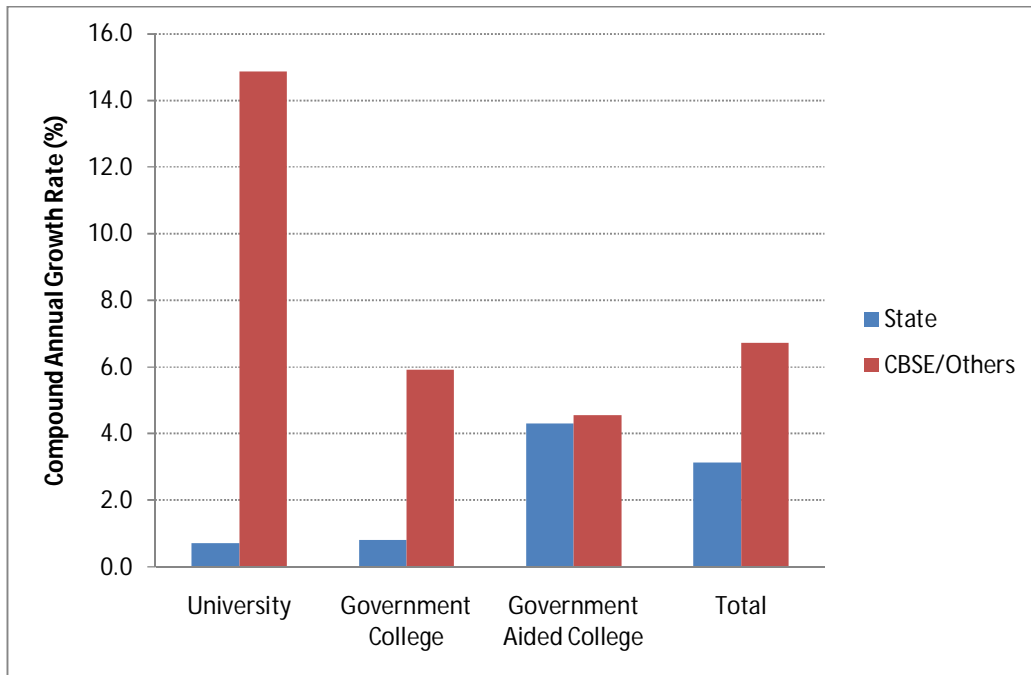
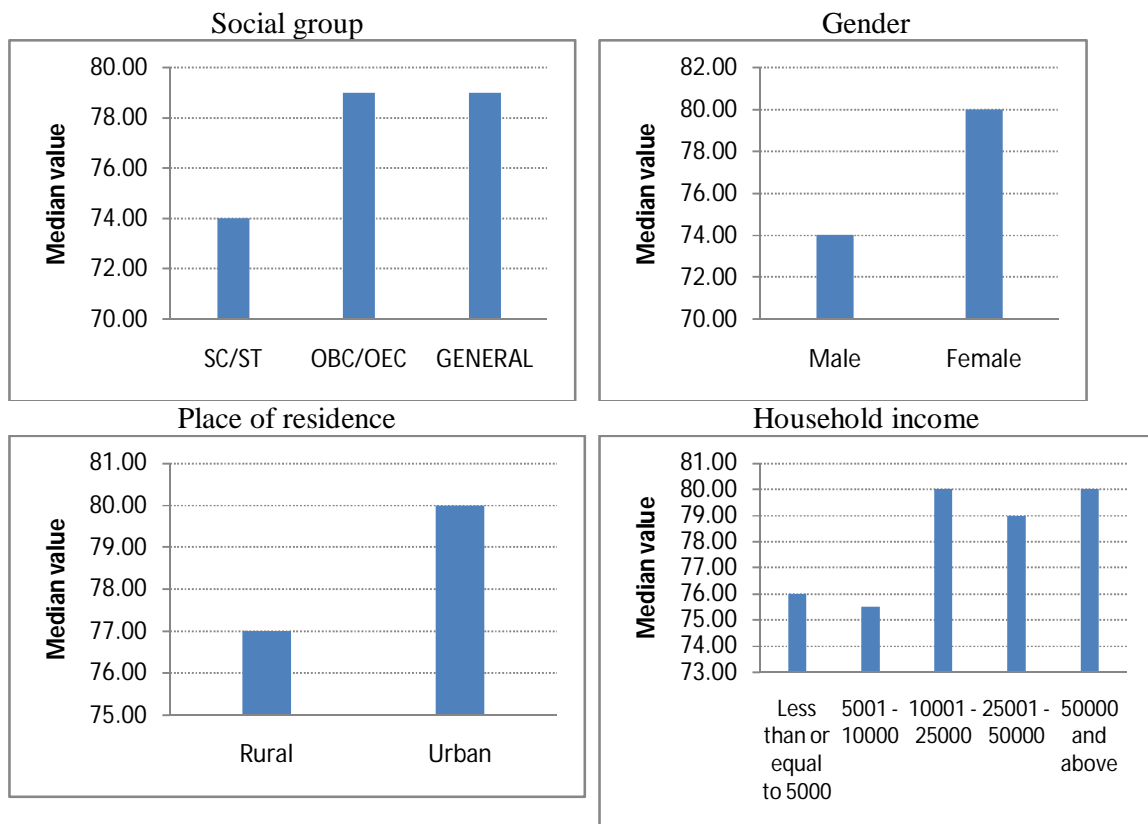


Figure 5.1: Percentage of Marks Obtained Last Year Across Different Socio-Economic Groups (Median)



Source: Primary survey

Figure 5.2: Shift in Pre-College Credentials of Secondary and Higher Secondary Schools

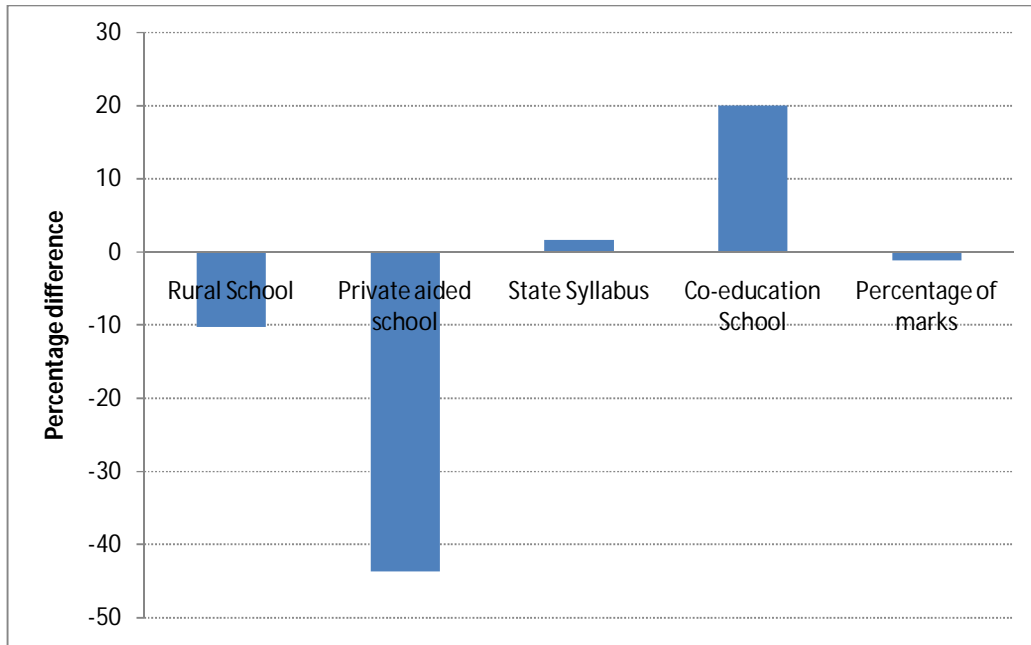
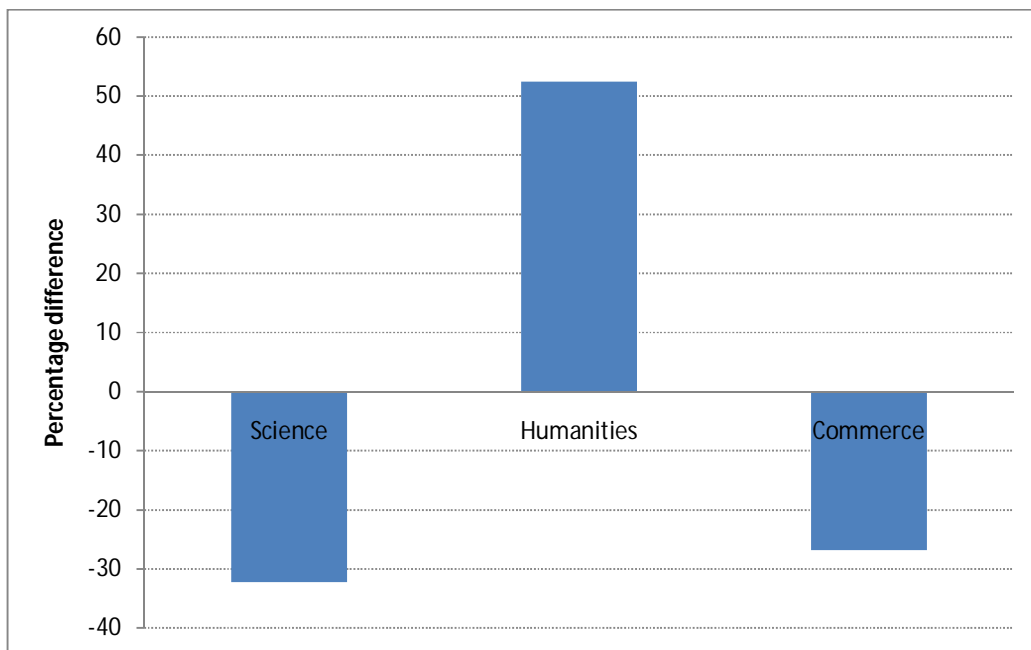


Figure 5.3: Shift in the Stream of Courses from Higher Secondary to UG/PG (Percentage Difference)



Note: For the sake of analysis, the BBA and MBA have been included in Commerce stream

Figure 5.4: Various Sources for Getting Prospects of Course of their Study

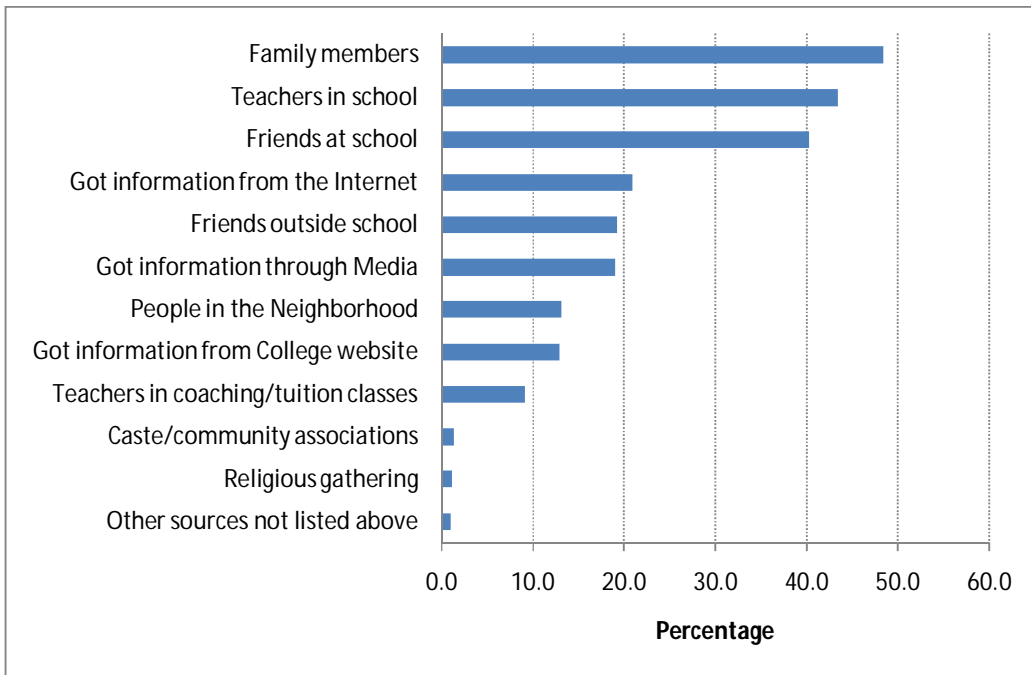


Figure 5.5: Various Reasons for Taking Admission to their College

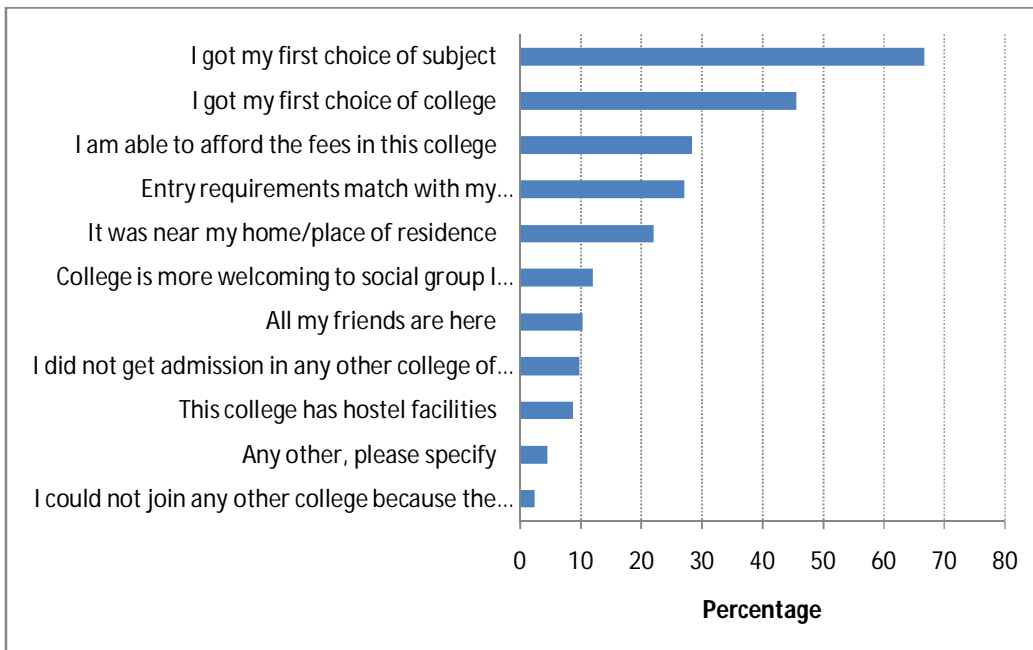


Figure 5.6: Future Plans After Completing their Degree

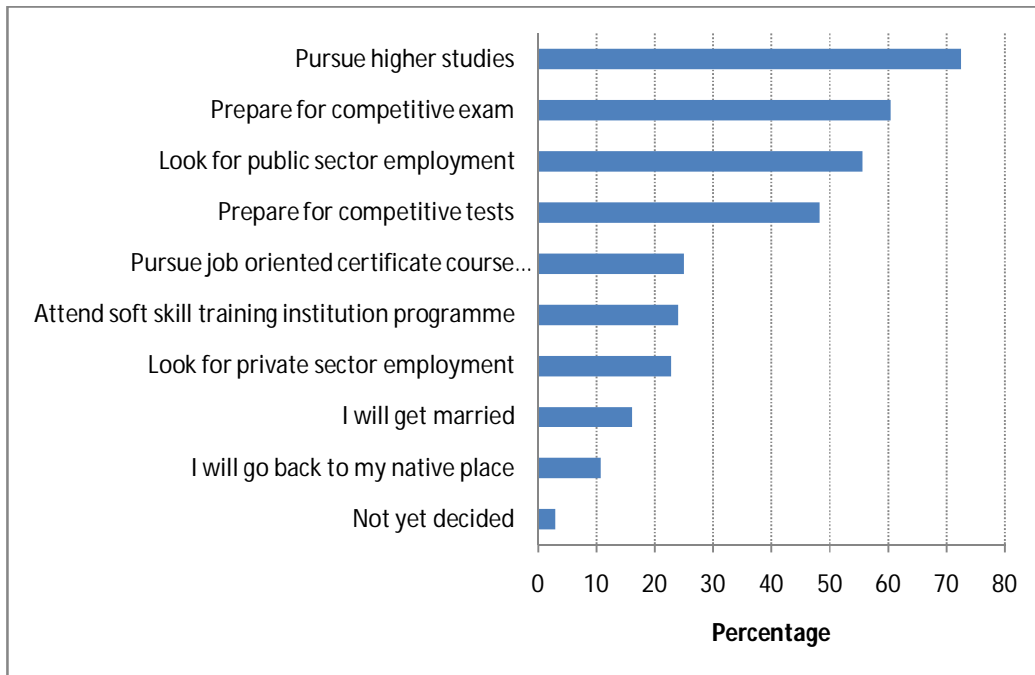


Figure 5.7: Different Information Received from Orientation Programme

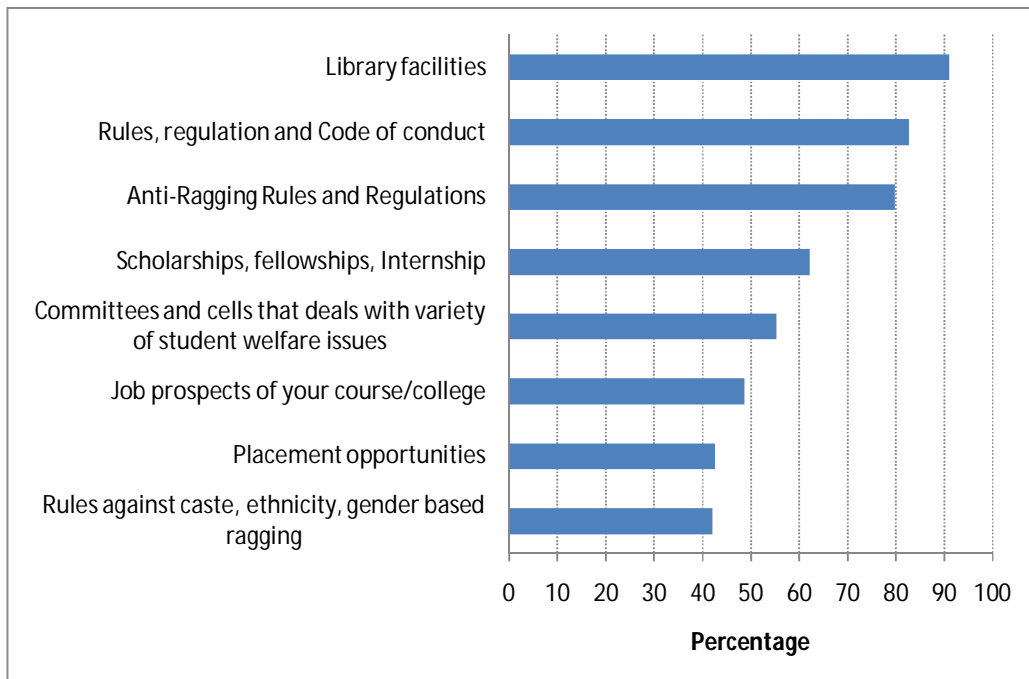


Figure 5.8: Various Socio-Economic Background Questions at the Time of Interview (Percentage)

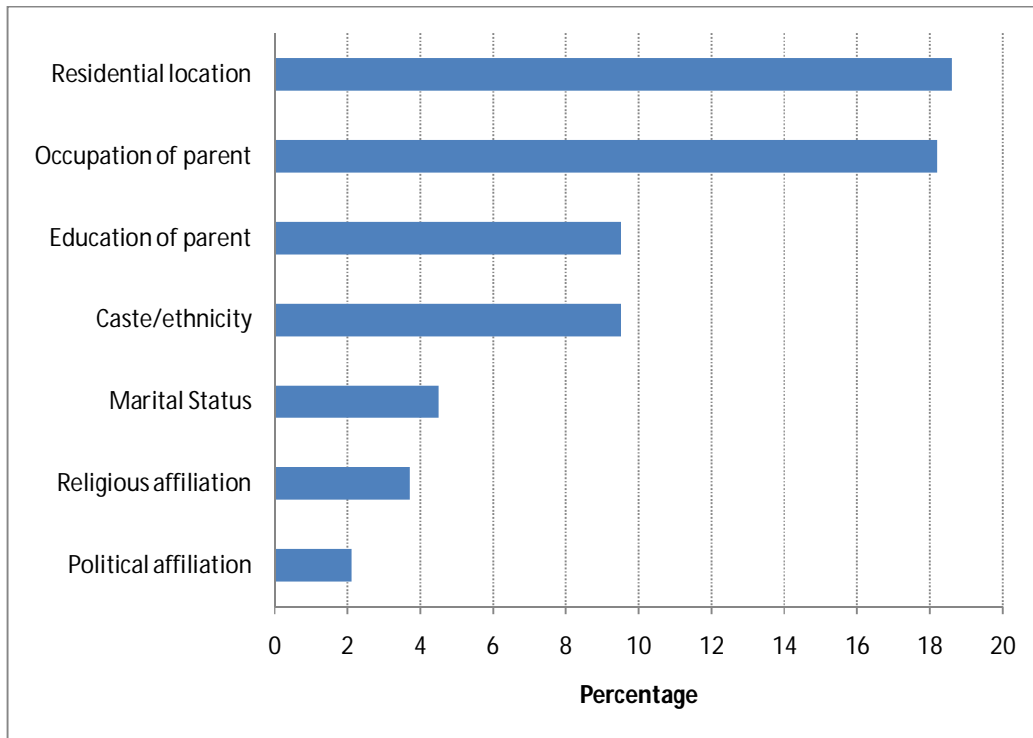


Figure 5.9: Different Aspects of Interview Performance did they find More Difficult (Percentage)

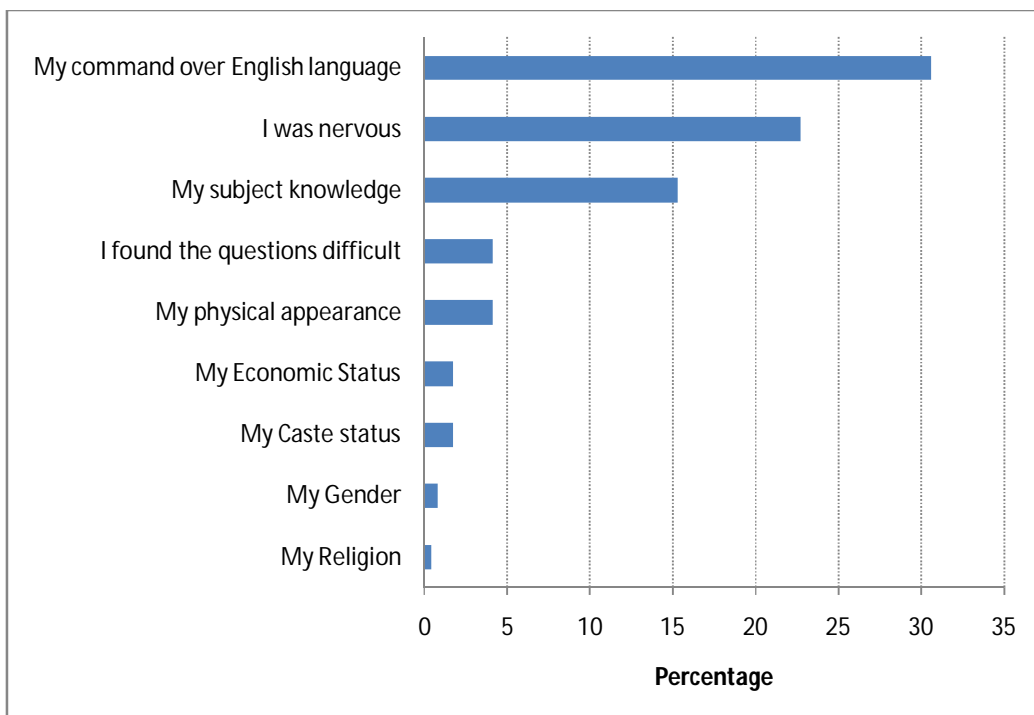


Figure 5.10: Initial Experiences of Students – Positive Aspects

(0- Disagree strongly; 1 – Disagree somewhat; 2 – Agree somewhat; 3 – Agree strongly)

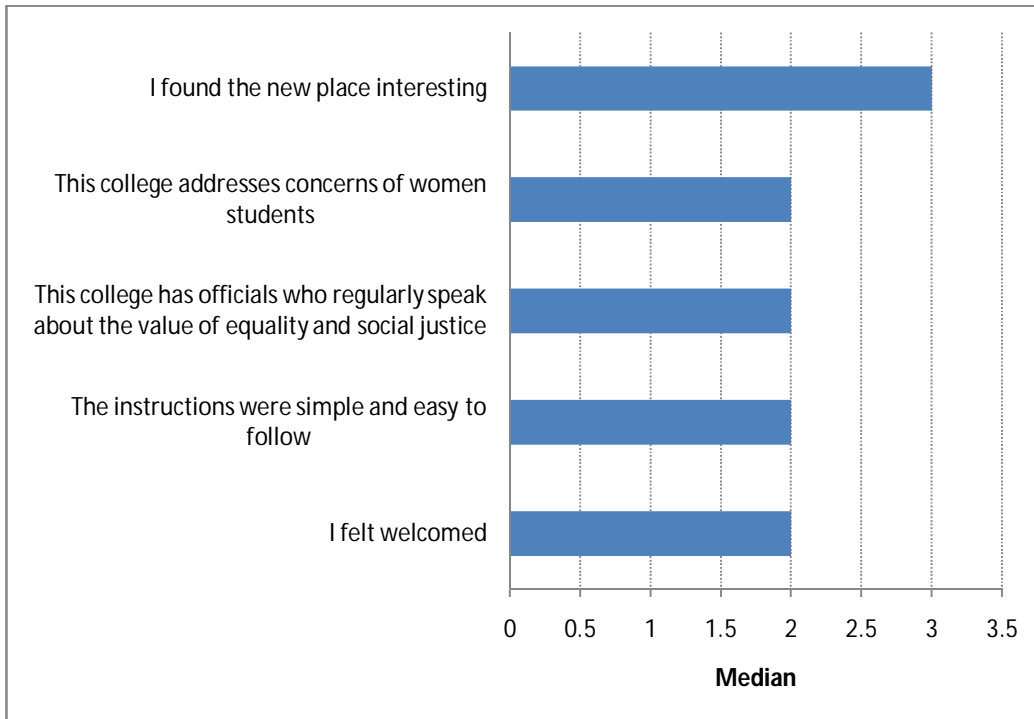


Figure 5.11: Initial Experiences of Students – Negative Aspects (Median)

0 - Disagree strongly; 1 – Disagree somewhat; 2 – Agree somewhat; 3 – Agree strongly

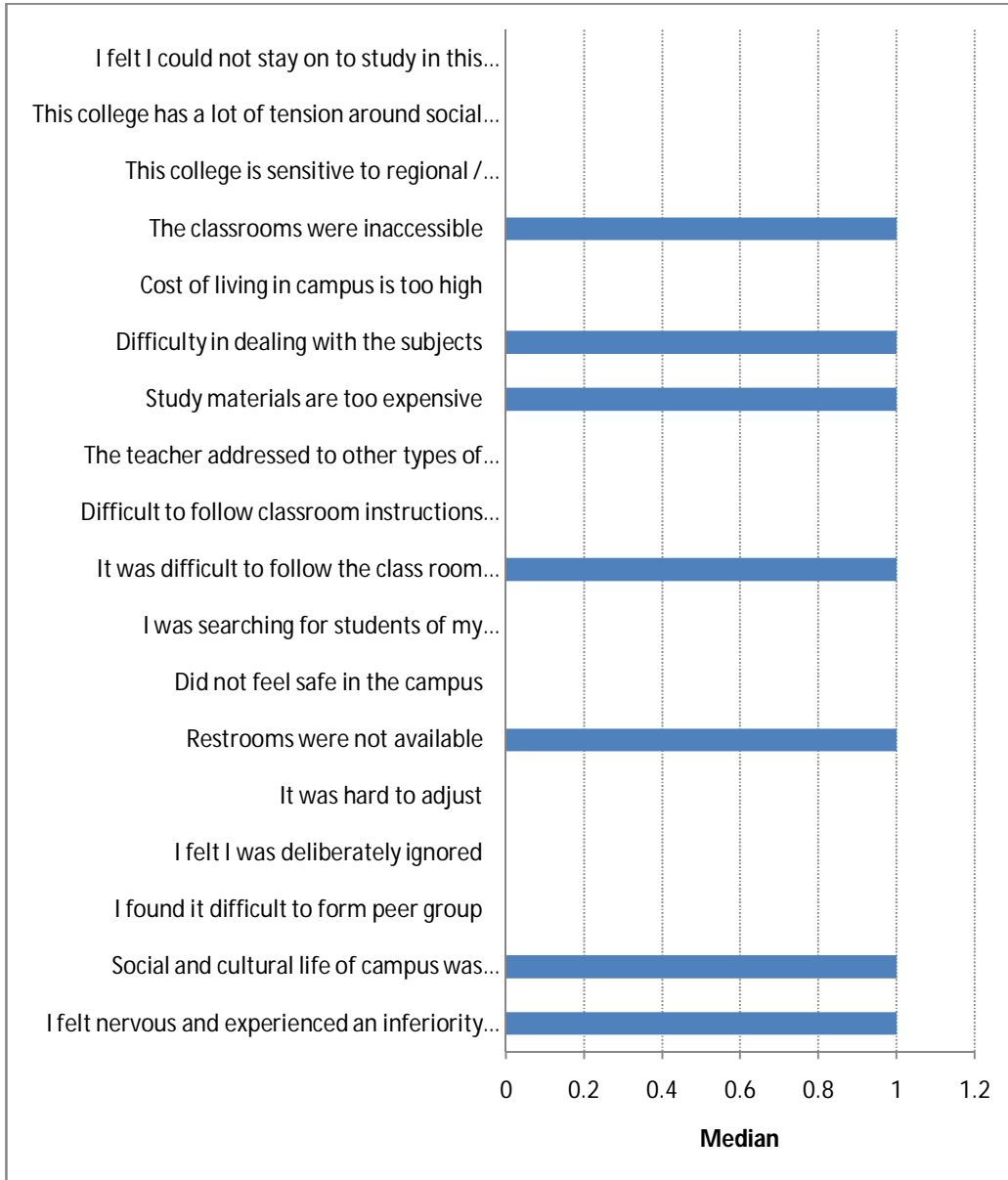


Figure 5.12: Initial Experience Index (Percentage)



Figure 6.1: Various Reasons for Selecting the Sitting Row

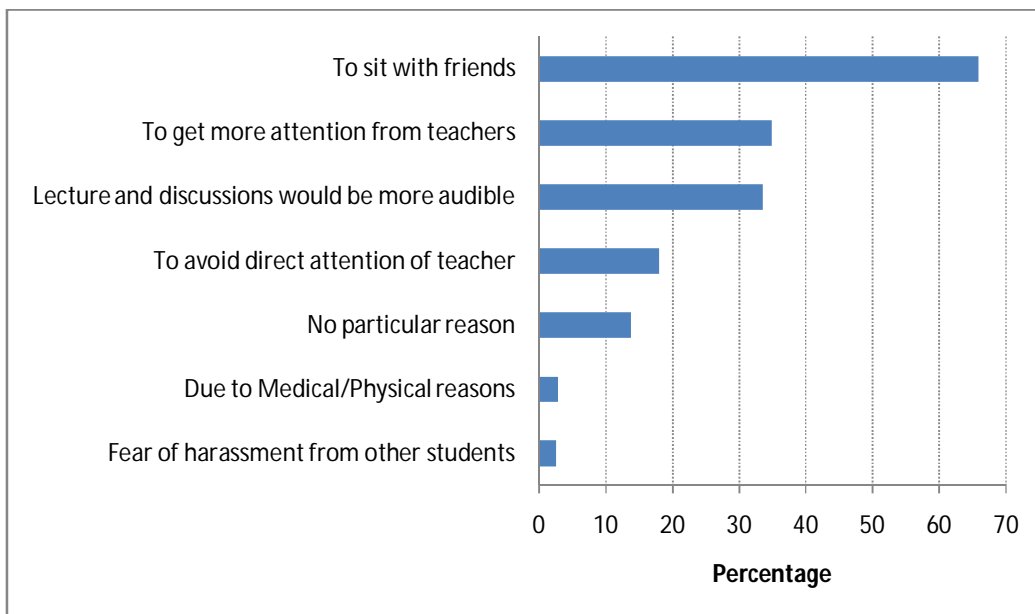


Figure 6.2: Distribution of Respondents by Student-Faculty Interaction Index Group

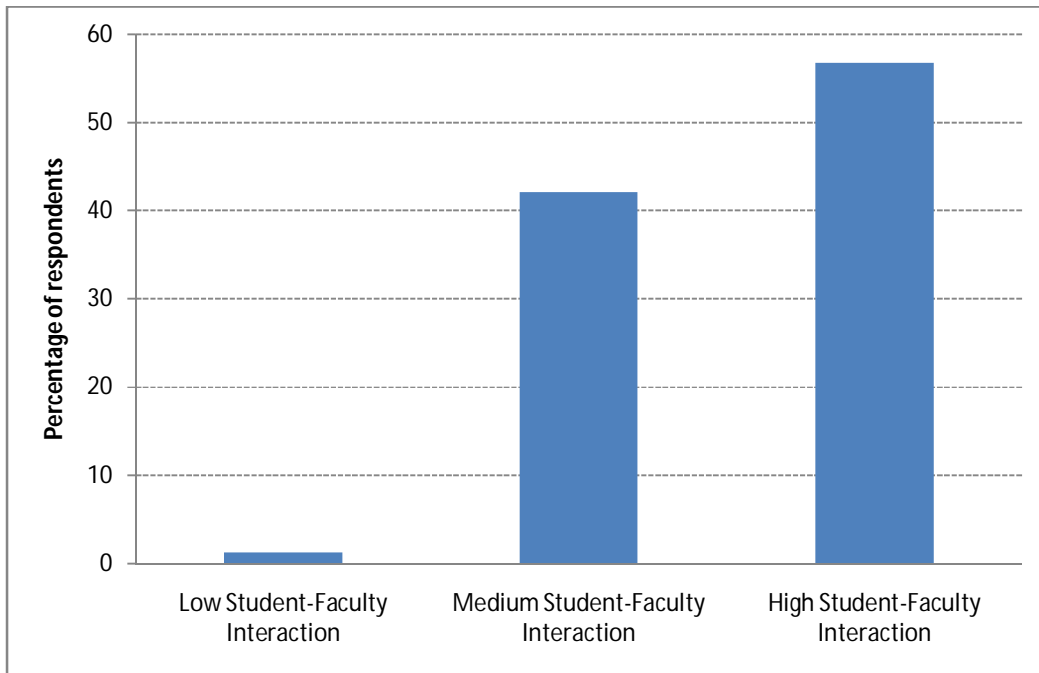
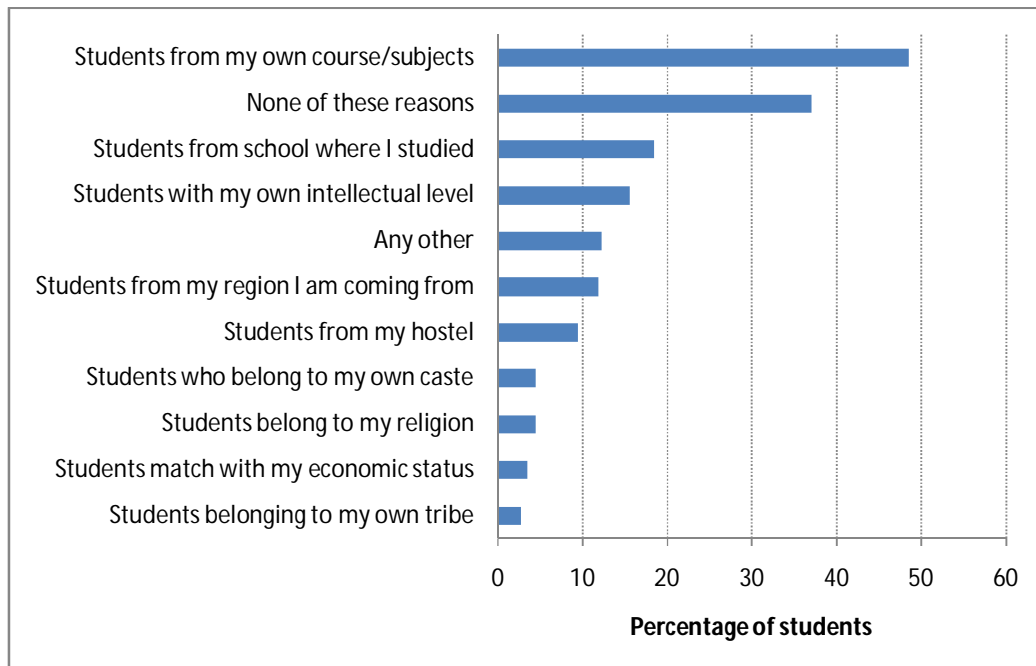


Figure 7.1: Major Factors Deciding the Interaction in the Campus



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