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

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Preface

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

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

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

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

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

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

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Chapter 1

1.1 Introduction

India is a democratic country and diversity is a characteristic of democracy. Diversity is one of the biggest and most urgent challenges faced by higher education today. When we talk about diversity we mean diversity in many walks of life. It is also one of the most difficult challenges colleges have ever faced. We have different types of educational institutions ranging from purely government run, government aided private to purely private institution without any financial support by the government, the self-financed institution. Education within a diverse environment prepares students for life in a complex and pluralistic society. Diversity provides a unique opportunity for students to experience its richness as well as poses challenges of living in a socially inclusive way. The nation's longstanding legacies of caste, gender, and class antagonism replicate on campuses as well.

Providing equal opportunity for better living to the sections irrespective of their diversity and differences is essential for success of any democracy. Education is considered a very strong tool for providing opportunity for growth and upliftment for any class of people. Education, especially higher education is an indicator of society or country's intellectual and economic growth. The pattern of diversity of our society must be reflected in its higher education system, so that it can be ensured that equality of opportunity is bestowed upon its citizens and they can contribute their shares in the growth of our country. Studies indicate that social and peer groups are formed around 'identities', with a divide in social relations on caste, ethnic, class, linguistic, regional, and religious lines.

The term 'diversity' has special reference in case of our country India. Its historical background, its social culture & political ancestors unfolds many stories of diversity which further created many instances of discrimination; therefore it is important to understand the diversity in its historical background. In ancient period in our Hindu society varnashram system was in vogue, which was based on division of labour and had followed a hierarchy. Varna means colour, white colour depicted Brahman, the white collar job people, the red colour depicted the blood of warriors, the kshatriyas and yellow depicted the commerce group, the vaishyas who were engrossed in trading and last the black or blue colour depicted menial class people, who were engaged in doing menial jobs.

The varna system which was characterized by division of labour, gradually became hereditary in nature and meant that the work of a person is not determined by his ability but according to his birth, which consequentially gave rise to the curse of social discrimination as the menials were considered 'untouchables', and this caused disappearance of equality from caste system. The roots of this system had chained our social practices till date. British period also kept behind our intellectual advancement by humiliating Indian vernacular literature and culture calling it backward. They created a class of English speaking and pro – English class of people, who spoke English and considered themselves superior, this class still prevails in our society thus creating another ground for discrimination in our society.

Today, although the level of diversity is more as compared to the earlier periods but still it is not satisfactory. We have higher enrolment in urban areas than rural. Although share of population in urban areas is lower than that of rural areas students from urban areas are over represented in higher education. Similarly, male students are over represented than female. Further, the share of others is highest among social groups. In fact, others are overrepresented in higher education while SC, STs and OBC are underrepresented. The lowest percentage of STs goes to higher education. Among the religious groups highest percentages of Hindu students go to higher education. In fact, they are overrepresented in higher education. It is only Muslims and other religious groups who are underrepresented in higher education.

As far as occupation groups are concerned, agricultural labourers and other labourers in rural areas are underrepresented in higher education in comparison to their share in population. Similarly, self employed and casual labour in urban areas is underrepresented in higher education. Institutional and language diversity is also very prominent in Indian higher education institutes.

1.1.1 Discrimination

Discrimination has been a major cause of the lack of diversity in higher education and in the rest of society. The number of students committing suicides in Indian campuses is in itself a big cause of worry for our society and points towards lacunae in our higher education system, proving it to be completely feudal and insensitive towards the students to say the least. Taking small example, Linesh Mohan Gawle**,** a second year PhD student from National Institute of Immunology (NII)**,** New Delhi, committed suicide in his hostel room. He belonged to a Dalit family. Linesh and Rohit Vemula's suicide is just one more addition in the growing list of Dalit students committing suicides in the country's educational institutions, especially that of sciences and professional courses in recent times. Most of these institutions are considered to be 'top class' and have 'All India character'. However, the disproportionate numbers of Dalit and Adivasi students committing suicides, especially, in premier institutions also points towards the kind of caste discrimination prevalent in these campuses where our students have to face harassment due to their caste background on a regular basis from not only their colleagues but more from the faculties and even from the administration.

It also raises a question on the definition of 'merit' in the country that is used to denigrate, harass, and abuse Dalit and Adivasi students and has become a tool to display caste prejudices openly in Indian campuses both by faculties and other students. At most elite institutions, English is the medium of instruction, a difficult switch for disadvantaged students who may have studied primarily in Hindi or their regional language. Knowing English is a skill but in elite institutions across India it is seen as a measure of merit or capability. When SC or ST students enter into any institution, they are made to feel inferior because of their language of communication. The students often require academic support, including extra tutorials, English language classes and communication skills, which many elite institutions fail to provide.

1.1.2 Forms of Discrimination

There are three different levels/forms of discrimination – Individual, Institutional and Structural.

1. **Individual discrimination** refers to the behavior of individual members of one race/gender group that is intended to have a differential and/or harmful effect on the members of another race/gender group.
2. **Institutional discrimination** refers to the policies of dominant race /gender institutions and the behavior of individual who control these institutions and implement policies that are intended to have a differential and/or harmful effect on minority race/gender groups.
3. **Structural discrimination** refers to the policies of dominant race/gender institution and the behavior of the individuals who implement these policies and control these institutions, which are race/gender neutral in intent but which have a differential and/ or harmful effect on minority race/gender group.

A teacher from a particular caste can be discriminatory towards student of another caste & religion and can give marks to them comparatively. Institutional discrimination on the other hand, is usually carried out by the dominant group against minority groups because it is the dominant group, by the definition that generally controls the social institutions. Issue of intent is the main distinction between institutional and structural discrimination. To combat institutional discrimination it is necessary to convince the leaders or policy makers of the particular institution that it is wrong to purposely treat minority groups in negative ways. All three types of discrimination are still serious problems; it is harder to deal with structural discrimination than with the other two. Structural discrimination is not intentional and it is not even illegal; it is carrying on business as usual. Confronting structural discrimination requires the reexamination of basic cultural values and fundamental principles of social organization.

1.1.3 Role of Education for Democratic Engagement

We have to realize that our education system must be evolved or developed in accordance with our constitution's spirit of national unity. The higher education cannot keep differentiated system of Education. Earlier our institutions of Higher Education were concentrated in urban locations and were mainly catering to the need of socially and economically classes, but it is observed in last 2-3 decades that there is a growth and unprivileged class. This is a new phenomenon in the realism of Higher Education and must be tackled skilfully as the growth of technology and global economical context has made it more complex.

UNESCO world conference on 'Higher Education' held in Paris in 2005 also maintained that "Higher Education must not give solid skill for the present and future world but also contributed to the education of ethical citizens committed to the construction of peace, the defense of human rights and values of democracy." Taking this spirit from "Textual Mode" to "Action Mode" idea of community engagement in Higher Education got its place. It was felt that enhanced community engagement (C.E.) would foster values of citizenship and social responsibility when

the group is heterogeneous; inclusion of schemes like NCC (National Cadet Corps), NSS (National Service Scheme), and SUPW (Socially Useful Productive Work) was a step ahead in inculcating the above values. Women's studies and study of deprived groups and socially marginalized group is also initiated in curriculum to cater to the needs of diversified group in the society. Idea of inclusive education and gender studies was prescribed in syllabus of Education.

Why this shift is necessary is a serious point of concern, the answer lies in the historical background of our society. Age old caste system or varna system that started with the division of labour ended up with a social ladder, on top of the ladder were the Brahmins, the most privileged group and on the last ladder were the 'dalit' or 'untouchables' or 'menial class'. The difference between the first and the last ladder is so vast that it can never be filled. When this unprivileged group or person seeks admission in Higher education the member of privileged class cannot accept it and the curse of discrimination or humiliation starts. Studies show that 'dalit' students have to face humiliation and insult throughout their college life. This adversely affects not only their grades but becomes the cause for over all personality disorders.

Though our constitution ensures equality and fraternity, and education for all, instances of discrimination suggests that in our higher education institutions (HEIs), diversity is associated with discrimination and it not only goes against the constitutional ideals of equality but also very idea of higher education institution as a secular constitution. The empirical evidences on discrimination in higher education institution remind us that much more is needed to be done to make our higher education institution more secular and democratic.

1.2 Literature Review

Institutionalized education in modern society no longer narrowly defines education as mere process of socialization. Education in modern society plays an important role of political legitimating through its capacity to function as allocator of social positions (Meyer, 1977). The argument of knowledge intensiveness in economic activities that gained currency in later part of 1970s unleashed new ways of looking at education especially tertiary education. This new ways of educational thinking is also considered as commodification of knowledge (Naidoo & Jamieson, 2005) and civilization casualty (Maharatna, 2014), has had tremendous impact on higher education systems all over the world. The notions of cultural capital (Bourdieu, 1986), class codes (Bernstein, 2000), capability (Sen,1992,1999) oppression and conscientisation (Freire, 1972) to list a few in essence problematised the very idea of inclusiveness and egalitarianism of current education system and put forwarded alternative strategy to make education transformative. Education is also being viewed as a defence against the rise of sexual violence, discrimination and intolerance (Council of Europe).

It is being increasingly recognised in the literature that colleges and universities play a pivotal role in learning of democratic values. UNESCO's World Declaration on higher education for the 21st century, 1998, affirms that the mission of higher education is a commitment to 'help protect and enhance societal values by training young people in the values which form the basis of democratic citizenship. Preparing students to understand and address issues pertaining to

diversity, inequalities, poverty, discrimination and injustices has become an important goal of higher education in the 21st century.

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 (Allport 1954, Antonio, 1998; Chang 1996; Hurtado et al., 1999; Milem & Hakuta, 2000; Orfield, 2001; Smith, 1997, Kurlaender & Orfield, 2006, Tropp & Pettigrew, 2005). Social diversity is also linked with academic excellence and developing learners with various attributes, such as effective communication skill (orally, visually, in writing) and capacity of understanding of a second language, employment of quantitative and qualitative analysis to solve problems, ability to interpret and evaluate information from a variety of sources, capacity to understand and work within complex systems and with diverse groups, with imagination, creativity and understanding of diverse culture, these learners will have intellectual honesty, responsibility for social justice and morality, active participation in diverse democracy and deep understanding of one's self and respect for the complex identities of others, their histories, and their cultures (Greater Expectations, National Panel Report, 2002).

Social diversity also plays a role in fostering cognitive growth of young adults who enter colleges. Gurin, Dey, Hurtado and Gurin (2002), the empirical studies indicate that diversity of experiences has an impact on active thinking and intellectual engagement and on the orientations and sentiments that students will need, to become leaders in a diverse democracy. Diverse societies require citizens to embrace and commit to a set of shared values, ideals and goals, believe and practice these values to make democracy a practicing institution. Citizens who understand this concept of unity in diversity and act accordingly do not materialise from thin air; they are educated for it (Banks, 2007).

For the higher educational institutions to prepare students to function in the multi-cultural diverse campus environment and the society, there is a need to induce in students the knowledge and understanding about the importance of tolerance, inclusion and structural inequities in society by adopting various measures. Openness to diversity will motivate the students for action and democratic engagement. In order to achieve the goal of preparing students with values for democratic engagement, public institutions have to be adaptive and have committed administrative and educational leadership that believe in principles of good practice and shared responsibility for an optimistic future (Ovichegan, 2013, Rao, 2013, Sukumar, 2008). These studies report formation of social and peer groups around 'identities' for activities inside and outside classroom, on campus and in halls of residence, development of fissures in social relations on caste, ethnic, class, linguistic, regional, and religious lines and exclusionary behaviours from the students from the dominant group which bring discrimination, psychological

and physical violence for minority students and, in the Indian context, low castes, tribals and women.

Broadly discrimination happens: I) inside the classroom and II) outside the classroom. Classroom discrimination mainly takes place i) among students, ii) among students and teacher. Spheres of discrimination outside classroom include: i) behaviour of administration towards SC students; ii) provision of services to SC students (hostel, mess, room allocation); iii) participation of students in extra/co-curricular activities.

Diversity associated discrimination in higher education institution not only goes against the constitutional ideal of equality but also very idea of higher education institution as a secular social institution. Unlike western universities which took centuries to become inclusive social space, Indian colleges and universities, in principle, in its very beginning were open and secular institutions (Bettile, 2010), but now the discrimination in higher education starts right from admission process and stays lifelong.

To overcome the problem of discrimination it is essential that both academic and non-academic spheres of social existence of students have to be democratic. As noted by Tawney (1964, p.102-03), 'equality of opportunity depends not simply on the removal of disabilities but also creation of abilities'. Initiatives such as college – community partnership and intergroup dialogue aim to create the abilities of student population to engage with diverse social world. It is the whole rationale behind the diversity and non-discrimination as well as institution based reforms for civic learning and democratic engagement.

As reflected from the above review most of the studies in the field of diversity are done abroad. There is a pressing need for such extensive research in this field in India also. Studies suggest that discrimination exist at the entry level and during the programme of study in higher education institutions. It is imperative that intergroup dialogues, diversity awareness workshop and informal peer interaction must be included in the methodology of higher education so as to enhance student's academic and social growth and a progressive healthy environment in higher education institutions.

1.3 Rationale of the study

The goal of higher education of imparting knowledge and career preparation needs to be combined with a third national goal of fostering informed and engaged citizenship, and reduce 'national deficit in civic capital'**.** The education for democracy and civic responsibility has to be pervasive, not partial; central and not peripheral and should form the core of higher education teaching'. 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 to build citizenship. This requires reform in our education system 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.

We have hardly made a beginning in higher education to deal with diversity, discrimination, and sexism in higher educational institutions. 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 current research project aims to fill the knowledge gap on the role of higher education in creating a just democracy, cooperation among diverse peoples, instill democratic engagement and a sense of social responsibility in citizens, and, the role of colleges to help students acquire knowledge, values and skills needed to participate in democratic engagements that bridge the gap between ideals in the Constitution and lived realities.

Indian higher education system is one of the largest systems in the world catering about 17%-18% of total population. The aim of our higher education system is primarily to equip the students with higher level of cognitive development and skills to earn employment. Being a multicultural country and recently having added unconventional group in its population, University can also be the centre stage for fostering civic responsibility and engaged citizenship.

Empirical instances of increasing incident of intolerance, discrimination crime against women and under privileged section of society indicates need of curriculum change or shift along with data of the same.

This study will be a ground work for preparing a data base for diversity and discrimination found in the institution of Higher Education. The data will be instrumental in achieving the aim of an ideal given in the constitution in practical way.

1.4 Research Questions

Broadly the research questions are:

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

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

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

1.5 Objectives

The 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 objective will be:

a) To develop an understanding on the nature of diversity in terms of caste, ethnic, religious, region and gender belonging and their implications for teaching, civic learning and democratic engagement.
b) To study the opportunities offered by the diversity by the presence of diverse student population on the higher education campuses.

c) To study the consequences of exclusionary behaviors' 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, ethnic background, race, regions and other identities.
e) To suggest reforms in curriculum to enhance the civic learning and democratic engagements by the students on the issue of diversity, differences and discrimination and to equip them with relevant knowledge.
f) To suggest new methods of teaching and pedagogy which involve group-interaction and inter-group dialog inside class and on campus give skill and enhance student and teacher's capacity to deal with diversity, differences and discrimination and to promote civic learning, democratic engagement /action and citizenship.

1.6 Database and Methodology

The study is based on the student survey of two selected higher education institutions of Uttar Pradesh (UP) viz., University of Lucknow and Sri Jai Narayan PG College, Lucknow to probe into diversity dynamics of these selected higher education institutions using both qualitative and quantitative methods so that the limitations of one type of data are balanced by the strengths of another and an improved understanding is attained by integrating and analyzing data gathered by qualitative and quantitative methods.

1.6.1 Sample Distribution of Students

Total 500 students were selected from the two chosen institutions, 200 Post Graduate, 3rd semester (II yrs.) students with 99 students of Arts stream, including 15 students from education, 50 students from English and 34 students from Sociology and 101 students from Science stream including 30 students from Chemistry, 37 students from Physics and 34 students from zoology were selected from University of Lucknow, 300 Under Graduate II year students, 150 students from Arts including 50 students each from Education, English and Sociology and 150 students from Science streams including 79 students from Physics and 71 from zoology constituted the sample from JNDC college.

64 females and 136 males constituted the sample at PG level which included 25 SC students, 1 ST, 64 OBC, 1 VJ, 1 SBC and 108 general category students whereas 130 females along with 170 males including 44 SC, 7 ST, 111 OBC, 4 SBC and 134 general category students were selected at UG level.

1.6.2 Tools

The primary data for quantitative analysis was collected from 500 students by administering the questionnaire, along with the secondary data collected from the respective colleges for student and faculty characteristics along with the details of complaints received by the various welfare cells from students and faculty, along with the collection of quantitative data focused group

discussion with marginalized and women students were also conducted, diaries were distributed to SC students as a tool for collecting qualitative data as well.

Along with the students, 20% of total strength of teachers was also interviewed giving preference to the faculties selected for student survey from both the institutions along with Faculty In-charge of Various Cells/Committees (Anti-Ragging, Anti-Sexual Harassment, SC/ST, Equity, etc.). Administrators of the institution were also interviewed to get the overall picture of diversity and discrimination.

1.7 Structure of the Chapters

The report contains 11 chapters. Chapter one gives the introduction of the study including review of literature, rationale of study, objectives and methodology.

Second chapter deals with the social history of democratization in the state of UP including education, literacy and its development, evaluation of Higher Education in the state, its quantitative expansion and structure, governance and management of Higher Education in the state and state policies and programmes on equality.

Third chapter is about the profile of the case study of the selected institutions. It reflects the history, programmes, strengths of students and faculty, governance and management, policies for admission, examination and reservation along with the provisions of service schemes, community engagement activities and special features of the institutions.

Fourth chapter gives a detailed account of campus diversity of students and teachers of university and college in terms of gender, religion and social categories. It also reflects the change in diversity from the year 2008 to 2014.

Fifth chapter deals with the student's survey including their current academic profile, gender, socio-economic, religion's profile and family background. It also throws light on pre college background in terms of rural, urban, management type, syllabus, stream and marks obtained in the school at class 10^{th} & 12^{th}. It also analytically explains the choice of career, college and course at post-secondary level along with days of college experience and their future aspirations.

Sixth chapter gives a detailed account of diversity and academic experiences of the students. Chapter Seven deals with the social life of students in the campus, including peer group formation, choice of friends, inter-group interactions, hostel life, involvement in co-curricular activities, awareness about cell ad committee and their level of participation in campus politics.

Eighth chapter deals with teachers' views on teaching diverse student groups including social and behavioral aspects of marginalized student's views on classroom and transaction, academic interactions, non-classroom engagement of students, institutional approach to over all student development and views about promotion of human values.

Chapter Nine deals with diversity, governance, management and professional development of the faculty.

Chapter ten deals with institutional response to diversity, equity and quality including structure and functions of the various cell & committees level of complaints received, challenges faced by the cells and also throws light on institutional policies for diversity and equity, regulation and practices of institutional leaders in promoting quality education & equity, views on student and our political organisation, and informal student groups and students feedback mechanism.

Chapter eleven concludes the report with summary and provides policy measures and roadmap for diversity and equity in Higher Education.

Chapter 2

Higher Education Development in the State

2.1 Introduction

"The foundation of every state is the education of its youth"

- *Diogenes Laertius Greek Philosopher*

The construction of strong foundation of Uttar Pradesh demands assuring systematic higher education to its youth as youth with their immense talents and capacities makes state to touch heights of prosperity. Hence, to obtain motto of proliferating development in Uttar Pradesh it is mandatory to enrich quality of higher education that can make state illuminate like brightest star in galaxy of India with setting up equality based education system to provide equal opportunities to women, unreserved, other backward classes (OBCs), scheduled castes (SCs), scheduled tribes (STs) in all 18 mandals.

For making Uttar Pradesh a smart Pradesh in regard to ensure higher quality education there are advance central , state , private universities and colleges that can shape skills of youths to carve state's golden destiny for enhancement of national progress . As in 1964, Kothari commission said, "Destiny of India is being shaped in her classroom"; the Uttar Pradesh among northern states of India too shapes its destiny in classrooms of higher education, which produces talented youth to serve state for adding worth in development of Uttar Pradesh economy. Thus, considering the importance of higher education to promote welfare of Uttar Pradesh, it is pre requisite condition to access the status of higher education in state to plan future policies for advancement of state's higher education system.

The assessment regarding exact quality of education provided by higher educational institutes in Uttar Pradesh in present scenario can judged through number of higher education institutions mushrooming in state, enrolment of students in these institutions of higher education and pupil teacher ratio in these institutions. All India Survey on Higher Education, report 2014-2015 of Ministry of Human Resource Development, New Delhi highlights –In Uttar Pradesh there are 4 central university, 4 institute of national importance, 24 state public university, 1 institute under state legislation act, 1 state open university, 20 state private university, 3 deemed university government, 3 deemed university government-aided, deemed university private with total number of 64 universities. In state, there are 5922 colleges in context of number of college per lakh population (between 18-23 years) and enrolment of 1125 students as average enrolment per college.

The report found the enrolment of students in higher education institutions in Uttar Pradesh to be highest enrolment of students all over India by 46.7 lakh students. The enrolment of students of various social categories in state includes 866015 students of SC category comprising of 454550 males and 411465 females. The 33444 students of ST category with 18290 male and 15154 female and 1890457 OBC candidates comprises of 963026 males and 927431 females.

The report further highlighted gender parity index in Higher education (18-23 years) in Uttar Pradesh for all categories is 1.08, SC students are 1.07, and ST Students are 0.85. Pupil teacher ratio in all institutions of state in context of regular mode is 40 and regular and distance mode is 41. Pupil teacher ratio of university and colleges via regular mode is 40 and regular distance mode is 42. After having a quick assessment of current status of higher education in state of Uttar Pradesh, it is necessary to review last 69 years status of higher education since India got independence.

2.2 Social History of Democratization in UP - Literacy, Education, and Development

The democratic state originates democratic education and democratic education upgrades democratic state , hence both are accelerators for each other's development as democratic state create equal opportunities for all students irrespective of their caste, religion, sex, that makes students happily collaborate with each other and learn to work together in future for progress of their state that rest on democratic principles.

The state of Uttar Pradesh attained the status of democratic state with enforcement of Indian constitution on 26 January 1950 and since then education and literacy adopted strategy of democratization in state for assuring development of all by discarding the authoritarian system of education, which was in hands of elite class. Prior to constitutional setup country was regulated by authoritarian rule of kings and British raj in which common peoples, women, marginalized groups, rural population were neglected in social and educational terms, they were tried to be uplifted with the origin of democratic system of education in UP through Article 15 of Indian constitution that prohibits discrimination on grounds of religion, race, caste, sex, or place of birth and article 46 in which promotion of educational and economic interest of scheduled caste, scheduled tribes and other weaker sections are guaranteed. The articles laid foundation of inculcation of principles of democracy in education for its democratization in terms of ensuring equal development of all sections of society.

Table 2.1 gives a glance of census data 1951-2011, which demonstrate gradual increase in literacy rate over the years and show that there has been a drastic increase in the literacy rate right from 12.02% in 1951, to 69.72 % over past decade 2001.

To further, compare literacy rate of last two-decade 2001 and 2011 in terms of gender it was found that male literacy rate in 2001 was 68.82% and in 2011 was 79.24 % that marked increase of 10.42 %, the female literacy rate in 2001 was 42.22 % and in 2011 was 79.24 % that marked increase of 17.04 % over last decade. Although the women literacy rate was low in terms of male literacy rate in both decades but still in 2011 the condition was much better than 2001 as immense rise in women literacy rate suggests that women have stepped forward towards empowerment with light of education.

It is evident by the increased literacy rate that over the years higher education has expanded in Uttar Pradesh. During the independence of country in 1947, there were only few Universities in Uttar Pradesh including University of Allahabad, Banaras Hindu University, Aligarh Muslim

University, University of Lucknow, Dr Bhim Rao Ambedkar Agra University. The passage of time marked increase in growth of Universities and its affiliated colleges with efforts of central and state government.

To analyze development of higher education in Uttar Pradesh in terms of quantity enrichment from last few years it is necessary to look at Table 2.1 prepared by citing university grant commission annual reports and UGC publications on "Higher Education in India" strategies and schemes during Eleventh plan period (2007-2012) for Universities and colleges which gives clear picture of increase in students enrolment in universities and for 10 years.

An Analysis of these UGC reports from 2007 to 2015 also gives the picture of increase in women education by depicting enrolments of women in degree colleges and universities. In year 2007-08 women enrolment was 37.03 %, which gradually increased to 49.44 % in 2014-15.

Further, the higher education system cannot develop until it gets appropriate finance. The state government had allocated funds for development of higher education in Uttar Pradesh.

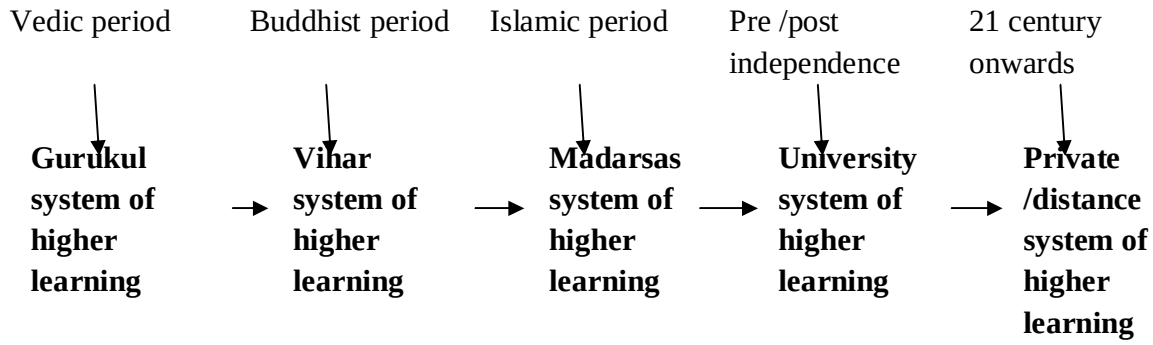
In the year, 1950-1951 Uttar Pradesh government spend 57 lakhs on higher education; the expenditure on higher education was increased to 5.81 crore in 1970-1971 and gradually raised to 226.25 crore in 1993-1994. Apart from government funds UGC also provide grants for development and maintenance of Universities and colleges. UGC annual report 2007-2008 reflects UGC had granted Rs 5.22 crore as general development plan grants to 13 universities of Uttar Pradesh between year 2007 and 2008. which was increased to 24.49 crore in the year 2008-2009 as general development plan grant to 12 universities of Uttar Pradesh and in 2009-2010 UGC had given general development plan grant to 8 state universities in Uttar Pradesh of 9.89 crore and 0.50 crore to one university of Uttar Pradesh in 2010-2011.

2.3 Evolution of Higher Education System in Uttar Pradesh – Role of State, Socio-Religious Groups and Private Sector

The higher education system of Uttar Pradesh relies on speedy wheels of social change that faces change with change in time, lifestyle, and structure of society. For tracing out evolution of higher education in Uttar Pradesh, it is essential to go back to ancient era which shows picture of *gurukuls* as only mode of education in Vedic times where students were admitted from childhood after performing *vidya prarambh sanskar* and they stay in *gurukuls* till completion of education till 25 years at the end of *brahmcharya*, this suggest that with early education the higher education was also provided to students by religious priest known as *rishi – munis*.

Further from *gurukuls* the evolution process move towards the rise of Buddhism, where monasteries and *vihars* were centre of education to provide higher education in subjects of medicine, military science, religion, philosophy, the system of higher education in UP has gradually evolved from the *gurukul* system of education to Mughal era of education were Madarsa became the prime medium for the propagation of education followed by incredible efforts made by Christian missionaries who laid the foundation of primary to higher education that got transformed into modern sites for higher education

2.3.1 Evolution and Growth of Higher Education System in Uttar Pradesh



Role of State: Evolution of Higher Education in Uttar Pradesh

The process of evolution of higher education in Uttar Pradesh is highly dependable on state government, socio- religious groups, and private sector to play their crucial role in growth of higher education system. To view, role of state in evolution and growth of higher education, it is found that "*state government setup universities, and plays vital role in granting scholarship to students*." To analyze until what extent the state had fulfilled its role in evolution process of higher education in Uttar Pradesh it is mandatory to mention that state within period of 100 years had established several state universities under state legislature.

State universities established during pre- independence period include Canning College further named as university of Lucknow, established in 1921, .Dr Bhim Rao Ambedkar, Agra University established in 1927. The universities which emerged during post independence period were Deen dayal upadhyay, Gorakhpur University, established in 1956 under act of U.P state legislation. Kanpur University established by an act of U.P. state legislature in 1966. Chaudhary charan Singh University Meerut University established in year 1965 under UP legislation, Dr. Ram Manohar Lohia, Avadh University established on 4 March 1975. Bundelkhand University established on august 26, 1975, Veer Bahadur singh Purvanchal University at Jaunpur established on 2 October 1987 as an affiliating university under U.P. state University act 1973.

The State of UP established Dr Ram Manohar Lohia National Law University in 2005 and khwaja Moinuddin Chishti Urdu, Arabi-Farsi University on 1st October 2009. Apart from these regular mode universities state government also established Rajshri Tandon open university at Allahabad on March 24 , 1999 under Act No. 10/199 passed by UP legislature for promoting distance/open mode of learning

State also appoints commissions for welfare of higher education. In Uttar Pradesh, higher education service commission was established on 1 October 1980 beyond approval of UP Higher education service commission ordinance for requiting best lecturers to teach in university and degree colleges. Further, the state also grants scholarship to OBC, SC, ST students. Samaj kalyan vibhag of uttar pradesh is provider of scholarship to OBC/SC/ST students below the income of one lakh per annum.

2.3.2 Role of Socio- Religious Groups: Evolution of Higher Education in UP

The social organizations and religious groups pave way for evolution and growth of higher education system in state of uttar pradesh. As to boost study of Hindu shashtra and Sanskrit literature, Pandit Madan Mohan Malaviya, the congress of Hindu religion *(Sanatan Dharma Mahasabha*) and Hindu *University society* took initiatives to construct Banaras Hindu University at Varanasi. Sir Syed Ahmand, a Muslim reformer led foundation for establishment of Aligarh Muslim University with his initial works of establishing Muhammadan Anglo Oriental College in Aligarh, the college uplifted Muslims to participate in politics of British government. In 1907, a college for girls came into existence which was named Aligarh Muslim University in 1920. The establishment of Banaras Hindu University and Aligarh University reflects that the religious groups and activists played a crucial role in growth of higher education in Uttar Pradesh.

Christian missionary women's college known as Isabella Thoburn college, and probably the first women's college in Asia was established in 1922, Christian boys college was also established in Lucknow both the institutions did the incredible work of illuminating less privileged men and women of the society with the light of education and empowered them to perform constructive role in the nation building.

Further to deal with societies and organization in Uttar Pradesh there are enormous NGOs to work for efficient functioning of higher education. Ambedkar Academy a registered NGO in unnao works in field of technical education, Seerat Educational Society, Jhansi works in sector of primary and higher education and vocational training. Baital Maulana Abul Kalam Azad Higher Educational Society works in sector of education and literacy in Sidhharth Nagar. All these constitutes an examples that how social organization and religious groups contributes for upliftment of higher education in UP.

2.3.3 Role of Private Sector: Evolution of Higher Education in UP

The All India survey on higher education AISHE 2014-15 a report of Ministry of Human resource department, found that there are 3148 private colleges in UP including 2713 private unaided and 435 private aided colleges.

The "Confederation of Indian Industry - Deloitte report on Annual status of Higher Education of states and UTs in India (AISHE) 2014 found that according to management of college there are 58.2 % private unaided college in Uttar Pradesh with 38.3 % enrolment share average enrolment per college include 462 students. There are 15.1 % private-aided college with 23.7 % share of enrolments and average enrolment per college with 1106 students.

AISHE, 2015 highlights - that on basis of management of colleges, there are 66.4 % of private unaided colleges in Uttar Pradesh with 58.1 % enrolment share and average enrolment per college includes 9 79 students. There are 14.5% of private aided, college in Uttar Pradesh with 25.8% enrolment share includes average enrolment per college of 1990 students.

In UGC list (Table 2.3) there are total 24 State private universities in UP to provides higher education in sector of Humanities, Science, Engineering, Management and Education in all districts of UP.

The table highlights that the emergence of private sector in field of higher education is not age an old phenomena in UP. The private sector stepped in field of higher education in from year 2001 with establishment of Jagadguru Rambhadrachrya Handicapped University at chitrakoot on 6th October 2001 and now the privatization of higher education is on rapid increase with 24 private Universities in state with enormous degree colleges.

2.4 Quantitative Expansion – Regional and Group Disparities

The imbalanced Quantitative expansion in field of higher education had given birth to regional disparities and group disparities in state of Uttar Pradesh , to outlook the regional disparities it is necessary to know regions of UP. In present context UP is divided into 18 mandals as follows-

1. Agra Mandal (Agra, Firozabad, Mainpuri, and Mathura)
2. Aligarh Mandal (Aligarh, Etah, Mahamaya Nagar, Kashi Ram Nagar)
3. Allahabad Mandal (Allahabad, Fatehpur, Kaushambi, Pratapgarh)
4. Azamgarh Mandal (Azamgarh, balia, Mau)
5. Bareilly Mandal with (Bareilly, pilibhit, shahjahanpur, badaun)
6. Basti Mandal (Basti, Sant kabir Nagar, Siddhartnagar)
7. Chitrakoot Mandal (Banda, Chitrakoot, Hamirpur , Mahoba)
8. Devipatan Mandal (Bahraich , Balarampur, Gonda, Shravasti)
9. Faizabad Mandal (Ambedkar Nagar, Barabanki, Faizabad, sultanpur, Chhatrapati shahuji Maharaj Nagar)
10. Gorakhpur Mandal (Deoria, Gorakhpur, Kushinagar, Maharajganj)
11. Jhansi Mandal (Jalaun, Jhansi, Lalitpur)
12. Kanpur Mandal (Auraiya, Etawah , Farrukhabad , Kannauj, Kanpur Dehat, Kanpur Nagar)
13. Lucknow Mandal (Hardoi, Lakhimpur kheri, Lucknow, Raibareili, Sitapur, Unnao)
14. Meerut Mandal (Bagpat, Bulandshahr, Gautam Buddha Nagar, Gaziabad, Meerut, Panchsheel Nagar or Hapur)
15. Mirjapur Mandal (Mirjapur, Sant Ravi Das Nagar , Sonbhadra,)
16. Moradabad mandal division (Bijnor, Sambal, Jyotiba Phule Nagar, Moradabad, Rampur)
17. Saharanpur mandal (Muzaffarnagar, Prabuddha Nagar or Shamli, Saharanpur)
18. Varanasi Mandal (Chandauli, Gazipur, Jaunpur, Varanasi)

To access regional disparities or mandal disparities in terms of Quantitative Expansion of higher education it is found that certain mandals or regions of Uttar Pradesh are enriched higher education hubs with all central , state, deemed and private and certain regions not even have a

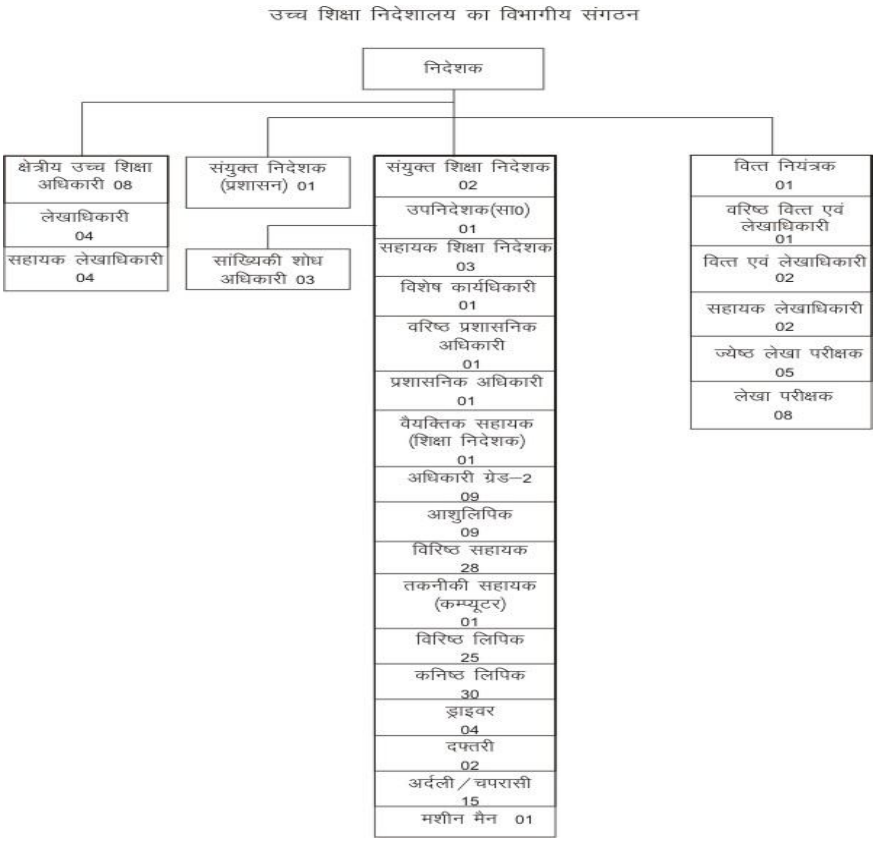
single university (Table 2.4). Capital of Uttar Pradesh Lucknow had total 11 higher educational institutes with 01 central university, 03 state universities, 04 private university and 02 institutes of National importance. Meerut Mandal had one state university and 08 private universities exist in different districts of Meerut Mandal. In-group of western mandals the Moradabad mandal is too enriched higher educational hub consisting of 04 private Universities. Further, the region of Allahabad has 07 Universities with 01 central, 01 state and 05 deemed universities. The Varanasi mandal have five universities with one central, three states, one deemed university. On the contrary the condition of mandals like Bareilly , Basti, Saharanpur , chitrakoot, Faizabad, Jhansi is drastic which have only 01or 02 university to cover two to three districts of state. Condition of Azamgarh, Devipatan, and Mirzapur Mandal is poorer in context of higher education system which do not have even a single university this shows the regional disparity due to imbalanced quantitative expansion of higher educational institution.

Apart from regional disparities, quantitative expansion of higher education in terms of group disparities (minority groups), is also noticed in Uttar Pradesh, as there are few Universities for minorities in state including Mohammad Ali Jauhar University, Teerthankar Mahaveer University, and Khwaja Mouinuddin Chishti Urdu Arabi Farsi University. Further, disparity is marked in case of quantitative expansion of enrolments of students in terms of gender and social private college in Uttar Pradesh categories. As Confederation of Indian Industry - Deloitte report on Annual status of Higher Education of states and UTs in India (AISHE) **2015** found gender enrolment of male students in Uttar Pradesh to be 51.7 % and female student's enrolment to be 48.3 % shows disparity of 3.4 %.

2.5 Structure of Governance and Management of Higher Education in Uttar Pradesh

Forty-Second Amendment Act, 1976 of Indian constitution added education to entry 66 of concurrent list that means education is not only state subject rather it is the joint responsibility of central and state government. In context of governance of higher education system, both central and state governments manage affairs relating to higher and technical education. The central government in Uttar Pradesh had established four universities and provided status of deemed University to 10 universities; hence, it governs higher education affairs of these Universities. Further, the state government of Uttar Pradesh set policies and administer the higher education system of its state universities, state private universities and degree colleges. The government of Uttar Pradesh through its "department of higher education" plans, control, execute higher education system.

The department of higher education in UP manage higher education system through its organizational structure that in hierarchical order constitutes of director as head with regional higher education officers, joint director (administrative), joint education director and their subordinates functions to develop higher education system by developing, managing and controlling government degree colleges etc.



*Source: ** Higher Education Department Uttar Pradesh*

2.6 State Policies and Programmes on Equity

Horace Mann said, "Education then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance- wheel of the social machinery". Hence, the planning strategies to enrich higher education in state should be equity centred because equity in higher education is core assurer of equality through creating such educational opportunities that can be equally accessed by students of underprivileged group. State government had launched many policies to empower students in terms of accessing educational opportunities that includes

Coaching facility to SC/ST/OBC students under " Rajya Uchya Stariya Sevao Hetu Pariksha Poorv Coching Kendra Yojna": In this policy coaching facilities are available to SC/ST /OBC students to prepare for competitive exams in chatrapati shahu ji maharaj shodh prashikshan sansthan , bhagidari bhavan , Lucknow . The women candidates of SC/ST/OBC are given facilities to prepare for competitive exams at Adarsh poorv Pariksha Kendra, Aliganj, Lucknow.

Scholarship facility to SC/ST under "Dashmottar chatrvriti evam shulk pratipoorti yojna": in this policy scholarship is provided to SC/ST students above class 10^{th} whose parents' income is upto or below one lakh. In this scholarship the categories are sub divided according to courses of study as follows-

- Category 1:this category includes courses of Medicine, Engineering, Technology, Agriculture, Science, Management, Business, Finance, Computer Traning, PG courses, M.phil. And Ph.D.
- Category 2:the professional and technical courses not included in category 1 are been included here with scholarship provision for other courses like CA, ICWA/ CS, All post graduate , under graduate , diploma , certificate courses.
- Category 3: this category mentions provision for scholarship for students for under graduate degree and for the clause not been included in category 1 and 2.

2.7 Summary and Analysis

The state as major entity of nation ensures its progress through education of younger generation as Desiderius Erasmus said, "The main hope of a nation lies in the proper education of its youth".

For fostering the national development, the state of Uttar Pradesh from last few decades is conscious in terms of enrichment process of higher education, the fact is certified through rise in literacy rate of state from sixty-seven years. As census of India recorded 12.02% literacy rate in 1951 that increased to 20.87% literacy rate in 1961, which further increased to 23.99% literacy rate in 1971, 32.65 % literacy rate in 1981, 40.71% literacy rate in 1991, 56.27% literacy rate in 2001 and 69.72 % literacy rate in 2011. Apart from rise in literacy rate, expansion of higher education is reflected via rise in enrolments of students in different level degree courses, advancement of central and state universities, and emergence of privatization in higher education and significant contribution of socio- religious groups in enhancing higher education. To view in current perspective there are advanced Universities in state covering the area of western, central, and eastern Uttar Pradesh with four central, 20 state and 24 state private universities and enormous degree colleges. The confederation of Indian Industry Deloitte report on Annual status of Higher Education of states and UTs in India 2015 found Uttar Pradesh recorded highest enrolment of students in terms of 46.7 lakhs among all states in India, the state also rank first among all Indian States for having highest number of colleges. To access quantity enrichment of higher education deeply, it is found that privatization of higher education in state marked immense increase in higher education system within last two decades. In year 2001, there was only one state private University in Uttar Pradesh named Jagadguru Rambhadrachrya Handicapped University established on 6 October 2001 at Chitrakoot, but within passage of sixteen years, there are currently 24 states private Universities. Further, the different NGOs had added worth to enrichment process of higher education by working for its progress. Seerat Educational Society , Ambedkar Academy are examples of such NGOs that functions to promote higher education system but inspite of all these efforts to uplift higher education in UP there are certain disparities sprouted from imbalanced quantitative expansion of higher education system.

It is found in state that some mandals like Lucknow, Meerut, Allahabad, and Varanasi have good number of Universities in comparison to other mandals like Bareilly, Jhansi, Chitrakoot etc and

certain mandals like Azamgarh, Mirzapur had no universities. This is a big regional disparity in state requires attention of government to establish certain universities in this area will make students to access educational opportunities with ease in their own areas. As assessment of educational opportunities with equality is initial condition to ensure benefit of all social groups for fostering development of Uttar Pradesh.

Chapter 3

Profile of the Case Study Institutions

3.1 Introduction

Lucknow University is a state government owned Indian Research University based in Lucknow; the capital city of Uttar Pradesh. It inherits a rich intellectual and material heritage and has 46 departments, 72 self financing programmes, 2 constituent and 152 associated colleges affiliated to it, it is one of the sample institutions selected for the present study, along with the Sri Jai Narain Post Graduate College, Lucknow, both the institutions are pioneer in deep rooting the education in the state of Uttar Pradesh.

Present chapter gives an information about the history of these institutions along with the detailed account of courses and programmes offered, it also include information about student, faculty and staff and throws a light on governance and management of both the institutions.

3.2 History: University of Lucknow

The conceptualization of Lucknow University was first mooted by Raja Sir Mohammad Ali Mohammad Khan, Khan Bahadur and K.C.I.E of Mahmudabad.

On November 10, 1919, General Committee of educationists and appointed personnel met in a conference at Government House, Lucknow, and resolved that Lucknow University should be formed as a Unitary, Teaching, and Residential University of the kind recommended by the Calcutta University Mission, 1919, and should consist of Faculties of Arts (including Oriental Studies), Science, Medicine, Law, etc.

Consequently, Lucknow University was established with a vision to develop human resource for the advancement of knowledge through teaching, research and innovation and with the mission, to be a University driven by values enriched with diverse cultures, to promote economic, social and spiritual advancement for an egalitarian society and to be ranked amongst the top educational institutions of the world for their service to humanity in general and to our nation in particular. The King George's Medical College (now known as King George's Medical University), Canning College, and Isabella Thoburn College provided the nucleus for the establishment of the University:

3.3 Courses and Programmes

At present students are enrolled in the university under various programs of Post-Graduate (PG) and Under-Graduate (UG) (Table 3.1) and are being enlightened by respective competent and intellectual faculty. Along with the faculty of Arts, Science and Commerce there is a faculty of education, law and Fine Arts providing around 41 courses at Post-Graduate level and around 21 subject courses at Under-Graduate level.

Beside various courses University of Lucknow (L.U.) has special institutes of Management Sciences, Tourism Studies, Development Studies, Mass Communication in Science and

Technology, Institute of Women Studies, Minorities Coaching Institute, and Centres for Population Research, Bio-Informatics, and for Urban and Environmental Studies, university also has Dr. Giri Lal Gupta Institute of Public Health and Dr. Shanker Dayal Sharma Institute of Democracy.

Examination system at UG and PG level is conducted as per Lucknow University norms, yearly examinations are conducted at UG level whereas semester system is followed at PG level. University has been accredited B+ for NAAC.

3.4 Student and Faculty Strength (Year: 2013-14)

The total enrolment in the university for the year 2013-2014 is around 8086, with 4232 male and 3854 female students, there are 1909 SC, 81 ST, 2628 OBC and 3468 general category students (Table 4.1). Interestingly the strength of general category girls is more than the boys in the university.

The highest enrolment (3126) are in undergraduate courses, as compared to PG ones (2782), 528 students are enrolled in Law, 510 in Management, 337 students are PH.D scholars, followed by the enrolments in other courses.

There are 379 faculties enlightening 8086 students of the university, there are 257 male and 122 female teachers including 31 SC, 2 ST, 45 OBC, 26 minorities and 275 general category teachers. Subject wise details of the faculty is give in the Table 3.3

3.5 Admission, Examination, Reservation

Merit is followed for admission at UG and few PG courses where as entrance examinations are also conducted for some professional courses, PhDs and for PG courses.

The reservation is given as permissible under the Uttar Pradesh Government / University rules.

The final merit of the candidates bearing the outstanding sports person/ N.C.C “B” certificate is determined in the merit list by adding 5% of the total marks obtained by him/her in the combined merit.

Table 3.4 shows the minimum qualification for admission in intermediate or equivalent examination of the concerned stream, and Tables 3.5-3.7, gives the detailed account of weightage given during vertical and horizontal reservations.

Vertical reservation is given to SC/ST and OBC students as per government norms, besides horizontal reservation is also given to Son/daughter/spouse of Lucknow University Teacher/Employee (10%), Son/daughter/spouse of LU affiliated Govt./Aided Colleges of Lucknow University and Govt. Ayurvedic College (5.0%), Physically Handicapped/Disabled (3%), Son/daughter/Grandson/ Granddaughter of Freedom Fighters from U.P.(2%) and Son/Daughter of Retired Defense Personnel or Physically Handicapped Defense Personnel or Defense Personnel killed in war or Defense (5%). Provision for extending vertical reservations, especially to teachers’ ward seems to be

Many facilities, such as Tagore Library, cooperative lending library, information publication and public relation, computer centre, planning and development centre, computational research facility, DTP centre and staff college, are provided by the University for students and staff for their all round development,.

University also has a cultural wing named **"**Sanskriti**"** with an objective to nurture the artistic talents and literary skills of students and promote their all-round development and transform the University into an Art, Literature and Cultural hub worthy of national and international recognition.

For the wellbeing of Students', University holds very strong and active committees on anti-ragging practices for curbing ragging in the university premises and in the hostels. There also exists a committee for Women's Assistance & Grievance Redresses.

University practices a special provision for providing job opportunities by announcing the various job requirements.

3.6 Service Schemes and other Community Engagement Activities

National Service Schemes/ National Cadet Crops and other similar schemes/programs

National Cadet Corps (NCC)

L.U. has the Army and Naval wings of NCC and the activities are conducted under the supervision of Associated NCC Officers. There are about 400 Cadets in Army wing 63 and 64 BN and 55 Cadets in Navy wing. After successful completion of training courses, these Cadets are awarded 'B' and 'C certificates.

The Cadets of both wings have successfully participated in (a) annual training camps (b) D.G organized camps conducted by U.P Directorate (c) D.G. organized camps conducted by office Directorates (d) Trekking Expeditions (e) Boat pulling and sailing expenditures (f) Attachment with Army Navy and Air (g) Republic Day Camp.

National Service Scheme (NSS)

Lucknow University is one of the 37 Universities in India, where the NSS was launched in 1969. Now it has more than 15,000 NSS volunteers. It has about 115 trained program officers. The scheme being operative in University of Lucknow spreads to 32 degree colleges affiliated to the University. The main activities performed under this scheme are national harmony, adoption of villages and slums for cleanliness and literacy drives, environmental conservation, AIDS awareness program, health and immunization/participation in pulse polio drive organization of exhibitions; winter relief/cold relief/flood relief training of Program Officers.

3.7 Special Features of the University

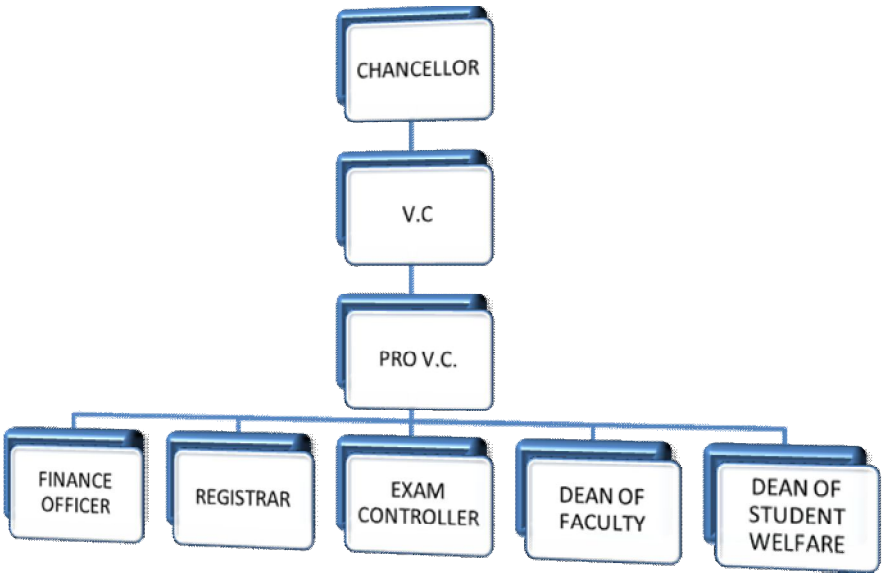
The University provides residential facilities to teachers, students and non-teaching staff. There are over all 13 hostels for boys and girls in the University. Kailash Hall and the New Management Girls Hostel can accommodate nearly 600 girl students. Athletic Association,

Centers for Cultural Activities, Information and Employment Bureaus and Centers for Information take care of various other concerns of students.

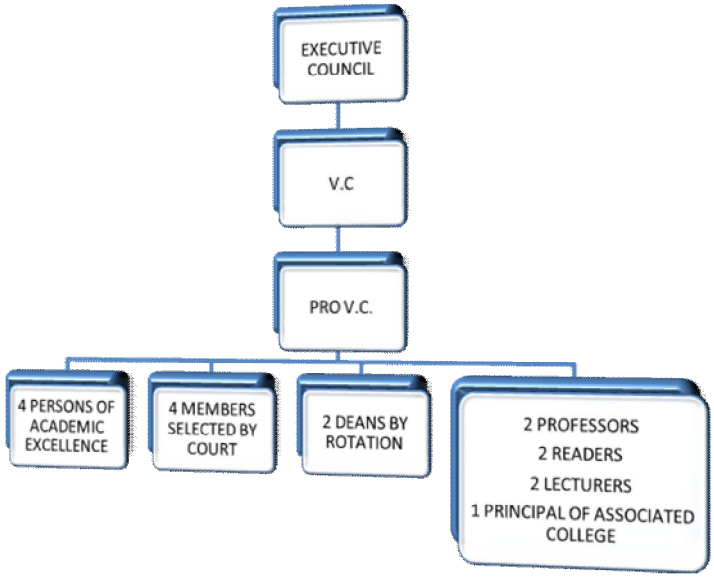
During the past two decades there has been an expansion of the University Campus. New Campus has been constructed on 75 acres of land provided by the State Government on Sitapur Road near Engineering College. The New Campus at present is being used for the teaching of management and law courses. It also encompasses a hostel for boys, which is almost ready for use. The University of Lucknow in terms of its excellence in academic and extra-curricular fields has acquired a prestigious place among the leading universities of the country. Despite general criticism with regard to the falling standards of higher education it will not be an exaggeration to assert that this University, even to date, maintains its dignity and quality of education.

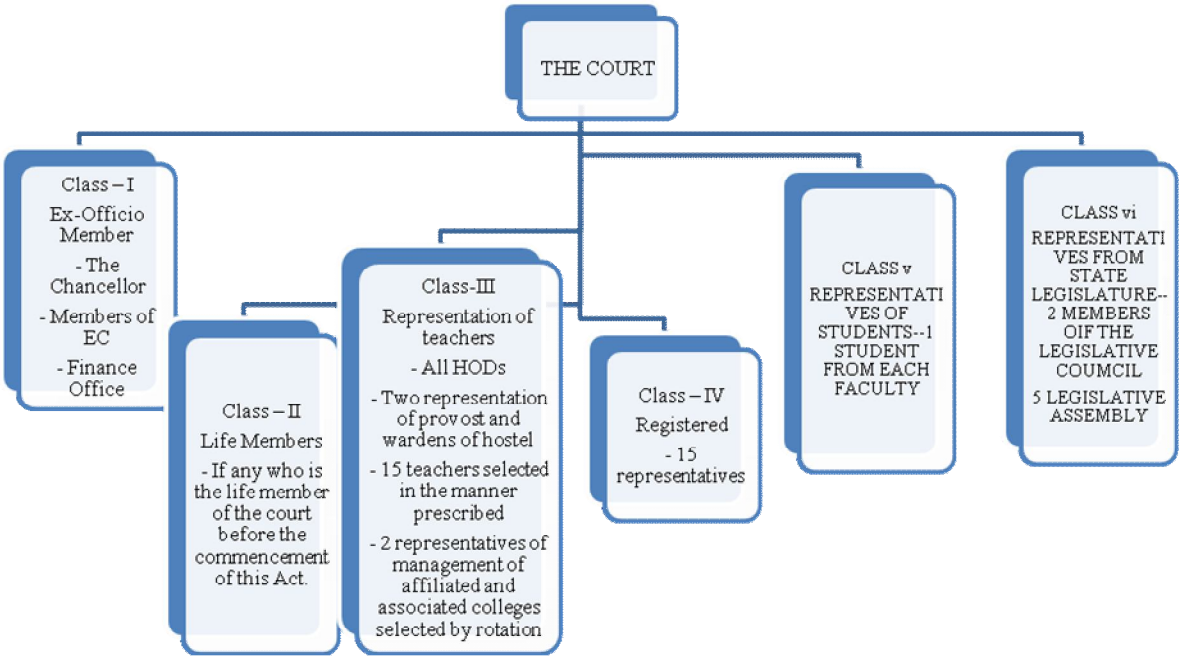
3.8 Governance and Management

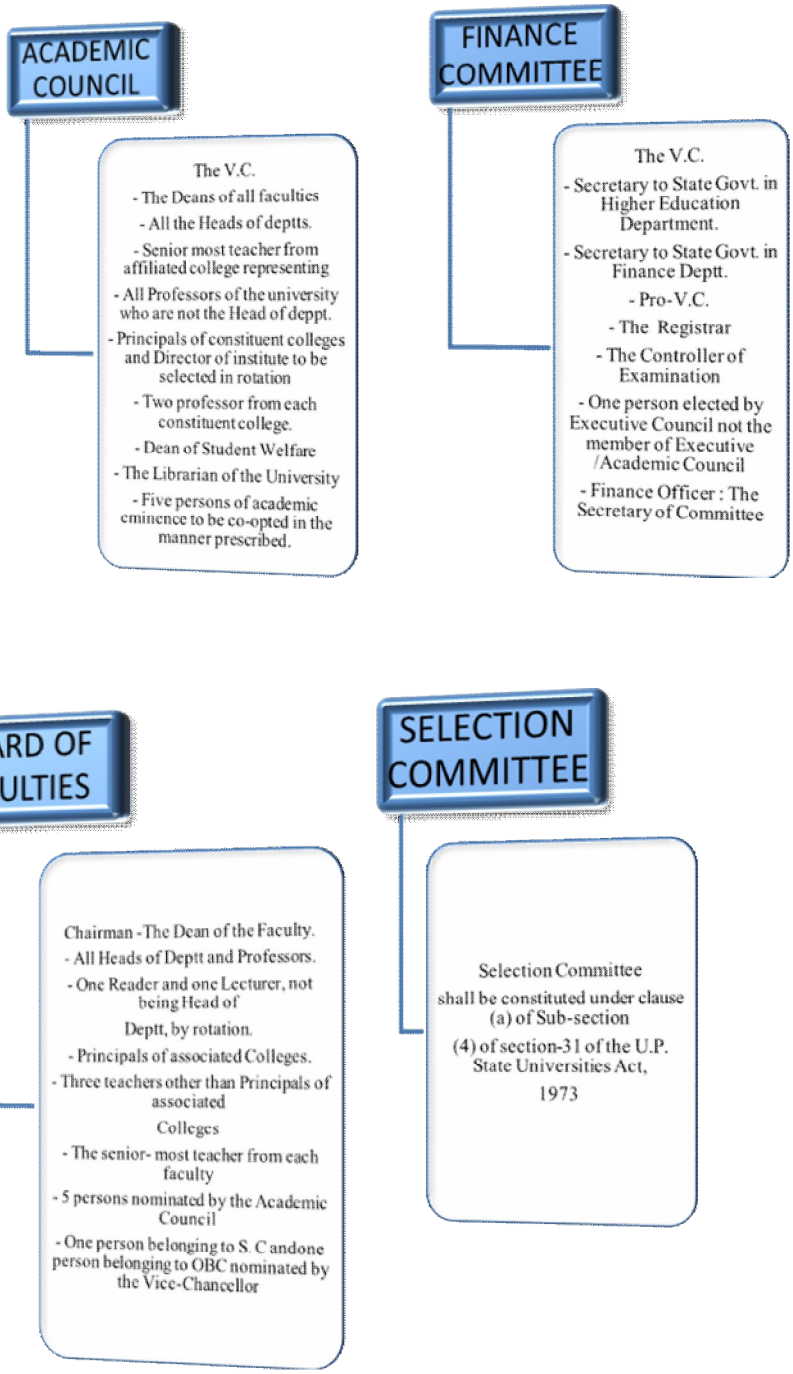
The organogram for the management shows that the Chancellor (Governor of the State) is at the top of University Administration followed by VC, pro VC and the other officers of the university as follows.



Other Officers of the
University






ACADEMIC COUNCIL
The V.C.
- The Deans of all faculties
- All the Heads of deptts.
- Senior most teacher from affiliated college representing
- All Professors of the university who are not the Head of deppt.
- Principals of constituent colleges and Director of institute to be selected in rotation
- Two professor from each constituent college.
- Dean of Student Welfare
- The Librarian of the University
- Five persons of academic eminence to be co-opted in the manner prescribed.
FINANCE COMMITTEE
The V.C.
- Secretary to State Govt. in Higher Education Department.
- Secretary to State Govt. in Finance Deptt.
- Pro-V.C.
- The Registrar
- The Controller of Examination
- One person elected by Executive Council not the member of Executive /Academic Council
- Finance Officer : The Secretary of Committee
BOARD OF FACULTIES
Chairman -The Dean of the Faculty.
- All Heads of Deptt and Professors.
- One Reader and one Lecturer, not being Head of
Deptt, by rotation.
- Principals of associated Colleges.
- Three teachers other than Principals of associated
Colleges
- The senior- most teacher from each faculty
- 5 persons nominated by the Academic Council
- One person belonging to S. C andone person belonging to OBC nominated by the Vice-Chancellor
SELECTION COMMITTEE
Selection Committee
shall be constituted under clause (a) of Sub-section
(4) of section-31 of the U.P. State Universities Act,
1973

Sri Jai Narain PG College, Lucknow

3.9 Introduction

Sri Jai Narian PG College is one of the most colossal colleges associated with the University of Lucknow .It was founded in the year 1917, as a modest Anglo-Sanskrit School and was upgraded to a middle school in 1918, high school in 1920, intermediate college in 1923, and a fully fledged degree college (Arts, Science, Commerce faculties) in 1954.

Substantial funding was provisioned by the gracious magnanimity of Late Pt. Deen Dayal Misra. It blossomed into a fine institution under the loving care and expert guidance of Late Justice Gokaran Nath Misra, the Late Misra Brothers (Raoraja Shyam Bihari and Sukhdev Bihari Misra), popularly known as "Misra Bandhu" fostered it to new heights.

The exemplary endeavor, vision and enthusiasm of Late Pt. Shri NarainMisra (Bappaji) and Late Pt. Suraj Din Bajpai (former Deputy Secretary, Finance, and Government of U.P.) admirably promoted the cause of education through this institution.

Formerly it was known as ‘Kanya Kubja’ College, after the name by which Uttar Pradesh was known in ancient India (under Harshvardhava, 7th century A.D.)

This is how Shri Jai Narain Post Graduate College, Lucknow was founded by its eminent founder Sri Jai Narain Misra with a philanthropic vision to help the marginalized and disadvantaged sections of our society irrespective of caste, creed and religion. The successive managements of the institution have firmly pursued this vision and tried to steer the institution towards realizing the soaring objective of its founder.

Presently Shri V.N. Mishra, Director General of Police (Retd.) U.P. is the President of the Managing Committee of the college; Shri G.C. Shukla is its Secretary-Manager and Dr. S.D. Sharma is the Principal of the college.

At present the college is catering to the needs of approx 10,000 students at graduate and post-graduate levels with faculties of Arts, Science, Commerce, Law, B.Ed, BBA (IB) and B P. Ed. comprising a staff of over 400.

3.10 Courses and Programs Currently Offered

College has the faculties for Arts, Science, Commerce Law, and Education with 12 departments in Arts, 5 in Science, 3 in commerce, 2 in Education and 1 department under faculty of Law. Summary and the detailed account of the courses and department available at UG/PG level are shown in Table 3.8-3.9. Apart from these courses there are additional certificate courses in Communication Skills and Personality Development, Computerized Accounting, Computer Application, Sales and Marketing Management, and in French and German language.

3.11 Student and Faculty Strength (Year: 2013-14)

The total enrolment in the college for the year 2013-2014 is around 10075, with 8870 male and 1205 female students, there are 1954 SC, 52 ST, 3428 OBC and 4139 general category students. Interestingly the strength of general category girls is more than the boys in the university.

The highest enrolment are in undergraduate courses with 2524 students in Arts, 1468 in Law, 1285 students in Science and the highest enrolments (3112) are in commerce as well as 738 students in UG self finance courses as compared to PG ones (546), details of the student enrolment under various courses is given in Table 3.10-3.11.

There is only 79 faculties taking care of 10075 students of the college, there are 37 male and 14 female teachers including 9 OBC, 3 minorities and 67 general category teachers there are no SC/ ST faculty in the college (Table 4.7-4.8)

3.12 Admission, Reservation and Examination System

Admission at the UG/PG level takes place through merit except in B.Ed./BP.Ed and BBA (IB) in which the students are admitted through common entrance examination. College follows the reservation policy as per Lucknow University norms and examination at UG and PG level is conducted as per Lucknow university norms, yearly examinations are conducted at UG level whereas semester system is followed at PG level College has been also accredited for NAAC.

3.13 Service Schemes and Other Community Engagement Activities

College actively engages students in: National Service Schemes/National Cadet Corps and other similar schemes/programs.

3.14 Special Features of the College

College provides following facilities of gymnasium and playground, guest house, computer centre, Chandra Shekhar auditorium, medical centre, smart class rooms (4), common rooms (girls-2) yoga centre and cafeteria.

3.15 Governance and Management

The administration comprises of president, secretary/ manager, principal, vice principal who are also in-charges of different faculties and dean for student welfare.

Management committee members are president, secretary/ manager, vice president and treasurer.

College has an equal opportunity cell which monitors any sort of discrimination against students of SC, ST, OBC and minority communities. College provisions a separate committee which discusses the problems of reserved categories' viz. filling of scholarship forms etc. It also regularly monitors the office, library, class rooms and departments in regard of discrimination.

Grievance and redresser cell collects and records grievances received by the cell through various media like email, letter, phone or personal meetings etc. It undertakes effective redress of the

complaints through an unbiased probe into the matter and submission of final report of the matter to the principal, it also maintains a date-wise register of complaints and details of action taken.

College also has sexual harassment committee to monitor records and probe any complaint of sexual harassment from any girl, teaching/non – teaching staff of the college and submits their reports to the principal.

3.16 Summary and Analysis

Lucknow University was established in 1919, with the aim and mission to promote economic, social and spiritual advancement for an egalitarian society and to be ranked amongst the top educational institutions of the world for their service to humanity in general and to our nation in particular. It offers a wide variety of programs and courses ranging from humanities, to arts to sciences and also a lot of professional courses to cater to the academic needs of students at all times, there are 8086 student enrolment for the year 2013-2014 with around 129 professors, 142 associate professor and 108 assistant professors along with other associate professors and other faculty members, Hindu faculty is in majority (92.6%) followed by Muslim (9.1%) and Christian (0.7%) in the university, representation of reserved category and minority faculty is very poor with only 8.0% SC, 0.5% ST, 12.0% OBC, and 7.0% minority, there is a majority of general category teachers (73.0%).

Admission follows the preparation of merit list and reservation privileges are given as per government norms.

The NCC and NSS schemes are operative in Lucknow University and spread to most of the degree colleges associated to it. The core objectives of these services are to cultivate sportsmanship and values with an affinity towards cultural and national integration, environmental conservation, spread health awareness and participation and conduct Trainings of program officers.

University follows a hierarchical structure of administration with the chancellor at the apex reported to by the VC and the pro VC, separate committees have been formed for better organization and controlling of varied functions and structural protocols.

Shri Jai Narain PG College was founded in the year 1917, as a modest Anglo-Sanskrit School and was upgraded to a middle school in 1918, high school in 1920, intermediate college in 1923, and a fully fledged degree college (Arts, Science, Commerce faculties) in 1954.

JNPG College offers a wide array of courses including the Faculties of Science, Commerce, Law and education with student population of around 10075 and 79 teaching faculty, with majority of 73 Hindu teachers, followed by a very small number of 5 Muslim teachers, there are 67 general category teachers, 9 OBC and 3 minorities with no SC/ST teachers at all. Admission in the college takes place by preparation of merit list and reservation privileges are given as per government norms. NCC and NSS services in spite of being lowly funded services have proved their mettle in providing disciplinary training and commendable sportsman qualities to desiring

students. The administration follows a hierarchical structure with president, secretary/ manager, principal, vice principal that are also in-charges of different faculties and dean for student welfare.

Chapter 4

Campus Diversity of Students and Teachers in the University

4.1 Introduction

The diversity of a higher education institution's faculty, staff and students influences its strength, productivity and intellectual personality.

Diversity of experience, age, religion, age, ethnicity, gender, and many other attributes contributes to the richness of the environment for teaching and learning by increasing creativity, innovation and problem solving and play a pivotal role in inducing civic learning and developing democratic outlook in students hence inculcating in them the knowledge, skills, values and competencies that citizens in a democracy need to carry out their civic responsibilities.

In this chapter an attempt has been made to study and analyse the nature of diversity of students and faculty of the two selected higher education institutions and its changing nature over the years with respect to their gender, social group, religion, region and disability etc.

4.2 Student Diversity (University and College)

An analysis of the secondary data obtained from the university/college revealed (table 4.1) that the university had the total enrolment of 8086 students for the year 2013-2014 with more than half being male (52.3%), a difference of 4.67% was found in male and female enrolments, category wise strength of the university students for session 2013-14 shows that the number of general category students is more (42.8%) than OBC (32.5%), SC (23.6%) and for ST students (1.0%).

Looking at the statistics of the college (Table 4.1) it is evident that the total number of students is 10075 for the year 2013-2014, out of which 88.0% are male and just 11.9% are females which according to the authorities is due to the reason that earlier it was a boys college only and turned into a co-aid institution in the year 2009-2010.

Disaggregation by social group shows that the general category students are in majority (46.0%) in the college followed by 1/3rd of OBC, 19.3% SC and only 52 ST students.

Disaggregation by gender within social group shows (Table 4.2) that a third of general category boys in the university are (37.3%) followed by OBC (34.8%), SC (26.7%) and ST (1.06) boys, the enrolment of general category female students is more (49.0%) than their male counterpart with the difference of 11.7%, whereas the enrolment of females is less than their males for other categories, whereas in the college 35.1% general category boys are enrolled for the current session followed by OBC (30.5%), SC (17.3%) and ST (0.4%) boys number of girl students is very less as compared to their counterparts.

A comparative analysis between university/ college for the year 2013-2014 reveals (Table 4.1) that the total enrolment in the university were less (8086) as compared to the college (10075) with a difference of 11.0%, the male students in the university were only 52.3% as compared to

88.7% enrolment in the college whereas the girls enrolment in the university were very high (47.6%) as compared to 11.9% enrolments in the college.

Disaggregation by social group shows that the strength of SC, OBC and general category boys have decreased in the university by 4.3%, 1.5% and 1.8% respectively and increased for ST enrolments by 0.5% as compared to the college.

An analysis of the changing nature of diversity in university for the period of 2008-2009 and 2013-2014 (Table 4.3) revealed that overall enrolments for University of Lucknow have decreased over the years by 13.1%, it is also obvious that in last 5years number of female enrolments have increased by 11.0% (Table 4.4), the enrolment for male students have gone down by 11.5%. This gap could be because of more male students preferring other higher education institution than state level and that of number of self-financing institutions coming up in the state in last five years. The increased number of female student in 2013 from 2008 shows greater awareness for female education and a positive response towards reservation policies.

Table 4.5 shows that over the years number of students for almost all the categories have decreased in the university although the difference is not a big one, the number of general and SC category students have fallen down by 3.1% and 2.7% respectively, whereas there has been a negligible decrease in the number of ST and OBC category students.

Disaggregation by gender within the social group shows (Table 4.6) that the number of male and female students of general category have gone down by 6.2% and 9.1% in last five years, whereas number of OBC male have decreased by 7.6% followed by 1.3% fall in SC male and 0.4% fall in ST male students, although a slight increase has been seen in the female enrolments of SC (3.9%), ST (0.17%) and OBC (4.2%) category.

An analysis of the college for the year 2009-2010 and 2013-2014 reveals, (Table 4.7) that the total enrolment for last five years have increased from 8673 to 10075, with around 11.0% increase in the number of male and female students.

Disaggregation by social groups shows (Table 4.7) that the number of SC, OBC and minority students have gone up by 4.1%, 3.7% and 3.1% respectively, whereas the number of ST students have gone up by 0.15% only.

Disaggregation on the basis of genders within the social group reveals that (Table 4.7) not a very drastic change has been found in the college in last five years in terms of enrolment of male and female students of different social groups, the number of male SC, ST and OBC students have slightly increased by 2.2%, .08% and 0.2% respectively, whereas number of SC, ST and OBC girls students have increased by 2.0%. 0.06% and 3.48% respectively, indicating that the number of OBC girls has increased significantly as compared to other categories, number of general category boys has gone down by 16.3% and strength of general category girls have increased by 5.1%.

Comparing the changing nature in university(2013-2014,2008-2009) and college for, 2009-2010 and 2013-2014, (Table 4.7) it was observed that the total strength of the students in the university has decreased from 10539 in the year 2008-2009 to 8086 in the current session (2013-2014), in contrast to this number of students have increased in the college for almost all the social groups except general male students, although the increase in the number of reserved categories is not a big one there can be seen a change in the trend regarding girls education which is reflected by the increasing enrolments of girls both in university and college.

Disaggregation by social group also shows (Table 4.7) the decreased number of reserved category and general category students in the university and a slight increase in the college.

4.3 Analysis (Student Diversity)

The current strength of the students was found be higher for the college as compared to the university by 11%, as shared by the university authorities and college faculty, the reason for this is the increasing cut off marks as the mode of admission in the university is on merit basis students with higher percentage are coming to university it was also supported from quantitative data that there is a huge difference in the marks of college and university students at entrance level. Increase in number of private self finance colleges and reservation policies were also found to be the reason for this downfall, although deteriorating standard of the university as reflected through the focus group discussions (Focus Group Discussions) and faculty interviews gives a different explanation.

The number of male students in the college for the year 2013-2014 is found to be 36.4% higher than the university whereas girls enrolment in the university are 47.6% compared to only11.9% enrolments in the college. The number of students for all the social groups has gone down in the university, as shared by most of the university humanities students that teachers are not very enthusiastic, classes are not held regularly, on the other hand college students reflected more satisfied attitude towards their academic and overall growth.

The number of boys and girls has also decreased in the university over the years by 37.1% and 9.8% respectively, as shared by the authorities and the faculty that the students now prefer more vocational and professional courses and are less interested in perusing higher education which is time consuming and leads towards an uncertain future certainly raise question about quality of education being propagated in the universities. Interestingly the number of girl students have gone up for all the social groups except general category which as analysed from the interview in the output of reservation policies, growing awareness and interest towards girl's education which is indicative of a positive growth breaking down of gender based stereotypes.

4.4 Faculty Diversity in University

Table 4.8 reveals that there are 379 faculty members in the university in the current session with majority of male faculty members (67.8%) a third of female faculty, number of male professors more than thrice (26.1%) than female professors (7.9%), male associate professors are 17.0% as compared to their female counterpart (11.8%) and male assistant professor are almost double the

strength of female assistant professors, the representation of various social groups is also lopsided in the university (Table 4.9) with majority of general category faculty (72.5%) followed by OBC (11.8%), SC (8.1%), Minority (6.8%), and only 2 ST faculty, the growing number of reserved category teachers as assistant professor reflects the outcome of reservation policy to provide representation to them also in the nation building process.

Disaggregation by religion also shows (Table 4.10) that the university is dominated by Hindu faculty with only 5.8% representation of Muslims, there is almost negligible representation of Christians (0.79%) and others.

Analysis of faculty data from the college for the year 2013-2014 reveals (Table 4.11) that the total number of faculty members is 79 with male members being more than half, representation of SC/ST faculty is completely missing, OBC (5.6%) and minorities (4.5%) are also a very small one (Table 4.12). Religion wise data (see Table 4.13) also portrays a very poor picture of the faculty representation in the college with almost 95.6% Hindu and only 4.0% Muslim faculty members giving a very pathetic situation of diversity in terms of religion, gender and social group.

4.5 Analysis (Faculty Diversity)

Faculty diversity presents a poor picture both in university and college in terms of gender, social and religious groups with more than half of male faculty the condition is even worse in terms of marginalized and minority representation with almost 70-80% general category followed by 11.8% OBC, 8.1% SC and 4-5% Muslims with almost negligible representation of others, the number of SC and ST faculty was found to be absolutely nil reflecting the upper-caste Hindus dominated management challenging the diverse constitution at the work place for better intellectual, social and spiritual growth.

4.6 Summary and Analysis

The current strength of the students was found be higher for the college as compared to the university by 23.2%, as shared by the university authorities and college faculty, the reason for this is the increasing cut off marks as the mode of admission in the university is on merit basis students with higher percentage are coming to university it was also supported from quantitative data that there as a huge difference in the marks of college and university students at entrance level. Increase in number of private self finance colleges and reservation policies were also found to be the reason for this downfall, although deteriorating standard of the university as reflected through the Focus Group Discussions and faculty interviews gives a different explanation

The number of male students in the college is found to be 37% higher than the university with almost equal number of males reflecting the change in preference from university to college which was explained in the light of growing awareness towards the benefits of education.

The number of students for all the social groups has gone down in the university, as shared by most of the university humanities students that teachers are not very enthusiastic, classes are not held regularly, on the other hand college students reflected more satisfied attitude towards their academic and overall growth.

The number of boys and girls has also decreased in the university over the years by 37.1% and 9.8% respectively as shared by the authorities and the faculty that students now prefer more vocational and professional courses and are less interested in perusing higher education which is time consuming and leads towards an uncertain future certainly raise question about quality of education being propagated in the universities.

Interestingly the number of girl students have gone up for all the social groups except general category which as analysed from the interview in the output of reservation policies, growing awareness and interest towards girl's education which is indicative of a positive growth breaking down of gender based stereotypes.

Faculty diversity presents a poor picture both in university and college in terms of gender, social and religious groups with more than half of male faculty the condition is even worse in terms of marginalized and minority representation with almost 70-80% general category followed by 11.8% OBC, 8.1% SC and 4-5% Muslims, however growing number of SC/ST, OBC and minorities as lecturers in the university reflects the advantage of reservation policy to bring the diverse social groups into the mainstream and to contribute toward the growth of the nation.

Constitution of College shows almost negligible number of minorities and, the number of SC and ST faculty was found to be absolutely nil reflecting the upper-caste Hindus dominated management challenging the diverse constitution at the work place for better intellectual, social and spiritual growth. Leading to a conclusion that the social cultural and religious diversity among students and faculty is still far behind which is required to create more equitable, just, democratic and sustainable world.

Chapter 5

Students' Survey: Profile and Initial Experience on Campus

5.1 Introduction

The initial days experiences in the university/college are important as they are the first step taken towards the exciting educational journey that will help students find a place for themselves and will help them build strong social and academic foundations.

The experiences gained by the students in various spheres of college/university metamorphosis an adolescent into a young adult and helps them to live with students of different religion, caste and creed in a congenial environment over coming prejudices formed on the basis of religion and culture, region and language making it possible for a student to participate in various academic and co-curricular activities of the university or college without discriminating the fellow students on the basis of religion, caste, gender or socio-economic status. It is these experiences which will decide the cognitive, effective and psychomotor behaviour of the new students in the campus and in the society later on.

The positive experiences gained in the initial days helps the students to adjust well and helps him transform into a responsible citizen grooming him for life in and outside college as an impartial, understanding, patient and just individual. Whereas on the other hand negative experiences not only hamper their adjustment but also effect mental state and academic achievement of the student finally compelling him to be less productive individual for the society. Hence, it could be concluded that experiences gained by students during their initial days in the university or college have direct or indirect impact on their academic and co-curricular performance.

The present chapter tries to evaluate the academic profile of the respondents along with the diverse nature of classroom in terms of religion, caste ethnicity and on gender basis. It also tries to capture the teaching practices and attitude of teacher towards diverse groups in the classroom and its influence on civic learning and democratic engagement of students. In this chapter we are discussing the respondents profile and their initial experiences in the higher education institutions. The profile of the student tries to analyze basic profile of student, family background, pre-college credentials, career and choice of subject, course and college of diverse groups and make an attempt to understand the underlying reasons for the same. It also tries to analyse extensively the student's experiences in his initial days related to admission, institutional administration and experiences gained at the time of interview st the time of admission.

5.2 Current Academic Profile

It is evident from Table 5.1, that majority of the respondents (60.0%) are from UG level and rest of them are PG students (40.0%), higher proportion of females (51.1%) can be seen at PG level as compared to UG (48.9%), majority of students from almost all the social groups are from UG, the percentage share from of rural students is higher in PG (41.5%) than the urban students (39.2%) whereas it is lower at UG (58.5%) level with a very small difference of 2.3%,

disaggregation by income group shows that at UG level the proportion of lower income group students is one-fourth, as compared to the students from higher income groups (60.0%), but at PG level statistics is quite reverse with almost three- fourth (75.0%) students coming from lower income group.

Table 5.2 shows that majority of our sample respondents are 2nd year UG students (60.0%) and remaining ones (40%) are 2nd year (3rd semester) Post Graduate students. It is evident (Table 5.3) that almost equal numbers of students (30%) have opted for B.A. and B.Sc. streams with a lower proportion of students opting for M.A. (19.8%) and M.Sc. (20.2%), larger proportion of males (42.3%) preferred B.A courses and Females opted for B.Sc. (29.7%) In contrast M.A. is popular among females (29.3%) M.Sc. among males (18.9%)., among the social groups SC and OBC students prefer B.A. and B.Sc. courses equally, no ST student is found opting B.Sc., the proportion of general category students is lowest at B.A.(25.6%) and B.Sc. (29.8%), the higher proportion of general category can be seen in M.A (24.0%) as compared to their counterparts whereas OBC students are found in majority in M.Sc. courses with SC proportion being lowest (14.5%).

Proportion of rural and urban students is almost equal for B.A. and B.Sc. courses, interestingly larger proportion of rural student is opting for M.Sc. (24.6%) and urban students are going for M.A. courses (21.3%), students interviews revealed that rural students are more inclined towards Science because of the notion that it can give them better perspectives for job as compared to Arts. Disaggregation by income group interestingly reveals that the higher proportion of low income group is opting for B.A. Arts (40.9%), whereas the percentage of students from high income groups have decreased for both Arts(19.1%) and Science subjects (22.1%), a comparatively lower proportion of low income group students are pursuing M.A. and (11.7%) M.Sc. courses (13.9%) as compared to high income group students, it was also reflected through interviews that Science subject at M.Sc. level requires more financial involvement incurred towards practical, regular attendance and more involvement which is not possible for low income group students as they are also involved in jobs hence they do not prefer M.Sc.

Regarding choice of subject at PG level it is seen (Table 5.4%) that the highest proportion of students opted for Physics (18.5%) and the least preferred is Education (7.5%), Physics is preferred by males (45.3%) and least preferred is Education (3.1%), whereas English is preferred by females (31.6%), and is Physics is least preferred(5.9%). Among SC category students English (24.0%) and Sociology (20.0%) are popular subjects and Zoology (12.0%), Chemistry (12.0%) are least preferred ones, ST students opted for Education only. Physics is the popular choice (31.3%) of OBC students, whereas English is the first choice of almost a third of general category students, disaggregation by income group reveals that the low income group students have Physics (28.6%), Chemistry (20.0%) and English (20.0%) as popular choice for subject and high income group students preferred English (30.0%), and Zoology (27.5%).

Students from rural background seems to prefer Physics (32.4%) and Sociology (23.9%) with least preference for Education (4.2%) and the popular choice for urban students is English

(31.8%) and Zoology (21.7%). This difference in the choice of subjects by marginalised students can be explained as shared by most of the faculty members that SC/ST students are weak in English language, due to which they opt for subjects for which they can get books by Hindi authors, whereas in subjects like Physics, Chemistry or English good understanding of English language is required and very few books are available in Hindi. Focused group discussions with marginalised students also reflected that most of them come from Hindi medium schools and it is difficult for them to follow English as an instructional language which is the basis for Science subjects hence they opt for subjects which are easy for them to understand.

At UG level (Table 5.5), more than a fourth of students opted for physics (26.3%) and 23.7% of them opted Zoology, both male (24.1%) and female (29.2%) preferred physics, SC preferred Sociology (29.5%) and ST (57.1%). Education as compared to other subjects, whereas OBC (30.6%) and general category (25.4%) opted Physics, rural students preferred Sociology (28.0%) and urban preferred Physics (27.0%), low income group (24.3%) and high income group students (39.3%) both preferred Physics at UG level, which reflects the growing aspiration level of poor students, many faculty members shared that the number of marginalised and rural students have gone up in Science subjects and "some of them are doing extremely well".

Majority of students (Table 5.6) have secured first division followed by second division and only 5.6% have third division while 10.8% have more than 75% marks in their last examination, which is in line with the observations of faculty that students in general are doing well, exposure to internet easy availability of learning resources have added to their performance, whereas few students could not score as expected because of their low understanding of language and poor economic background. Disaggregation on the basis of background variables reveals that majority of males have performed better than females in last examination, talking to girls reflected that due to their household assistance and expectations of mother at home to help her out in household work mostly have an adverse affect on their performance. All the social groups were found to secure first division in majority, it was also observed that the marks obtained by marginalised are even better than the general category students.

Section Summary

To summarize, the current academic profile shows majority of respondents are from UG level, proportion of females and rural students is higher at PG level, lower income group students are only one-fourth, but at UG level almost 75% students are coming from lower income group. Sample structure shows that larger proportion of males has opted for B.A courses and females seem to prefer B.Sc., whereas Arts is popular among females than Science at PG level. SC and OBC students prefer B.A. and B.Sc. courses equally, no ST student has opted B.Sc., whereas OBC students are found in majority in M.Sc. courses with SC proportion being lowest (14.5%), a larger proportion of rural students is opting for M.Sc. and urban ones are going for M.A. courses.

It is also found that the higher proportion of low income group is opting for B.A. Arts, whereas students from high income groups have decreased for both B.A. and B.Sc., a comparatively lower proportion of low income group students are pursuing M.A., M.Sc. courses as compared to high income group students. Regarding choice of subject at PG level Physics is most preferred by males and the least preferred is Education whereas the popular subject among females is English and the least preferred is Physics. SC students preferred English and Sociology, ST students opted for Education. Physics is the popular choice of OBC students, English is the first choice of general category students, the low income group students have Physics, Chemistry and English as popular choice of subject and high income group students preferred English, and Zoology.

Students from rural background seems to prefer Physics and Sociology and urban students go for English and Zoology giving least priority to Education, this difference in the choice of subjects by marginalised students can be explained as shared by most of the faculty members: SC/ST students are weak in English language, due to which they opt for subjects for which they can get books by Hindi authors, whereas in subjects like Physics, Chemistry or English good understanding of English language is required and very few books are available in Hindi. Focused group discussions with marginalised students also reflected that most of them come from Hindi medium schools and it is difficult for them to follow English as an instructional language which is the basis for Science subjects hence they opt for subjects which are easy for them to understand. Percentage of marks obtained in last examination shows that majority of students from all the backgrounds except ST's have secured first division followed by second division and a very small percentage have third division while 10.8% have more than 75% marks which is in line with the observations of faculty that students in general are doing well, exposure to internet easy availability of learning resources have added to their performance, whereas few students could not score as expected because of their low understanding of language and poor economic background.

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

Analysis on the basis of gender shows (Table 5.7) that overall representation of females is more than half as compared to males (47.0%). Majority of General category students are females (64.5%) where as OBC (41.7%) and SC (40.6%) females are less in number than their male counterparts, rural girl are only one- fourth of their male counterpart (71.9%), in contrast urban females are almost double (66.3%) than their males (33.7%), females from low income group are only a third (32.1%) and from high income groups are $3/4^{th}$ of their male counter parts, highlighting the fact acknowledged by most of the faculty that girls are coming in big number as compared to the previous years, realization and awareness of education as a driver for better life have caused the greater number of girls to enter higher education, in contrast rural females still has a small representation in higher education, reflecting the point of view faculty and students that most of the marginalized group parent's priority for girls is to get them married they prefer

to invest for their marriage and not education due to which many girls do not enter for higher education at all or drop the college in first or second year of their graduation.

Disaggregation of data by social group shows (Table 5.8) that nearly half of the respondents are from general category (48.4%), followed by (OBC 35.0%), and SC (13.8%), percentage of ST students (1.6%) is almost insignificant. The percentage proportion of OBC student from rural background is highest (48.0%), followed by general (31.6%) and SC student (18.7%), The OBC and SC student from urban background are comparitively fewer, Focus Group Discussions reflected that the marginalised students in general and OBC students in particular are very much motivated and keen to persue HE.

The campus is dominated by Hindu students (89.2%) followed by Muslim (8.8%) and other minorities including very small number of Sikh, Christian, Bhuddist and Jain students, which together constitute 2.0% of overall strength (Table 5.9), their are fewer Hindu females (85.0%) as compared to their males (94.0%). In contrast Muslim females are coming in higher proportion (12.8%) than their males (4.3%), whereas representation of other minorities is almost insignificant, revealing that not much diversity of students is found with regard to religion which may be due to the fact that entire state of Uttar Pradesh is Hindu dominated belt and as a consequence of the formation of Uttarakhand, the geographic area dominated by tribals have been shifted under their possession.

Diaggregation on the basis of occupation of the parents reveals (Table 5.10) that majority of mother parents (87.0%) are house wife, whereas a very small percentage of mothers are regular wage/salary earning in government sector (9.0%). Almost all the socio-economic groups shows the same trend, around 46.0% fathers (Table 5.11) of the respondents are also engaged in regular wage/salary earning in government sector followed by a fourth of them self employed in agriculture, OBC, SC and ST's fathers too are regular wage/ salary earning or are self employed in agriculture, reflecting that higher proportion of students are children of salaried or self employed (in agriculture) fathers whereas the percentage proportion of children of causal labour fathers both in agriculture (2.2%) and non-agriculture (0.8%) is significantly low as highlighted during the most of the faculty interview that most of the students come from low or middle class homes. Regarding the household income, it was found (Table 5.12) that the highest proportion (27.4%) of respondent is from the poorest families earning only around Rs. 5000/month, followed by a fourth of respondents having income between 10,001-25000, with least representation of higher (13.6%) and highest (13.6%) income groups.

Gender wise analysis shows that the proportion of females from poorest income group is significantly low (16.5%) than their counterpart males (39.7%), almost all the social group from the poorest income group shows more than a third of representation in HE except general category (17.8%), highest percentage of the SC and ST category students are from the household income less than Rs.5000, reflecting the faculty's view that the representation of poor marginalised students have increased in the campus and as they are very poor and deficient of resources their academic performance is also negatively affected and as shared during Focus

Group Discussions they are often conscious about their SES which is also the cause of their being introvert, timid and shy.

No diversity is seen in the campus (Table 5.13) in terms of representation of differently-abled students both in university and college the reason being as shared by most of the administrators is that there is lack of special infrastructure and policies that may include such children in the campus.

As far as state of domicile is concerned students from other states are absolutely missing with all the students belonging to the state of Uttar Pradesh, (Table 5.14-5.15) speaking Hindi as their mother tongue with negligible number of Urdu and Punjabi speaking students. As shared by faculty members, expansion of education in almost all the states, absence of basic facilities in the hostels, declining status of university, poor conduction of examinations and lack of professional courses are some of the major reasons responsible for the decline of numbers of students from other states.

The students are predominantly from urban background (65.8%) and only 1/3rd students are from rural locations (Table 5.16), in contrast to this more SC (18.7%) and OBC (48.0%) students are from rural location as compared to their General and ST category counterparts, representation of rural girls is only 18.0% whereas more than half (52.6%) rural boys are pursuing HE, students from the rural poorest families (income group less than Rs.5000/month) are in majority (55.5%) as compared to any other social group, which reflects the growing level of inspiration of the marginalised and less privileged, faculty considers this change due to the awareness about reservation provisions.

Overall analysis reveals that (Table 5.17) mother parent are either illiterate (16.4%) or have only completed primary education (16.2%), a significant number of mothers (19.8%) have also passed class10, and are graduates (17.2 %) representation of females(20.3%) having post graduate mothers is highest and least being that of illiterate mother (7.9%), women FOCUS GROUP DISCUSSION,s reflected that educated mother encourages and supports her daughters education and also tries to fulfil her inspiration by extending all help, which shows the important role of female education in the nation building process, majority of mothers belonging to SC (44.9%), ST (37.5%) and OBC mothers are illiterate as compared to their general category counterpart (5.0%), , in contrast to mothers' education a fourth of fathers' are graduates and post graduates (Table 5.18) and only 4.6% fathers were found to be illiterate. Disaggregation by social group reveals that as compared to other categories higher proportion of SC (14.5%), ST (25.0%) and OBC fathers (5.7%) are illiterate as compared to general category (1.2%), considering father and mothers' education we see that more than a third of SC and ST students are first generation learners which shows the positive outcome of reservation policies, providing them opportunity to enter into higher education institution. Looking at the qualification of first and second sibling it can be concluded (Table 5.19-5.20) that the proportion of highest qualification decreases from first to second sibling and the rate of illiteracy also increase significantly from the first (0.2%) to second sibling (4.2%).

Section Summary

Sample structure shows that overall representation of females is higher than males, general category females are more than SC, ST and OBC females, females from low income group are only one-third and majority of females are from urban background, highlighting the fact acknowledged by most of the faculty that girls are coming in big number as compared to the previous years, realization and awareness of education as a driver for better life have caused the greater number of girls to enter higher education, regarding small representation of rural females faculty and students shared that most of the marginalized group parent's priority for girls is to get them married they prefer to invest for their marriage and not education due to which many girls do not enter for higher education at all. Campus has higher proportion of general category students as compared to OBC and a significantly lower proportion of SC and ST students. Higher education institutions are dominated by Hindu students (89.2%) followed by a very small proportion of Muslims (8.8%), other minorities are almost negligible. Muslim females are in small number as compared to Hindu females, whereas they are in higher proportion (12.8%) than their males (4.3%), revealing that not much diversity of students is found with regard to religion which may be due to the fact that entire state of Uttar Pradesh is Hindu dominated belt and as a consequence of the formation of Uttarakhand, the geographic area dominated by tribals have been shifted under their possession.

Majority of mother parents are house wife and fathers of the respondents from almost all backgrounds are engaged in regular wage/salary earning in government sector, reflecting that higher proportion of students are children of salaried fathers whereas the percentage proportion of children of causal labour fathers both in agriculture (2.2%) and non agriculture (0.8%) is significantly low as highlighted during the most of the faculty interview that most of the students come from low or middle class homes.

The respondents from the poorest families are in higher proportion in the campus, females from poorest income group is significantly low than their males and almost all the social group from the poorest income group shows more than a third of representation, highest percentage of SC and ST category students are from the household income less than Rs.5000, reflecting the faculty's view that the representation of poor marginalised students have increased in the campus and as they are very poor and deficient of resources their academic performance is also negatively affected and as shared during Focus Group Discussions they are often conscious about their socio-economic status which is also the cause of their being introvert, timid and shy.

No diversity is seen the campus in terms of representation of differently abled students both in university and college the reason being as shared by most of the administrators is that there is lack of special infrastructure and policies that may include such children in the campus.

Students from other states are absolutely missing with all the students belonging to the state of Uttar Pradesh, speaking Hindi as their mother tongue with negligible number of Urdu and Punjabi speaking students. As shared by faculty members' expansion of education in almost all the states, absence of basic facilities in the hostels, declining status of university, poor

conduction of examinations and lack of professional courses are some of the major reasons responsible for the decline of numbers of students from other state.

The students are predominantly from urban background with only a third of students coming from rural locations, SC (18.7%) and OBC (48.0%) students from rural location are in higher proportion as compared to their General and ST category counterparts, representation of rural girls is only 18.0% whereas more than half (52.6%) rural boys are pursuing HE, students from the rural poorest families are in majority as compared to any other social group, which reflects the growing level of inspiration of the marginalised and less privileged, faculty considers this change due to the awareness about reservation provisions.

Father and mothers' education reveals that more than a third of SC and ST students are first generation learners which shows the positive outcome of reservation policies, providing them opportunity to enter into higher education institution, qualification of first and second sibling reveals that the proportion of highest qualification decreases from first to second sibling and the rate of illiteracy also increase significantly from the first (0.2%) to second sibling (4.2%).

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

The present study reveals (Table 5.21) that majority of students (44.2%) have done their primary schooling from town, followed by students from village (29.6%) and city (26.2%) respectively, indicating that number of students from village and city is comparatively lower in higher education. This is also reflected in the faculty opinion that the city students are generally qualifying for competitive exams and hence are not entering for higher education, majority of city students also go abroad or to other big universities than the state one, whereas majority of students from town and village background are coming to city for higher education.

In terms of gender almost half of the male students are from village back ground, in contrast to this very small number of village females(12.4%) are coming for higher education, it was shared during Focus Group Discussions that due to the unavailability of proper conveyance, fear of sexual assault while travelling for the college parents do not allow girls to enter college rather plan to get them married as early as possible, it was also shared that girls are a big support for domestic help while boys are away to study, poverty was also pointed out to be one of the major reasons to hamper higher education of village females, in contrast majority of town females (55.5%) are enrolled in the campus, progressiveness of towns, influence of the cities, availability of conveyance , comparatively better economic background and profoundness of thoughts were shared as a major reasons for the same. Disaggregation by social group reveals that majority of SC (42.0%) and ST (87.5%) category town students having access to higher, whereas higher proportion of OBC (47.1%) students from villages have access to higher education than SC (39.1%) and ST (12.5%) students, it was shared by the faculty that level of awareness and resources among the OBC category is more than SC/ST students, faculty also shared that the OBC category students are extrovert and adaptable to the conditions as compared to any other category.

Over all analysis on the basis of location of school shows (Table 5.22) that around 2/3rd of students having access to higher education are from urban background indicating only a 1/3rd representation of rural students. More than half of male students (52.6%) are from rural background, whereas representation of rural female is very poor (18.0). The data reflects the poor accessibility of higher education for village females and as highlighted during the interviews the major reason for this is the high dropout rates for girls at primary level, poverty which compels girls to work in house hold work such as cooking, fetching water and fuel, looking after younger siblings, working for extra income and early marriage, all act as deterrent due to which rural girls remain far behind than the urban girls who are in majority (82.0%) as compared to their male counterpart (47.4%).

In terms of various social groups the representation of students belonging to all social backgrounds from urban primary schooling is predominantly higher in higher education (HE), but a big difference is seen in ST population, with a very poor access to ST rural students (12.5%) as compared to their urban counterpart (87.5%) due to their backwardness, poverty, lack of awareness, poor English language skills and failure to qualify the entrance examination.

A majority of students (Table 5.23-5.24) from almost all the backgrounds have completed their secondary schooling (70.8%) and higher secondary schooling (75.6%) from urban locations. The student proportion from poorest families is approaching almost half as compared to the other income groups, reflecting a change in trend now with HE institutions being dominated by poor students as compared to the more elite students in the past.

On the basis of type of management it was found that (Table 5.25-5.26) the highest proportion of students from all the backgrounds in the campus come from government schools at secondary (38.2%) and senior secondary (45.0%) level, followed by private unaided institutes. Disaggregation by social groups also shows that representation of SC/ST/OBC students from government schools is almost double as compared to private unaided and private aided schools in higher education campus reaffirming the faculty views regarding marginalized students being poor in English language as the medium of instruction in government schools is Hindi and due to the various other well known drawbacks of government schools their comparatively low performance is understandable.

As a consequence of higher representation of government school students, higher education campus is occupied by almost 2/3rd students having studied state (government) syllabus (Table 5.27-5.28) followed by less than 1/4th students from CBSE and a very poor representation of ICSE syllabus with majority of male and female students from state board syllabus followed by CBSE and exceptionally low number of male and female students from ICSE board both at secondary and higher secondary level, as pointed out during interviews that most of the students from public schools (generally having ICSE syllabus) are going to other states after qualifying competition or to other prestigious professional institutions or abroad for higher education and are not interested in taking admission in state Higher education institutions.

In terms of social group it was found that more than 2/3rd SC/ST and OBC category students are also from state syllabus, hence constituting major population of students following Hindi as instructional method. It is also evident (Table 5.29-5.30) that majority of students are from co-education both at secondary and higher secondary level and only 1/4th of them are from single sex background, around ¾ male and 2/3rd female students are also from co-education institutes, reflecting the views of most of the male and female students from Focus Group Discussions that there exist a feeling of comrade ship between boys and girls of the campus, the incidents of eve-teasing are also negligible and boys and girls can be seen communicating with each other with ease, girls are not afraid of boys, it was reflected from most of the female Focus Group Discussions that most of the boys in the campus behave decently and do not use rough or abusive language rather they are ready to extend all sort of help to their female counterparts which is a positive sign for the healthy relationship between male and females in the latter life, and help them develop balanced personality for better citizens for future, no significant relation of the same has been found with respect to gender and religion of the student

As far as marks of the students obtained in secondary and senior secondary schools are concerned (Table 5.31-5.32), majority of students, obtaining first division followed by distinctions. The percentage of females scoring above 75% is almost double that of males, indicating the entrance of high achievers females as compared to males, supporting the faculty opinion that girls are hardworking, dedicated and committed towards their studies and perform better than boys, disaggregation by social groups also shows that more than 2/3rd of SC and OBC students are first division holders at class 12 and around 60% of them at class 10 level, whereas majority of ST students are low achievers as compared to above two categories.

Proportion of general category students obtaining first division is lower than SC and OBC students but more distinctions are reported from general category students as compared to other social groups. Indicating that most of the marginalized students in higher education possess good academic background and some of them are even sharper and ahead of general category students as shared during the faculty interviews. Disaggregation by Religion also reveals that more than half students of almost all religions obtaining first division are in higher education campus with number of Muslim students (31.8%) being higher than the Muslim students (27.4%) with 75.0% marks in class 10, statics of marks obtained at class 12 level is more or less the same. Once again reaffirming those students from various religious backgrounds in higher education are of almost same academic level and entrance of poor performers in higher education is almost eliminated.

Overall analysis of data shows (Table 5.33) that majority of 3/4th students entering for higher education are from Science stream followed by 19.0% students from Humanities and significantly low number (2.8%) of students from Commerce and other streams (1.4%), a disaggregation by all the groups also reflects the same result, reflecting the faculty view that more science students come in merit and hence enrolment in science stream have gone up.

Section Summary

The proportion of students from village and city is comparatively lower than town students in higher education, this is also reflected in the faculty opinion that the city students are generally qualifying for competitive exams and hence are not entering for higher education, majority of city students also go abroad or to other big universities than the state one, whereas majority of students from town and village background are coming to city for higher education, almost half of the males and very small number of females(12.4%) are from villages, it was shared during Focus Group Discussions that due to the unavailability of proper conveyance, fear of sexual assault while travelling for the college parents do not allow girls to enter college rather plan to get them married as early as possible, it was also shared that girls are a big support for domestic help while boys are away to study, poverty was also pointed out to be one of the major reasons to hamper higher education of village females, town females were found to be more privileged as compared to village females due to, "progressiveness of towns", "influence of the cities", "availability of conveyance" , "comparatively better economic background" and "profoundness of thoughts" were shared as a major reasons for the same, majority of SC (42.0%) and ST (87.5%) category town students also have higher access to higher education as compared to their village counterpart, whereas higher proportion of OBC students from villages have access to higher education than SC and ST students, it was shared by the faculty that level of awareness and resources among the OBC category is more than SC/ST students, faculty also shared that the OBC category students are extrovert and adaptable to the conditions as compared to any other category.

Majority of students from almost all backgrounds are from urban localities with only a 1/3rd representation of rural students in higher education campus, representation of rural female is very poor (18.0), reflecting the poor accessibility of higher education for village females and as highlighted during the interviews the major reason for this is the high dropout rates for girls at primary level, poverty which compels girls to work in house hold work such as cooking, fetching water and fuel, looking after younger siblings, working for extra income and early marriage, all act as deterrent due to which rural girls remain far behind than the urban girls. ST rural students also have a very poor access (12.5%) to higher education campus due to their "backwardness", "poverty", "lack of awareness", "poor English language skills" and "failure to qualify the entrance examination", as reflected during faculty interviews and reflects discriminatory mindset of the faculty.

A majority of students from almost all the backgrounds have completed their secondary and higher secondary schooling from urban locations, rural female and rural ST students have poorest access to higher education, whereas the student proportion from poorest rural families has approached almost half as compared to the other income groups, reflecting a change in trend now with higher education institutions being dominated by poor rural students as compared to the more elite students in the past, the highest proportion of students from all the backgrounds in the campus are from government schools at class 10 class 12 level, followed by private unaided

institutes, representation of SC/ST/OBC students from government schools is almost double as compared to private unaided and private aided schools in higher education campus reaffirming the faculty views regarding marginalized students being poor in English language as the medium of instruction in government schools is Hindi and due to the various other well known drawbacks of government schools their comparatively low performance is understandable,.

Majority of students from all backgrounds in higher education have studied state (government) syllabus followed by CBSE and a very poor representation of ICSE syllabus, hence constituting major population of students following Hindi as instructional method. It was also pointed out during interviews that most of the students from public schools (generally having ICSE syllabus) are going to other states after qualifying competition or to other prestigious professional institutions or abroad for higher education and are not interested in taking admission in state Higher education institutions.

Majority of students from all backgrounds are from co-education, reflecting the views of most of the male and female students from Focus Group Discussions that there exist a feeling of comrade ship between boys and girls of the campus, the incidents of eve-teasing are also negligible and boys and girls can be seen communicating with each other with ease, girls are not afraid of boys, it was reflected from most of the female Focus Group Discussions that most of the boys in the campus behave decently and do not use rough or abusive language rather they are ready to extend all sort of help to their female counterparts which is a positive sign for the healthy relationship between male and females in the latter life, and help them develop balanced personality for better citizens for future. No significant relation of the same has been found with respect to gender and religion of the student. It can also be concluded from the marks obtained in plus two that students obtaining first division from almost all background are entering into higher education, except ST students who are second holder and low achievers. High achiever females are entering in higher education as compared to males, supporting the faculty opinion that girls are hardworking, dedicated and committed towards their studies and perform better than boys. Statistics reveals that there is no entry of low achievers in higher education campus. Majority of Science stream students are entering for higher education followed by Humanities and a very a significantly low proportion of Commerce, reflecting the faculty view that more science students come in merit and hence enrolment in science stream have gone up.

5.5 Choice of Career and College at Post-Secondary Level

Overall analysis regarding post- secondary choice of the students revealed (Table 5.34) that majority of ($3/4^{th}$) student wants to pursue higher education and less than 1/4th are interested in searching for job, percentage proportion of females wanting to go for higher education is pretty higher (85.0%) as compared to males (66.2%) whereas $1/3^{rd}$ male students want to search for jobs, it is further revealed that almost 2/3rd SC and OBC students with a comparatively higher proportion of General category students (83.1%) expressed to go for higher education rather than searching a job after post secondary education, reflecting the higher level of aspiration and awareness of marginalized and women students. It was shared by most of the marginalized and

women students that they want to be financially independent, want better life and a sound future to which higher education is the gate way. It was also shared by most of the faculty members that marginalized students have understood that education is the passport to better living, hence are aspiring for higher education to avail better opportunities for bright future rather than choosing a job option.

Regarding the post secondary choice of course (Table 5.35) it was revealed that general degree course is the most popular choice (66.2%), followed by 1/6th students opting for professional degree and a significantly low number of students opting for B.Ed.(7.0%), diploma (5.2%) or ITI (2.2%) as their first choice of course. Extended B.Ed., less availability of government colleges, high fee structure in self-finance B.Ed. colleges, dearth of placement after ITI and other diploma courses were shared to be the reasons of not choosing the above courses. Whereas general degree is the minimum qualification for most of the state and civil services which opens a lot of venues for the students.

More than 3/4th students came to know about prospects of their course (Table 5.36) through their family members, school friends (45.6%), schoolteachers (43.8%), internet (41.6%) were some of the other sources to provide help. Caste/community associations, coaching class teachers, religious gathering, friends outside school, and college website, were found to provide very little assistance towards the choice of course. Focus Group Discussions also reflected that information passed from family, relatives, news papers and siblings at home have been the major source of help to know the prospect of course.

Majority of students got the college of their first choice (Table 5.37). Students did not choose the present college for being close to their residence, presence of friends, hostel facility, submission of the certificates by the present college, as an option for not getting admission in the college of their choice, but because of availability of their subject of first choice (91.8) in their current college followed by matching of grade/ marks with that of entry requirement (55.4%). Almost half of the students (53.4%) including SC, ST, OBC categories accepted affordable fees as the major reason to choose the present college, 1/3rd of females took admission for the hostel facility. Majority of students shared that good reputation of academic departments, availability of good faculty and subject of their choice, affordable fees and location of the university/college are the prime criteria of their selection of the present college.

Overall analysis revealed (Table 5.38) that only 46.6% students have availed reservation benefit at the time of admission where as 53.2% students have not received any such benefit, the higher proportion of males (59.0%) are the beneficiaries of reservation as compared to girls (35.7%). Disaggregation by gender showed a significant difference with around 59.0% males being the beneficiary of reservation policy as compared to 35.7% female students. Majority of SC (89.9%), ST (100%), OBC (72.6%) and 12.4% general category students, (getting horizontal reservation as described in Chap. 3) have been admitted under reservation quota providing easy access to marginalized students into higher education giving them opportunity to improve their lives and status in the society and reflecting a rapid transformation in the composition of classroom.

As far as future plans of students are concerned soon after the completion of degree, it is evident (Table 5.39) that preparation for competitive exams (79.4%) and pursuing higher studies (77.2%), are the two most popular choices of students from all backgrounds, they neither want to get married (20.8%) nor want to go back (20.6%) after getting degree. Around one-fourth of students have yet not decided what they want to do after degree, which reflects lack of vision and preparedness for future perspectives. Interviews with students reflected that the government mandate of inclusive education has motivated and induced high level of aspiration in the marginalized to pursue higher education and to move towards better and brighter future. Focus Group Discussions with the faculty and students also reflected that students including marginalized category are more aware and well motivated regarding their future. Higher levels of aspiration among the male and female students of all the social group was observed during interviews.

Section Summary

Majority of the respondents want to go for higher education after higher secondary. The major source for getting prospects of course of their studies was family members and caste associations were reported as the least contributor. The major reason for selecting the present college was the availability of their first choice of subject, majority of students preferred general degree course as their post secondary course. SC/ ST students and females too opted for general degree course more as compared to their counter parts. Almost half of the respondents are beneficiary of reservation policy, majority of SC and OBC and almost all ST are the beneficiaries of reservation policies. After completion of degree majority of students want to prepare for competitions and want to pursue higher studies.

5.6 Initial Days of College Experience

Regarding the experiences of initial days, more than half of students from all the backgrounds (Tables 5.40-5.42) reported that neither the orientation programme was organised nor they were invited to any such programmes to orient and welcome them and to make them familiar with the events and activities of the University/college campuses. Higher proportions of females were invited (55.3%) for orientation programme and attended the same. During interviews university students shared that orientation programmes were organised by certain departments and not all students had orientation programme specifically organised by the university/college, it was also reflected through diaries and Focus Group Discussions, that they received no information about academic and co-curricular activities of the campus.

Almost half of the students did not feel welcome (Table 5.43) and they did not find the new place interesting (57.8%), SC (31.9%) and ST students (25.0%) experienced nervousness and had inferiority complex as often they were reminded of their reserved status. Majority of the students agreed that the classrooms were accessible for them in their initial days, restrooms were available and social and cultural life of the University/college was not strange for them, whereas around a third of SC and a fourth of ST students found it strange. During the discussions also it

was shared by most of the SC/ST students that in the initial days they were not comfortable, and were generally aloof from others as they had a feeling of being ignored by their fellow mates.

A higher proportion of SC (46.4%), ST (37.5%) and OBC (27.4%) found it difficult to form peer group as compared to general category students. Around a third of University students experienced difficulty in peer group formation than in college. Focus Group Discussions also reflected that SC and ST students experienced it more than OBC and general category students. The major reasons found were that their peer posses stereotypical presumptions and prejudices against them. They were also found to be more introvert as compared to other students. Around a fourth of students did not find campus safe, a higher percentage of males (27.3%) as compared to females (24.8%) reported to be unsafe in the campus. Many male students during interviews shared that there are groups among boys based on region, religion and above all political associations, and due to uncertain clashes among these groups boys don't feel safe. Around half of SC and more than a third of ST students also do not feel safe in the campus, college students and the students from low income groups reported to be unsafe as compared to their counterparts. University females and marginalised students shared that they don't prefer staying in the campus and specially in the hostel in the evening and do not participate in the programmes at night, whereas college girls shared about the existence of congenial and safe environment.

Regarding class room experiences (Table 5.44) majority of students (71.6%) agreed that neither did they face any difficulty in following the classroom teaching nor in following instructions as compared to other students (74.8%). It was also seen that comparatively higher percentage of males faced difficulty in following classroom instructions than females. A significant proportion of SC, ST and OBC students also had difficulty in following classroom instructions as compared to general category. A majority of students (74.6%) agreed that the teacher addresses students of the social group that they belong to. But a third of SC students have experienced that the teacher is inclined towards other groups than theirs. Around two-fifth of students from all backgrounds find study material to be expensive, a higher proportion of males (47.9%) as compared to females (37.2%), ST (62.5%), OBC (44.6%) and SC students (43.4%) strongly felt that the study material was too expensive for them and as shared by most of the boys at times it is very difficult for the family to bear expenses for study due to which they have to look for part time jobs or tuitions, hence they get less time to concentrate over studies.

A majority of students (62.6%) are not satisfied with the administration's efforts made to promote equality and social justice, it is reported by the students that there are very few multicultural events or exchange programmes, sport activities in and outside the campus which may promote diversity and in turn promote equality and social justice. Although majority of students (64.0%) did not find college being sensitive to regional/language and cultural differences, a significant number of females (45.9%), SC (37.6%), ST (50.0%) and OBC (40.6%) students strongly felt so. More than a third of students acknowledged that there exists a tension in the campus due to social differences and divisions, it was very much reflected from the group

specific interviews that faculty and students sometimes have a divide on the basis of caste, religion and region to fulfil the political motives or to accomplish their own interests.

Table 5.45, reveals that around 61.6% students got the information about remedial/add on classes, around half of the students from all backgrounds attended the remedial or add-on courses and around 45.0% students in general and SC, ST, OBC students in particular were benefitted by these classes. Although students from both university and college shared during group discussions that university has a UGC funded coaching classes and college had many add-on courses, but remedial classes specifically for their subjects are missing.

Table 5.46 shows that majority of students (76.5%) did not experience any rude behaviour from administration, 1/3rd of male and few females (14.7%) did experience it in the form of not lending ears to their problems, not providing the required documents in time or simply holding them for signature. Around 67.9% students acknowledged that no time schedule was provided to them for the release of fellowship/scholarship, almost more than half of male and female students along with all the social groups experienced the same. Although a large majority (85.8%) of students did not experience any sort of harassment while receiving fellowship/stipend a significant number of male (14.0%) and female (9.4%) did experience harassment in not providing timely information or not releasing the money and making them run here and there for the same. Whereas disaggregation by social group revealed that almost half of ST's experienced harassment as compared to SC (18.8%), and OBC (17.1%) counterparts.

Majority of students (80.0%) did not face any interview at the time of admission (Table 5.47) as the admission took place on merit basis and there is no provision for interview, whereas 16.2% students would have had some sort of departmental interviews, as shared by them during discussions. Those who faced interview acknowledged that they were nervous at the time of interview and suggested that training for interview will definitely help students like them.

Regarding initial days experience, more than half of the students from all background reported that they had no experience regarding interview at the time of admission as the admissions are based on merit, few students reported about the conduction of some sort of departmental interviews, they also had no experience regarding the organization of orientation programme, neither they received the information nor did they attended the orientation programme. Almost half of the students did not feel welcomed in their initial days and SC, ST students shared that they were "nervous", had a feeling of being "ignored" and had to suffer due to "stereotypical assumptions" and "prejudices" which their peer hold against them.

A significant proportion of university females and marginalised students did not find campus safe and shared that they do not prefer to attend programmes in the evenings, whereas classroom teaching was found easy and understandable by majority of students, marginalised students shared through their diaries that initially they had difficulty to follow classroom instructions in English due to which they did not found themselves involved and engaged in classroom at all, they also find study material expensive and shared about their practices of taking "tuitions" and doing some "part-time" jobs to meet their academic expenses.

Although majority of students accepted that teachers are sensitive toward the social group they belong to, marginalised students shared that general category possess biased attitude towards them. Majority of students are not satisfied with administration's efforts made to promote equality and social justice, administration makes no efforts for organising multicultural, exchange or sports programme to give opportunities of interaction to students of various backgrounds, to enhance understanding and tolerance among diverse group of students by breaking the barriers of caste, creed and religion, majority of students seems satisfied with administrations behaviour. A significant number of marginalised students in general and ST students in particular complained that administration do not lend their ears towards their problems and gives no information regarding the release of scholarships due to which at times they have to experience a severe financial crunch. Although majority of students did not find campus sensitive to regional/language and cultural differences, it was reflected during interviews that faculty and students sometimes had divides on the basis of caste, religion and region to fulfil their own political motives and personal interests. As far as information about student welfare committees is concerned, majority of students have no information regarding the nature and function of these committees

5.7 Summary and Analysis

To summarize, the current academic profile shows majority of respondents from UG level with higher proportion of females at PG, and at UG level almost 75% students are coming from lower income group.

As far as choice if courses is concerned larger proportion of males have opted for B.A followed by B.Sc. and M.Sc. and females seems to prefer B.Sc. at UG level whereas Arts is popular among females in PG. SC and OBC students prefer B.A. and B.Sc. courses equally, no ST student is found opting B.Sc., whereas OBC students are found in majority in M.Sc. courses with SC proportion being lowest, a larger proportion of rural male is opting for M.Sc. and urban students are going for M.A. courses, it is also found that the higher proportion of low income group is opting for B.A. Arts, whereas the percentage of students for higher income groups have decreased for both Arts and Science subjects in B.A., a comparatively lower proportion of low income group students are pursuing M.A., M.Sc. courses as compared to high income group students, Regarding choice of subject at PG level Physics is most preferred by males and the least preferred is Education whereas the popular subject among females is English and the least preferred is Physics. SC students preferred English and Sociology, ST students only opted for Education. Physics is the popular choice of OBC students, English is the first choice of general category students, the low income group students have Physics, Chemistry and English as popular choice for subject and high income group students preferred English, and Zoology.

Students from rural background seems to prefer Physics and Sociology and urban students go for English and Zoology giving least priority to Education, this difference in the choice of subjects by marginalised students can be explained as shared by most of the faculty members: SC/ST students are "weak in English language", due to which they opt for subjects for which they can

get books by Hindi authors, whereas in subjects like Physics, Chemistry or English good understanding of English language is required and very few books are available in Hindi. Focused group discussions with marginalised students also reflected that most of them come from Hindi medium schools and it is “difficult" for them to follow English as an instructional language which is the basis for Science subjects hence they opt for subjects which are “easy” for them “to understand”. Percentage of marks obtained in last examination shows that majority of students from all the backgrounds except ST’s have secured first division followed by second division and a very small percentage have third division, the finding is in line with the observations of faculty that students in general are doing well, exposure to internet easy availability of learning resources have added to their performance, whereas few students could not score as expected because of their low understanding of language and poor economic background.

Sample structure shows that general category females are more than their males in HE, whereas representation of marginalised females is lower than their males, rural and females from low income group are also poor in number than their males. However, there has been an overall change in trend regarding girls entry into HE, highlighting the fact acknowledged by most of the faculty that “girls are coming in big number” as compared to the previous years. “Realization” and “awareness” of education as a driver for “better life” have caused the greater number of girls to enter higher education, in contrast rural females still has a small representation in HE, reflecting the point of view of faculty and students that most of the marginalized group parent’s priority for girls is to “get them married” they prefer to invest for their marriage and not education due to which many girls do not enter for higher education at all.

Almost half of the respondents are from general category, and only third of them are OBC with significantly lower proportion of SC and ST students. The campus is dominated by Hindu students (89.2%) followed by Muslim (8.8%) and other minorities are almost negligible, Muslim females are coming in higher proportion (12.8%) than their males (4.3%), whereas representation of other minorities is almost insignificant, revealing that not much diversity of students is found with regard to religion. This may be due to the fact that entire state of Uttar Pradesh is Hindu dominated belt and as a consequence of the formation of Uttarakhand, the geographic area dominated by tribals have been shifted under their possession.

Students in HE have majority of mother parents as house wife, it is also observed that the daughters of educated mothers (post graduate and graduate) are in higher proportion as compared to the daughters of less educated or illiterate mothers, in contrast to mothers’ occupation majority of fathers are engaged in regular wage/salary earning in government sector and around a fourth of them are self employed in agriculture, OBC, SC and ST’s fathers too are regular wage/ salary earning or are self employed in agriculture, reflecting that higher proportion of students are children of salaried or self employed (in agriculture) fathers whereas the percentage proportion of children of causal labour fathers both in agriculture (2.2%) and non agriculture (0.8%) is

significantly low as highlighted during the most of the faculty interview that most of the students come from low or middle class homes.

The students from the poorest families are in higher proportion in the campus, with lower representation of higher and highest income groups, females from poorest income group is significantly low than their males and almost all the social group from the poorest income group shows more than a third of representation in HE except general category (17.8%), highest percentage of the SC and ST category students are from the household income less than Rs.5000, reflecting the faculty's view that the representation of poor marginalised students have increased in the campus and as they are very poor and deficient of resources their academic performance is also negatively affected and as shared during Focus Group Discussions they are often conscious about their socio-economic status which is also the cause of their being introvert, timid and shy.

No diversity is seen the campus in terms of representation of differently abled students both in university and college the reason being as shared by most of the administrators is that there is lack of special infrastructure and policies that may include such children in the campus. Students from other states are absolutely missing with all the students belonging to the state of Uttar Pradesh, speaking Hindi as their mother tongue with negligible number of Urdu and Punjabi speaking students. As shared by faculty members' expansion of education in almost all the states, absence of basic facilities in the hostels, declining status of university, poor conduction of examinations and lack of professional courses are some of the major reasons responsible for the decline of numbers of students from other state.

The students are predominantly from urban background with only a third of students coming from rural locations, SC (18.7%) and OBC (48.0%) students from rural location are in higher proportion as compared to the General and ST category. Students from the rural poorest families are in majority as compared to any other social group, which reflects the growing level of inspiration of the marginalised and less privileged students. Faculty considers this change due to the "awareness" about "reservation provisions". Through father and mothers' education it was found that more than a third of SC and ST students are first generation learners which shows the positive outcome of reservation policies, providing them opportunity to enter into higher education institution. Qualification of first and second sibling reveals that the proportion of highest qualification decreases from first to second sibling and the rate of illiteracy also increase significantly from the first (0.2%) to second sibling (4.2%).

The proportion of students from village and city is comparatively lower than town students in higher education. According to the faculty opinion, city students are generally qualifying for competitive exams and hence are not entering for higher education. Majority of city students also go abroad or to other big universities than the state one, whereas majority of students from town and village background are coming to city for higher education, almost half of the males and very small number of females (12.4%) are from villages. It was shared during Focus Group Discussions that due to the "unavailability of proper conveyance", fear of "sexual assault" while "travelling for the college" parents do not allow girls to enter college rather plan to "get them

married" as early as possible. It was also shared that girls are a "big support" for "domestic help" while boys are away to study. "Poverty" was also pointed out to be one of the major reasons to hamper higher education of village females, town females were found to be more privileged as compared to village females due to, "progressiveness of towns", "influence of the cities", "availability of conveyance" , "comparatively better economic background" and "profoundness of thoughts". Majority of SC and ST from villages have poor access to higher education than OBC students from villages. It was shared by the faculty that the level of awareness and resources among the OBC category is more than SC/ST students. Faculty also shared that the OBC category students are "extrovert" and "adaptable to the conditions" as compared to any other category and they are the ones who are "most privileged" "enjoying the fruit of reservation".

A majority of students from almost all the backgrounds have completed their secondary and higher secondary schooling from urban locations. The student proportion from poorest rural families have approached almost half as compared to the other income groups, reflecting a change in trend with HE institutions now being dominated by poor rural students as compared to the more elite students in the past. Majority of students from all the background entering into HE come from government schools studying state syllabus, representation of SC/ST/OBC students from government schools is almost double as compared to private unaided and private aided reaffirming the faculty views regarding marginalized students being poor in English language as the medium of instruction in government schools is Hindi and due to the various other well known drawbacks of government schools their comparatively low performance is understandable. It was also pointed out during interviews that most of the students from public schools (generally having ICSE syllabus) are going to other states after qualifying competition or to other prestigious professional institutions or abroad for higher education and are not interested in taking admission in state Higher education institutions.

Majority of students in HE from all backgrounds are from co-education background, which helped boys and girls to exist together with comrade ship in the campus, the incidents of eve-teasing are almost negligible and boys and girls can be seen communicating with each other with ease. Girls are not afraid of boys, it was reflected from most of the female Focus Group Discussions that most of the boys in the campus behave decently and do not use rough or abusive language rather they are ready to extend all sort of help to their female counterparts which is a positive sign for the healthy relationship between male and females in later life, and help them develop balanced personality for better citizens for future. No significant relation of the same has been found with respect to gender and religion of the student.

It was also observed that majority of students in HE from almost all backgrounds obtained first division at plus two level, except ST students who are second division holder and low achievers. High achiever females are entering in HE as compared to males, supporting the faculty opinion that girls are hardworking, dedicated and committed towards their studies and perform better than boys.

Majority of Science stream students are entering for higher education followed by Humanities and a very a significantly low proportion of Commerce, reflecting the faculty view that more science students come in merit and hence enrolment in science stream have gone up, where student interviews reflects that due to the number of options available for science stream students opt science than any other subjects.

Majority of the respondents want to go for higher education (76.2%) after higher secondary and for this the major source for getting prospects of course of their studies were family members, caste associations were reported as the least contributor. The major reason for selecting the present college was the availability of their first choice of subject, majority of students preferred general degree course as their post secondary course. SC/ ST students and females too opted for general degree course more as compared to their counter parts. Almost half of the respondents are beneficiary of reservation policy, majority of SC and OBC and almost all ST are the beneficiaries of reservation policies. After completion of degree majority of students want to prepare for competitions and want to pursue higher studies.

Regarding initial days experience, more than half of the students from all background reported that they had no experience regarding interview at the time of admission as the admissions are based on merit. Few students reported about the conduction of some sort of departmental interviews, they also had no experience regarding the organization of orientation programme, neither had they received the information nor did they attend the orientation programme. Almost half of the students did not feel welcomed in their initial days and SC, ST students shared that they were “nervous”, had a feeling of being “ignored” and had to suffer due to “stereotypical assumptions” and “prejudices” which their peer hold against them.

A significant proportion of university females and marginalised students did not find campus safe and shared that they do not prefer to attend programmes in the evenings. Whereas classroom teaching was found easy and understandable by majority of students, marginalised students shared through their diaries that initially they had difficulty to follow classroom instructions in English due to which they did not found themselves involved and engaged in classroom at all, they also find study material expensive and shared about their practices of taking “tuitions” and doing some “part-time” jobs to meet their academic expenses.

Although majority of students accepted that teachers are sensitive toward the social group they belong to, marginalised students shared that general category possess biased attitude towards them. Majority of students are not satisfied with administration’s efforts made to promote equality and social justice. Administration makes no efforts for organising multicultural, exchange or sports programme to give opportunities of interaction to students of various backgrounds, to enhance understanding and tolerance among diverse group of students by breaking the barriers of caste, creed and religion. Majority of students seems satisfied with administrations behaviour. A significant number of marginalised students in general and ST students in particular complained that administration do not lend their ears towards their problems and gives no information regarding the release of scholarships due to which at times

they have to experience a severe financial crunch. Although majority of students did not find campus sensitive to regional/language and cultural differences, it was reflected during interviews that faculty and students sometimes had divides on the basis of caste, religion and region to fulfil their own political motives and personal interests. As far as information about student welfare committees is concerned, majority of students have no information regarding the nature and function of these committees

Chapter 6

Diversity and Academic Experiences of the Students

6.1 Introduction

Diversity in nature is strength, and so is the diversity among university/college students. Diversity of gender, social groups, religion and classroom background along with many other attributes on one hand contributes to the richness of the environment and on the other poses challenges as how to harness that strength, and how to unleash the creativity and exuberance for learning that is present in all students who feel free to learn, free to be who they are, and validated for what they know and believe. And most importantly how to overcome the differences in their academic experiences which they gain as a member of different gender, cultural and socio-economic background leading to some inevitable results due to inadequate communication, inaccurate assessment and inappropriate education which will in turn effect the participation of such individuals in the economic and civic life of the country hence increasing the social instability.

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

6.2 Classroom Seating Arrangement

The seating arrangement of students revealed (Table 6.1) that majority of students (80.0%) get the choice to select a row and sit in the classroom, whereas a higher proportion of SC, ST and OBC students feel that they have no choice to select a row in the class. It was found that almost half of the students including all groups sit in first and half of them sit in the second row (Table 6.2) with significantly low number of students sitting at the back reflecting the presence of well motivated learners in the classroom. Analysis drawn from the Focus Group Discussions also reflected that most of the marginalized students too prefer front seats in the classroom for better vision of the blackboard, better hearing, better attention, and an eye contact with a teacher which may help them in understanding and taking down the notes to perform well in the exams, all this shows a high level of aspiration, and a thirst to excel in studies. Statistically also (Table 6.3), the major reasons for seating were to get attention of the teacher, audibility of the lecture and to sit with friends. A third of males choose their seat to avoid direct attention of the teacher, a third of ST and a fourth of low income group students selected the rows under the fear of harassment from other students.

It was also reflected through the diaries of marginalised students that they preferred to sit in their own company because of the disinterest shown by their fellow mates. SC/ST students had greater grievances in terms of receiving less favour because of their ‘protected characteristic’ as compared to OBC students. A large majority of students from all backgrounds accepted (Table

6.4) that students do not sit according to the economic status (86.0%), caste (85.6%), religion (84.4.0%) or ethnicity (83.20%) but almost 1/3rd of males and SC and a fourth of ST, OBC and general category students have accepted that the students do sit on community basis, religious minorities. For example, Sikh, Christian and Buddhist reflected that students belonging to same religion tend to flock together. Whereas majority of ST students (62.5%) reflected the sense of strong ethnicity among students in the classroom, which was also reflected during Focus Group Discussions with marginalised students.

To conclude, the seating arrangement of students revealed that majority of students got the choice to select a row and sit in the classroom. Almost half of the students from all backgrounds sit in first and half sit in the second row, reflecting the presence of well motivated learners in the classroom. Analysis drawn from the Focus Group Discussions also reflected that most of the marginalized students too prefer front seats in the classroom for better vision of the blackboard, better hearing, better attention, and an eye contact with a teacher which may help them in understanding and taking down the notes to perform well in the exams, all this shows a high level of aspiration, and a thirst to excel studies. The major reasons for seating were to get attention of the teacher, audibility of the lecture and to sit with friends. Whereas a third of males and ST students choose their seat to avoid direct attention of the teacher, students belonging to lower income group choose their seat due to fear of harassment from other students.

It was reflected from the diaries of marginalised students that they preferred to sit in their own company because of the disinterest showed by their fellow mates. SC/ST students had greater grievances in terms of receiving less favour because of their 'protected characteristic' as compared to OBC students, whereas majority of students acknowledged that seating in the classroom is not on the basis of economic status, caste and religion etc. Religious minorities shared that students belonging to same religion tend to flock together, whereas majority of ST students reflected the sense of strong ethnicity among students in the classroom.

6.3 Teacher Sensitivity towards Diversity of Student Identities

Majority of students (Table 6.5) including all groups acknowledged that teachers are sensitive towards diversity of student identities and exhibit so by not announcing surnames, labelling students as reserved, or cracking caste, region, gender based jokes or any sort of derogatory statement. However, a fourth of ST, low income group and college students experienced that teachers tag them as reserved class, pass derogatory remarks and crack derogatory jokes in higher percentage than their counter parts.

Although the statistics do not talk about the direct discrimination of students by the faculty, analysis of Focus Group Discussions and students' diaries of marginalized students in general and with boys in particular reflected various indirect forms of discrimination. These included upholding dominant groups to higher standards, extending less help to them, giving less marks in practical exams, marginalized boys were found extremely troubled by the behaviour of the teachers and shared that teachers often address them as "quota students" and do not interact with

them properly. During faculty interviews majority of teachers accepted that caste based discrimination is very prominent in the campus.

To summarize, majority of students never experienced teachers passing caste and region based remarks in the classroom, whereas a significant number of ST, low income group and college students experienced in higher percentage that teacher tag them as reserve category, pass derogatory remarks and crack derogatory jokes on them. Although the statistics and students do not talk about the direct discrimination of students by the faculty, analysis of Focus Group Discussions with marginalized students in general and with boys in particular reflected various indirect forms of discrimination such as upholding dominant groups to higher standards, extending less help to them, giving less marks in practical exams, marginalized boys were found extremely troubled by the behaviour of the teachers and shared that teachers often address them as "quota students" and do not interact with them properly.

6.4 Sensitivity to Student Diversity in Curriculum Transaction

It was stated by almost half of the students (Table 6.6), that teacher neither included cross cultural perspective in class discussions/assignments nor encouraged students from different back ground to work together in group assignments. Around a third of students shared that teachers made no efforts to encourage students to respect different beliefs; whereas females and higher income group students received more encouragement from teachers to respect different beliefs as compared to their counterparts. It was reported during the Focus Group Discussions that mostly teachers' job is to deliver lecture on the topic or sometimes provide notes and no attempts were made to facilitate and encourage group work or collaborative learning giving an opportunity to students from different backgrounds and beliefs to come together and interact. Hence, it could be summarised that teacher's sensitivity regarding diversity in curriculum transaction is not very appreciable. Teacher do not make attempts multicultural perspectives of different cultures in the class discussions/assignments always but only frequently tried to do so, not sufficient efforts are made to encourage students from different social background to work together in group assignments,

Around 1/3rd students shared that teachers made no efforts to encourage students to respect different beliefs. Focus Group Discussions with the students of education department only shared some practices during departmental assemblies such as sharing the great teaching from all the religions and pondering on their principles which made an attempt to induce respect for all the religions in the students. It was reported during the Focus Group Discussions that teachers are not very particular in taking classes especially in humanities. Mostly teachers' job is to deliver lecture on the topic or sometimes provide notes and no attempts are made to facilitate and encourage group work or collaborative learning giving students from different backgrounds and beliefs to come together and interact. Discussions with students also highlighted that few of them got a chance to work with the students of different social back ground during NSS programmes.

6.5 Equality in Provision of Academic Support

As far as equality in provision of academic support is concerned, majority of students belonging to various social group, religion, gender, class and level of study, received no academic support from the teacher (Table 6.7) There seems disparity in providing academic support to SC/ ST and college students though general category and university students are also not privileged enough to receive academic support from the teachers, thus highlighting teachers disinterest in helping students excel in academic field to do better in life. Analysis of FDG's also reflected that teachers hardly use innovative methods or technology in the class to help students understand better and caste dynamics prevails in providing academic help too.

Half of the students did not receive equal teacher's attention in comparison with others in the classroom during question- answer sessions. Majority of ST (62.5%) and other students (50.3%) were not engaged and involved during question- answer sessions, it was also found that teachers' did not provide any attention and feedback to almost half of the students regarding their performance. It was shared by marginalized students during group discussions that they feel ignored in the class and most of the time they were mute spectators. Teachers pay more attention towards English medium students or toppers and not even care about their involvement in the class.

Disparity can also be observed on part of teachers in giving equal attention to students for clarifying doubts, a third of students did not get equal attention. Girls were privileged enough to receive teachers attention as compared to boys and general category students were privileged as compared to SC/ST and OBC students. The university students' were fortunate to get clarified their doubts (72.0%) as compared to only half of the college students. Around $1/4^{th}$ of students experienced that teachers gave more attention to the students of their own background, although majority (83.8%) accepts that teacher did not undermine their academic ability. Males experienced (20.1%) that they were undermined as compared to girls (12.1%), SC students (22.1%) felt it more as compared to ST and OBC's.

It was reflected during Focus Group Discussions and through student diaries that marginalised students are yet undermined as far as their academic abilities are concerned. Teachers are satisfied with a very little performance of theirs whereas expect the best from general category which reflects biased attitude towards them. Majority of students (76.0%) admitted that they are never kept idle in the laboratory, where as $1/3^{rd}$ of SC/ST students reported this to be of frequent occurrence.

To sum up the discussion, it was observed that teachers provided poor academic support to the students. There seems disparity in providing academic support to SC/ ST and college students though general category is also not privileged enough to receive academic support thus highlighting teachers disinterest in helping students excel in academic field to do better in life. Analysis of FDG's also reflected that teachers hardly use innovative methods or technology in the class to help students understand better and caste dynamics prevails in providing academic help too.

Half of the college in general and ST students in particular were not engaged and involved during question- answer sessions in the class. Teachers did not provide any attention and feedback to almost half of the students regarding their performance. Disparity also prevails on part of teachers for not giving equal attention to clarify doubts of the students. Boys, SC/ST and OBC and college students were found to be discriminated in this regard, although majority accepted that teacher did not undermine their academic ability. Males, ST and OBC's experienced that teachers do undermined them. It was reflected during Focus Group Discussions and through student diaries that marginalised students are undermined as far as their academic abilities are concerned. Teachers are satisfied with a very little performance of theirs whereas expect the best from general category which reflects biased attitude towards them.

6.6 Classroom Interaction

Almost half of the class students expressed teacher cannot identify them by their names (Table 6.8), which is more prominent in college as compared to university reflecting poor interaction between teacher and taught and lack of sense of belongingness and respect for the students which plays a very important role in accelerating their academic progress, and creates walls which may adversely affect classroom interaction and achievement of the student.

It was also found that third of total respondents were not encouraged to ask questions and participate in class discussions whereas more than half of the students accepted that most of the teachers encouraged questions in the class. Student diaries revealed that teachers generally adhere to lecture method in the classroom and questions are rarely used to illicit students reflection, and understanding. Pedagogical methods, such as inter-group dialogue and mixed peer groups were completely found missing where students from diverse groups come together and interact, thereby unlearning many prejudices and developing capacities to deal with diversity and differences.

To summarize, it was found that the teacher could not identify students by their names, SC/ST student diaries reflected that they kept addressing them as," aa..suno", "haan kya hai humhara naam" which was reported as heart breaking and gave them a feeling of being inferior or worthless.

More than a third of total respondents were not encouraged to ask questions and participate in class discussion, student diaries revealed that teachers generally adhere to lecture method in the classroom and questions are rarely used to illicit students reflection, and understanding. Pedagogical methods, such as inter-group dialogue and mixed peer groups were completely found missing where students from diverse groups come together and interact, thereby unlearning many prejudices and developing capacities to deal with diversity and difference, hence impeding the civic learning in the classroom.

6.7 Guidance and Time Given by the Teacher for Feedback

Guidance and time given by the teachers was not found satisfactory (Table 6.9), almost half of the overall students did not get one-to one interaction with the teachers. Only 43.4% respondents, including students of different back ground variables received guidance in research or project work, and majority of poor students (64.3%) did not receive any such guidance, faculty's efforts regarding providing feedback to students on academic progress was found to be very poor (39.8%) which is very important for them to reach to their maximum academic progress. It was further reflected from interview and discussion that teacher did not make attempts to have one to one interaction but lend ears to the academic problems of all those students who approached them and required some help. Marginalized boys reflected during the discussions that teachers show no interest in meeting them for academic matters or guiding them during projects/research, and complained that upper caste teachers prefer students of their own caste for dissertation/research work.

A more than a third of students did not visit the teacher because of inhibitions. Males, SC's and lower class students visited the teachers less because of their inhibitions of teachers dislike, discriminatory and unhelpful attitude as shared during interviews.

Only half of the students got their doubts clarified directly from faculty during or in the end of the class, SC and male students got even poorer opportunity. It is also obvious that around $1/4^{th}$ students of almost all the background variables were allotted differential time to meet the faculty as compared to other students. Girls during Focus Group Discussions shared that different time slots and days are give to the students of different courses, this may be a reason for the low statistics.

To summarize, it was found that half of the students of almost all groups were deprived of teachers' guidance and feedback related to research/project work or academic progress. Although majority of students have no inhibition visiting teachers in their room to discuss academic issues, half of the students were not able to approach teacher to get their doubts clarified directly from faculty during or in the end of the class, and a fourth of students were allotted differential time to meet the faculty as compared to other students.

Males, SC, ST, OBC, low income group and college students had a very poor experience of teachers guidance under all dimensions as compared to their counterparts. Group discussions with marginalized students further reflected that teacher do not make attempts to have one to one interaction or lend ear to their academic problems but tried to helped all those students who approached them and asked for some help. It was also reflected that teachers show "no interest" in "meeting" poor and marginalised students for academic matters or "guide" them during projects/research, whereas "upper caste teachers prefer students of their own caste" for dissertation/research work.

6.8 Inter- Personal Relationship with Teachers

Table 6.10 reveals that more than half of the students neither felt free to interact informally with faculty outside the class room, nor did faculty encouraged students to discuss their personal problems, male, SC, OBC and lower income group and college students were less likely to have informal faculty interaction and sharing personal issues. Focus Group Discussions with women and minorities and student diaries also reflected that although there seems a trend of shift in student-teacher relationship from authority, bureaucracy, inflexibility to informal, flexible, adaptable and creative teacher, we still have miles to go to have more comfortable and understanding relationship between the two.

Majority of faculty members also showed their disinterest discussing students' personal problems during interviews which may keep them aloof from students stress situations, a big reason of students' low performance in academics. To give a rundown of student's interpersonal relationship with teachers, it was found that there exists a gender and social difference, males, SC's poor and college were found to have greater difficulty in interacting and sharing personal issues with faculty. Focus Group Discussions with women and minorities and student diaries also reflected that although there seems a trend of shift in student-teacher relationship from authority, bureaucracy, inflexibility to Informal, flexible, adaptable and creative teacher still we have miles to go to have more comfortable and understanding relationship between the two.

6.9 Equality in Evaluation

Majority of students (70.%) belonging to almost all groups think that teachers evaluate examination papers fairly whereas a third of them do not think so. 40% SC students were not found satisfied with evaluation of exam papers (Table 6.11), It was also understood through FDG's and even shared during faculty interviews that teacher cannot discriminate in the evaluation of theory papers but tend to give low marks to the marginalized students in practical exams even if they perform good in theory.

Almost half of the students seem dissatisfied for not getting a chance of re-evaluation, and late declaration of examination results. Majority of ST, and lower income group students were found to suffer more in this regard. Analysis of FOCUS GROUP DISCUSSION with marginalized, women and minority students also reflected that students are not satisfied with the evaluation of papers and declaration of results. Teachers have limited time for evaluation and it is not possible for them to evaluate copies fairly, increasing the chances of wrong evaluation. It was also shared that most of the time they have to suffer due to the inordinate delay in the declaration of results which stops them from applying for many competitive examinations. Most of the marginalized boys shared that upper caste teachers give them low marks.

To put in a nutshell, it was found that majority of the students were satisfied with the evaluation of examination papers whereas quarter of them were not. Half of the SC students including ST's are not satisfied with re-evaluation process and late declaration of results. It was also shared during Focus Group Discussions and faculty interview that teacher cannot discriminate in the

evaluation of theory papers but tend to give low marks to the marginalized students in practical exam even when they perform good in theory. It was also shared that most of the time students' have to suffer due to the inordinate delay in the declaration of results which stops them from applying for many competitive examinations, most of the marginalized boys shared that upper caste teachers give them low marks.

6.10 Teachers Support to Build Leadership Qualities

Teachers' support to build leadership qualities in students by assigning various responsibilities was not found very appreciable and satisfactory (Table 6.12). More than half of students in general, and around ¾ ST's, and more than half of SC students in particular, university students received fewer chances of bearing academic responsibilities as compared to college ones. Marginalized students shared that teachers' hardly gives any such responsibility and only few students in the class "smart ones" are chosen for this, reflecting that teachers' do not consider marginalised students smart enough to assign them some responsibility which shows a discriminatory mindset.

Teachers have not been found very interested in encouraging students for organising extra-curricular activities like debate, seminars and literacy activities etc. Almost 43.2% of the total respondents and 75.0% ST's were found to be deprived of teachers' encouragement to develop leadership qualities through organising such programmes.

Students had a tendency to discuss doubts with their co- students (60.0%), but more than third students did not discuss their academics doubts with co-students after class, whereas 75.0% ST's did not get any opportunity to discuss their doubts with their co- students. College students as compared to the university once got poor opportunities for the development of leadership qualities; there also exists a less tendency of discussion and interaction with co-students.

To give the brief statement of the point above, it could be concluded that almost half of the students in general, and ST students in particular are deprived of teachers support to build leadership qualities by involving them in organising academic or extra-curricular work. Most of the university students opines that teachers rarely delegate academic responsibilities to them, more females than male students were involved in organizing academic activities.

College students as compared to the university once receive poor opportunities for the development of leadership qualities; there also exists a less tendency of discussion and interaction with co-students. Focus Group Discussions with the marginalized students reflected that they are the ones who are majorly ignored by the teacher in allocating leadership tasks hence depriving them to learn better communication, understand various perspectives and think strategically to help them become a productive citizen for democratic society.

6.11 Students Library Experience

Majority of students reported that separate seats are not earmarked in their institution for students in the reading hall for their social background but 28.8% of them have experienced the vice-versa (Table 6.13).

SC/ST students shared that although no separate seats are allotted, there are different seating sections for Arts and Science. Around 38.0% students said that there is differential timing regarding issue of books, journals or magazines, which may be due to the different timings provided to various courses and academic year for the ease of issuing of books. Focus Group Discussions with the marginalized, minority or women students did not highlight any such incidence but shared that the library staff is not supportive and willing to issue the books always; there are rigid and useless rules which are of no benefit and deprive them in issuing or retaining the book to study.

To sum up, no separate seats are earmarked for students or a group of students in the reading hall from their social background and also no differential timing regarding issue of book or journals or magazines is allotted to them. Around half of the ST and 30.0% SC and OBC and a third of college students have experienced differential timings too which may be due to the different timings provided to various courses and academic year for the ease of issuing of books. Focus Group Discussions with the marginalized, minority or women students did not highlight any such incidence but shared that the library staff is not supportive and willing to issue them books always. There are rigid and useless rules which are more for their benefit and deprive them in issuing or retaining the book to study.

6.12 Students Experience of Administration

Although majority of students including all groups (65.2%) stated that there is no availability of the schedule for the release of fellowship/ scholarship, (Table 6.14). 76.0% female majority of general category and university students are dissatisfied with the unavailability of the schedule, It was also shared by the marginalized, minority and women students through interviews and diaries that no information is provided regarding the schedule or release of scholarships/fellowships due to which at times there is a severe dearth of financial resources further adding to their grievances.

A majority of students stated that they did not experience any rude behaviour from the administration whereas 22.4% of them did experience. Males have to experience rudeness of administration (33.3%) as compared to girls. Almost half of SC students and a significant number of SC/OBC, and lower income group students reported rude behaviour of the administration while receiving Fellowship/ stipend/ any other administrative support. More than fourth college students faced rude behaviour as compared to 16.1% university students.

A big majority (86.0%) were of the opinion that they did not experience harassment while receiving fellowship/scholarships/any other administrative support. But it is also evident from the statistics that half of the ST students, and though the rate is low SC/OBC, males and lower

income group students had comparatively higher rate of experience of harassment. Focus Group Discussions with marginalized boys highlighted severe anguish and anger for administration for not lending ears toward their problems and rather extending discretionary and biased treatment such as, 'don't waste my time', 'go away', 'come tomorrow', 'I am busy now'.

To recap, students experience regarding the administration revealed that there is no availability of the schedule for the release of fellowship/ scholarships. It was also shared by the marginalized students through interviews and diaries that no information is provided regarding the schedule or release of scholarships/ fellowships due to which at times there is a severe dearth of financial resources further adding to their grievances.

Majority of the students did not experience rude behaviour and harassment from the administration, whereas a fourth of them including marginalised, males and college students did experience it while receiving fellowship/ stipend/ any other administrative support. Focus Group Discussions with marginalized boys highlighted severe anguish and anger for administration for not lending ears toward their problems rather extending discretionary and biased treatment such as, 'don't waste my time', 'go away', 'come tomorrow', 'I am busy now', due to which they feel unwelcomed and experience a lack of mooring, support, and experience a feeling of abandonment. In spite of the goodwill shown by many individual faculty members, they experience the campus to be 'hostile' towards them hence questioning equity and democracy in the campus.

6.13 Students own Learning Strategies for Academic Progress

As far as students own learning strategies for academic progress is concerned it evident (Table 6.15) that around 1/4th students always search internet if they are not clear about some issue taught in the classroom, 1/3rd of them used it frequently whereas 17.8% of them never did so and 20.6% students also admitted to search internet rarely for academic progress, which indicates a growing use of internet as an assistance for learning. Around a fourth of students always visit the library if not clear about some issue taught in the classroom, 28.4% of them do this frequently, whereas, 18.0% of students never do so. Close to 29.2% students accepted that they rarely visit library for academic progress. However, during discussions with marginalized and women students it was shared that library is still a popular source in absence of internet facility which is difficult for them to avail,

It was also observed that half of the students did bother if they are not clear about some issues taught in the class, and almost 1/4th students always discussed their academic problems outside, whereas 1/3rd of them do this frequently showing that more than half of the students always feel free to discuss on academic issues with their friends which is a positive sign for healthy learning and growth. Analysis of Focus Group Discussions held with women and marginalized students reflected that they are very comfortable with the friends which generally constitutes a heterogeneous group were they are not worried about one another's identity or background and can discuss all sort of academic and personal issues with no inhibition at all.

To give the gist regarding students own learning strategies for academic progress it was observed that majority of students search internet if not clear about some issue taught in the classroom, which indicates a growing use of internet as a driver for learning. A big majority of students also visit the library, whereas an appreciable number of students also accept that they rarely visit library for academic progress. During discussions with marginalized and women students it was shared that library is still a popular source in absence of internet facility which is difficult for them to avail. More than half of the students felt free to discuss on academic issues with their friends which is a positive sign for healthy learning and growth. Analysis of Focus Group Discussions held with women and marginalized students reflected that they are very comfortable with the friends which generally constitutes a heterogeneous group were they are not worried about one another's identity or background and can discuss all sort of academic and personal issues with no inhibition at all.

6.14 Summary and Analysis

To summarize the observations about diversity and academic experiences of the students in and outside the classroom it was found that majority of students got the choice to select a row and sit in the classroom. Almost equal number of students from all backgrounds preferred to sit in first and second row, reflecting the presence of well motivated learners in the classroom. Analysis drawn from the Focus Group Discussions also reflected that most of the marginalized students too prefer front seats in the classroom for better vision of the blackboard, better hearing, better attention, and an eye contact with a teacher which may help them in understanding and taking down the notes to perform well in the exams. This also shows a high level of aspiration, and a thirst to excel in studies. The major reasons for seating were to get attention of the teacher, audibility of the lecture and to sit with friends and not on the basis of economic status, caste and religion etc. However, a third of males and ST students choose their seat to avoid direct attention of the teacher, students belonging to lower income group choose their seat due to fear of harassment from other students.

It was reflected from the diaries of marginalised students that they preferred to sit in their own company because of the disinterest showed by their fellow mates. SC/ST students had greater grievances in terms of receiving less favour because of their 'protected characteristic' as compared to OBC students. Religious minorities shared that students belonging to same religion tend to flock together; whereas majority of ST students reflected the sense of strong ethnicity among students in the classroom.

Regarding teachers' sensitivity towards diversity of student identities it was found that majority of students never experienced teachers passing caste and region based remarks in the classroom. However, a significant number of ST, low income group and college students experienced in higher percentage that teacher tag them as reserve category, pass derogatory remarks and crack derogatory jokes on them.

Although the statistics and students do not talk about the direct discrimination of students by the faculty, analysis of Focus Group Discussions with marginalized students in general and with

boys in particular reflected various indirect forms of discrimination. These include upholding dominant groups to higher standards, extending less help to them, giving less marks in practical exams. Boys from the marginalized groups were found extremely troubled by the behaviour of the teachers and shared that teachers often address them as "quota students" and do not interact with them properly**.** Teacher's sensitivity regarding diversity in curriculum transaction is also not very appreciable, as teachers do not make deliberate attempts to incorporate multicultural perspectives of different cultures in the class discussions/assignments to encourage students from different social background to work together in group assignments. Around a third of students also shared that teachers made no efforts to encourage students to respect different beliefs.

It was reported during the Focus Group Discussions that mostly teachers' deliver lecture in the classroom or sometimes provide notes and no attempts are made to facilitate and encourage group work or collaborative learning giving students from different backgrounds and beliefs to come together and interact. Discussions with students also highlighted that few of them got a chance to work with the students of different social back ground only during NSS programmes.

Teachers were also blamed for providing poor academic support to the students. There seems disparity in providing academic support to SC/ ST and college students, though general category is also not privileged enough to receive academic support, thus highlighting teachers disinterest in helping students excel in academic field to do better in life. Analysis of FDG's reflected that teachers hardly use innovative methods, technology or new pedagogies in the class to help students understand better, caste dynamics was also reported to prevail in providing academic help.

Half of the college and ST students were not found to be engaged and involved during question-answer sessions in the class. Teachers did not provide any attention and feedback to almost half of the students regarding their performance. Disparity also prevails on part of teachers for not giving equal attention to clarify doubts of the students. Boys, SC/ST and OBC and college students were found to be discriminated in this regard. Although majority accepted that teacher did not undermine their academic ability, males, ST and OBC's experienced that teachers do undermined them. It was reflected during Focus Group Discussions and through student diaries that marginalised students are yet undermine as far as their academic abilities are concerned. Teachers are satisfied with a very little performance of theirs whereas expect the best from general category which reflects biased attitude towards them.

It was found that the teacher could not identify students by their names. SC/ST student diaries reflected that they kept addressing them as," aa..suno", "haan kya hai humhara naam" which was reported as heart breaking and gave them a feeling of being inferior or worthless. More than a third of total respondents were not encouraged to ask questions and participate in class discussion. Student diaries revealed that teachers generally adhere to lecture method in the classroom and questions are rarely used to illicit students' reflection, and understanding. Pedagogical methods, such as inter-group dialogue and mixed peer groups were completely found missing where students from diverse groups come together and interact, thereby

unlearning many prejudices and developing capacities to deal with diversity and difference, hence impeding the civic learning in the classroom.

Regarding teachers' guidance and feedback related to research/project work or academic progress it was found that half of the students of almost all groups were deprived of it. Although majority of students have no inhibition visiting teachers in their room to discuss academic issues, half of the students were not able to approach teacher to get their doubts clarified directly from faculty during or in the end of the class, and a fourth of students were allotted differential time to meet the faculty as compared to other students.

Males, SC, ST, OBC, low income group and college students had a very poor experience of teachers guidance under all dimensions as compared to their counterparts. Group discussions with marginalized students further reflected that teacher do not make attempts to have one to one interaction or lend ear to their academic problems but tried to helped all those students who approached them and asked for some help. It was also reflected that teachers show "no interest" in "meeting" poor and marginalised students for academic matters or "guide" them during projects/research, whereas "upper caste teachers prefer students of their own caste" for dissertation/research work.

To give a rundown of student's interpersonal relationship with teachers, it was found that there exists a gender and social difference. Males, SC's poor and college were found to have greater difficulty in interacting and sharing personal issues with faculty. Focus Group Discussions with women and minorities and student diaries also reflected that although there seems a trend of shift in student-teacher relationship from authority, bureaucracy, inflexibility to informal, flexible, adaptable and creative teacher still we have miles to go to have more comfortable and understanding relationship between the two.

Majority of the students were satisfied with the evaluation of examination papers whereas quarter of them were not, half of the students specially ST's are not satisfied with re-evaluation process and late declaration of results. It was also shared during FDG's and faculty interview that teacher cannot discriminate in the evaluation of theory papers but tend to give low marks to the marginalized students in practical exam even when they perform good in theory. It was also shared that most of the time students' have to suffer due to the inordinate delay in the declaration of results which stops them from applying for many competitive examinations. Most of the marginalized boys shared that upper caste teachers give them low marks.

Almost half of the students in general and ST students in particular are deprived of teachers support to build leadership qualities by involving them in organising academic or extra-curricular work. Most of the university students opine that teachers rarely delegate academic responsibilities to them, more females than male students were involved in organizing academic activities. College students as compared to the university once receive poor opportunities for the development of leadership qualities; there also exists a less tendency of discussion and interaction with co-students.

Focus Group Discussions with the marginalized students reflected that they are the ones who are majorly ignored by the teacher in allocating leadership tasks hence depriving them to learn better communication, understand various perspectives and think strategically to help them become a productive citizen for democratic society.

No separate seats were earmarked for students or a group of students in the reading hall from their social background and also no differential timing regarding issue of book or journals or magazines is allotted to them. Around half of the ST and 30.0% SC and OBC and a third of college students have experienced the vice-versa too which may be due to the different timings provided to various courses and academic year for the ease of issuing of books. Focus Group Discussions with the marginalized, minority or women students did not highlight any such incidence but shared that the library staff is not supportive and willing to issue the books always. There are rigid and useless rules which are more for their benefit and deprive them in issuing or retaining the book to study.

Students experience regarding the administration revealed that there is no availability of the schedule for the release of fellowship/ scholarships. It was also shared by the marginalized students through interviews and diaries that no information is provided regarding the schedule or release of scholarships/ fellowships due to which at times there is a severe dearth of financial resources further adding to their grievances.

Majority of the students did not experience rude behaviour and harassment from the administration, whereas a fourth of them including marginalised, males and college students did experience it while receiving fellowship/ stipend/ any other administrative support. Focus Group Discussions with marginalized boys highlighted severe anguish and anger for administration for not lending ears toward their problems rather extending discretionary and biased treatment such as, ‘don’t waste my time’, ‘go away’, ‘come tomorrow’, ‘I am busy now’, due to which they feel unwelcomed and experience a lack of mooring, support, and abandonment. In spite of the goodwill shown by many individual faculty members, they experience the campus to be ‘hostile’ towards them hence questioning equity and democracy in the campus.

Regarding students own learning strategies for academic progress it was observed that majority of students search internet if not clear about some issue taught in the classroom, which indicates a growing use of internet as a driver for learning. A big majority of students also visit the library, whereas an appreciable number of students also accept that they rarely visit library for academic progress. During discussions with marginalized and women students it was shared that library is still a popular source in absence of internet facility which is difficult for them to avail, majority of students did bother if they are not clear about some issues taught in the class, almost $1/4^{th}$ students can always discuss their academic problems outside, whereas $1/3^{rd}$ of them do this frequently showing that more than half of the students always feel free to discuss on academic issues with their friends which is a positive sign for healthy learning and growth. Analysis of Focus Group Discussions held with women and marginalized students reflected that they are very comfortable with friends which generally constitutes a heterogeneous group were they are

not worried about one another's identity or background and can discuss all sort of academic and personal issues with no inhibition at all.

Chapter 7

Social life of Students in the Campus

7.1 Introduction to the Chapter

The social life of the students in the campus is very important part of academic stay in any of the institutions. Their participation in various academic and co-curricular activities, flocking with friends, interaction in the campus, hostel life, all help them learn many things related to emotion, attitude, values, ability, behaviour and habits. These are the basic requirements for developing civic ability in young adults enabling them to understand their civic rights and responsibilities.

The students who are not able to have a sound social life in the campus are likely to perform less than those having a happy stay in the campus and are more likely to drop out.

The behaviour of fellow students, intellectual identity, friend circle, relationship with teachers and support services all play a crucial role in the proper development of a student and impact his achievement to a large extent, hence it is very important for HE institutions to provide positive experiences to students and specially to fresher's in order to make them a fruitful individual for the nation.

This chapter tries to reflect some light on the social life of the students of HEI of Uttar Pradesh, including their peer group, friends, nature of interaction in the campus, hostel life, their involvement in co-curricular activities and their political life etc.

7.2 Basis of Peer Group Formation

Interaction with students both at university and college level revealed that peer group formation is affected by several factors e.g., students' caste, class, gender, religion, ethnicity. It was reflected through the Focus Group Discussions that girls usually form a peer group including students from all backgrounds and were found comfortable in one another's company, but the boys seems more choosy and conscious about their peer group formation. Although it was statistically analysed that majority of students (above 70.0%) do not form peer group on the basis of their religion, economic status, tribe, caste or region, similarity of course and subject was found the basis of peer group formation for half of the students (Tables 7.1-7.2).

Disaggregation by gender revealed that boys show a higher rate of peer group formation with their own caste, tribe, economic status and region as compared to female students. Majority of ST's (75.0%) forms peer group with students of the same intellectual level which shows disapproval of ST students by other categories, a third of ST students form peer group with students of their own caste, tribe and region.

Disaggregation by religion shows that Muslim students shows a higher rate of peer group formation with the students of their own intellect than Hindu students, whereas Hindu students prefer to form peer group with the students of their own region. Regarding gender interaction, a third of students were not found to interact with opposite sex. 62.5% ST and a significant number of SC and OBC students did not show any interaction with opposite sex. During Focus Group

Discussions with marginalized students it was found that they were more reserved from interacting with opposite sex of general category due to the fear of rejection and repudiation. Regarding the reasons for non-interaction with opposite sex it was found that almost half of the students believe that it is better to limit themselves (Table 7.3), and more than a third believe that they don't possess skills to mingle. Male students think that they should limit themselves from girls in order to concentrate on their studies; it was also found that a significant number of males in general and SC/ST students in particular maintained a distance from opposite sex because of their background, caste and economic status.

To summarise, majority of students do not form peer group on the basis of their religion, economic status, tribe, caste or region. Similarity of course and subject was found the basis of peer group formation for half of the students. Males show a higher rate of peer group formation with their own caste, tribe, economic status and region as compared to female students. Majority of ST formed peer group with students of the same intellectual level which shows disapproval of ST students by other categories. A third of ST students form peer group with students of their own caste, tribe and region. Muslim students were found to show a higher rate of peer group formation with the students of their own intellect than Hindu students, whereas Hindu students prefer to form peer group with the students of their own region.

Majority of students were found to interact with opposite sex, but a significant number of SC/ST and OBC were found to be very hesitant regarding their interaction with opposite sex. During Focus Group Discussions also it was reflected that marginalized students were more reserved in interacting with opposite sex of general category due to the fear of rejection and repudiation.

Half of the students tried to limit themselves from interaction with opposite sex in order to concentrate on studies. SC/ST and male student were conscious about their background. Caste and economic status seems to be the major reason for their non-interaction with opposite sex.

7.3 Choice of Best Friends

Regarding the choice of friends (Tables 7.4-7.7) it is observed that the popular choice of friends is from general followed by OBC, very small number of SC and almost negligible ST category students. Majority of the students from all backgrounds have Hindu and very few Muslims friends. On the basis of gender, male and female almost appear to be equal in preference. Majority of friends are chosen from the same discipline.

Disaggregation by gender shows (Table 7.4) that males have 56.4% and females 66.6% of their friends from general category. Males have higher proportion of OBC (30.0%) SC (10.7%) and ST (3.0%) friends than females, depicting that SC and ST's are still not preferred by male and female for friendship whereas OBC seems to be a privileged group. During group discussions with students from the marginalized group it was reflected that they still flock with the students of their own social group or are aloof in the campus.

Disaggregation by social group (Table 7.5) shows that students from all groups prefer friends from general category and from their own social background and religion. Disaggregation by

place of residence (Table 7.6) shows that rural students have higher proportion of SC (14.6%) friends as compared to urban ones (7.0%), whereas urban students seems to have diverse friendship on the basis of religion. Disaggregation by income group (Table 7.7) shows that students from low income group shows higher percentage of SC (14.6%) friends as compared to high income group students (5.9%),

To sum up the choice for friendship it could be stated that the most popular choice for friendship by all groups were general category students, followed by less than a fourth OBC students, SC/ST were the last choice for friendship or preferred by students of their own caste. Majority of students preferred friends from their own gender and only a few friends from the opposite sex indicating a positive sign for the state like UP where more traditionalism is found in terms of interaction with opposite sex.

7.4 Intergroup Interaction on the Campus

Regarding the intergroup interaction on the campus (Table 7.8), results show that majority of students (71.4%) were not cautious while interacting with students of other caste, whereas a fourth of them were always cautious, a third of males, SC/ST and OBC students were found to be cautious while interacting with other castes. Hindu students were found to be cautious as compared to Muslims.

There exists two groups as far as studies or preparation is concerned with the other castes. Although more than half students have studied with other caste, majority of ST's (75.0%) and a significant number of SC/OBC's have not prepared for classroom with other castes.

Majority of students (80.0%) of almost all the groups reported that campus are not tension filled regarding the interaction with other caste students, but half of the ST's students experienced the vice versa. Around 42.0% students cannot share their personal feelings with students belonging to other caste. Although majority of students (61.4%) can discuss caste/religion issues openly outside class, more than a third was found to be hesitant, SC/ST students were found to be more reserved.

Focus Group Discussions with women and marginalised students reflected that women have more heterogeneous group and studied and moved around with students of different caste and religion, whereas males were found to be more reserved. Generally they did not interact with the students of other caste for studies and preparation of class but found to be with the students belonging to their region.

Marginalised students specially boys and ST's shared through student diaries that at times they feel "isolated", and "aloof" for studies and classroom preparation as the other caste boys did not want to involve them in their groups.

To give an abstract of above discussion it could be concluded that majority of the students were not cautious while interacting, whereas only half of the students shared to prepare and study together with the students of other castes. Majority of students (80.0%) did not find the campus

tension filled with regard to interaction with students from the other caste, students in general were not found comfortable in sharing their personal feelings with students belonging to other castes. ST/SC and few OBC students reported that they were not involved in interaction and preparation for class with other castes.

Women have more heterogeneous interactions with students of different caste and religion, whereas males were found to be more reserved. Generally they did not interact with the students of other caste for studies and for preparation of class but found to be with the students belonging to their region. It was also shared by students from, both the university and college that opportunities provided for interaction were very limited. Programmes which may facilitate interaction of diverse student groups are seldom organised both in academics and co-curricular activities, reflecting the absence of required interaction among the groups which is very essential for breaking down stereotypes, sharing perspectives and modelling civil discourse among students for better civic learning and democratic engagement.

7.5 Life in the Hostel

Majority of students sit together and eat meals in the hostel (Table 7.9) and there are no separate eating places in the mess for different groups of students. But it was shared by the students that they prefer sitting with their own groups generally based on course of study. It was observed that usually SC/ST students were not found in general category groups and had meals in their own groups.

Hostel authorities and students shared that there are hostel committees for cultural programmes, co-curriculer activities, discipline etc., and students from all caste and religions are given responsibilities. Whereas discussions with SC/ST students reflected that their involvement in such committees is very less, and they are “seldom” given any such responsibility (Table 7.10).

Majority of students did not report formation of informal groups on the basis of caste, religion, ethinicity/ tribe, religion and issue-based (Table 7.11), but SC students in the hostel complaint that caste and ethinicity factor works in the formation of informal groups and they are generally left aside. Focus Group Discussions reflected that majority of students have never been segregated from others in hostel or mess, reading room, common room, canteen etc., but males, SC/ST and OBC students have always experienced this segregation.

To wrap up, most of the students were allotted hostels according to the gender, where as few students were also suggested to go to government Dalit hostel of the city. Generally hostel rooms are allotted by the institutions but in some cases students can do their own selection. Majority of students accepted that all students sit together and eat meals in the hostel and there are no separate eating places in the campus for different groups of students.

Although there exist a hostel committee but majority of students are not the member of such committee, majority of students are not the part of any informal group/ club in the hostel. Although informal groups are not based on caste, religion, ethinicity, or region, but SC, ST students shared that caste dynamics works in the formation of groups.

As the reason for their non- participation, most of the students revealed their disintrest in such groups and majority of them abstained to keep good relations with all, whereas few of them believe that their identity would be revealed and also found that group is not active like others. A majority of them have never been segregated from others in hostel or mess, reading room, common room, canteen etc. Males SC/ST and OBC students have always experienced this segregation.

Focus Group Discussions and student diaries revealed that most of the girl students were very satisfied by their hostel life. Girls shared that they are not fragmented on the basis of social, religious or regional background and there is a sense of belongingness among them. Marginalised boys were found to be unsatisfied due to discriminatory practices adopted by the administration in the allotment of rooms. They complaint that the university hostel do not provide adequate number of rooms to them forcing them to move into rented rooms adding intense problem to their financial status. It was also shared that they are suggested to go to the SC hostel which is not the part of university crushing the very spirit of inclusion and diversity which can be best promoted through hostel life.

7.6 Level of Involvement in Co-Curricular Activities on Campus

Around 60.0% students from all the groups did not attend co-curricular activities in the campus. Majority of them do not watch any co-curricular activities in the campus. More than half of the students neither participate nor plan, nor coordinate or manage any such activities. A majority of students do not train students in any of the performing items, whereas more than half of them did not get an opportunity to be a part of organising a cultural event (Tables 7.12-7.13). Majority of students (73.0%) are not the member of any extra-curricular activity groups /clubs /society in the campus.

Around 80.6% students accept that there are no such informal groups which are started by the students. Very few students were the members of ABVP, and ECO club, whereas no cultural or social organization is reported by the students. Majority of students (Table 7.14) opines that the informal groups are not based on caste, ethnicity, region but are issue-based for a significant number of them. Whereas significant number of males and ST students believe that informal group formation is influenced by caste, religion, ethnicity and region. Students from university and college shared during Focus Group Discussions that the co-curricular activities are absolutely missing except one or two annual activities which too are not organised properly. They also shared that the co-curricular activities in the schools were great fun and added to their learning experiences whereas they are missing in their college life.

The gist is that the majority of students were not found very enthusiastic to participate and attend co-curricular activities in the campus. More than half of them have not planned, coordinated or managed or trained students for any such activities. Majority of them are neither the members of any extra-curricular activity groups /clubs /society nor did they get an opportunity to be a part of organising a cultural event. Very few students are aware about the informal groups started by the students. Significant number of male and ST students reported that these groups are influenced

by caste, religion, ethnicity, and region. Students from university and college shared during Focus Group Discussions that co-curricular activities are absolutely missing except one or two annual activities which too are not organised properly. They also shared that the co-curricular activities in the schools were great fun and learning experience whereas they are missing in their college life. This reflects that the co-curricular activities which are an essential component of student's all round development are missing in the university and colleges hampering their intellectual, social, emotional, moral and aesthetic development of the students which constitutes a crucial part of civic learning.

7.7 Nature of Participation in Co-Curricular Activities on Campus

Majority of students shared that they did not experience segregation or ill behaviour in utilising sports facilities on the basis of their caste, creed. They did not experience any act of ragging targeted at their social background, or any sort of restriction from participating in cultural programme or the sports events. Students from the marginalised groups and Muslim experienced the act of ragging targeted at their social background. Few marginalized boys shared that they feel discriminated and ignored in the sports ground in the university, whereas college boys seems satisfied.

7.8 Awareness about Campus Level Committees/Cells

Table 7.15 shows that half of the students of almost all the backgrounds are not aware of the UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2012, and are also not aware about the forms of discrimination based on caste and ethnicity prohibited in these regulations. 60.8% of them are not aware of anti-discrimination officer appointed at the college / university. A large majority of students said that no anti-discrimination officer has been appointed at their college and university and they are not aware of the functions of anti-discrimination officer. 77.4% females and 74.4% Muslim students are not aware of the functions of anti discrimination officer. ST students in particular are not aware about UGC regulations, and a large majority of Hindu Students (74.4%) are not aware about the functions of anti discriminatory officer. Students diaries revealed that committees/ cell exists more on papers only and does not play any specific role as such.

To summarize, it could be stated that majority of students including all groups are neither aware of the UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2012, nor about the forms of discrimination based on caste and ethnicity prohibited in UGC. They are also not aware of the appointment of anti-discrimination officer and its functions. During interviews and discussions it was shared by the authorities of college/university that their exists these cells, but the students reflected that the cells exists only for name sake and that they are not aware about the nature and functioning of such cells.

7.9 Level of Political Participation

More than half of students (Table 7.16) acknowledge that there are no political organizations in the campus and 86.8% of them are not the member of any such political organization, and only

18.4% male as compared to 8.6% female students are the members of such organizations. A majority of students have not held / still holding post of office bearers of that organization at any levels, whereas there holding a post seems negligible. Around half of the students deny the existence of student union in the campus, more male (61.5%) than female (46.2%) deny the existence of student union in the campus. Majority of students (88.2%) have never held any post in college union.

Focus Group Discussions revealed that students union is not active either in University or in the college due to Lyngdoh committee guidelines which indicates a stay in the elections in the university due to which there have been no elections for student union, election for the same have not been held for the last many years. Students also shared that the campus climate has become conducive and academic in absence of political parties which ruined the campus environment earlier.

To wrap up it would be appropriate to state that, political organizations are not very active in the university or college. Majority of the students are not the members of any such political organization, male were found more active than females in such organizations. A majority of students have not held any post of office bearers of that organization at any levels, and around half of the students deny the existence of student union in the campus. Focus Group Discussions revealed that students union is not active either in University or in the college as elections for student union have not been held for the last many years. Students also shared that the campus climate has become conducive and academic in absence of political parties which ruined the campus environment earlier.

7.10 Summary and Analysis

Regarding the social life of students in the campus it was observed that majority of students do not form peer group on the basis of their religion, economic status, tribe, caste or region, but on the basis of similarity of course and subject. Males preferred to form peer group with their own caste, tribe, economic status and region as compared to female students. Majority of ST formed peer group with students of the same intellectual level and with students of their own caste, tribe and region which shows disapproval of ST students by other categories. Muslim students were found to form peer group on the basis of intellect and Hindu students by their own region.

Although majority of students were found to interact with opposite sex, but a significant number of SC/ST and OBC were found to be very hesitant regarding their interaction with opposite sex. During Focus Group Discussions also it was reflected that marginalized students were more reserved in interacting with opposite sex of general category due to the fear of rejection and repudiation. The major reason for non-interaction with opposite sex was to concentrate on studies. SC/ST and male students were hesitant to interact with opposite sex as they were more conscious about their background, caste and economic status as compared to their counterparts.

General category students were found to be the most popular choice for friendship by all groups followed by OBC students, SC/ST were the last choice for friendship or preferred by students of

their own caste. Majority of students preferred friends from their own gender and only a few friends from the opposite sex which highlight the traditionalism in male and female interaction which does not encourage male-female interaction before marriage. But a change in trend was observed during interviews were the students shared about their comfortable and friendly existence with opposite sex. Majority of the students were not found cautious while interacting, with the students of other castes, whereas only half of the students reported to share, prepare and study together. Campus was tension free for majority of students with regard to interaction with students from the other caste. Students in general were not found comfortable in sharing their personal feelings with students belonging to other castes. ST/SC and few OBC students reported that they were not involved in interaction and preparation for class with other castes.

Focus Group Discussions with women and marginalised students reflected that women have more heterogeneous groups with students of different caste and religion, whereas males were found to be more reserved. Generally they did not interact with the students of other caste for studies and for preparation of class but found to be with the students belonging to their region. Marginalised students specially boys and ST's shared through student diaries that at times they feel "isolated", and "aloof" as the other caste boys did not want to involve them in their groups for studies and classroom preparation. It was also shared by students from, both the university and college that the programmes which may facilitate interaction of diverse student groups were seldom organised both in academics and co-curricular activities, reflecting the absence of required interaction among the groups which is very essential for breaking down stereotypes, sharing perspectives and modelling civil discourse among students for better civic learning and democratic engagement.

Regarding the hostel life in the campus, students shared that they were allotted hostels according to the gender, where as significant number of SC/ST and OBC students shared that they were suggested to go to government dalit hostel of the city. Students in the hostel were found to sit together and eat meals and there were no separate eating places in the campus for different groups of students. Although there exist a hostel committee but majority of students were not the member of such committee. Majority of students were not the part of any informal group/ club in the hostel. It was shared by the students that informal groups are not based on caste, religion, ethinicity, or region, but SC, ST students shared that caste dynamics works in the formation of groups. A majority of students have never been segregated from others in hostel or mess, reading room, common room, canteen etc. However, a significant number of males, SC/ST and OBC students were found to experience this segregation. Focus Group Discussions and student diaries revealed that most of the girl students were very satisfied by their hostel life. Girls shared that they are not fragmented on the basis of social, religious or regional background and there is a sense of belongingness among them.

Marginalised boys were found to be unsatisfied due to discriminatory practices adopted by the administration in the allotment of rooms. They complaint that the university hostel do not provide adequate number of rooms to them forcing them to move into rented rooms adding

intense problem to their financial status. It was also shared that they are suggested to go to SC hostel which is not the part of university crushing the very spirit of inclusion and diversity which can be best promoted through hostel life.

Regarding the involvement and participation in co-curricular activities it was found that majority of students were not found very enthusiastic to participate and attend co-curricular activities in the campus. More than half of them have not planned, coordinated or managed or trained students for any such activities. Majority of them are neither the members of any extra-curricular activity groups /clubs /society nor did they get any opportunity to be a part of organising a cultural event. Very few students are aware about the informal groups started by the students. A significant number of male and ST students shared that these groups are influenced by caste, religion, ethnicity, and region. Students from university and college shared during Focus Group Discussions that co-curricular activities are absolutely missing except one or two annual activities which too are not organised properly. They also shared that the co-curricular activities in the schools were great fun and learning experience whereas they are missing in their college life, reflecting that the co-curricular activities which are an essential component of student's all round development are missing in the university and colleges hampering their intellectual, social, emotional, moral and aesthetic development of the students which constitutes a crucial part of civic learning

Majority of students shared that they did not experience segregation or ill behaviour in utilising the sports facilities on the basis of their caste, creed. They did not experience any act of ragging targeted at their social background, or any sort of restriction from participating in cultural programme or the sports events. Students from the marginalised groups and Muslim experienced the act of ragging targeted at their social background. A few marginalized boys shared that they feel discriminated and ignored in the sports ground in the university, whereas college boys seems satisfied.

With regard to the awareness about campus level committees/cells, majority of students including all groups are neither aware of the UGC ((Promotion of Equity in Higher Education Institutions) Regulations, 2012, nor about the forms of discrimination based on caste and ethnicity prohibited in these regulations. They are also not aware of the appointment of anti-discrimination officer and its functions. During interviews and discussions it was shared by the authorities of college/university that while these cells are in existence, but the students reflected that the cells exists only for name sake and that they are not aware about the nature and functioning of such cells.

Students from all groups shared that political organizations are not very active in the university or college. Majority of them were not the member of any such political organization and have not held any post of office bearers. Male students were found more active than females in such organizations. Around half of the students denied the existence of student union in the campus. Focus Group Discussions revealed that student union is not active either in university or in the college and no elections have been held for last many years. Students and faculty shared that the

campus climate has become conducive and academic in absence of political parties which ruined the campus environment earlier.

Chapter 8

Teachers' Views on Teaching Diverse Student Groups

8.1 Introduction

Teacher student interaction is an important aspect of the social dynamics of any educational system. Students in higher education institutions come from a variety of social and cultural backgrounds and it is the perception of teachers towards these students and their mutual interaction that shapes the environment of the institution. In this chapter college and university teachers' views and perceptions on various dimensions of teacher-taught relationship, as transcribed by their interviews are being discussed extensively.

8.2 Views of Teachers Towards Social and Cultural Background of Students

As has been described in Chapter 4 majority of faculty both in university and college are from general category, Hindu religion. The ratio of male and female faculty is also not a balanced one. Male members dominate both in university and college and all administrative posts are generally held by male Brahmins. SC/ST faculty in the college is completely missing. Most of the students both in University and college are from rural and marginalized section, a larger population of students belong to general category followed by OBC, SC and ST students, majority of students are Hindu followed by very less number of Muslim students. It is evident from the earlier discussion (chapter 4) that student characteristics of both college and university have changed over a period of time. Now, students from a varied background in terms of castes and economic status are coming in a large number to higher education institutions.

Most of the college teachers irrespective of social groups and categories shared that students are mainly from marginalized section of the society, to be more specific they are from rural and agricultural background. A teacher belonging to general category with 38 years of experience noted that "they come from very poor family, most of the students are farmer's children, they come from middle class society, and very large number of students belongs to backward class or scheduled caste or tribes." This scenario reflects positive dimension regarding diversity in higher education; which up till recent times was privilege of few.

Some teachers also remarked the increasing presence of student belonging to urban background on the college campus and remarked that there is a mix of student from both urban and rural background. This sort of socio-cultural diversity seems to be an emerging trend in higher education attributed to the reason that a large number of students are going for higher education and as the college has improved its image and academic scenario, has become co-ed. A large number of students from diverse background especially students from urban locality and ISC, ICSE background have started favouring it.

The university teachers also found greater diversity in socio- economic and cultural background of students as compared to college ones. Most of the university teachers have acknowledged that it is a "mixed bag". Students of low income to very high income strata, from agrarian

background to business and service class, belonging to different religions, castes, sub-castes, linguistically diverse groups of students is present in the University of Lucknow.

Most of the teachers pointed out that the students coming from rural background are weak in English language which affects their academic performance and due to which most of the teachers adhere to bilingual instruction the class. Traditional gender norms that exist in family and social surroundings are replicated in campus, both at university and college level. To conclude it could be stated, that there is a mix background of students in higher education institutions. They come from varied social, economical, cultural and religious backgrounds, as majority of students come from rural, lower and middle income group and they lag behind in linguistic and communication skills.

8.3 Views on Changing Characteristics of Students

College teachers shared that the urban rural gap in student population has decreased. Earlier students of rural background tend to occupy major share in the JNDC campus but now lot more urban youth prefer this College. As commented by a botany teacher "there have been considerable changes, formerly more rural population students came, but now there is a mix of rural and urban." The Information and communication technology has played a role in breaking the barrier of urban and rural. The positive outcome of this diversity is improvement in the academic scenario, which the teachers acknowledge.

Most of the teacher acknowledged that "girls are coming in big numbers" which is also an indication of gender diversity. Teachers also pointed out that today students are far more competitive, marks and job oriented which tend to make their behavior casual, decreasing their commitment and sincerity towards college.

In the University too, almost all the faculty members find a considerable change in the students' characteristics. It was shared that students are "competition oriented" than being "oriented towards academics". They want to do something in life. They are more focused now, more knowledgeable, more career oriented, more responsible in their behaviour. But this shows a mismatch between the aspiration level of students and expectation level of teachers following traditional outlook. Relatively older faculty members find that there is deterioration of social values in students over the years.

The socio-economic background of the students has also changed over the years. Students from marginalized and lower income groups are also coming in big number for higher education and research in the university. It is argued that due to the reservation policy the quality input of students has deteriorated. This is a sign of discrimination in the university - a generalized belief, that students who got admission through the reservation policy are not academically good students. However some of the faculty members believe that changes are positive and the students are more aware and confident these days. Confidence level of marginalized students has also gone up and gradually they too are trying to be in the mainstream.

Most of the college teachers both male and female make a lucid distinction on the basis of caste and ethnicity of students through different mediums like their surnames, their gestures, interaction in class and sometimes upon the way they dress up. They are of the opinion that it is beneficial to know the cultural background of the students as it can help in interacting with the students by linking the classroom transaction with their cultural environment. However, few teachers in the college even believed that knowledge of cultural background is not necessary as it can create unnecessary bias on part of teachers.

Almost all the University faculty members, contrary to college teachers, replied in a very defensive tone that they do not care much about the caste and ethnicity of students. One of the OBC male teachers remarked "no, I can't distinguish between students on the basis of social background; we only consider their performance in class and in co-curricular activities so that they may excel in future." But as a matter of fact caste- based alliance are preferred and promoted in the university campus as mentioned by one faculty that "this has become a modern way of expressing our associations."

To analyze the views on identification of caste and ethnicity of students a clear distinction can be seen in the sequence of thoughts between the college faculties and university teachers. College faculties favoured the viewpoint of disclosing the caste and background of the students which will create a discriminatory atmosphere in a classroom. University teachers on the other hand oppose the idea of disclosing the cultural background and concentrates towards their performance.

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

Regarding the perception towards marginalised students, teachers of general category in the college shared that they never discriminate among students on the basis of category. But in contrast some teachers of OBC category perceive the marginalized students differently. For instance, a faculty from the Education department remarked that "students from marginalized communities are not very good at studies, less competitive, have poor understanding". There is tendency to attribute lower academic performance of marginalised students, it is considered that they are "slow learners". Poor economic status, low motivation and irregular attendance were cited as reasons for their poor academic performance.

Seeking permission and practice of offering *Namaz* during class hours by Muslim students is not welcomed by faculty members. This was considered as affecting students academic performance as it disrupts their studies. However, teachers fear these students and are forced to give permission to skip classes to pray, as elaborated by a female teacher of general Hindu category having 26 years' of experience, "there is a major problem of short attendance, minority go for offering *Namaz*, imitating them, others will also ask to go on Tuesdays. Our social structure has developed in such a way that we cannot say no to these practices. If we ask our Hindu students not to go for offering prayer, he will abide by the command but a Muslim student won't. There is a sort of terror." Lack of sensitivity of teachers towards religious sentiments of minority students is worrisome. The teachers needs to be sensitive regarding faith issues in a multi religious

country and should handle these cases with extra consideration and counselling keeping in mind the bigger problem of low enrolment of Muslim community in education at all levels.

In the University, teachers from different categories perceive religion as the most identifiable feature among marginalized student. A general category male teacher said “caste is thicker than blood in U.P. it is at the back of the mind, the supreme essence of the society”. This means that teachers in the university have caste based discrimination in their mind. These comments give a very lucid interpretation that teachers tend to recognize marginalized students differently and it seems that this different perception leads to discrimination towards them. A General category faculty of Education also shares his opinion that “teachers are not, very friendly with them, they are little antagonistic, by antagonistic I mean they stay aloof of them”, Similar view were shared by many other teachers. But at the same time there are teachers who sound more positive and believe in the value of diversity. Another English female Muslim faculty said that “Teachers are more sensitive towards them as from many years they were catering with the large diverse group of students; teachers are trying towards their growth and development.” Echoing the same vision, a general category male teacher with 22 years of experience said “Teachers try to bring marginalized students into mainstream.”

Regarding behavioural aspects of marginalised students, most of the college/university teachers of all categories believe that there is no such peculiar behaviour aspect of marginalized students but there are “some problems” at the “academic front”. Teachers find these students introvert in nature and hesitant in conversing with teachers, they have some “sort of complex” that they are from “marginalised communities”.

Due to their background they are “low in confidence”, “hesitate to speak” and “don’t mix easily” with other students, their “language skills” and “communication” is also poor. They remain “aloof” in their own groups and don’t come forward to participate. This view was shared by most of the faculty members in university/college across various departments.

To summarise, teachers, both at the university and college level have developed a stereotype and hold prejudices for marginalized students for not being good in studies and that they come to college and university just for the sake of getting government aids. Teachers were also found to exhibit religion based biases which are not healthy for our country having multiple faiths, hence, one need to be sensitive regarding the faith issues.

8.5 Perception of Teachers on Discrimination in Campus

All the University faculty members, except a few, unanimously agree that there is discrimination in all the fields in higher education institutions ranging from administration, to committees, governing bodies, elections, and also in the campus amongst students, “discrimination with the marginalized” can be “seen everywhere”. Teachers, however deny that there is discrimination in their particular department. Giving the example of caste dynamics in the elections of Lucknow University Teachers Association, (LUTA), a prominent and crucial body in the University for the welfare of teachers and students one of the teachers from OBC category shared that LUTA

elections were very much "influenced by lobby system, general category people create a lobby against SC/ST and minority candidates and try to influence the result in their favour". It was shared that not only this, "decision making at higher level is also influenced by lobbying of different castes, leading towards the inference that if such discriminatory practices exist at the top, the student community is bound to be affected."

College teachers in contrast stated that the students in their institution are not discriminated on the basis of caste, although some teachers do not negate the possibilities of discrimination in higher education. For instance, a general category female teacher remarked that "Yes, discrimination can be seen everywhere on the basis of gender, caste, religion, but teachers in our institution do not bear such types of biased attitude." A young teacher of OBC category, with 7 years of experience gives an example that the students with surnames like Dwivedi, Trivedi, Pandey and Dubey are given more marks in practical examination as compared to their SC/ST batch mates, giving a clear picture of discrimination on the basis of caste and religion. Similar examples are reported in interviews and selection committees. A professor from general category agrees to this point and says "certain inferences can be made from the surnames." Another professor from general category strongly confirms that discrimination exists and stated that, "*yahan Jo dimag hai wo jati se ubhar nahi sakta*."

The conclusion that arises from above views is that there are several discriminatory practices in the university/college. It is prevalent in the mindset of teachers, which is manifested by being partial towards the other community students during granting marks. However, there is positivity that is reflected that hardworking students are rewarded and always helped by the teachers and they are motivated to perform better.

8.6 Views of Teachers in Teaching Diverse Student Groups

It is a general consensus among College teachers that learning requirements of students do not depend upon their caste and categories, or being male or female. Rather the learning requirements can be individualistic and can vary according to students' individual needs. Most of them have discussed the use of remedial classes, in case students are not able to understand in class or lag behind other students.

In order to meet the needs of diverse groups, one associate professor from Sociology department admits that "we need to develop different learning atmosphere for rural and sub urban background by delivering lecture in Hindi so that they may understand." Another female assistant professor from this department adds that "remedial classes", "different cells", "committees", and "add-on courses" can help students to meet their learning needs. One female faculty from Education department shares, "students coming from rural schools need lot of attention, especially in English language, financial assistance to poor students, and more exposure to females".

Majority of university teachers perceive that learning requirements ought to be different as students come from different, academic and social backgrounds. Pointing towards the learning

requirements of marginalized, a Muslim female teacher said, “These children need far more attention than the other ones, we ask them to ask about their problems, instruct them in more simplified way.” Economic background of students was also considered as a factor affecting learning of the students.

Majority of University and college teachers of all categories and streams, highly experienced and younger lot nodded their head in affirmation and agreed that “yes, of course.” marginalized communities can do well in studies. One English faculty female teacher very well said that “Yes, it’s related with student’s sincerity and not with economic and social background”.

When we explored further through a series of related question it was found that there is strong apprehension about academic abilities of marginalised students. Teachers tried to reason out and said that “yes, why not, 40-50% average and 10-12% above average, 40-50% from poor academic background because they come from rural areas, first generation learner, parents are not much educated and mostly belong to Hindi medium.” This statement shows that somewhere at the back of their mind these faculties have a stereotype; they do not hold a rosy picture of marginalised students. Attendance of marginalised students is also not good and there may be many deeper issues of discrimination because academic ability of marginalised students remains a question. In some cases, bias in the mind of teachers regarding the marginalized students can also be factor for low motivation and irregular attendance.

Majority of University teachers believe that academic ability of students has nothing to do with the caste and category of students. Students from marginalized communities can do and actually do very well in their studies. One female associate professor from OBC category gives her own example and says, “Why not? I am an OBC sitting in front of you, so it means if I am here I have also studied”. Many other teachers from different departments across all categories firmly expressed that marginalized students can definitely do well in studies.

Regarding the major learning issues of reserved category students, college teachers commented that it is their ‘low comprehension level’ and ‘poor understanding skills’. One female teacher of general category remarked that “we have to translate everything to them according to requirement.” “Marginalised students” have “English language problem” and “lacks comprehension skill”, both these issues stand as a stumbling block in their learning pattern. A male teacher of general category commented that “most of the time they just get admission and sleep and do not come to the classes, do not maintain a very good rapport with teachers, do not try to know what are the schemes which are being run for them in an institution the greatest fault is that they are not regular to their classes because of so many reasons.” “Low motivation” and “hard work” is attributed to ill effect of reservation policies. A female teacher of general category stated that they are “not motivated enough to show their ability or hard work, just take advantage of reservation.”

According to university faculty the key learning issues that arise for most of the reserved category students is their “poor language” and “communication skills”. These students are weak

in English as observed by most of the teachers. They often hesitate to come to teachers for help and lack confidence generally.

“Their motivation level is not high as they know that they can manage with less marks with the help of reservation”, said by a young female, SC, assistant professor. “Poverty” and “deficiency of resources” were found to be other factors that hinder the performance of marginalized students. However few faculty members do not consider any specific learning issues of marginalised students, they are of the opinion that social group identity and pre-college backgrounds has nothing to do with learning in higher education. It was observed that “sometimes these students can do far better than general category students in their studies. “You can also expect a topper from them”, said a teacher.

Most of the teachers of the college irrespective of social category and gender hold a view that syllabus is designed according to the average student. Further their view was that mostly the university teachers have a say in the designing of the syllabus, or senior faculty members in university “who do not teach’ have upper hand in designing syllabus, their “likes and dislikes’ instead of systemic academic deliberations shapes the syllabus of university. The college teachers are not actively involved in designing the syllabus. As far as revision of the syllabus is concerned, most of the college teachers shared that it is revised at university level and revised periodically. However, they are not aware about the mechanism and process through which syllabus is revised periodically.

According to university teachers, syllabus is mainly designed on the basis of content that is required and is relevant at present and for future. It is according to the ‘standard and requirement” of “national eligibility test” and “other competitive examinations”, “comparison with other leading universities is also a deciding factor. The syllabus is designed by faculty members, approved by the “Board of Studies” in each department and then sent to Academic Council. The procedure and frequency of revision of syllabus is different in different departments. For example, in English and Arabic department, it is revised every three years; other departments also have norms of revising the syllabus regularly. But some exceptions are also there like Hindi and Urdu department where the syllabus is not revised despite consistent efforts of its Head of the Department.

Majority of the college teachers recommended that the choice of a discipline should be according to the interest, aptitude and calibre of the students, no matter which category they belong to. This gives the idea that a discipline chosen according to one’s own interest and competency level can shape a career in long run. A group of teachers suggested that marginalized students should choose vocational and career oriented courses as they are from economically backward classes, which reflects the discriminatory attitude of teachers. Teachers also suggested the choice of soft disciplines like English and other academic subjects and not the hard core sciences, which also indicates a question mark on the ability of marginalised. Most of the university faculty members unanimously agreed that the choice of discipline must be according to the interest and aptitude of the students and not otherwise. Supporting this viewpoint a male OBC teacher remarked “it’s not

caste based, it depends on their mental level -we suggest them according to their interest and potential."

It can be concluded from above discussion that, both college and university teachers feel, that learning requirements of students do not depend upon their caste and categories, or on gender, but differ from individual to individual depending on their social, economical and cultural background. Teachers mainly depend upon remedial classes to improve the learning of students as they are hard pressed to complete the course on time. Faculty members both from college and university, are very positive about the performance of reserved category students and motivate them to excel. Motivation is one of the most important factors for academic achievement and marginalized community has been deprived of it for long. Majority of university/college faculty highlighted that major learning issues are their language and communication skills and their low level of motivation and confidence, lack of resources, poverty were reported to be other bottlenecks in their performance.

It can be inferred that university syllabus is designed by the board of studies at university level and college teachers are not involved. It is mainly designed according to the needs of average students as indicated by college teachers. The difficulty level of syllabus is not significant but it is reported that syllabus is not relevant in present context, so less scope for development of students. The basic idea that emerges from above discussion is that marginalised students should choose a discipline that is according to their interest and aptitude as well as fits in the contemporary needs of today's scenario, teachers also emphasize students to go for vocational and carrier oriented disciplines so that they get employed quickly.

8.7 Class Room Transaction and Academic Interactions

College and university teachers both stated that, they are aware of the academic background of the student at research level and not at under graduate level because of large number of students and less interaction hours, and reflected that it depends on the "number of students" in a class/course.

Majority of the college teachers across different categories, gender and departments believe that knowledge domain is the central criteria regarding academic background. This knowledge is ascertained by teacher from student's school marks, entrance score and medium of schooling. An OBC category male teacher remarked that "It includes all grades of qualifying examination, grades of each subject and entrance scores as medium of instruction." It seemed that most of teachers have very shallow definition of academic background as they have "score and marks" as the main criteria to ascertain academic potential of students.

Academic background of students was considered to be the medium of Instruction and understanding level of the students by majority of university teachers, second preference is given to the scores of the qualifying examinations, a professor with 18 years of experience said that "it's a kind of 'package' by which we assess the students." By this he meant that academic background does not include only one aspect, rather it is a combined effect of different factors

such as medium of instruction, knowledge level, scores in a subject and so on. Regarding classroom target population, almost all the college teachers unanimously spoke that they target "average student", a female general category teacher said that "average students...as it covers the whole class, but the notes provided are useful for all the students above and below average."

The university teachers gave mixed responses on the target population of the class and most of the teacher perceives the class as a whole, a teacher of the OBC category said that they target "all the students in their class irrespective of caste and category they belong to." Sharing a similar viewpoint a male Muslim teacher also commented "I don't concentrate on the category of students but I pay equal attention to all of them, It depends on students' potential to receive understand, and gain from it", "Willingness to learn" was held as a driving force for most of the teachers rather than category, caste or religion. Few male teachers' considered "good", "regular" and "keen to learn" students as their target groups and not backgrounds. Both in college and university, it seems that teachers are not making any extra effort for the students who lag behind the average ones.

Majority of college faculty said that, they treat all the students equally and cater to the learning requirements of all the students no matter what category they belong to. At the same time they expressed that student from "socially" and "economically disadvantaged groups" need "special attention". College teachers shared that for promoting learning of weak students, there are fixed schedules for remedial classes in which weak students can clarify their doubts and can improve their understanding of the subject. All the teachers encourage their students to attend these classes. There is also a mentorship programme in the college in which every teacher has to provide mentorship to a small group of students so that proper interaction time is given to each student for promoting learning of the students. Many times teachers also help them financially to buy books and related material, but stated that irregular attendance of students is the biggest hurdle in improving their learning.

According to university teachers, learning of marginalized students are mainly promoted by way of providing them text books, learning material and notes, and giving them some extra time when they come to the teachers. Teachers give them tips and provide them guidance related to their studies, motivating students to participate in class activities is also an effective way of promoting their learning as shared by a general category experienced male professor. One female teacher of general category of English department said that "we are bilingual to them just to connect with them." This is to make their understanding of the subject better.

On the other hand, there is a segment of teachers, believing in not to discriminate among the students on the basis of caste and category. They say that we treat the students equally irrespective of their caste and background. These teachers help all the students on equal basis. During faculty interviews at college and university it was reflected that socially and economically backward students are not very regular in the classes and their attendance is also not satisfactory, they are not able to cope up with mainstream students. The underlying reason behind their poor attendance was found to be that most of the students are working on part time

basis to earn a living. They work as labourers, helpers, etc. Girls belonging to such groups come from families where their studies are not given primary importance; they might even drop their studies for marriage. It is a matter of major concern among teachers, especially female faculty.

It was found that teachers, both in college and university, are ready to help their students in whichever way they can either with books, learning material, or by giving them extra time and guidance. Some teachers specially motivate the marginalized students while some others treat all students equally and persuade them all to work hard.

During faculty interviews both in college and university it was reflected that learning outcomes of the marginalized students is mainly affected by economic factor and low attendance, as they are from poor economic background they are not able even to purchase books, inspite of getting admission at zero fees. Low level of interaction of marginalised students with teachers was also considered as drawback by most of the teachers. Another significant hurdle comes in the form of language which impedes their performance. Their command over English is poor and not even Hindi is very good. The teachers of English department too have to be bilingual and talk to them in their mother tongue. This problem is shared by most of the teachers, male and female, from all categories alike.

Some teachers have also pointed out towards the persistent gender inequality in society which also prevails in the university. One male experienced professor from general category states that "there is a kind of feminism in education as women are almost 70% but the gender equality; equity and justice merely seems to be on papers, a young female, SC, teacher said that "girls from marginalized communities suffer a lot. They have to face social as well as economic problems and things are not that easy for them as they are for boys."

Majority of the college teachers admit that they encourage academic discussion outside class. However they have different views regarding students who approach them, an OBC category male teacher with 13 years of experience said that, usually "academically sound" students come and discuss about "academic problems", but one-another teacher said that usually "introvert students" come who "hesitate interacting in class".

While majority of the teachers in university said, "All types of students approach after class" for "clearing their doubts" and the "nature of discussion" is "academic", a male general category teacher said "Yes, yes all the time", if they do not meet "I ask them to come, I also take their phone numbers to contact them whenever required". The nature of discussion is from "personal to academic" which may assure their growth." Teachers also said that they need to encourage marginalized students for coming to them. A male OBC faculty with 15 years of experience commented that, mostly SC students approach him for guidance because upper caste teacher prefer upper caste student only to pursue research under them and SC/OBC students go to the SC/OBC teachers, depicting the discrimination done on the basis of caste at research level. An OBC teacher shared his personal experience and pointed out that "As I am OBC they feel comfortable talking to me rather than upper caste teacher who may have indifferent attitude towards them."

To summarize the above discussion on classroom transaction and academic interactions, it could be stated that knowledge of academic background of students merely depends on the strength of a class. As the strength decreases the interaction between students and teachers become easy and more frequent. Overall, knowledge of academic background depends upon teacher student ratio in different courses, teacher student interaction, and regularity of students in the class.

Medium of Instruction and understanding level of the students is mainly considered as academic background of students by majority of the university teachers, whereas, college teachers mostly prefer grades and marks in qualifying examinations, teachers have shown that they prefer students from English medium schools and competitive boards and universities .

It was reflected that usually college teachers target the average students in their classroom whereas the university teachers gave a mixed response regarding the target population. Few faculty members regarded the selection of target population as neutral whereas some of them preferred the students who were having good attendance percentage. These statement shows the casual state of teacher in the class room as most of the teacher do not pay attention to marginalized student specifically, who no doubt need extra attention.

It was inferred from the discussions that socially and economically backward students are not very regular in college. Their attendance is not satisfactory. They are not able to cope up with mainstream students. The underlying reason behind their poor attendance is that most of the students are working on part time basis to earn a living. They work as labourers, helpers, car washers as well as tailors, especially girls. Girls belonging to such groups come from families where their studies are not given primary importance; they might even drop their studies for marriage. It is a matter of major concern among teachers, especially female faculty.

It was found that teachers, both in college and university, are ready to help their students in whichever way they can either with books, learning material, or by giving them extra time and guidance. Some teachers specially motivate the marginalized students while some others treat all students equally and persuade them all to work hard.

Study revealed that there is not one hurdle but many in the path of education of the marginalized students. Lack of resources, poor economic background, poor motivation to perform better, lack of confidence, and the persistent gender inequalities all create hurdles to impede the performance of these students. Discussion upon the academics discussion outside the classroom, revealed that marginalized student’s are hesitant to approach teachers for academic problems after the class, but prefer to go to the teachers of their own caste for guidance.

8.8 Non-Class Room Student Engagement with Diverse Student Groups

Teacher non-class room engagement with the students revealed that most of the college teachers generally have positive attitude towards discussing personal problems of the students as they can “affect their studies”. The outcome of such discussion is positive as it creates “confidence” in students, as quoted by a male professor with 27 years of experience. The problems students discuss are mainly related to their studies and their family problems.

But at the same time, there are few teachers who do not directly encourage their students to discuss personal issues but justify that there are various committees and cells created in the college for this purpose. At university level teachers pointed out importance of personal counselling as it makes students “feel happy” a interaction done “with an open heart” becomes “meaningful”, and "promote articulation”. Contradicting this, few teachers are not in favour of non- formal interaction with the students.

Regarding co-curricular engagement it was found that, all the teachers of college take part in co-curricular activities on regular basis and give their time for planning and organizing such activities daily. Most of the teachers are members of various cells and committees set up in the college. The head or in-charge of these committees is selected by the principal of the college, as unanimously shared by the faculty members of this college.

In the college, female faculty members are also given equal opportunities to be members and are in- charge of various committees and cells promoting gender equality. All the teachers firmly express their positive attitude towards the importance of these co-curricular activities and committees as it is an “important part” of their job and very essential for “overall development” of the students.

Majority of the university teachers seem disinterested with the non-teaching engagement, as a teacher complained that “basically we are clerks, not teachers.” Parallel to this, another teacher seemed unsatisfied and strongly disproved the non-teaching work commitment as it takes a “large amount of their academic hours” and sometimes they are in a “dilemma to do it or not.” Apart from this a general category teacher also indicated a deep rooted casteism in the cultural and other non- teaching committees.

Regarding co-curricular engagement it was found that college teachers are satisfied with the non academic engagement but most of the university teachers call it “clerical” engagement as it take most of their academic hours and at times they are in dilemma to perform or not to perform such activities. This reflects that teacher job satisfaction is not their which is one of the most important criteria based on which they can give their total commitment to their students and can willingly work on more important issues like maintaining equality in higher education.

Regarding institutional approach to overall student development the college organizes numerous activities, cultural programs and sports event throughout the year for achieving a well-balanced student’s overall development. As far as the meaning of overall development is concerned, all the teachers have similar opinion that overall development means not only the mental development but also the physical, social, emotional and personality development. It is a very good sign that teachers are primarily concerned about making the students good citizens of the country. University too, apart from teaching and learning is engaged in many activities like sports, and cultural events for over-all development of students so that they grow socially, morally, emotionally as well as culturally. But again, there is dissatisfaction among few teachers regarding the university policy of students’ development as there is lack of modern methods of teaching.

The college has informal policy for non-classroom interaction with the students as agreed by most of the teachers. There is a mentorship program running in the college. In this program every teacher has to mentor, guide, supervise, and interact with a group of around 15-20 students. The nature of interaction is on various matters related to their studies, performance, college activities, guidance and counselling, etc. This interaction is non-classroom in which students discuss any issue regarding the college, studies or otherwise, with their mentor. But at the university level there is no informal policy for interaction with students as such but it is done at the faculty and individual teacher level through their own initiative.

Teachers reflection on the challenges they face while engaging with the young adults were reported to be lack of self discipline and shortcuts they want to adapt in life. Faculty members shared that students want rapid success and can also adapt wrong means to do so. Life skills and value development were emphasised as a tool to develop a sound personality of students.

For university teachers too, there are many challenges while getting engaged with young adult. It largely revolves around discipline issues. Female teachers have certain other points of concern regarding co-ed education system. A female OBC Category faculty with 15 years of experience reflected about the improper dressing sense of girls, which tells more about her discriminatory attitude towards girls. Teachers pointed out that “Proper adjustment of behaviour”, “positive attitude”, “awareness” and “knowledge” are required to sustain at national and international level and these qualities shall be inculcated in students.

As far as promotions of human values are concerned, teachers are of the opinion that the overall experiences students gain in the college affects the development of their value system. So, it is imperative on part of college to create such learning experiences that promote good values in them.

There are a number of activities and events organized in the college keeping in mind the concept of value development such as value based seminars and lectures from eminent speakers in the field. Cultural activities and sports events also contribute to the development of various good values like teamwork, cooperation and sympathy. There are various cells and committees for this purpose like NCC and NSS which foster good human values, similarly women cell promotes values like gender equality and respect for women.

At university level there is no organized way of fostering human or ethical values but is being done indirectly by NSS, NCC and through teachers at individual level. One teacher emphasized the importance of teacher student interaction and good literature for value inculcation, “values can be inculcated by teaching some philosophical literature like Gandhi, Nehru, Tagore. University is doing this by organizing programs and policies on Ambedkar, Tagore, Nehru and Vivekananda through seminars and workshop.” Though the efforts by university in bringing complete“ban on ragging”, “assuring proper security” before the festivals; assuring “no misbehave” and “vulgarity”, “women’s Grievance cell” to assure safety of women, all these have an indirect impact on good conduct and values in students.

To give the gist of non-classroom engagement of the students, it is observed that most of the teachers encourage their students to come and discuss their personal problems as well because these problems can have adverse effects on their studies. The nature of such interaction is academic as well as personal and the outcome of such interaction is generally favourable and the problem gets solved.

Regarding institutional approach to overall student development it is observed that both college and university haves sports and cultural events for the all round development of students' personality though the occurrence of such programmes is not so frequent. University faculty was not found to be satisfied by such activities as they lack modern and technological infrastructure.

With regard to the challenges faced by the faculty while engaging with the young adults, it was found that discipline is the major challenge for both university and college teachers, desire for rapid success by all means and a casual attitude towards learning were reported as other challenges. On promotion of human values among students teachers' opine that values are the driving force for fostering diversification and eradication of discrimination, but it is clear our educational institutes are not equipped much for the task. As such there are more concrete efforts in the college, but in university there is no such rigorous machinery for the same.

8.9 Summary and Analysis

To summarize teachers views on teaching diverse student groups, it was reflected that the socio-economic and cultural diversity in the college and university is hugely, richly diverse body of students with large number of students being first generation learners coming from economically and educationally deficient families, largely from rural backgrounds and different regions of the state with declined number of out of state students. A great diversity is found in terms of caste, sub-caste, class, religion, gender, and in linguistic background.

Students were observed as more techno savvy, career oriented and full of confidence across all categories due to their exposure to wide range of knowledge by modern digital ways. But at the same time there are teachers who showed their concern towards reading habits and declined moral values.

There is a clear distinction in the sequence of thoughts regarding identification of caste and ethnicity of students between the college faculties and university teachers. College faculties favoured the viewpoint of disclosing the caste and background of the students which will create a discriminatory atmosphere in a classroom. University teachers on the other hand opposed the idea of disclosing the cultural background and emphasized only on concentration towards their performance.

It is obvious from the discussion that teachers, both at the university and college level have developed a stereotype and hold prejudices for marginalized students for not being good in studies and that they come to college and university just for the sake of getting government aids. Teachers were also found to exhibit religion based biases which are not healthy for our country having multiple faiths, hence, one need to be sensitive regarding the faith issues.

It was observed that there are several discriminatory practices in the university/college prevalent in the mindset of teachers, which is manifested by being partial towards the other community students during granting marks. However, there is positivity that is reflected that hardworking students are rewarded and always helped by the teachers and are motivated to perform better.

With regard to the teachers views about learning requirements of diverse groups it was found that, both college and university teachers feel, that learning requirements of students do not depend upon their caste and categories, or on gender, but differ from individual to individual depending on their social, economical and cultural background. Teachers mainly depend upon remedial classes to improve the learning of students as they are hard pressed to complete the course on time. Faculty members both from college and university, are very positive about the performance of reserved category students and motivate them to excel. Motivation is one of the most important factors for academic achievement and marginalized community has been deprived of it for long. Majority of university/college faculty highlighted that major learning issues are their language and communication skills and their low level of motivation and confidence, lack of resources, poverty were reported to be other bottlenecks in their performance.

It was reflected during discussions that university syllabus is designed by the board of studies at university level and college teachers are not involved. It is mainly designed according to the needs of average students as indicated by college teachers. The difficulty level of syllabus is not significant but it is reported that syllabus is not relevant in present context, so there is less scope for development of students. Regarding the selection of discipline by marginalised students was that they should choose a discipline that is according to their interest and aptitude as well as it fits in the contemporary needs of today's scenario. Teachers also emphasized students to go for vocational and carrier oriented disciplines so that they get employed quickly.

Discussion on classroom transaction and academic interactions reflected that the knowledge of academic background of students merely depends on the strength of a class. As the strength decreases the interaction between students and teachers become easy and more frequent. Overall, knowledge of academic background depends upon teacher student ratio in different courses, teacher student interaction, and regularity of students in the class. Medium of instruction and understanding level of the students is mainly considered as academic background of students by majority of the university teachers, whereas, college teachers mostly prefer grades and marks in qualifying examinations. Teachers have shown that they prefer students from English medium schools and competitive boards and universities.

It was reflected that usually college teachers target the average students in their classroom whereas the university teachers gave a mixed response regarding the target population. Few faculty members regarded the selection of target population as neutral whereas some of them preferred the students who were having good attendance percentage. These statements shows the casual state of teacher in the class room as most of the teacher do not pay attention to marginalized student specifically, who no doubt need extra attention.

It was inferred from the discussions that socially and economically backward students are not very regular in college. Their attendance is not satisfactory. They are not able to cope up with mainstream students. The underlying reason behind their poor attendance is that most of the students are working on part time basis to earn a living. They work as labourers, helpers, etc. Girls belonging to such groups come from families where their studies are not given primary importance; they might even drop their studies for marriage. It is a matter of major concern among teachers, especially female faculty.

It was found that teachers, both in college and university, are ready to help their students in whichever way they can either with books, learning material, or by giving them extra time and guidance. Some teachers specially motivate the marginalized students while some others treat all students equally and persuade them all to work hard. Study revealed that there is not one hurdle but many in the path of education of the marginalized students. Lack of resources, poor economic background, poor motivation to perform better, lack of confidence, and the persistent gender inequalities all create hurdles to impede the performance of these students. Discussion upon the academics discussion outside the classroom, revealed that marginalized student's are hesitant to approach teachers for academic problems after the class, but prefer to go to the teachers of their own caste for guidance.

To give the gist of non-classroom engagement of the students, it is observed that most of the teachers encourage their students to come and discuss their personal problems as well because these problems can have adverse effects on their studies. The nature of such interaction is academic as well as personal and the outcome of such interaction is generally favourable and the problem gets solved. Regarding institutional approach to overall student development it is observed that both college and university have sports and cultural events for the all round development of students' personality though the occurrence of such programmes is not so frequent. University faculty was not found to be satisfied by such activities as they lack modern and technological infrastructure.

With regard to the challenges faced by the faculty while engaging with the young adults, it was found that discipline is the major challenge for both university and college teachers, desire for rapid success by all means and a casual attitude towards learning were reported as other challenges. On promotion of human values among students teachers' opine that values are the driving force for fostering diversification and eradication of discrimination, but it is clear our educational institutes are not equipped much for the task. As such there are more concrete efforts in the college, but in university there is no such rigorous machinery for the same.

Chapter 9

Diversity and Governance and Management and Professional Development

9.1 Introduction

Diversity is an intrinsic characteristic of our country; hence it needs to be manifested in the same way at all level of system for proper growth and development. The key to harnessing India's vibrant diversity is education as Indian higher education is the second largest in the world and is likely to surpass China in the next 15 years to be the largest system of higher education in the world.

A diversity of region, religion, social, economic and cultural nature is at rise day by day in higher education institutes. To maintain an effective decision making, better utilization of talents and specialities and above all a healthy environment for learning it is essential that this diversity is manifested in governance and management too.

Faculty members who form the core of any academic institution and come from diverse groups should be ensured equal opportunity in governance and management structure and should be provided equal opportunities for their professional development leading towards the balanced growth of all of them irrespective of the backgrounds they come from. This chapter make an attempt to understand faculty diversity in governance and management structures of college and university in terms of representation and participation in governance and management, access to professional development opportunities and working conditions.

9.2 Faculty Diversity in Governance and Management Structures

The data does not show a rosy picture of level of representation and participation of diverse faculty members in governance and management structures in higher education. It is evident from the data that at university level all the key positions in governance and management like vice-chancellor, pro-vice chancellor, registrar, controller of examination, finance officer and proctors are occupied by upper caste Hindu male (Brahmins) faculty. This raises a question mark on diversity in terms of social group, gender and religion challenging diverse perspectives in decision-making leading to better decisions, legitimizing the mandate of the organization, and building cohesion among diverse populations. Data reveals that the scene of governance and management for college also is no different than the university, with all upper caste Hindu male faculty (Brahmins) seated at the key positions once again reflecting complete absence of social and gender diversification,

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

Most of the faculty member perceives that level of representation depends on the recruitment procedure, including how positions are advertised and how interviews are conducted. They question the credibility of hiring and promotion activities. Caste systems based on principle of customary rules is seen to be a form of social and economic governance ruling in the higher education system. Generally female faculty member believe that they are being denied training

opportunities, promotion, performance, pay and other employment-related benefits. There is also a type of discrimination that prevails in governance which makes administrative decisions based upon someone's religious identity. Both in university and college a kind of hierarchical structure seems to play which fail to accommodate diverse faculty member.

9.4 Status of Access to Professional Development Opportunities

Faculty members of both the university and the college have accepted that there are ample of professional development opportunities and it depends on the individual's potential to avail them. Most of the university teachers are involved in major and minor projects but many of them are disheartened by the release of funds by the clerks, many of the university teachers authors books and are also free to attend and organise seminars and workshops for professional development. Although teachers from SC/ST background have achieved less than the general category teacher in terms of professional development. OBC teachers are ahead SC/ST faculty as far as professional development is concerned.

In contrast College teachers are dissatisfied with their professional growth as compared with the university teachers complaining that they have less opportunities of professional growth. College teachers are not preferred by the university to undertake projects, although college teachers are also free from their management to attend training courses and seminar etc. for their professional growth.

9.5 Views on Access to Professional Development Opportunities

All the university teachers of various faculties and different categories agree in one voice that university provide much wider professional development opportunities than college. The area in which they feel university has upper hand is infrastructure, research projects, flexible timing, working environment and more exposure, though some teacher belonging to OBC category believe that university administration put unnecessary hurdle in availing professional opportunities. As a male teacher of OBC category commented "functioning at official level is not satisfactory especially at clerical level and at registrar office, pending files, putting objections and making teachers run unnecessarily these problems are not in colleges". Even a female teacher of general category shares that "opportunities are certainly available but lots of bottleneck in the administrative part."

Teachers belonging to minority group also feel that university provide greater opportunities for professional development. A female Muslim teacher said that "yes, personally I am very satisfied with the development and the opportunities provided by the universities. Here we get more opportunities to fulfil our own interests and career and also to instruct students according to our convenience as compared to the college". Whereas some other female teachers agree that "there is academic stagnation in colleges and academic advancement in universities". Most of the university teachers have admitted that opportunities, scope and availability of resources are tremendous in university.

A female SC teacher shared that “Teachers in the university are free to do research and grow but at the same time she also points out that “professional rivalry and category wise biases are everywhere.” which indicates towards the biases faced by the reserve category teachers.

Few marginalized female faculty with upper caste HOD reflected that the ‘favouritism on caste basis takes place here also’, and that she feel ‘discriminated’ when it comes to projects, conferences, seminars and symposium etc. However few general category teachers having long years of experience pointed out that “it depends on individual teacher how he works for his own professional development.”

The college faculty members, young and old, male and female, are not very happy with the university's approach to research opportunities for college teachers. Most of the teachers have unanimously admitted that college lags behind as far as research opportunities are concerned, most of the teachers firmly expressed that being a college teacher they don't get much research exposure. One male teacher with 38 years of teaching experience clearly stated that university does not think it proper to involve teachers in UGC research projects, despite the fact that college teachers are equally capable and competent for research. The college teachers’ views clearly indicated that they are being discriminated by the university for research and professional development opportunities.

However, almost all the teachers agreed that the college management is very supportive for professional development of faculty members at individual level. The principal is open to new ideas and is ready to give duty leave for any type of refresher course, attending seminars and workshops, etc. Some of the female faculty members of the college emphasized that management is “very supportive” in giving opportunities for growth which shows gender parity prevalent in the college. Highlighting the ‘individual’ nature of support as opposed to institutional level, the younger faculty members found the Principal very motivating and they look forward for professional growth with the help of ICT and other infrastructure.

Faculty members from the OBC and female faculty members from this college also stated that the college management and principal are equally supportive and ready to help whenever required. They simply stated that access to professional development opportunities and the satisfaction depended on “healthy relations”, between faculty and management. Seniority and being male also determined the pace of professional development. One could hear voices of early career female faculty members reflecting that,’ senior teachers are more privileged to attend’ the conferences as they ‘have to stay back in the department for taking the classes’. Older faculty members have experienced a growth in professional development with the support of college, but at a slower rate. The younger male teachers were found to be more comfortable to attend the conferences, symposium and had record of pursuing number of projects. College teachers from the marginalized groups as compared felt themselves more helpless of attending career advancement programmes due to" lobbying on the basis of ‘caste’, ’senior-junior attitude of the teachers’, and ‘disinterest of college administration’ and above all ‘problem of getting leaves.’

However few teachers pointed out that it is up to individual teacher calibre belonging either to university or college to grab opportunity and work on professional development. As a male teacher with 30 years of experience of general category believes that "it depends on individual teacher how he works for his own professional development."

9.6 Views on Working Conditions of the Faculty

Most of the faculty members both in university and college have acknowledged that the working conditions are very different at both the places. Most of the university teachers are engaged in post graduate teaching, research and publications and poses to be 'academic elite' on a higher pedestal than college teachers. University teachers find their working conditions as more congenial and experience more freedom than their college counterpart. On the other hand college teachers have hardly any control on their conditions of work, teaching schedules or other aspects of every day academic life. They are expected to follow prescribed time schedules, prescribed curriculum and a set of policies and rules most of which are determined by various college and university bodies, in which they have little or no say at all. College teachers acknowledge that they are hemmed in by rules and regulations which constraint their decision making inside and outside classroom.

For the college teachers it is the virtual lack of authority of the individual teacher which is a critical problem because it strikes at a heart of teacher's professionalization where as university teacher's work in an environment which is different from the colleges. College teachers also feels that the bifurcation of higher education into UG and PG sectors and the necessity of affiliation of colleges is responsible for the low status of college teachers as compared to the university teachers.

Most of the university faculty members believe that the working conditions are congenial but politics prevailing in the campus do interfere with working in subtle ways. Many head of the departments belonging to general category were not satisfied by their reserved category teacher whereas reserved category teachers blame general category for having a discriminatory attitude towards them. SC male teachers were dissatisfied with their general category counterparts and blame them for not giving sufficient opportunities to them in decision making. Caste-based lobby formation was highlighted as a cause for disruptive working conditions causing an internal dislike and rivalry leading towards un-conducive, un-favourable and unhelpful working conditions.

Female faculty too seems dissatisfied with the working conditions prevalent in the university as their male counterparts do not support them in performing various academic and co-curricular activities. Use of abusive language by their male counterparts and complaints of misbehaviour causing depression and nervous breakdown were also shared by female faculty of the university leading towards the stressful working conditions.

Whereas all the college faculty members say that the cooperative management and sound administration are key strengths of the college, good infrastructural facilities are an added

advantage like good library and working conditions. Most of the college teachers were found contented, satisfied and happy for the working conditions prevailing in the college but some female teachers have pointed that management sometimes consider the genuine needs as leisure which adversely affects the working conditions. Almost all the teachers have accepted and praised principal's positive approach and dynamic nature as a force of progress and congenial working environment.

9.7 Summary and Analysis

Present structure of governance and management does not show a rosy picture of level of representation and participation of diverse faculty members. It was found both in university and college all the key positions in governance and management like vice-chancellor, pro-vice chancellor, registrar, controller of examination, finance officer and proctors are occupied by upper caste Hindu male (Brahmins) faculty reflecting that, caste system based on the principle of customary rules is seen to be a form of social and economic governance ruling in the higher education challenging the diversity in terms of social group, gender and religion. The lack of representational diversity negatively impacts inclusion of diverse perspectives in decision-making that may lead to better decisions, legitimizing the mandate of the organization, and building cohesion among diverse populations.

Faculty members of both the university and the college have accepted that there are ample of professional development opportunities, for research work, seminar/conferences and publications but the college faculty members, young and old, male and female, are not very happy with the university's approach to research opportunities. They unanimously admit that college lags behind as far as research opportunities are concerned despite the fact that college teachers are equally capable and competent for research, and felt discriminated by the University for research and professional development opportunities.

However, almost all the teachers including OBC and female faculty reflected that the college management (specially the principal) is very supportive for professional development of faculty members if there exist a healthy relation between faculty and management. Female faculty of the college emphasized that management is "very supportive" in giving opportunities for growth which shows gender parity prevalent in the college. However, the faculty members also were of the view that caste and gender relations impact access to professional development opportunities.

Most of the faculty members both in university and college have acknowledged that the working conditions are very different at both the places, college teachers shared that most of the university teachers are engaged in post graduate teaching, research and publications and poses to be 'academic elite' on a higher pedestal. College teachers feel deprived of not having any control on their working conditions, teaching schedules or other aspects of every day academic life, but are expected to follow prescribed time schedules and curriculum and feel hemmed in by rules and regulations which constraint their decision making inside and outside classroom. This lack of authority of the individual teacher poses many problems striking at the heart of teacher's professionalization and democratization adversely effecting the learning environment. College

teachers also feel that the bifurcation of higher education into UG and PG sectors and the necessity of affiliation of colleges is responsible for the low status of college teachers as compared to the university teachers.

Whereas all the college faculty members seems satisfied, contended and happy with their cooperative management and sound administration and holds this to be the key strengths of good working conditions prevailing in the campus. On the other hand most of the university faculty members believe that the working conditions are congenial and shared that they have more freedom towards academic decisions than their college counterpart but reflected that the politics prevailing in the campus do interfere with working in subtle way. Head of the departments of general category are not satisfied by their reserved category teachers whereas reserved category teachers blame general category for their discriminatory attitude for not giving sufficient opportunities to them in decision making.

Caste based lobby formation was highlighted as a cause for disruptive working conditions in the university causing an internal dislike and rivalry leading towards unconducive, unfavourable and unhelpful working conditions. Female faculty too seems dissatisfied with the working conditions prevalent in the university as compared to college females and reflect that their male counter do not support them in performing various academic and co- curricular activities. Use of abusive language by their male counterparts and complaints of misbehavior causing depression and nervous breakdowns were also shared by female faculty of the university.

Chapter 10

Institutional Response to Diversity, Equity and Quality

10.1 Introduction

The diversity of the people is the biggest source of innovative ideas and creative accomplishments as it bring together variety of personal experiences, values, and views that arise from differences of culture, race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.

Hence it becomes indispensible for HEI to seek and achieve diversity and this is only possible when higher education is accessible to the people from all backgrounds. This openness for students from all groups, tends to serve all parts of the community equitably and introduces a diversity in the campus which in turn broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Hence it becomes essential for higher education institutions to safeguard the rights and requirements of diverse students groups to ensure diversity and equity leading towards healthy development and growth of all by adapting various measures like cell and committees which can play a major role in this direction.

Therefore this chapter is an attempt to analytically present the feedback obtained from faculty and students regarding the institutional response to diversity, equity and quality prevailing in higher education. The preceding discussion gives an account of the process of establishment, nature and function of the major cells and committees meant to induce equity and diversity in higher education institutions.

10.2 Structure and Core Functions of the Cell/ Committees

As shared by the officials and faculty of university/college there exist a number of cells/committees for the well being and all round development of the students. Some of the important cells/committees were found to be IQAC, EOC, women/anti sexual harassment cell, student welfare cell etc., interaction with their in-charges revealed the following aspects of these cells/committees.

10.2.1 Equal Opportunity Cell (EOC)

As shared by the university officials, EOC was established in November 2012 to provide the special thrust and focused attention towards the issues concerning SC, ST, OBC, Women and Physically Challenged. Although it was revealed through various faculty, HOD's and cell in-charges interview that the cell has no significant existence, a high official of the university reacted as "we've never felt the need of anti-discriminatory cell and I don't know anything about equality cell…. it has no use as all measures and policies are transparent so it's understood that equal rights and opportunities must be given to all." This reflects least concern of authorities as far as equity issues of marginalized are concerned.

The present in-charge of EOC in the college shared that the cells caters to all issues and challenges of teachers and students regarding equal opportunities and it ensures that ever one gets equal opportunity for growth and development in the college. It was stated that no complaints have been received from students or faculty for last 5 years, The reason for this as shared by the principal is, the "vigilance" and "number of operating programs" which helps to overcome any sort of problems, although majority of teachers and students were not found informed regarding the functioning of the cell, it existence was acknowledged only by few. No antidiscrimination officer was reported both in university and college, reflecting the poor picture of the implementations of rules and regulations and also more casual attitude towards the problems of marginalized and minorities.

10.2.2 Women Cell

The convener shared that the team to look after the proper functioning of cell comprises of 7 members including the NGO's from outside and few student representatives in the college. Responsibilities of the cell includes taking care of the facilities available for girls and lady teachers in the college, providing an immediate redressal or solution to the problems like harassment and sexual assault, monitoring the upkeep of girls' common rooms, inviting discussions with girls and class representatives regarding any problem being faced by girls in the campus on regular basis and to organize small events on occasions like Women's Day. As shared by the convener only one complaint has been recorded in last 2-3 years which needed some action, some less significant verbal complaints have also been redressed.

Regarding infrastructure it was shared that no separate infrastructure is provided, but the committee work is managed in the conveners department or in the principal's office. Although it was shared that it is difficult to do committee work along with the academic responsibilities it was also revealed that giving extra time for the college and working in coordination with others can take care of students concerns in a better way. As an improvement measure it was suggested that functioning of the cell should be made more diverse, not only male faculty but male students should also be there and the cell should also consider boys grievances as they too constitute a the part of gender.

In the university, women cell exists as women assistance and grievance redressal cell. It was shared that the head of the committee is selected by the VC in consultation with his committee and rest of the members are selected by the head. There lacks proper infrastructures for the functioning of the cell but the facilities of the department to which the chairperson belong are availed most of the time.

Although the committee works demand lot of time and patience, it is performed very smoothly in the interest of students. It was reflected that despite of all hindrances /obstacles like lobbing in the university sometimes against the concerned head creates difficulties in performing the work but self satisfaction and a sense of contribution toward constituting an environment keeps the work going.

Regarding complaints it was shared that still there is a stigma associated with the victim and the harassment the victims don't want to lodge any written complaint but only verbal complaints are made. Even the senior women professors and teachers like the women who are at very competent position are also not ready to come out with a written complaint forming a basic problem due to which no cognizance can be made. Only 15 written complaints are made in last 5 years as compared to hundred's verbal ones.

Conflict of interest or overlap of functioning between cell/ committee was also highlighted as an obstacle in the proper functioning of cells e.g., student welfare cell. It was reflected that any recommendation regarding the guilty ones are advocated by student welfare cells on humanitarian grounds providing resistance to the recommended action from the women cell further challenging the functioning of the cell. It was suggested that the authorities of the university, male and female faculty along with the students should be sensitized, because of a patriarchal mind set where gender sensitization is the last priority of everything. The authorities' attitude of o.k. madam "*aap dekh lijeye", "aap apne level pe dekh lijeye*" needed to be washed out for taking just and required actions against the guilty. Implementation of recommendations was also highlighted as big challenge in presence of hindrances from different groups, perpetrators or the seat mongers due to which a very strong support from the system is required to accomplish the task of the cell.

10.2.3 Grievance and Redressal Cell

The main function of the cell both in university and college has been shared as to collect and record grievances received by the cell through various media like email, letter, phone or personal meetings etc.

It also undertakes effective redressal of the complaints through an unbiased probe into the matter and submission of final report of the matter to the principal and maintenance of a date-wise register of complaints and details of action taken.

As shared by the faculty grievance cell in the college exist as women assistance and grievance redressal cell. As shared by grievance cell in-charge, college is actively having grievance cell for the last years and working of the cell is satisfactory.

The cell is open to all kinds of student's and "all the problem of the students is addressed in this cell apart from the problems related to equal opportunity cell and sexual harassment e.g., if the student have library inconvenience or any other matter related to classes etc. and so on." The team consist of 7-8 teachers form different departments and all of them try to make the student aware about the working of the cell. Appointment of the team members is done by the principal in consultation with the co- coordinator but authority of the principal is superior. No special or separate infra structural facilities are given to the cell except one clerk and peon.

The planning and monitoring of the cell activities are done through regular meetings of its members where decisions are taken to resolve the reported complaints. No working time for the cell is fixed as such but it depends on situation and varies accordingly. The in-charge reported

that there use to be thousands of complaints, but last year there were only 300 complaints of routine nature such as unavailability of books, library problems, and problem of language in the classroom. There have also been complaints related to female students with their male counterparts, which were reported to be due to the co-education nature of the institute, and were addressed as of routine nature, highlighting the casual attitude towards gender issues. It was reported that the number of complaints have decreased to less than 100 in the present session as the cell is trying to solve the routine issues beforehand, and as remarked "When we say that complaints are decreasing, it means there is an impact." This shows a prime concern towards the statistics and not eliminating the actual problem. All the activities of the cell and information related to the cell were reported to be uploaded on the college website to make it reach to all the students and for the smooth functioning of the cell. It was suggested that student should visit the website of the college regularly to know about and to take part in different activities and events of the college for their overall development.

10.2.4 Student Welfare Cell

In-charge of student welfare cell states that the cell takes care of almost all the activities that are concerned with the students in the college. It is a two member committee and members are selected by the principal. All the concerns of students' welfare are taken care of, although, there is no separate infra structure provided to the cell the activities are taking on regular basis.

One regular activity of the cell is to provide books to the poor students, cell members works for at least 10 hours per week to perform the activities. As far as complaints from the students are concerned, cell in-charge remarks, "although data base is maintained there has been no complaints last year." The reason for this was shared as the existence of a good environment in the college."

10.2.5 Anti Ragging Cell

University and the college both have anti ragging committee under Proctoral Board. In the university there are 33 members in the team which shows quite a big constitution including women faulty members. The main function of the cell is to ensure that no ragging or harassment takes place in the campus and to take disciplinary action.

The faculty is appointed to this cell by the Vice-Chancellor on the recommendation of the proctor. As the cell is taken care of by Proctoral Board it has a good infrastructure, and are well furnished.

To minimize the incidents of ragging cell has categorised hostels for 1 year II year and final year students which has been pointed out as a very successful move. It was shared that not many cases have been reported regarding only few cases were reported in the boys hostel action for which were taken immediately.

It was shared that the committee work very hard for student welfare sensitization programmes for students and training to guards and support system is given to handle the cases at sensitive

places. Use of CUG systems was highlighted as a very successful measure for quick communication and to control the situation before it gets worse. As suggestion for improvement it was pointed out that there should be a better monitoring committee. Instead of many committees there should be one big committee to handle the issues like ragging which are not confined to academic arena, academic hours but are far wide spread. A bigger involved of the administration is required; it has to be more pro-active than post active to avoid problems.

10.2.6 IQAC

Internal quality assessment cell was found to be functional in both university and college having the goal of developing a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance and to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

The committee comprises of 12-13 members selected by VC/ Principal along with the head of the committee. IQAC organizes various training programmes for teachers ensuring their professional development in order to achieve overall quality in learning setup. It also organizes programmes for the students and ask for feedback to receive analyse the teaching-learning conditions. IQAC of the college has initiated a mentor ship programmes in which a group of student is mentored by a particular teacher and keep account of their overall growth of the students hence giving teachers and students a platform for one-to-one interaction making the environment more congenial, friendly and productive.

10.3 Level of Complaints Received by Cell/Committees

It is obvious from above description that not many complaints have been received in any of the cells, only few written complaints have been reported. The fear of revealing identity, enemity and the stigma associated with the victim and the harassment deprives most of the faculty and students to lodge any written complaint creating a problem towards proper cognizance into the matter.

10.4 Challenges and Suggestions for Improvement of the Functioning of the Cell

It was suggested for the women /sexual harassment cell that the authorities of the university, male and female faculty along with the students should be sensitised, because of a patriarchal mind set where gender sensitization is the last priority of everything.

The authorities' attitude of o.k. madam "aap dekh lijeye", "aap apne level pe dekh lijeye" need to be washed out for taking just and required actions against the guilty. Implementation of recommendations was also highlighted as big challenge in presence of hindrances from different groups, perpetrators or the seat mongers due to much a very strong support from the system is required to accomplish the task of the cell.

All the activities of the cell and information related to the cell should be uploaded on the university college website to make it reach to all the students and for the smooth functioning of the cell.

Student should be motivated to visit the website regularly to know about and to take part in different activities and events of the college for their overall development. There should be a better monitoring committee. Instead of many committees there should be one big committee to handle the issues like ragging which are not confined to academic arena, academic hours but are far wide spread. A bigger involvement of the administration is required; it has to be more pro-active than post active to avoid problems.

10.5 Institutional Policies for Diversity and Equity

University and college officials highlighted that the reservation policies are followed as per government norms (SC, ST and OBCs students have quota of 15%, 7.5% and 27% seats, respectively) to ensure the entry of marginalisied, women and disabled students. A provision of vertical and horizontal reservation as provided by the central and state government is adhered to by the university to ensure equal representation of all groups. 5% weightage is given to the girls ensuring their entry in higher education.

It was also shared that diversity has decreased from 75% to 50% due to change in reservation policies. Zero fee provision was shared as a boon to motivate the entry of less privileged ones in higher education in which a receipt of zero rupees is given to the student indicating that no fees has been charged from him and the same amount is claimed from the government providing chance to the economically and socially weaker section of the society to come forward and be the part of main stream.

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

As shared by university officials, there is a special management cell to keep working on how to promote quality in education. A new procedure has been started in which students' response towards teachers and teachers' response towards students are collected in order to facilitate and improve educational experiences in the campus. No tolerance policies are also being worked upon for education of students' which is at transition state at present.

Efforts are being made to ensure attendance in the classes by various computerized and atomized systems for attendance. Various academic and co-curricular programmes were reported along with the provision of research centres and special academic departments that focus on women and social issues. It was also highlighted that university will be having smart classes, Wi-Fi etc., soon as a measure to improve quality of education.

On the other hand, college principal and other officials shared that college has a strategic plan for the quality education. The teachers along with their scheduled classes have to organize guest lecturers from the specialist of the field adding quality and interest to the students learning.

Every month teachers have to take five lectures with the help of ICT making his teaching more innovative and creative. Number of tours and visits to the libraries were shared as one of the practices that add to the learning and real experiences of the learners, number of workshops and seminars were also reported to be organised frequently to provide them diverse experiences and grooming them into more confident and well informed individual. It was shared that there are 8 different add-on courses such as communication skill and personality development, marketing and sales, advance mathematics, basic in fundamental physics, foreign languages e.g., French, German, Russian and computer accounting to provide better opportunities to students to learn and grow. All students are ensured to participate in these courses according to their interest, reflecting a provision of equity and diversity in the campus.

It was shared that the college has made remedial classes mandatory for every teacher to even the principal was reported to take one class in a week for the B.Com or M.Com students and it is ensured that ever one is getting a fair chance as far as educational experiences are concerned. It was also shared by the authorities that special cells like career counselling and placement cell, are also functional to promote the professional education and has made online efforts for wider approach and any college student can avail this facility by getting registered or by paying a minimal amount.

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

Both University and college officials shared that the equal opportunities are being provide to the faculty of all groups to be the part of one or the other committee/cell ensuring their participation in decision making. Faculty has ample opportunities to attend programmes like seminars, conferences, symposium and freedom for publication and research work, and are free to move out of the state to attend national and international seminar. Active staff academic college was reported by the university official promoting professional development of university/college teachers as CAS system requires indexing. It was also reported by the university officials that CAS system has adversely effected the learning environment of the university as teachers are more concerned about their professional growth to get promotions and concentrate less on their classes.

10.8 Views on Student Unions, Political Organization and Informal Groups

It was shared by the university official that due to the failure of the fulfilment of the standards recommended by the Lyngdoh committee no elections were held for the student union for last many years. It was also reflected through the interviews that students have made many political groups affiliated to political parties they are influenced with and they are quite active, and in disciplined sometimes. Administration shared that if student unions exist within a limit they are productive for educational environment and favoured its presence because university is not only for teaching the subject but also to develop political instincts in students as it is the part of life they would find in every field of life. The college administration also shared that there are no student union but student association comprising of class representatives are present to put

forward their problems and come up with their ideas and views for the enrichment of academic environment and social life of the college. They expressed that the students associations rather than unions shall be there to submit the problems by exhibiting fruitful and responsible leadership.

10.9 Views on Student Feedback Mechanism

The university and college as well shared about the presence of proper measures of getting feedback from the students through IQAC. The data is collected on the basis of pre-determined format and thereafter analysed and all the possible measures are taken to remove the problems. It was shared by college officials that students are free to interact with the administration or faculty to give there feedback or can even use the telephone numbers given on the website in case of any problem faced by them.

10.10 Analysis and Summary

There are many committees and cells in the university and college concerned for student's welfare, social and cultural growth and development, the core committees are women/sexual harassment cell, student welfare cell, anti ragging cell, EOC and IQAC and more. The convener or head of the committee is chosen by the principal/VC. After that the chairperson selects his own team which do not reflect the democratic functioning of the cells or in ensuring the diversity of the groups. Dominance of a particular upper caste people as a chairperson or as members was seen in the committees/cells.

Not many complaints have been received in any of the cells. Number of verbal complaints is more than the written ones. The fear of revealing identity and the stigma associated with the victim and the harassment has been reported as the reason due to which faculty and students do not lodge any written complaints creating a problem towards proper cognizance into the matter. Whereas it was reflected in the faculty and Focus Group Discussions with students that the committees just exist for name sake and are not very functional.

Although committees like EOC is reported to exist by both university and college it was found during interviews that most of the faculty and students are not aware about the existence and function of the cells. Further, no anti-discrimination officer has been appointed either by university or college reflecting that the university/college does not comply with the UGC policies and regulations related to equal opportunity and affirmation action. It was observed that no separate infrastructure exists for most of the committees/cells, and no support staff or required facilities are provided to them either in university or in college, highlighting the casual attitude towards the formation and functioning of the committees/cells. Almost negligible incentives are provided to the committee members whereas the committee work demands lot of time and dedication, opposition from the other faculty members, lobbying in the university, perpetrators or seat mongers all hamper the proper functioning and implementation of recommendations difficult reflecting the pity conditions of the cells/committees.

A firm administrative support is felt lacking in the university and its pro-active nature is required to ensure diversity and equity in the higher education. University and college officials highlighted that the reservation policies are followed as per government norms (SC, ST and OBCs students have quota of 15%, 7.5% and 27% seats, respectively) to ensure the entry of marginalized, women and disabled students. A provision of vertical and horizontal reservation as provided by the central and state government is adhered to by the university to ensure equal representation of all groups, 5% weightage is also given to the girls ensuring their entry in higher education. It was also shared that diversity has decreased from 75% to 50% due to change in reservation policies. Zero fee provision has motivated the less privileged ones to entry in higher education.

Providing chance to the economically and socially weaker section of the society to come forward and be the part of main stream although number of problems and corruption has been highlighted through media. Both University and college officials shared that the equal opportunities are being provide to the faculty of all groups to be the part of one or the other committee/cell ensuring their participation in decision making. Faculty has ample opportunities to attend programmes like seminars, conferences, symposium and freedom for publication and research work, and are free to move out of the state to attend national and international seminar. Active staff academic college was reported by the university official for promoting professional development of university/college teachers as CAS system requires indexing. It was also reported by the university officials that CAS system has adversely effected the learning environment of the university as teachers as more concerned about their professional growth to get promotions and concentrate less on their classes.

There exists no student union both in university and college. It became inactive in the university after the Lyngdoh committee recommendations. Formation of student union of many students groups are affiliated to political parties which creates indiscipline sometimes, reflecting the unhealthy presence of the formal group. Administration believe that if student unions exist within a limit they are productive for educational environment and help develop political instincts in students as it is the part of life they would find in every field of life, reflecting their democratic attitude. Student association are found in the college comprising of class representatives to put forward their problems and come up with their ideas and views for the enrichment of academic environment and social life of the college and expressed that the students associations rather than unions shall be there to submit the problems by exhibiting fruitful and responsible leadership.

The university and college as well shared the presence of proper measures of getting feedback from the students through IQAC. The data is collected on the basis of pre-determined format and thereafter analysed and all the possible measures are taken to remove the problem whereas it was observed that most of the things exists only on papers. It was shared by college officials that students are free to interact with the administration or faculty to give there feedback or can even use the telephone numbers given on the website in case of any problem faced by them. To

conclude, overall institutional response to diversity, equity and quality needs lot of reforms and practices to religiously usher in diversity in the campus providing equal opportunities to all the groups to co-exist and learn in a productive educational environment leading them towards their transformation into a responsible citizen of the nation.

Chapter 11

Summary and Conclusion

11.1 Introduction

Till recent past, the higher education was meant for elite class only. With the implementation of reservation policy in admission to the institution of higher education, new vistas have opened for the students of marginalised class, new opportunities have been extended and they have freed themselves from the shackles of rigidity of following their family profession or vocations resulting into the massification of education in the state of Uttar Pradesh. Consequently, a diverse population is now seen in the higher education institutions which resulted in discriminatory behaviour of teachers, peer group and other administrative and non-teaching staff. The project was meant to study this diversity and discrimination in higher education institutes of Uttar Pradesh and suggesting measures to enhance more democratic engagement of students leading toward the formation of a secular, democratic and developed nation.

11.2 Summary and Conclusion

The finding of the study led to the conclusion that the higher education institution in the state are still living in its past glory when there was a dominance of elite and upper caste people in education and no space was provide to the marginalized communities. A sort of narcissism and inertia towards the change of not accepting and assimilating marginalized social groups including OBC, SC, ST , physically challenged and above all the marginalized students in the main stream was observed resulting into the various forms of discrimination against the faculty, staff and students of marginalized background.

It was observed that in spite of predominance of marginalized group students, the majority of faculty in higher education institutions is still dominated by upper caste Hindus exhibiting atrocities and discrimination against them in various forms. The marginalized student experienced discrimination right from their initial days in the campus in the form of discomfort and inferiority complex due to their deliberate ignorance by the students and teachers of upper caste.

Class instructions were reported to be very difficult due to their Hindi medium background and no information was provided to them regarding remedial classes. A very less engagement and involvement of marginalized student was seen in and outside the classroom making them unfit to adjust and integrate into the social fabric of campus life leading them towards negative outcomes of self-consciousness, irritability and depression adversely affecting their educational attainment to contribute towards growth and development of the nation in the form of well-groomed citizen. The marginalized student felt ignored in the classroom and most of the times were mute spectators.

Most of the time, the faculty adhered to the traditional, didactic and authoritarian methods like lecturing in the classroom. Teachers were found deviating from the modern methods of teaching like collaborative and cooperative learning, inter-group dialogue, mixed peer group interaction, team teaching and learning or problem solving. Teachers in and outside classroom made no efforts to collaborate the cognitive and effective domain of learning which would bring various diverse groups together to interact. This would address many prejudices and developing capacities to deal with diversity and differences, hence sensitizing them towards civic issues, human valves and democratic engagement.

Discrimination simply based on the perception of teachers of upholding higher caste students and making marginalized students realize worthless, disapproval in terms of less marks in practical exams, not lending ears to their problems, keeping them idle in labs, or not preferring lower caste students to pursue research and project work under them were also observed to be common forms of discrimination being practiced in the academic faculty. As reported earlier the faculty members are largely dominated by the upper caste social group clearly reflecting the denial of an opportunity or choice, deterrence, rejection or exclusion.

No information regarding the schedule or the release of scholarships /fellowships were provided to the beneficiary students due to which they face a severe financial crunch further adding to their grievances. Rude and arrogant behaviour of the administration, extending discretionary and biased statement such as “Don’t waste my time”, “Go away”, “Come tomorrow”, “I am busy now”, made the students feel unwelcomed. A lack of mooring, support and abandonment was experienced by them questioning the equity and democracy in the campus.

The fabric of social life of the marginalized students was also found coloured with discrimination as it was reported that upper caste students in general and opposite sex in particular try to keep a distance from them and envy them because of their reservation quota. They are least preferred for friendship. SC/ST students shared that the other category students exhibit negative stereotypes and hold prejudiced views concerning their culture and social practices which reflects negative impact on social and cultural integration thus widening the gulf between the reserved and general category students.

As a major reason to this problem it was found that the opportunities provided for interaction in the form of social and cultural, academic and co-curricular activities, sports etc. are very limited. Hence such practices shut down the opportunities of interaction between diverse student groups essential for breaking down stereotypes, sharing perspectives and modelling civil discourse among students for better civic learning and democratic engagement.

Marginalised boys were found to be dissatisfied due to discriminatory practices adopted by the administration in the allotment of hostel rooms, or are suggested to go to SC hostels forcing them to move into rented rooms adding intense problem to their financial status, and, thus crushing the very spirit of inclusion and diversity which otherwise could be best promoted through hostel life.

Lower participation in formal and informal groups of students from the socially excluded groups due to the repulsive behaviour of administration and peer group kept them aloof and deprived of leadership tasks. This in turn deprives them to learn better communication, understand various perspectives, and think strategically to help them become a productive citizen for democratic society.

As the consequence of reservation policy to appoint marginalized faculty in higher education their representation is gradually increasing in the academic forum once again creating a rift between members of open higher caste and of reserved class faculty. It was observed that reserved class faculty members were not welcomed by higher and forward class members discriminating them in almost all spheres of campus life.

The present structure of governance and management also do not show a rosy picture of level of representation and participation of diverse faculty members both in university and college with all the key positions being majorly occupied by upper caste (Brahmins) Hindu male faculty. This reflects that caste and gender biased systems prevail strongly in higher education institutions challenging diverse perspectives in decision-making leading to better decisions, legitimizing the mandate of the organization, and building cohesion among diverse populations. Marginalised faculty was not found satisfied with their professional growth for not being granted opportunities and privileges at par with their general category counterparts. Caste based lobby formation was highlighted as a cause for disruptive working conditions in the university causing an internal dislike and rivalry leading towards un-conducive, unfavourable and unhelpful working conditions. Female faculty too seems dissatisfied with the working conditions prevalent in the university as compared to college females and reflect that their male counter do not support them in performing various academic and co- curricular activities. Use of abusive language by their male counterparts and complaints of misbehaviour causing depression and nervous breakdown and resignation from the key posts were also shared by female faculty of the university.

The institutional response toward diversity, equity and quality was found in most pathetic condition with non functionality of the cells meant to safeguard the rights and provide redressal to the grievances of marginalized student, staff and faculty. Important committees like student welfare, anti ragging, equal opportunity cell and anti discrimination officer were found least functional or existed only on papers reflecting that the university/college do not comply the UGC policies and regulations related to equal opportunity and affirmation action. It was reported that the opposition from the other faculty members, lobbying in the university, perpetrators or seat mongers all hamper the proper functioning and implementation of recommendations taken in favour of marginalized and women, reflecting the pity conditions of the cells/committees.

To conclude, overall institutional response to diversity, equity and quality needs lot of reforms and practices to religiously usher in diversity in the campus providing equal opportunities to all the groups to co-exist and learn in a productive educational environment leading them towards their transformation into a responsible citizen of the nation.

The Table given below presents a summarized view of the various forms, spheres and examples of discrimination prevalent in higher education campuses in the state of Uttar Pradesh.

S.No.	Forms of Discrimination	Sphere	Examples
1	Irregularity in admission	Admission	Horizontal reservation to the son/daughter/spouse of LU teacher/employee, LU affiliated Govt./aided colleges, and Ayurvedic College. Admitting dalit students in reserved category despite being ranked in the merit list
		Teacher-Student	
2	Avoidance to provide academic guidance	Time for academic discussion	Denial of research enrolments of SC, ST students by upper caste faculty. Rarely given one-to-one time on academic matters for SC/ST/OBC.
		Student-Faculty Academic Interaction	Rarely able to visit teacher due to fear
3		Student	
	Rude behaviour by Non-Dalit students	Student Interaction	keep a distance from them and envy them because of their reservation quota. least preferred for friendship exhibit negative stereotypes and hold prejudiced views concerning their culture and social practices.
4	Denial of opportunities to develop leadership qualities	Development of leadership qualities	Rarely providing encouragement for organising academic activities; Rarely selected as leader in group work.
5	Differential treatment in evaluation and giving marks	Evaluation	Less marks in Practical exams.
		Library and Hostel	
6	Segregation	Library	Discriminatory and rude treatment by library faculty for issuing the books.
		Hostel Allocation	Sending reserved class students to SC/ST/OBC hostel of the city and not allocating rooms in university hostel.
		Remedial Coaching	
8	Suppression of Information	Information on Remedial Classes	Information is rarely provided on remedial classes.
		Awareness on remedial coaching	Leads to low awareness.
		Administration	
		Information on SC/ST Cells/EOC and other related Committee	Information is rarely provided Not aware of the cells and not functioning.
11	Lack of initiative to extend the benefit through EOC	Functioning of Equal Opportunity Office	Not aware of EOC and their functioning. No provision of anti-discriminatory officer.

12	Rude behaviour of the administration	Access to Administration	Rude behaviour at the time paying fees and receiving fellowship (come tomorrow/internet down). No information regarding the schedule of release of scholarship/fellowship. extending discretionary and biased statement such as “Don’t waste my time”, “Go away”, “Come tomorrow”, “I am busy now”
		Women	
14	Lack of availability of rest rooms and wash rooms	Restrooms and wash rooms for women	Restrooms and proper wash rooms are not available or if available are not accessible.
15	Unsafe campus	Access to Campus Spaces	Women feel unsafe in the campus.

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

In order to promote diversity and ensure equity by all measure it is very essential to have trust building programmes launched and monitored closely. More and more sensitization programmes for administration, staff, faculty and students need to be organized sensitizing them about their very crucial role to play, and accommodate and realize that the diversity is good even for them which can help them grow as sensitive human beings.

At the academic front, curricular-based initiatives and community service should be made integral part of a classroom and should be associated with higher scores in civic awareness and complex thinking skills for a diverse democracy rather than having a ‘passing mark’ status only. Initiates should also be made to design and develop new courses related to the interdisciplinary study of diversity and difference and new models of teaching should be developed which fit in the academic scene of our country. Teachers should be trained and oriented for using the progressive pedagogical methods of collaborative, cooperative, problem solving and service learning in the classroom; democratizing the form of content specific knowledge creation and letting their cognitive and affective learning go hand and hand, hence preparing them to take responsibility for their own learning required to transform them as a democratic citizen.

Orientation programme in higher education campuses should be taken more seriously and designed carefully to assist and inform diverse groups about their rights and responsibilities and diversity, equity, and inclusion issues should be woven throughout, orientation activities. Measures should be identified, to incorporate diversity, equity, and inclusion training at key milestones in the student experience for all and for UG students in particular. A well framed training and monitoring is suggested for the formal, informal groups and student unions training and facilitating them include diversity, equity, and inclusion as core values in their working.

Organization of academic and co-curricular activities like workshops, seminars, symposiums, cultural activities and sports should not take place annually but should be designed carefully to

integrate it along with the classroom teaching-learning with the development of more appropriate attendance policy providing more opportunities to diverse groups to come together. Hence developing better understanding, congenial atmosphere and institutional climate provide better opportunity to marginalised class to come in mainstream. A firm administrative support and its pro-active nature should be ensured to make the important student welfare cells functional and active to implement all sort of measure taken in favour of marginalized and giving them an opportunity to grow and learn in a more democratic environment.

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Tables

Table 2.1: Literacy rates in Uttar Pradesh from 1951 to 2011

Year	Literacy rate	Increase in Literacy rate over last Decade
1951	12.02 %	-
1961	20.87%	8.85%
1971	23.99 %	3.12 %
1981	32.65%	8.66%
1991	40.71 %	8.06 %
2001	56.27 %	15.56%
2011	69.72 %	13.45 %

Table 2.2: Rapid increase in higher education of Uttar Pradesh in terms of growth of universities, degree colleges, and enrolment from year 2007 to 2015

Year	Universities in total	Colleges in total	Enrolment in total
2007-2008	36	2137	1608044
2008-2009	38	2181	2170516
2009-2010	44	3818	2218243
2010-2011	49	3859	2564886
2011-2012	54	4440	2911104
2012-2013	57	4787	3365847
2013-2014	59	5094	37772315
2014-2015	64	5907	4396906

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Table 2.3: University grant commission list of State private universities in UP as on 14.01 2016

S. No	Private Universities	District	Date of Establishment
1	Amity University	Noida	24.03.2005
2	Babu Banarsi Das University	Lucknow	12.10.2010
3	G.L.A. University	Mathura	01.09.2010
4	IFTM University	Moradabad	12.10.2010
5	Integral university	Lucknow	26.02.2004
6	Invertis University	Bareilly	01.09.2010
7	Jagadguru Rambhadrachrya Handicapped University	chitrakoot	06.10.2001
8	Jaypee University	Bulandshahar	04.03.2014
9	Mangalayatan University	Aligarh	30.10.2006
10	Maharishi University of information technology	Lucknow	24.09.2013
11	Mohammad Ali Jauhar University	Rampur	19.06.2006

12	Monad University	Hapur	12.10.2010
13	Nodia International University	Gautam Buddha Nagar	12.10.2010
14	Rama University	Kanpur	10.01.2014
15	Sharda University	greater Noida	24.03.2009
16	Shiv Nadar University	Dadri,	06.04.2011
17	Shobhit University	Saharanpur	05.07.2012
18	Shri Ramswaroop memorial University	Barabanki	04.07.2012
19	Shri venkateshwara university	J.P. Nagar	12.10.2010
20	Swami Vivekananda subharti University	Meerut	05.09.2008
21	Teerthanker Mahaveer University	Moradabad	05.09.2008
22	The Glocal University	Saharanpur	05.07.2012
23	J.S. University	Firozabad	24.06.2015
24	Galgotias University	Greater Noida	07.04.2011

** University grant commission list of State private universities in UP as on 14.01 2016

Table 3.1: Departments of University of Lucknow

faculty of arts departments (26)	faculty of science (9)	faculty of commerce (3)	faculty of education	faculty of law	fine arts
Psychology	Biochemistry	Applied Economics			
A.I.H& archaeology	Botany	Commerce			Fine Arts
Anthropology	Chemistry	Business Administration			
Arabic	Computer Science				
Defense studies	Geology				
Economics	Mathematics and Astronomy				
English and Modern European Language	Physics				
Geography	Statistics				
Hindi And Modern Language					
journalism And Mass Communications And Mass Communication Science					
JyotirVigyan					
Library and Information Science					
Linguistics					
Medieval And Modern Indian History					
Oriental Studies in Arabic and Persian					
Oriental Studies In Sanskrit					
Persian					
Philosophy			Education	LAW	

Physical Education					
Political Science					
Western History					
Public Administration					
Sanskrit And Prakrat Language					
Social Work					
Sociology					
Urdu					

Table 3.2: Undergraduate courses at University of Lucknow

Subjects of honors course	**Subsidiary subjects**
English	Ancient Indian History
Philosophy	Anthropology
Psychology	Economics
Social Work	Education
English	
Hindi	
History	
Political Science	
Philosophy	
Psychology	
Sanskrit	
Social Work	
Statistics	
Sociology	
Mathematics	
Public Administration	

Table 3.3 Subject Wise Details of the Faculty of University of Lucknow

Subject	**Professors**	**Associate Professor**	**Assistant Professor**	**Reserve Category**
Anthropology	2	0	3	0
A.i. History	8	1	2	2
Astronomy	1	0	1	0
Arabic	0	1	3	0
Bio chemistry	3	2	1	0
Bio technology	1	0	1	0
Botany	11	1	1	2
Business admin	1	0	7	0
Chemistry	14	0	7	2
Commerce	5	0	3	0
Computer	1	0	2	0
Economics	6	0	4	3
Defence	0	0	1	0
Education	11	3	4	4
English	7	5	5	2
French	1	0	1	0

Geology	8	0	1	0
Hindi	10	2	6	2
Journalism	0	1	0	0
Law	2	8	22	8
Lib. Sc	0	1	0	1
Linguistics	2	0	0	0
Math	8	0	9	3
Med History	0	1	0	0
M.i. History	3	1	0	0
Oriental Arabic	0	0	2	0
Oriental Sanskrit	1	0	1	0
Persian	1	1	2	0
Philosophy	3	0	5	0
Physical Education	0	0	3	1
Physics	17	0	10	3
Political science	10	0	0	1
Psychology	4	0	1	0
Public admin	3	0	3	1
Sanskrit	3	0	6	1
Social Work	3	0	2	1
Sociology	3	3	2	1
Statistics	3	0	0	0
Tamil	0	0	1	0
Urdu	0	1	0	0
Western history	4	1	1	1
Zoology	9	1	6	3
Applied economics	6	0	2	1
	175	34	131	43

Table 3.4: Minimum qualification for admission in intermediate or equivalent examination of the concerned stream

B.Sc. (Bio) B.Sc. (Math)		**B.Com(Honors)**		**B.Com , BA**		**Prof courses**		**LLB**	
SC/OBC	ST	SC/OBC	ST	SC/OBC	ST	SC/OBC	ST	SC/OBC	ST
40%	**33%**	**60%**	**55%**	**40%**	**33%**	**50%**	**45%**	**45%**	**40%**

Table 3.5: Weightage

Outstanding Sportsperson	**N.C.C. "B" Certificate holders**	**Reservation for girls in faculty of Law**
5% of marks obtained in qualifying examination.	2.5% of marks obtained in qualifying examination	5% of marks obtained in qualifying examination

Table 3.6: Reservation (vertical, LU)

Scheduled Caste	Scheduled Tribe	Other Backward Classes of U.P.
21%.	2%	27%

Table 3.7: Reservation (Horizontal, LU)

category	percentage
Son/daughter/spouse of LU Teacher/Employee (UE)	10%
Son/daughter/spouse of LU affiliated Govt./Aided Colleges of Lucknow University and Govt. Ayurvedic College (CT)	5%
Physically Handicapped/Disabled (PH)	3%
(including1% for blinds)	
Son/daughter/Grandson/Granddaughter of Freedom Fighters from U.P.(FF)	2%
Son/Daughter of Retd. Defense Personnel or Physically Handicapped Defense Personnel or Defense Personnel killed in war or Defense	5%

Table 3.8: Courses and programs currently offered at JNDC

UG	PG
B.A	M.A (Hindi)
B.Com	M.com (Applied Eco.)
B.Sc.	M.Com (Pure Commerce)
B.Ed	
BBA	
B.P.Ed	
LLB	
B.A	

Table 3.9: Details of departments in JNDC

Faculty of Arts	Faculty of Science	Faculty of Commerce	Faculty of Education	Faculty of Law
Department of A.I.H. & Archaeology	Department of Botany	Department of Applied Economics	Department of B.Ed.	Department of Law
Department of Anthropology	Department of Chemistry	Department of Commerce	Department of B.P.Ed.	
Department of Arab Culture	Department of Geology	Department of Business Administration		
Department of Economics	Department of Mathematics			
Department of Education	Department of Physics			
Department of English				
Department of Hindi				
Department of Modern Indian History				
Department of Physical Education				
Department of Political Science				
Department of Sanskrit				
Department of Sociology				

Table 3.10: Subject wise UG enrolment of the students in JNDC

Faculty	First year	Second year	Third year	Fourth year	Fifth year	Sixth year	Total
Art	1090	814	620	-	-	-	2524
Science	816	216	253	-	-	-	1285
Commerce	1150	1024	938	-	-	-	3112
Law	295	222	216	240	256	239	1468
B.Ed.	45	-	-	-	-	-	45
B.P.Ed	60	-	-	-	-	-	60
B.B.A	50	49	46	45	54	53	297
UG (SF)							738
Total							**9529**

Table 3.11: Subject wise PG enrolment of the students in JNDC

Faculty	I year	II year	III year	IV year	V year
M.A. (Hindi)	35	29	38	38	140
M.Com. (Applied Economics)	60	47	48	38	193
M.Com (Pure)	60	60	48	45	213
Total					**546**

Table 4.1: Gender and Social Group wise Total Strength of the Students of University/College (2013-20014)

	University		**College**	
Gender	**No. of students**	**%**	**No. of students**	**%**
Male	4232	52.33	8870	88.0
Female	3854	47.66	1205	11.9
Total	**8086**		**10075**	
Social group				
SC	1909	23.60	1954	19.3
ST	81	1.00	52	0.51
OBC	2628	32.50	3428	34.0
Gen.	3468	42.88	4139	41.0
PH			1	
Minorities			501	4.9
Total	**8086**		**10075**	

Table 4.2: Disaggregation by Gender within Social Groups for University/College (2013-2014)

	SC		**ST**		**OBC**		**GEN**		**MINORITY**	
	M	F	M	F	M	F	M	F	M	F
University	1134	775	45	36	1474	1154	1579	1889		
%	26.7%	20.1%	1.06	0.93	34.82	29.9	37.3	49.0		
College	1752	202	45	7	3074	354	3541	598	457	44
%	17.3	2.0	0.4	.06	30.5	3.5	35.1	5.9		

(M- Male. F- Female)

Table 4.3: Changing Nature of the Diversity of Students of Lucknow University and JNDC (2008-09, 2009-2010 and 2013-2014., Total Strength

	University		**College**	
Year	**No. of Students**	**Difference %**	**No. Of students**	**Difference %**
2008-2009	**10539**	23.27%		
2009-2010			**8673**	
2013-2014	**8086**		**10075**	

Table 4.4: Gender wise Changing Nature of the Diversity of Students of Lucknow University and JNDC (2008-09, 2009-2010 and 2013-2014

	University		**College**	
Year	**No. of Male Students**	**No. of Female Students**	**No. of Male Students**	**No. of Female Students**
2008-2009	**6729**	**3810**		
2009-2010			**8602**	**71**
2013-2014	**4232**	**3854**	**8870**	**1207**
Difference %	37.10%	9.80%	11.1%	11.0%

Table 4.5: Social Group wise Changing Nature of the Diversity of Students of Lucknow University and JNDC (2008-09, 2009-2010 and 2013-2014

	2013-2014				2009-2010		2008-2009	
	University		College		College	%	University	%
SC	**1909**	23.6%	**1954**	19.3%	**1318**	15.2	**2212**	20.9
ST	**81**	1.0%	**52**	0.51%	**32**	0.36	**83**	0.78
OBC	**2628**	32.5%	**3428**	34.0%	**2631**	30.3	**3397**	32.23
GEN	**3468**	42.8%	**4139**	41.0%	**4525**	52.1	**4847**	45.9
PH			**-**		**9**			
Freedom Fighter			**-**		**6**			
Minority			**501**	4.9%	**151**	1.74		

Table 4.6: Disaggregation by Gender within Social Group

	Number of Students							
Year	**SC**		**ST**		**OBC**		**GEN**	
	M	F	M	F	M	F	M	F
2008-09	1621	591	54	29	2333	1064	2721	2126
2009-2010	1318	1	32	-	1628	3		
2013-14	1134	775	45	36	1174	1154	1579	889
DIFF	**30%**	**24%**	**16%**	**19.4%**	**37%**	**8%**	**42%**	**11.1%**

Table 4.7: Changing Nature of Diversity in University and College

Category	**Gender**	**2013 - 2014**				**2008 – 2009 University**		**2009 – 2010 College**	
		University		**College**					
		No. Of student	%	No. Of student	%	No. Of student	%	No. Of student	%
SC	Male	1134	26.70	1752	17.30	1621	15.30	1318	15.10
	Female	775	20.10	202	2.01	591	5.60	1	0.09
ST	Male	45	1.06	45	0.44	54	0.50	32	0.36
	Female	36	0.93	7	0.06	29	020	0	0.00
OBC	Male	1474	34.80	3074	30.50	2333	22.1	2628	30.30
	Female	1154	29.90	354	3.51	1064	10.0	3	0.03
GEN	Male	1579	37.30	3541	35.10	2721	25.8	3541	35.1
	Female	1889	49.00	598	5.90	2126	20.1	598	5.90
PH	Male			1				9	
	Female			0					
MIN	Male			457				151	
	Female			44					
FF	Male							6	
	Female								
Total		**8086**		**10075**		**8763**			

Faculty Diversity University (2013-2014)

Table 4.8: Gender Wise Data of the Faculty of Lucknow University (2013- 2014)

	Male	Male %	Female	Female %	Total
Professor	99	26.1	30	7.9	129
Reader	66	17.0	42	11.8	108
Lecturer	92	16.8	50	13.19	142
Total	257		122		379

Table 4.9: SC, ST, OBC and Minority Representation in Faculty for Lucknow University (2013- 2014)

	SC	Diff.%	ST	Diff.%	OBC	Diff.%	Minority	Diff.%	Gen.
Professor	02	1.5	00		01	.79	07	5.4	119
Associate professor	03	2.7	01	0.92	16	14.0	07	6.48	81
Asst. Professor	26	18.3	01	0.92	28	19.7	12	8.45	75
Total	**31**		**02**		**45**		**26**		**275**
%	8.17		0.52		11.87		6.86		72.5

Table 4.10: Religion Wise Data for Lucknow University

	Hindu	Muslim	Christian	Others	Total
Professor	125 (96.0 %)	02 (1.5%)	02(1.5%)	-	**129**
Associate professor	97 (89.81%)	07(6.4%)	-	4(3.7%)	**108**
Asst. Professor	129 (90.0%)	13(9.1%)	01(0.7%)		**142**
Total%	92.61%	5.80%	0.79%		**379**

Table 4.11: Gender Wise Representation of Faculty, JNDC (2013-2014)

	Male	Female		Total
Associate professor	37	18	25.39	**55**
Assistance professor	14	10	60.0	**24**
Total	**51**	**28**		**79**

Table: 4.12: SC, ST, OBC and Minority Representation in Faculty in JNDC (2013- 2014)

	SC	ST	OBC	Minority	General
Associate professor	00	00	5	03	44
Assistance professor	00	00	4	00	23
Total	**00**	**00**	**09**	**03**	**67**

Table 4.13: Religion Wise Faculty Data for JNDC 2013- 2014)

	Hindu	Muslim	Christian	Others	Total
Associate professor	48	3	00	00	**51**
Assistance professor	25	2	00	00	**27**
Total	73	05	00	00	**78**

Table 5.1: Level of Study and Socio-Economic Background Variable

Background variables	Attributes	PG	UG	Total
Gender	Male	27.4	72.6	100
	Female	51.1	48.9	100
Social group	SC	36.2	63.8	100
	ST	12.5	87.5	100
	OBC	36.6	63.4	100
	GEN	44.6	55.4	100
Place of residence	Rural	41.5	58.5	100
	Urban	39.2	60.8	100
House of income	≥5000	25.5	74.5	100
	5001 – 10,000	22.5	77.5	100
	10,001 – 25,000	50.8	49.2	100
	25,001 – 50,000	57.4	42.6	100
	50,000 and above	58.8	41.2	100
Total		**40.0**	**60.0**	**100**

Table 5.2: Percentage of Students in Year of Study

Year of study	Percentage
2nd Year	40.0
3rd Year	60.0
Total	**100.0**

Table 5.3: Distribution of respondents by course of study and socio-economic variable

Background variable	Attributes	B.A.	B.Sc.	M.A.	M.Sc.
Gender	Male	42.3	30.3	9.0	18.9
	Female	19.2	29.7	29.3	21.8
Social group	SC	31.9	31.9	21.7	14.5
	ST	87.5	--	12.5	--
	OBC	32.0	31.9	13.7	77.1
	GEN	25.6	29.8	24.0	20.7
Place of residence	Rural	29.8	28.7	17.0	24.6
	Urban	30.1	30.7	21.3	17.9
Household Income	<= 5000	40.9	33.6	11.7	13.9
	5001 – 10000	44.1	33.3	11.8	10.8
	10001 – 25000	18.5	30.6	25.8	25.8
	25001 – 50000	19.1	23.5	27.9	29.4
	> 50000	19.1	22.1	29.4	29.4
	Total	**30.0**	**30.0**	**19.8**	**20.2**

Table 5.4: Distribution of PG respondents by subject of study and socio-economic variable

Background variable	Attributes	Chemistry	Education	English	Physics	Zoology	Sociology	Total
Gender	Male	15.6	3.1	10.9	45.3	6.3	18.8	100
	Female	14.7	9.6	31.6	5.9	22.1	16.2	100
Social Group.	SC	12.0	16.0	24.0	16.0	12.0	20.0	100
	ST		100					100
	OBC	17.2	7.8	10.9	31.3	14.1	18.8	100
	GEN	14.8	4.6	34.3	11.1	20.4	14.8	100
Place of residence	Rural	18.3	4.2	12.7	32.4	8.5	23.9	100
	Urban	13.2	9.3	31.8	10.9	21.7	13.2	100
House hold Income	<= 5000	20.0	8.6	20.0	28.6	5.7	17.1	100
	5001 – 10000	17.4	13.0	30.4	21.7	8.7	8.7	100
	10001 – 25000	11.1	11.1	23.8	19.0	19.0	15.9	100
	25001 – 50000	20.5	5.1	23.1	12.8	17.9	20.5	100
	> 50000	10.0	-	30.0	12.5	27.5	20.0	100
		15	**7.5**	**25**	**18.5**	**17.0**	**17.0**	**100**

Table 5.5: Distribution of UG respondents by subject of study and socio-economic variable

		Education	English	Physics	Zoology	Sociology	Total
Gender	Male	11.8	22.9	24.1	17.6	23.5	100
	Female	23.1	8.5	29.2	31.5	7.7	100
Social Group.	SC	9.1	11.4	25.0	25.0	29.5	100
	ST	57.1	-	-	-	42.9	100
	OBC	9.0	21.6	30.6	18.9	19.8	100
	GEN	23.9	14.9	25.4	28.4	7.5	100
Place of residence	Rural	5.0	18.0	25.0	24.0	28.0	100
	Urban	22.5	16.0	27.0	23.5	11.0	100
House hold Income	<= 5000	13.7	18.6	24.5	20.6	22.5	100
	5001 – 10000	17.7	19.0	21.5	21.5	20.3	100
	10001 – 25000	13.1	18.0	13.1	31.1	6.6	100
	25001 – 50000	13.8	13.8	24.1	31.0	17.2	100
	> 50000	35.7	3.6	39.3	14.3	7.1	100
	Total	**16.7**	**16.7**	**26.3**	**23.7**	**16.6**	**100**

Table 5.6: Marks of students obtained last year

Background variables	Attribute	First division	Second division	Third division	distinction	Total
Gender	Male	70.1	15.4	8.1	6.4	100
	Female	51.5	44.0	1.5	3.0	100
Social Group.	SC	53.6	15.9	8.7	21.7	100
	ST	62.5	25.0	-	12.5	100
	OBC	67.4	27.4	4.6	.6	100
	GEN	56.2	37.6	-	6.	100
Place of residence	Rural	62.6	23.9		13.5	100
	Urban	59.0	38.6	2.4		100
House hold Income	<= 5000	72.5	10.9	-	16.7	100
	5001 – 10000	100	-	-	-	100
	10001 – 25000	79.8	20.2	-	-	100
	25001 – 50000		100	-	-	100
	> 50000	-	88.2	11.8	-	100
	Total	-	-	-	-	**100**

Table 5.7: Distribution of respondents by Gender and Socio-Economic Variables

Back ground variables	Attributes	Male	Female	Total
Social group	SC	59.4	40.6	100
	ST	25.0	75.0	100
	OBC	58.3	41.7	100
	general	35.5	64.5	100
Place of residence	rural	71.9	28.1	100
	Urban	33.7	66.3	100
House hold income	≥ 5000	67.9	32.1	100
	5001-10000	53.9	46.1	100
	10001-25000	37.1	62.9	100
	25001-50000	33.8	66.2	100
	50000<	25.0	75	100
Total		**46.8**	**53.2**	**100**

Table 5.8: Distribution of respondents by Social Group and Socio-Economic Variables (%)

Back ground variables	Attributes	SC	ST	OBC	General	Total
Gender	Male	17.5	0.9	43.6	36.8	100
	Female	10.5	2.3	27.4	58.6	100
Place of residence	rural	18.7	0.6	48.0	31.6	100
	Urban	11.2	2.1	28.3	57.1	100
House hold income	≥ 5000	21.9	2.2	43.1	31.4	100
	5001-10000	10.8	1.0	38.2	48.0	100
	10001-25000	13.7	1.6	36.3	46.8	100
	25001-50000	8.8	2.9	26.5	61.8	100
	50000<	7.4	-	20.6	72.1	100
Total		**13.8**	**1.6**	**35.0**	**48.4**	**100**

Table 5.9: Distribution of respondents by Religion and Socio-Economic Variables (%)

Back ground variables	Attributes	Hindu	Muslim	Other Minorities*	Total
Gender	Male	94.0	4.3	1.7	100
	Female	85.0	12.8	2.2	100
Social group	SC	94.2		5.8	100
	ST	100			100
	OBC	88.6	10.3	1.1	100
	general	87.6	10.7	1.7	100
Place of residence	rural	93.6	5.8	0.6	100
	Urban	86.9	10.3	2.8	100
House hold income	≥ 5000	91.2	8.0	0.7	100
	5001-10000	84.3	12.7	3	100
	10001-25000	90.3	9.7	-	100
	25001-50000	95.6	2.9	1.5	100
	50000<	83.8	8.8	7.4	100
Total		**89.2**	**8.8**	**2.0**	**100**

Other Minorities* for analysis we have clubbed Sikh (3), Christian (2) Buddhist (4) and Jain (1) together as minorities

Table 5.10: Distribution of respondents by Occupation of Mother and Socio-Economic Variables (%)

Background variable	Attributes	Self-employed in agriculture	Self-employed in non-agriculture business person	Regular wage or salary earning – Government	Regular wage or salary earning – Private	Home maker – house wife	Other	Total
Gender	Male	0.9	0.4	3.8	0.9	92.3	1.7	100
	Female	0.4	1.5	13.9	0.4	82.0	1.9	100
Social group	SC	-	-	10.1	-	87.0	2.8	100
	ST	-	-	-	-	100	-	100
	OBC	1.7	0.6	3.4	0.6	92.0	1.7	100
	GEN	-	1.7	13.6	0.8	82.2	1.6	100
Location	Rural	1.2	1.2	5.3	-	90.6	1.8	100
	Urban	0.3	0.9	11.2	0.9	84.8	1.8	100
Household Income	<= 5000	2.2	1.5	2.9	0.7	90.5	2.2	100
	5001 – 10000	-	1.0	5.9	-	91.2	2.0	100
	10001 – 25000	-	0.8	11.3	1.6	84.7	1.6	100
	25001 – 50000	-	-	16.2	-	80.9	2.9	100
	> 50000	-	1.5	16.2	-	82.3	-	100
	Total	**0.6**	**1.0**	**9.2**	**0.6**	**86.6**	**2.0**	**100**

Table 5.11: Distribution of respondents by Occupation of Father and Socio-Economic Variables (%)

Background variable	Attributes	Self-employed in agriculture	Self-employed in non-agriculture business person	Agricultural labour on daily wages /casual labour	Non-agricultural labour on daily wages /casual labour	Regular wage or salary earning – Government	Regular wage or salary earning – Private	Home maker – house wife	Other	Total
Gender	Male	40.6	11.5	1.7	1.3	34.6	5.6	0.9	3.6	100
	Female	11.3	16.2	2.6	0.4	55.6	7.9	-	6.0	100
Social Group	SC	36.2	5.8	4.3	2.9	40.6	2.9	-	7.2	100
	ST	25.0	-	12.5	-	62.5	-	-	-	100
	OBC	37.1	13.7	-	1.1	37.7	5.7	0.6	4.0	100
	GEN	13.2	16.1	2.5	-	53.3	9.1	0.4	5.0	100
Place of Residence	Rural	50.3	12.3	2.9	1.2	26.9	2.3	0.6	3.6	100
	Urban	11.9	14.9	1.8	0.6	55.6	9.1	6.3	5.4	100
Household Income	<= 5000	51.1	16.8	3.6	1.5	14.6	7.3	0.7	3.6	100
	5001 – 10000	30.4	12.7	2.9	2.0	38.2	9.8	1.0	3.0	100
	10001 – 25000	8.1	12.1	2.4	-	62.9	6.5	-	8.0	100
	25001 – 50000	14.7	8.8	-	-	63.2	5.9	-	7.3	100
	> 50000	5.9	19.1	-	-	70.6	2.9	-	1.5	100
	Total	**25.0**	**14.0**	**2.2**	**0.8**	**45.8**	**6.8**	**0.4**	**4.8**	**100**

Table 5.12: Distribution of respondents by House hold Income and Socio-Economic Variables (%)

Background variable	Attributes	<=5000	5001 – 10,000	10,000 – 25,000	25,001 – 50,000	50,000 and above	Total
Gender	Male	39.7	23.5	19.7	9.8	7.3	100
	Female	16.5	17.7	29.3	16.9	19.6	100
SocialGroup	SC	43.5	15.9	24.6	8.7	7.2	100
	ST	37.5	12.5	25.0	25.0	-	100
	OBC	33.7	22.3	25.7	10.3	8.0	100
	GEN	17.8	20.6	24.0	17.4	20.2	100
Place of residence	Rural	44.4	21.1	19.3	8.2	7.2	100
	Urban	18.5	20.1	27.7	16.4	17.3	100
	Total	**27.4**	**20.4**	**24.8**	**13.6**	**13.6**	**100**

Table 5.13: Differently abled and type of disability

		Frequency	Percent
Valid	Yes	2	.4
	No	498	99.6
	Total	500	100.0

Table 5.14 State of Domicile

State	Frequency	Percent
Uttar Pradesh	500	100.0%

Table 5.15: Mother Tongue

Language	Frequency	Percentage
Hindi	495	99
Punjabi	1	0.2
Urdu	4	0.8
Total	**500**	**100**

Table 5.16: Distribution of Respondents by Place of Residence and Socio-Economic Variables (%)

Background variable	Attributes	Rural	Urban	Total
Gender	Male	52.6	47.4	100
	Female	18.0	82.0	100
Social Group	SC	46.4	53.6	100
	ST	12.5	87.5	100
	OBC	46.9	53.1	100
	GEN	22.3	77.7	100
Household Income	<= 5000	55.5	44.5	100
	5001 – 10000	35.3	64.7	100
	10001 – 25000	26.6	73.4	100
	25001 – 50000	20.6	79.4	100
	> 50000	17.6	82.4	100
Total		**34.2**	**65.8**	**100**

Table 5.17: Distribution of Respondents by Mother's Education and Socio-Economic Variables (%)

Background variable	Attributes	Illiterate	Primary complete (up to 5th std.)	Secondary (up to 10th)	Plus two or higher secondary	Graduate	Professional degree	Post graduation& above	Diploma / ITI / ITC
Gender	Male	26.1	21.4	20.5	14.5	10.3	1.3	6.0	-
	Female	7.9	1.7	19.2	13.2	23.3	3.8	20.3	0.8
Social Group	SC	44.9	15.9	13.0	7.2	11.6	2.9	4.3	
	ST	37.5	25	12.5	-	12.5	-	-	-
	OBC	20	21.7	26.3	15.4	8.6	0.6	6.9	0.6
	GEN	5.0	12.4	16.5	14.5	25.6	3.3	21.9	0.4
Place of Residence	Rural	26.9	25.7	20.5	11.1	9.4	0.6	5.8	
	Urban	10.9	11.2	19.5	15.2	21.3	3.0	18.8	0.6
Household Income	<= 5000	30.7	23.4	19.7	13.1	7.3	0.7	2.9	0.7
	5001 – 10000	16.7	17.6	26.5	13.7	15.7	1.0	8.8	-
	10001 – 25000	14.5	16.1	23.4	15.3	12.1	1.6	16.9	-
	25001 – 50000	4.4	8.8	11.8	16.7	36.8	5.9	16.2	-
	> 50000	2.9	7.4	11.8	10.3	29.4	4.4	32.4	1.5
Total		**16.4**	**16.2**	**19.8**	**13.8**	**17.2**	**2.2**	**14.0**	**0.4**

Table 5.18: Distribution of Respondents by Father's Education and Socio-Economic Variables (%)

Background variable	Attributes	Illiterate	Primary complete (up to 5th)	Secondary (up to 10th)	Plus two or higher	Graduate	Professional degree	Post graduation & above	Diploma / ITI / ITC
Gender	Male	7.7	12.8	20.1	18.4	20.9	1.3	13.7	5.1
	Female	1.9	6.4	7.1	14.7	27.8	4.9	33.5	2.6
Social Group	SC	14.5	13.0	14.5	13.0	17.4	1.4	14.5	11.6
	ST	25.0	-	-	12.5	25.0	-	12.5	12.5
	OBC	5.7	12.6	22.9	19.4	17.7	2.9	17.1	1.7
	GEN	1.2	5.8	5.4	15.7	31.4	4.1	32.2	2.9
Place of Residence	Rural	6.4	17.0	18.7	18.7	21.1	1.2	14.0	2.9
	Urban	3.6	5.5	10.3	15.2	26.4	4.3	29.2	4.3
Household Income	<= 5000	10.2	16.1	22.6	16.1	21.9	0.7	8.8	2.2
	5001 – 10000	4.9	11.8	17.6	26.5	16.7	1.0	12.7	7.8
	10001 – 25000	1.6	7.3	11.3	19.4	29.0	0.8	27.4	2.4
	25001 – 50000	1.5	-	4.4	11.8	27.9	11.8	38.2	4.4
	> 50000	1.5	5.9	-	1.5	30.9	7.4	50.0	2.9
Total		4.6	9.4	13.2	16.4	24.6	3.2	24.6	3.8

Table 5.19: Distribution of Respondents by Education of First Sibling and Socio-Economic Variables (%)

Background variable	Attributes	Illiterate	Primary complete (upto 5th std.)	Secondary (upto 10th)	Plus two or higher secondary	Diploma /ITI/ ITC	Graduate	Professional degree	Post graduation & above	Total
Gender	Male	0.4	7.3	14.5	7.7	0.9	26.9	5.6	8.1	71.4
	Female	3.4	-	9.8	6.4	1.1	25.9	10.9	14.7	72.2
Social Group	SC	-	5.8	17.4	-	1.4	26.1	15.9	7.2	73.9
	ST	-	-	-	-	-	37.5	-	-	37.5
	OBC	-	7.4	17.7	7.4	0.6	18.3	6.3	11.4	69.1
	GEN	0.4	3.7	6.6	9.1	1.2	31.4	8.3	13.2	74.0
Place of Residence	Rural	8.2	-	12.3	7.0	0.6	25.1	4.1	9.9	67.3
	Urban	0.3	3.6	11.9	7.0	1.2	27.1	10.6	12.5	74.2
Household Income	<= 5000	-	10.9	22.6	7.3	0.7	22.6	4.4	7.3	75.9
	5001 – 10000	-	3.9	7.8	7.8	1.0	28.4	5.9	8.8	63.7
	10001 – 25000	-	4.8	8.9	5.6	0.8	26.6	11.3	10.5	68.5
	25001 – 50000	-	-	7.4	10.3	-	32.4	11.8	20.6	82.4
	> 50000	1.5	1.5	7.4	4.4	2.9	23.5	11.8	17.6	70.6
Total		**0.2**	**5.2**	**12.0**	**7.0**	**1.0**	**26.4**	**8.4**	**11.6**	**71.8**

Table 5.20: Distribution of Respondents by Education of Second Sibling and Socio-Economic Variables (%)

Background variable	Attributes	Illiterate	Primary complete (up to 5th std.)	Secondary (up to 10th)	Plus two or higher secondary	Diploma / ITI / ITC	Graduate	Professional degree	Post graduation& above	Total
Gender	Male	0.4	4.3	8.1	5.6	0.4	14.5	0.9	4.6	38.5
	Female	-	4.1	7.5	7.1	0.4	16.9	4.9	7.5	48.5
Social Group	SC	-	7.2	8.7	4.3	-	15.9	1.4	8.7	46.4
	ST	-	-	12.5	-	-	25.0	-	-	37.5
	OBC	0.6	7.4	7.4	6.9	1.1	14.3	2.3	5.1	45.1
	GEN	0.8	7.9	7.0		16.5	4.1	6.2	-	42.6
Place of Residence	Rural	0.6	5.3	9.9	7.0	0.6	12.9	1.2	4.1	41.5
	Urban	-	3.6	6.7	6.1	0.3	17.3	4.0	7.0	45.0
Household Income	<= 5000	-	9.5	8.0	4.4	0.7	16.8	0.7	3.6	43.8
	5001 – 10000	-	3.9	8.8	7.8	1.0	14.7	2.9	3.9	43.1
	10001 – 25000	0.8	3.2	8.1	8.1	-	11.3	2.4	5.6	39.5
	25001 – 50000	-	-	2.9	4.4	-	25	7.4	8.8	48.5
	> 50000	-	-	10.3	7.1	-	14.7	4.4	11.8	48.5
Total		**4.2**	**4.2**	**7.8**	**6.4**	**0.4**	**15.8**	**3.0**	**6.0**	**43.8**

Table 5.21: Distribution of Respondents by Location of Primary School and Socio-Economic Variables (%)

Background variable	Attributes	Village	Town	City	Total
Gender	Male	49.1	31.6	19.3	100
	Female	12.4	55.3	32.3	100
Social Group	SC	39.1	42.0	18.8	100
	ST	12.5	87.5	--	100
	OBC	41.7	32.0	26.3	100
	GEN	19.0	51.7	29.3	100
House hold Income	<= 5000	48.9	36.5	14.6	100
	5001 – 10000	32.4	46.1	21.6	100
	10001 – 25000	21.8	42.7	35.5	100
	25001 – 50000	17.6	45.6	36.8	100
	> 50000	13.2	57.4	29.4	100
Level of Study	PG (University)	29.5	35.0	35.5	100
	UG (College)	29.7	50.3	20.0	100
Total		**29.6**	**44.2**	**26.2**	

Table 5.22: Distribution of Respondents by Place of Residence at Primary School and Socio-Economic Variables (%)

Background variable	Attributes	Rural	Urban	Total
Gender	Male	52.6	47.4	100
	Female	18.0	82.0	100
Social Group	SC	46.4	53.6	100
	ST	12.5	87.5	100
	OBC	46.9	53.1	100
	GEN	22.3	77.7	100
Religion	Hindu	35.9	64.1	100
	Muslim	22.7	77.3	100
	Sikh	-	100	100
	Christian	-	100	100
	Buddhist	25	75	100
	Jain	-	100	100
Total		**34.2**	**65.8**	**100**

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

Background variable	Attributes	Rural	Urban	Total
Gender	Male	42.7	57.3	100
	Female	17.3	82.7	100
Social Group	SC	37.7	62.3	100
	ST	12.5	87.5	100
	OBC	37.7	62.3	100
	GEN	21.5	78.5	100
Place of Residence	Rural	64.3	35.7	100
	Urban	10.9	89.1	100
Household Income	<= 5000	48.2	51.8	100
	5001 – 10000	37.3	62.7	100
	10001 – 25000	16.1	83.9	100
	25001 – 50000	19.1	80.9	100
	> 50000	13.2	86.8	100
Total		**29.2**	**70.8**	**100**

Table 5.24: Distribution of Respondents by Location of Higher Secondary School and Socio-Economic Variables (%)

Background variable	Attributes	Rural	Urban	Total
Gender	Male	34.6	65.4	100
	Female	15.4	84.6	100
Social Group	SC	34.8	65.2	100
	ST	25.0	75.0	100
	OBC	34.3	65.7	100
	GEN	14.5	85.5	100
Place of Residence	Rural	57.9	42.1	100
	Urban	7.0	93.0	100
Household Income	<= 5000	43.1	56.9	100
	5001 – 10000	26.5	73.5	100
	10001 – 25000	11.3	88.7	100
	25001 – 50000	17.6	82.4	100
	> 50000	14.7	85.3	100
Total		**22.4**	**75.6**	**100**

Table 5.25: Distribution of Respondents by Type of Management at Secondary Level and Socio-Economic Variables (%)

Background variable	Attributes	Government	Private Aided	Private Unaided	Total
Gender	Male	41.9	28.6	29.5	100
	Female	35.0	30.1	35.0	100
Social Group	SC	55.1	20.3	24.6	100
	ST	62.5	25.0	12.5	100
	OBC	41.7	32.0	26.3	100
	GEN	29.8	30.6	39.7	100
Place of Residence	Rural	47.4	30.4	22.2	100
	Urban	33.4	28.9	37.7	100
Household Income	<= 5000	43.1	29.9	27.0	100
	5001 – 10000	41.2	21.6	37.3	100
	10001 – 25000	38.7	33.1	28.2	100
	25001 – 50000	23.5	45.6	30.9	100
	> 50000	38.2	17.6	44.1	100
Total		**38.2**	**29.4**	**32.4**	100

Table 5.26: Distribution of Respondents by Type of Management at Higher Secondary Level and Socio-Economic Variables (%)

Background variable	Attributes	Government	Private Aided	Private Unaided	Total
Gender	Male	49.6	25.2	25.2	100
	Female	41.0	32.0	27.1	100
Social Group	SC	59.4	18.8	21.7	100
	ST	75.0	12.5	12.5	100
	OBC	48.6	26.3	25.1	100
	GEN	36.8	34.3	28.9	100
Place of Residence	Rural	54.4	27.5	18.1	100
	Urban	40.1	29.5	30.4	100
Household Income	<= 5000	51.8	26.3	21.9	100
	5001 – 10000	47.1	29.4	23.5	100
	10001 – 25000	45.2	30.6	24.2	100
	25001 – 50000	27.9	39.7	32.4	100
	> 50000	45.6	19.1	35.3	100
Total		**45.0**	**28.8**	**26.2**	**100**

Table 5.27: Distribution of Respondents by Syllabus of Secondary School and Socio-Economic Variables (%)

Background variable	Attributes	State	CBSE	ICSE	Others	Total
Gender	Male	77.8	17.5	3.4	1.3	100
	Female	60.2	26.7	12.8	0.4	100
Social Group	SC	79.7	17.4	2.9	-	100
	ST	87.5	12.5	-	-	100
	OBC	76.0	19.4	3.4	1.1	100
	GEN	58.3	26.9	14.0	0.8	100
Place of Residence	Rural	84.2	13.5	1.2	1.2	100
	Urban	60.2	27.1	12.2	0.6	100
Household Income	<= 5000	90.5	5.8	2.2	1.5	100
	5001 – 10000	71.6	20.6	5.9	2.0	100
	10001 – 25000	64.5	25.0	10.5	-	100
	25001 – 50000	47.1	41.2	11.8	-	100
	> 50000	48.5	35.3	16.2	-	100
Total		**68.4**	**22.4**	**8.4**	**0.8**	100

Table 5.28: Distribution of Respondents by Syllabus of Higher Secondary School and Socio-Economic Variables (%)

Background variable	Attributes	State	CBSE	ICSE	Others	Total
Gender	Male	78.6	15.0	4.7	1.7	100
	Female	60.2	24.4	13.9	1.5	100
Social Group	SC	76.8	17.4	4.3	1.4	100
	ST	87.5	12.5			100
	OBC	77.7	16.6	4.0	1.7	100
	GEN	58.7	24.0	15.7	1.7	100
Place of Residence	Rural	84.8	12.9	1.2	1.2	100
	Urban	605	23.7	14.0	1.8	100
Household Income	<= 5000	90.5	5.8	2.2	1.5	100
	5001 – 10000	74.5	16.7	5.9	2.9	100
	10001 – 25000	66.1	21.8	10.5	1.6	100
	25001 – 50000	45.6	35.3	17.6	1.5	100
	> 50000	45.6	35.3	19.1	-	100
Total		**68.8**	**20.0**	**9.6**	**1.6**	**100**

Table 5.29: Distribution of Respondents by Type of School (co-edu/ and single sex) at Secondary Level and Socio-Economic Variables (%)

Background variable	Attributes	Co-Edu – Mixed sex	Single sex	Total
Gender	Male	80.8	19.2	100
	Female	65.4	34.6	100
Social Group	SC	71.0	29.0	100
	ST	75.0	25.0	100
	OBC	76.0	24.0	100
	GEN	70.7	29.3	100
Place of Residence	Rural	83.0	17.0	100
	Urban	67.2	32.8	100
Household Income	<= 5000	79.6	20.4	100
	5001 – 10000	70.6	29.4	100
	10001 – 25000	66.9	33.1	100
	25001 – 50000	79.4	20.6	100
	> 50000	66.2	33.8	100
Total		**72.8**	**27.2**	100

Table 5.30: Distribution of Respondents by Type of School (co-edu/ and single sex) at Higher Secondary Level and Socio-Economic Variables (%)

Background variable	Attributes	Co-Ed – Mixed sex	Single sex
Gender	Male	78.6	21.4
	Female	65.8	34.2
Social Group	SC	72.5	27.5
	ST	75.0	25.0
	OBC	73.7	26.3
	GEN	69.8	30.2
Place of Residence	Rural	79.5	20.5
	Urban	67.8	32.2
Household Income	<= 5000	77.4	22.6
	5001 – 10000	66.7	33.3
	10001 – 25000	69.4	30.6
	25001 – 50000	69.1	30.9
	> 50000	75.0	25.0
Total		**71.8**	**28.2**

Table 5.31: Marks Obtained at Secondary level

Background variables	Attribute	First division	Second division	Third division	distinction	Total
Gender	Male	62.4	17.9	.5	19.2	100
	Female	45.2	12.4	1.5	40.9	100
Social Group.	SC	59.4	13.1	-	27.5	100
	ST	37.5	62.5	-	-	100
	OBC	60.6	13.1	.6	25.7	100
	GEN	46.7	16.5	1.7	35.1	100
Place of residence	Rural	60.4	9.4		30.2	100
	Urban	49.2	17.9	1.5	31.4	100
House hold Income	<= 5000	63.8	16.7	2.2	17.0	100
	5001 – 10000	58.8	21.5	2.0	17.7	100
	10001 – 25000	50.0	10.5	-	39.5	100
	25001 – 50000	50.0	8.8	-	41.2	100
	> 50000	32.4	16.2	-	51.5	100
Total						**100**

Table 5.32: Marks Obtained at Senior Secondary level

Backgroun d variables	Atrribute	First division	Second division	Third division	distinction	Total
Gender	Male	76.5	7.3		16.2	100
	Female	50.8	9.4	.4	39.4	100
Social Group.	SC	68.1	8.7		23.2	100
	ST	37.5	50.0	12.5		100
	OBC	74.3	4.0		21.7	100
	GEN	53.7	11.2	.4	34.7	100
Place of residence	Rural	71.3	2.3	1.2	25.2	100
	Urban	58.4	11.6	0.5	29.5	100
House hold Income	<= 5000	76.8	10.2		13.0	100
	5001 – 10000	68.6	12.7	2.0	16.7	100
	10001 – 25000	58.9	4.8		36.3	100
	25001 – 50000	58.8	4.4		36.8	100
	> 50000	36.8	11.8		51.5	100
Total						**100**

Table 5.33: Distribution of Respondents by Stream at Higher Secondary level and Socio-Economic Variables (%)

Background variable	Attributes	Science	Humanities	Commerce	Others	Total
Gender	Male	82.5	15.4	1.7	0.4	100
	Female	71.8	22.2	3.8	2.3	100
Social Group	SC	72.5	24.6	2.9	--	100
	ST	62.5	25.0	12.5	--	100
	OBC	76.6	21.7	0.6	1.1	100
	GEN	78.5	15.7	4.1	1.7	100
Place of Residence	Rural	77.2	21.1	1.2	0.6	100
	Urban	76.6	17.9	3.6	1.8	100
Household Income	<= 5000	76.6	22.6	0.7	--	100
	5001 – 10000	73.5	21.6	3.9	1.0	100
	10001 – 25000	78.2	17.7	1.6	2.4	100
	25001 – 50000	72.1	19.1	5.9	2.9	100
	> 50000	83.8	10.3	4.4	1.5	100
Total		**76.8**	**19.0**	**2.8**	**1.4**	100

Table 5.34: Distribution of Respondents by Post Career Choice and Socio-Economic Variables (%)

Background variable	Attributes	Pursue higher education	Search for job	Total
Gender	Male	66.2	33.8	100
	Female	85.0	15.0	100
Social group	SC	66.7	33.3	100
	ST	62.5	37.5	100
	OBC	72.0	28.0	100
	GEN	83.1	16.9	100
Place of residence	Rural	69.6	30.4	100
	Urban	79.6	20.4	100
House hold Income	<= 5000	66.4	33.6	100
	5001 – 10000	80.4	19.6	100
	10001 – 25000	76.6	23.4	100
	25001 – 50000	76.5	23.5	100
	> 50000	88.2	11.8	100
Total		**76.2**	**23.8**	**100**

Table 5.35: Distribution of Respondents by First Choice of course and Socio-Economic Variables (%)

Background variable	Attributes	Degree Gen.	Professional degree	Diploma	ITI	Teacher Education (B.Ed., M.Ed.)	Job oriented certificates (> six months)	Certificate courses six months	Total
Gender	Male	65	15.8	6.8	3.8	5.1	1.7	1.7	100
	Female	67.3	16.5	3.8	0.8	8.6	1.1	1.9	100
Social Group	SC	63.8	17.4	1.4	10.1	4.3	1.4	1.4	100
	ST	75.0	12.5		12.5				100
	OBC	64.0	14.9	2.3	5.7	7.4	1.7	4.0	100
	GEN	68.2	16.9	2.1	3.7	7.4	1.2	0.4	100
Place of residence	Rural	66.1	12.9	3.5	7.0	5.8	2.3	2.3	100
	Urban	66.3	17.9	1.5	4.3	7.6	0.9	1.5	100
House hold Income	<= 5000	64.2	14.6	2.2	9.5	5.1	1.5	2.9	100
	5001 – 10000	63.7	14.7	3.9	6.9	8.8	2.0	-	100
	10001 – 25000	68.5	16.9	0.8	3.2	6.5	0.8	3.2	100
	25001 – 50000	61.8	25.0	1.5	2.9	8.8			100
	> 50000	73.5	11.8	2.9	-	7.4	2.9	1.5	100
Total	**12.5**	**66.2**	**16.2**	**2.2**	**5.2**	**7.0**	**1.4**	**1.8**	**100**

Table 5.36: Sources for Getting Prospects of course of study (%)

S.No.	Sources for Getting Prospects of course of study	Percentage
1.	**Career guidance / workshop / seminar**	30.2
2.	**Family members**	78.6
3.	**Neighbour**	37.2
4.	**School friend**	45.6
5.	**Other friend**	29.8
6.	**School teachers**	43.8
7.	**Coaching class teachers**	28.6
8.	**Media**	31.6
9.	**Religion gathering**	34.8
10	**Caste association**	17.6
11	**Internet**	41.6
12	**College website**	34.8
13	**Other sources**	0.2

Table 5.37: Distribution of Respondents by Various Reasons for Taking Admission to the College and Socio-economic Variables

Back ground Variables	Attributes	I got my first choice of subjects	I got my 1st college of choice	It was near my home place	Able to afford fees in this college	Entry requirement matched with my grades	All my friends ae here	College is more welcoming to the social group I belong to	Certificate is with this college	Did not get admission	This college has hostel facility
Gender	Male	79.4	67.8	38.5	55.6	44.4	30.3	28.6	20.5	21.8	27.8
	Female	86.1	66.5	39.5	51.5	44.7	24.1	31.2	17.7	19.9	39.8
Social Group	SC	87.0	81.2	44.9	56.5	40.6	24.6	30.4	15.9	21.7	36.2
	ST	87.5	62.5	62.5	62.5	75.0	24.8	12.5	25.0	34.5	50.0
	OBC	80.5	64.4	38.3	60.6	47.4	32.6	32.0	18.3	20.6	34.3
	General Cat.	83.1	64.9	37.6	46.3	42.6	20.0	28.9	20.7	20.2	32.6
Place of Residence	Rural	83.5	69.6	32.7	53.8	39.2	26.9	33.3	17.5	21.1	31.6
	Urban	82.7	65.7	42.2	53.2	47.4	27.1	28.3	19.8	20.7	35.6
House hold Income	<= 5000	84.7	72.3	33.6	56.2	47.4	29.2	32.1	16.1	20.4	33.6
	5001 – 10000	83.2	63.4	44.1	52.9	43.1	34.3	30.4	19.6	21.6	24.5
	10001 – 25000	79.8	62.1	37.9	54.0	41.9	21.8	29.0	18.5	22.6	39.5
	25001 – 50000	82.4	67.6	39.7	47.1	48.5	17.6	23.5	20.6	16.2	35.3
	> 50000	85.3	70.6	42.6	52.9	41.2	30.9	32.4	23.5	22.1	39.7
Total		**83.0**	**67.1**	**39.0**	**53.4**	**44.6**	**27.0**	**30.0**	**19.0**	**20.8**	**34.2**

Table 5.38: Distribution of Respondents by Availing Reservation for Admission and Socio-economic Variables

Back ground Variables	Attributes	Beneficiary of reservation policy	Did not benefit	Total
Gender	Male	59.0	41.0	94.7
	Female	35.7	64.3	99.6
Social Group	SC	89.9	10.1	100
	ST	100	0	100
	OBC	72.6	27.4	100
	GEN	12.4	87.6	100
Place of residence	Rural	62.0	38.0	100
	Urban	38.6	61.4	100
House hold Income	<= 5000	60.6	39.4	100
	5001 – 10000	49.0	51.0	100
	10001 – 25000	46.8	53.2	100
	25001 – 50000	35.3	63.2	100
	> 50000	26.5	73.5	100
Total		**46.8**	**53.2**	**100**

Table 5.39: Distribution of respondents by their future plans after completing degree and Socio-economic variables

Back ground Variables	Attributes	Pursue higher studies	Prepare for competition	Attend soft skill training	Look for private sector jobs	Look for public sector jobs	Prepare for competitive tests	Pursue jobs oriented certificate course (technical / vocational)	Go back to native place	Get married	Not decide
Gender	Male	77.8	79.1	61.5	48.7	52.1	50.0	34.2	22.6	22.2	26.1
	Female	76.7	79.7	48.5	36.5	57.5	53.0	33.5	18.8	19.5	25.6
Social Group	SC	76.8	88.4	66.7	46.4	53.6	55.1	26.1	20.3	18.8	21.7
	ST	87.5	75.0	75.0	50.0	62.5	50.0	62.5	37.5	12.5	12.5
	OBC	77.7	74.9	53.1	46.3	53.1	52.0	27.4	19.4	19.4	25.7
	GEN	76.0	80.2	51.7	37.6	55.8	49.6	39.7	21.1	23.1	27.7
Place of residence	Rural	77.8	77.2	63.2	42.7	55.6	53.8	31.6	22.8	18.1	23.4
	Urban	76.9	80.5	50.2	41.9	54.7	50.5	35.0	19.5	22.2	27.1
House hold Income	<= 5000	78.1	79.6	59.9	43.1	52.6	48.9	32.8	24.8	21.9	25.5
	5001 – 10000	72.5	72.5	58.8	42.2	49.0	45.1	27.5	25.5	24.5	28.4
	10001 – 25000	77.4	78.2	47.6	37.1	58.9	59.7	37.9	15.3	18.5	27.4
	25001 – 50000	77.9	82.4	52.9	52.9	58.8	52.9	36.8	13.2	20.6	23.5
	> 50000	80.9	88.2	52.9	39.7	58.8	50.0	33.8	22.1	17.6	22.1
Total		**77.2**	**79.4**	**54.6**	**42.2**	**55.0**	**51.6**	**33.8**	**20.6**	**20.8**	**25.8**

Table 5.40: Distribution of respondents by organization of Formal Orientation Programme and Socio-economic variables

Background variable	Attributes	College arranged orientation programme	Not arranged	Total
Gender	Male	37.2	62.8	100
	Female	56.4	43.8	100
Social Group	SC	39.1	60.9	100
	ST	50.0	50.0	100
	OBC	37.7	62.3	100
	GEN	57.9	42.1	100
Place of residence	Rural	35.1	64.9	100
	Urban	53.8	46.2	100
Level of Studyel	P.G.	59.5	40.5	100
	U.G	39.3	60.7	100
Household income	<= 5000	38.7	61.3	100
	5001 – 10000	46.1	53.9	100
	10001 – 25000	41.9	58.1	100
	25001 – 50000	57.4	42.6	100
	> 50000	66.2	33.8	100
Total		**47.4**	**52.6**	**100**

Table 5.41: Distribution of respondents by Invitation of formal Orientation Programme and Socio-economic variables

Background Variables	Attributes	Were invited for orientation	Not invited	Total
Gender	Male	35.5	64.5	100
	Female	55.3	44.7	100
Social Group	SC	37.7	62.3	100
	ST	25.0	75.0	100
	OBC	39.4	60.6	100
Level of Course	GEN	54.5	45.5	100
	PG	59.0	41.0	100
	UG	37.3	62.7	100
Place of Residence	Rural	40.4	59.6	100
	Urban	48.9	51.1	100
House hold Income	<= 5000	36.5	63.5	100
	5001 – 10000	44.1	55.9	100
	10001 – 25000	43.5	56.5	100
	25001 – 50000	50.0	50.0	100
	> 50000	67.6	32.4	100
Total		46.0	54.0	100

Table 5.42: Distribution of respondents by attending formal Orientation Programme and Socio-economic variables

Background Variables	Attributes	Attended formal Orientation programme	Not attended	Total
Gender	Male	35.5	64.5	100
	Female	52.3	47.7	100
Social Group	SC	42.0	58.0	100
	ST	50.0	50.0	100
	OBC	36.6	63.4	100
Level of Course	GEN	50.8	49.2	100
	PG	57.5	42.5	100
	UG	35.7	64.3	100
Place of Residence	Rural	35.7	64.3	100
	Urban	48.9	51.1	100
House hold Income	<= 5000	37.2	62.8	100
	5001 – 10000	39.2	60.8	100
	10001 – 25000	43.5	56.5	100
	25001 – 50000	44.1	55.9	100
	> 50000	67.6	32.4	100
Total		**44.4**	**55.6**	**100**

Table 5.43: Distribution of Respondents by Initial Classroom Experience and Socio-economic Variables

Background Variables	Attributes	I felt Welcomed	I found the new place interesting	I felt nervous and experienced	Class room were inaccessible	Rest rooms were not available	Social and cultural life of the campus was strange for me	I found it difficult to form the peer group	Did not feel safe in the campus
Gender	Male	36.3	49.6	31.2	29.5	42.7	37.6	30.7	27.3
	Female	55.3	65.0	29.3	27.5	33.8	34.9	24.4	24.8
Social Group	SC	39.1	59.4	31.9	30.4	36.2	34.7	46.4	29.0
	ST	12.5	50.0	25.0	50.0	50.0	25.0	37.5	50.0
	OBC	38.8	52.6	28.0	26.8	42.8	36.6	27.4	26.3
	GEN	53.3	61.2	30.6	27.7	33.9	36.4	21.9	25.3
Place of residence	Rural	39.8	59.6	34.5	28.1	45.0	44.5	33.3	30.4
	Urban	49.8	56.9	28.0	28.6	34.3	31.9	24.3	23.7
Level of Course	PG (University)	60.5	67.0	33.0	28.5	36.5	35.5	35.0	23.5
	UG (College)	37.0	51.6	28.3	28.4	39.0	36.7	29.0	27.7
House hold Income	<= 5000	38.0	58.3	32.9	26.2	43.1	46.0	37.9	31.4
	5001 – 10000	39.2	45.1	24.5	26.5	36.3	30.4	21.6	33.3
	10001 – 25000	46.0	62.1	37.1	33.1	37.1	34.7	28.3	24.2
	25001 – 50000	50.0	64.7	30.9	33.8	30.8	23.5	32.4	14.7
	> 50000	70.6	60.3	19.1	22.1	39.7	39.7	29.4	19.2
Total		**46.4**	**57.8**	**30.2**	**28.4**	**38.0**	**36.2**	**27.4**	**26.0**

Table 5.44: Distribution of Respondents by Initial Classroom Experience and Socio-economic Variables

Back ground Variables	Attributes	It was difficult to follow classroom teaching	It was difficult to follow classroom instructions as compared to other students	Study material are too expensive	This college has officials who regularly talk about value of equality and social-justice	This college is sensitive to regional/language and cultural differences	College has lot of tension around social differences and division
Gender	Male	32.9	30.7	47.9	35.9	38.0	38.1
	Female	24.4	20.3	37.2	36.1	45.9	35.0
Social Group	SC	40.5	31.9	43.4	37.7	37.6	44.9
	ST	25.0	25.0	62.5	37.5	50.0	25.0
	OBC	27.4	27.4	44.6	37.1	40.6	40.6
	GEN	25.6	21.9	38.9	37.6	31.4	31.4
Place of residence	Rural	39.2	31.6	46.8	37.4	44.5	42.7
	Urban	22.8	21.8	39.8	37.4	31.6	32.1
Level of Course	PG (University)	26.5	21.5	46.5	40.0	40.0	36.0
	UG (College)	29.7	27.6	39.4	35.6	33.3	36.6
House hold Income	<= 5000	34.3	32.1	41.6	31.4	33.6	38.7
	5001 – 10000	26.5	24.5	45.1	35.3	39.3	39.2
	10001 – 25000	29.1	24.2	50.8	41.1	43.5	39.5
	25001 – 50000	22.1	20.6	41.2	50.0	32.4	12.4
	> 50000	35.0	39.7	32.1	32.4	26.5	26.4
Total		**28.4**	**25.2**	**42.4**	**37.4**	**36.0**	**36.4**

Table 5.45: Distribution of Respondents by Experience about Remedial/add-on courses and Socio-economic Variables (%)

Back ground Variables	Attributes	Are you aware of bridge/ remedial/add-on courses offered by the college	If yes, did you take it	If yes, did you find it useful
Gender	Male	68.8	59.4	58.0
	Female	55.3	41.0	41.2
Social Group	SC	60.9	50.7	49.3
	ST	87.5	75.0	50.0
	OBC	61.1	56.6	56.0
	GEN	60.7	43.8	43.2
Place of residence	Rural	62.6	58.5	55.5
	Urban	61.1	45.0	45.0
Level of Course	PG (University)	48.0	32.0	32.0
	UG (College)	70.7	61.3	61.3
House hold Income	<= 5000	68.6	59.1	59.1
	5001 – 10000	56.9	50.0	50.0
	10001 – 25000	63.7	46.8	46.8
	25001 – 50000	54.4	44.1	44.1
	> 50000	57.4	39.7	39.7
Total		**61.6**	**49.6**	**45.2**

Table 5.46: Distribution of Respondents by Behavior of Administration and Socio-economic Variables (%)

Background Variables	Attributes	Time schedule for the release of fellowships/ scholarships	Experience of rude behaviour from administration	Experience of harassment
Gender	Male	41.0	33.3	19.2
	Female	24.0	14.7	9.4
Social Group	SC	42.6	23.5	18.8
	ST	37.5	50.0	50.0
	OBC	39.3	28.6	17.1
	GEN	22.6	18.3	9.1
	VJ	100	--	100
	SBC	40.0	40.0	--
Place of Residence	Hindu	33.6	23.2	14.6
	Muslim	159	25.0	11.4
	Sikh	33.3	--	--
	Christian	--	--	--
	Buddhist	50	50	--
	Jain	--	--	--
House hold Income	<= 5000	46.5	20.2	17.5
	5001 – 10000	31.3	35.4	13.7
	10001 – 25000	25.6	22.3	15.3
	25001 – 50000	18.5	20.0	8.8
	> 50000	29.2	16.9	10.3
Level of Course	University	23.9	16.1	11.0
	College	36.7	27.7	16.0
	Total	**30.3**	**22.4**	**14.0**

Table 5.47: Distribution of Respondents by Interview at the Time of Admission and Socio-economic Variables (%)

Background variable	Attributes	Interview faced	Asked abt social background during	Caste/ ethnicity	Education of parents	Occupation of parents	Residential location	Religion affiliations	Political affiliations	Marital status	Was it first time you were attending	Social & educational background of students
Gender	Male	12.8	9.0	5.6	6.0	5.1	4.3	4.3	2.6	3.0	7.7	8.5
	Female	19.2	12.8	6.4	6.8	4.9	4.1	1.9	2.6	5.3	12.0	15.0
Social Group	SC	13.0	10.1	5.8	7.2	4.3	2.9	-	-	-	7.2	8.7
	ST	-	-	-	-	-	-	-	-	-	-	-
	OBC	15.4	9.1	4.0	5.7	4.0	4.6	3.4	2.9	4.0	8.6	13.1
	GEN	18.2	12.8	7.9	6.6	6.2	4.1	3.3	2.9	5.8	12.0	12.4
Place of residence	Rural	21.6	14.6	6.4	8.2	6.4	4.7	4.1	2.3	3.5	12.3	15.8
	Urban	13.4	9.1	5.8	5.5	4.3	4.0	2.4	2.7	4.6	8.8	10.0
Level of Study	P.G.	40.0	27.5	15.0	16.0	12.5	10.5	75	6.5	10.5	25.0	30.0
	U.G	-	-	-	-	-	-	-	-	-	-	-
Household Income	<= 5000	13.9	8.0	2.9	3.6	5.1	2.9	2.9	0.7	1.5	8.8	11.7
	5001 – 10000	11.8	7.8	3.9	3.9	3.9	2.9	2.0	2.0	2.0	4.9	6.9
	10001 – 25000	16.9	11.3	6.5	8.1	4.8	4.8	4.0	3.2	4.8	14.5	12.9
	25001 – 50000	17.6	14.7	5.9	7.4	4..4	4.4	1.5	2.9	7.4	11.8	13.2
	> 50000	25.0	17.6	14.7	11.8	7.4	7.4.	4.4	5.9	8.8	10.3	17.6
Total		16.2	11.0	6.0	6.4	5.0	4.2	3.0	2.6	4.2	10.0	12.0

Table 6.1: Distribution of Respondents by selecting the row and Socio-economic Variables (%)

Background Variables	Attributes	Have the choice to select	Do not have the choice to select	Total
Gender	Male	80.3	19.7	100
	Female	79.7	20.3	100
Social Group	SC	77.9	22.1	100
	ST	50.0	50.0	100
	OBC	82.3	17.7	100
	GEN	79.3	20.7	100
Household Income	<= 5000	79.6	20.4	100
	5001 – 10000	77.5	22.5	100
	10001 – 25000	79.8	20.2	100
	25001 – 50000	76.5	23.5	100
	> 50000	88.2	11.8	100
Level of Study	University	82.0	18.0	100
	College	78.7	21.3	100
Total		**80.0**	**20.0**	**100**

Table 6.2: Distribution of Respondents by selection of the row and Socio-economic Variables (%)

Background Variables	Attributes	Front row	Middle row	Back row
Gender	Male	43.6	51.7	4.7
	Female	51.9	44.4	3.8
Social Group	SC	50.0	47.1	2.9
	ST	50.0	50.0	0
	OBC	49.1	48.0	2.9
	GEN	45.6	49.0	5.4
Religion	Hindu	47.5	48.4	4.0
	Muslim	56.8	36.4	6.8
	Sikh (3)	66.7	33.3	0
	Christian (2)	0	0	0
	Buddhist (4)	25.0	75.0	0
	Jain	0	100	0
Household Income	<= 5000	50.4	46.7	2.9
	5001 – 10000	51.0	47.1	2.0
	10001 – 25000	50.0	43.5	6.5
	25001 – 50000	39.7	54.4	5.9
	> 50000	44.1	51.5	4.4
Level of Study	University	42.5	52.0	5.5
	College	51.7	45.0	3.3
Total		**48.0**	**47.8**	**4.2**

Table 6.3: Distribution of Respondents by various reasons for selecting the row and Socio-economic Variables (%)

Background Variables	Attributes	To get more attention from teacher	To avoid direct attention of teacher	Lecture & discussions would be more audible	Due to medical reasons	Fear of harassment from other students	To sit with friends	No particular reason
		1	2	3	4	5	6	7
Gender	Male	66.2	35.5	55.1	30.8	21.8	49.6	41.9
	Female	52.6	23.3	56.4	14.7	14.7	32.7	33.1
Social Group	SC	66.2	29.4	61.8	30.9	14.7	41.2	38.2
	ST	62.5	37.5	75.0	25.0	37.5	50.0	25.0
	OBC	64.0	31.4	53.7	22.9	18.3	40.6	37.7
	GEN	52.3	27.0	54.4	19.9	18.7	40.2	37.8
	VJ(3)	66.7	0.0	66.7	0.0	0.0	100	0.0
	SBC (5)	100	40.0	80.0	0.0	0.0	100	20.0
Religion	Hindu	60.1	29.4	54.5	22.6	18.2	40.8	37.4
	Muslim (44)	47.7	29.5	65.9	20.5	18.2	36.4	40.9
	Sikh (3)	33.3	00	33.3	00	00	33.3	00
	Christian (2)	100	00	100	00	00	50	00
	Buddhist (4)	75	25	75	25	25	75	25
	Jain (1)	00	00	100	00	00	00	00
Household Income	<= 5000	69.3	34.3	53.3	24.8	16.1	46.0	81.4
	5001 – 10000	57.8	32.4	56.9	32.4	26.5	45.1	37.3
	10001 – 25000	55.6	23.4	51.6	17.7	19.4	33.9	46.8
	25001 – 50000	50.0	29.4	57.4	8.8	13.2	35.3	36.8
	> 50000	54.4	23.5	64.7	22.1	10.3	39.7	30.9
Total		**59.0**	**29.0**	**55.8**	**22.2**	**18.0**	**40.6**	**37.2**

Table 6.4: Distribution of Respondents, by how they generally sit in classroom and Socio-economic Variables (%) (Do you sit in the class on the following basis?)

Background Variables	Attributes	Community	Caste	Ethnicity	Religion	Economic status	Rank order, Entrance / Plus 2 grades	Prior acquaintance
		Yes	Yes	Yes	Yes	Yes	Yes	Yes
Gender	Male	30.3	16.2	17.9	17.5	16.7	20.5	34.6
	Female	24.4	12.8	15.8	13.9	11.7	14.3	37.0
Social Group	SC	32.4	11.8	16.2	19.1	17.6	14.7	35.3
	ST	25.0	12.5	62.5	25.0	25.0	37.5	37.5
	OBC	27.4	17.1	19.4	16.6	13.1	19.4	33.1
	GEN	25.7	13.3	13.7	13.7	12.4	15.8	38.3
Religion	Hindu	27.4	14.6	16.8	16.1	13.9	16.6	35.1
	Muslim	18.2	13.6	18.2	11.4	15.9	25.0	43.2
	Sikh	66.7	00	00	00	00	00	33.3
	Christian	50	00	00	00	00	00	100
	Buddhist	75	25	25	25	25	25	25
	Jain (1)	00	00	00	00	00	00	00
Income Range	<= 5000	33.6	19.7	21.2	23.4	15.3	16.8	29.9
	5001 – 10000	23.5	12.7	17.6	14.7	18.6	22.5	32.4
	10001 – 25000	22.6	12.1	16.9	15.3	10.5	16.1	35.5
	25001 – 50000	32.4	11.8	13.2	11.8	11.8	11.8	41.8
	> 50000	23.5	13.2	10.3	5.9	13.2	17.6	47.1
Level of Study	University	28.0	9.5	9.0	6.5	7.0	9.0	41.2
	College	26.7	17.7	22.0	21.7	18.7	22.7	32.3
Total		**27.2**	**14.4**	**16.8**	**15.6**	**14.0**	**17.2**	**35.9**

Table 6.5: Distribution of Respondents, by Teachers' sensitivity towards diversity of student identity and Socio-economic Variables (%, Frequently+Always)

Background Variable	Attributes	My surname is announced verbally in classroom	I am labeled as reserved class	It is common to see remark in Classroom based on caste, religion etc.	My teacher makes caste based jokes	My teacher makes gender based jokes	My teacher makes derogatory jokes	Derogatory remarks
Gender	Male	11.5	8.5	6.8	7.3	9.8	13.2	11.7
	Female	6.4	2.3	5.3	4.9	4.5	3.0	6.8
Caste	SC	10.3	7.3	10.3	5.8	13.2	13.3	11.8
	ST	12.5	25.0	12.5	12.5	12.5	25.0	25.0
	OBC	8.6	6.3	4.6	3.4	6.8	6.2	8.1
	GEN	8.3	2.9	5.4	7.5	53	00	8.3
Religion	Hindu	9.0	5.6	6.1	5.8	7.9	8.5	9.4
	Muslim	6.8	23	4.5	9.1	00	2.3	4.6
Income Range	<= 5000	14.7	8.8	8.0	4.4	7.3	9.4	10.2
	5001 – 10000	8.8	5.9	3.9	6.9	9.8	12.7	13.9
	10001 – 25000	6.3	3.2	5.6	7.2	7.3	7.2	7.2
	25001 – 50000	4.4	1.5	4.4	4.4	1.5	00	6.0
	> 50000	5.9	4.4	7.4	7.3	7.4	5.9	5.9
Level of Study	University	9.0	5.0	8.0	5.5	2.5	5.0	5.0
	College	8.7	5.3	4.6	6.4	10.0	9.7	11.8
Total		**8.8**	**5.2**	**6.0**	**6.0**	**7.0**	**7.8**	**9.0**

Table 6.6: Distribution of Respondents, by Sensitivity to Student Diversity in Curriculum transaction and Socio-Economic Variables (%)

Background Variables	Attributes	My teacher include various perceptions of different cultures in class discussions	My teacher encourages students from different background to work together in group assignment	My teacher encourages students to respect different beliefs
Gender	Male	49.1	50.5	52.2
	Female	54.8	56.7	68.8
Social Group	SC	55.0	52.1	47.8
	ST	50.0	62.5	62.5
	OBC	48.5	50.8	59.4
	GEN	54.1	56.6	66.1
Religion	Hindu	51.4	52.7	60.1
	Muslim	54.6	56.8	63.6
	Sikh	66.7	100	100.0
	Christian	100	100	100.0
	Buddhist	75.0	75.0	75.0
	Jain	100	100	100.0
Level of Study	PG (University	60.5	62.0	73.0
	UG (College)	46.7	48.3	53.0
Household Income	<= 5000	44.5	46.7	45.2
	5001 – 10000	51.0	58.8	65.7
	10001 – 25000	51.6	53.2	59.7
	25001 – 50000	67.6	63.2	83.8
	> 50000	54.4	51.5	64.7
Total		**52.2**	**53.8**	**61.0**

Table 6.7: Distribution of Respondents, by Equality in Provision of Academic Support and Socio-Economic Variables, (%, Frequently+Always)

Background Variable	Attributes	Receive academic support from teacher	Teacher gives equal attention to me in comparison with other during academic discussions	Teacher gives equal attention to me in classroom during Q.A. session	Teacher gives equal attention to me in monitoring my performance	Teacher gives equal attention to me in clarifying doubts	Teacher from my own background give attention	Teacher under-rates academic ability	I am kept idle in the laboratory
Gender	Male	30.8	52.2	51.3	55.6	58.1	26.1	20.1	22.3
	Female	28.6	53.0	61.7	58.7	66.5	27.4	12.7	25.7
Social Group	SC	20.3	52.6	47.8	60.9	59.4	27.5	22.1	31.9
	ST	62.5	37.5	62.5	50.0	62.5	37.5	12.5	37.5
	OBC	32.0	54.3	55.4	54.9	59.5	26.9	14.3	22.9
	GEN	30.5	52.9	60.7	58.7	65.3	26.5	16.6	22.4
Household Income	<= 5000	28.5	52.6	47.4	54.7	59.1	24.8	17.5	21.9
	5001 – 10000	31.4	49.0	52.9	47.0	55.9	23.5	20.6	29.4
	10001 – 25000	29.9	49.2	58.8	62.1	66.9	29.9	12.1	19.3
	25001 – 50000	33.8	52.9	66.2	61.8	66.1	26.4	14.8	26.4
	> 50000	25.0	63.2	67.7	63.2	67.6	30.9	16.2	6.0
Level of Study	University	30.5	52.0	67.5	60.5	72.0	28.0	9.0	20.1
	College	29.0	53.0	49.7	55.0	56.4	26.0	21.0	26.7
Total		**29.6**	**52.6**	**56.8**	**57.2**	**62.6**	**26.8**	**16.2**	**24.0**

Table 6.8: Distribution of Respondents by Classroom Interaction and Socio-Economic Variables (%, Frequently+Always)

Background Variable	Attributes	My Teacher can identify each student by names	My teacher encourages me to ask questions and participate in discussions	In my opinion most of the teacher encourages questions in the classroom
Gender	Male	51.3	64.0	56.8
	Female	53.4	68.4	59.8
Social Group	SC	55.1	69.6	66.6
	ST	55.8	50.0	37.5
	OBC	62.5	64.6	51.4
	GEN	46.3	66.5	61.5
Household Income	<= 5000	100	59.2	51.9
	5001 – 10000	46.0	66.7	60.8
	10001 – 25000	47.1	68.6	56.5
	25001 – 50000	51.8	70.6	63.2
	> 50000	64.7	70.6	662
Level of Study	University	60.5	70.0	58.5
	College	47.0	63.7	58.6
Total		**52.4**	**66.2**	**58.4**

Table 6.9 Distribution of Respondents, by Guidance and Time Given by the Teacher for Feedback and Socio-Economic Variables (%)

Background Variable	Attributes	My Teacher gives one-to-one time on academic matter	I have been guided by a faculty member in research/ projects	I am able to visit my teacher without inhibitions office/staffroom to discuss	I directly get my doubts clarified from faculty during or end of the class	Faculty provides me with feedback on academic progress	I am allotted differential time to meet faculty as compared to other
Gender	Male	45.7	44.0	56.0	45.3	37.2	31.2
	Female	54.9	42.9	66.5	53.0	42.2	20.3
Social Group	SC	44.9	39.1	53.6	37.6	44.9	23.1
	ST	37.5	50.0	75.0	50.0	25.0	37.5
	OBC	48.6	43.4	61.1	46.9	36.0	28.0
	GEN	55.0	45.0	64.0	54.5	41.7	24.3
Household Income	<= 5000	40.8	35.7	55.5	52.3	33.6	24.9
	5001 – 10000	50.0	46.1	579	47.1	37.3	26.4
	10001 – 25000	52.4	46.0	65.3	54.0	39.5	28.2
	25001 – 50000	58.9	51.5	67.7	63.2	52.9	25.0
	> 50000	57.4	41.2	66.2	44.1	42.7	20.6
Level of Study	University	56.5	47.0	70.5	61.5	44.0	22.0
	College	46.6	41.0	55.6	41.3	37.0	27.6
Total		**56.6**	**43.4**	**62.60**	**49.4**	**39.8**	**25.4**

Table 6.10: Distribution of Respondents, by Interpersonal Relationship with Teachers and Socio-Economic Variables (%, Frequently+Always)

Background Variable	Attributes	I feel free to interact informally with faculty members outside the classroom	My teacher encourages students to discuss their personal issues
Gender	Male	44.9	36.7
	Female	51.9	52.6
Social Group	SC	42.0	43.5
	ST	50.0	50.0
	OBC	48.6	40.0
	GEN	51.2	49.6
Household Income	<= 5000	40.2	37.2
	5001 – 10000	40.1	45.1
	10001 – 25000	50.0	45.2
	25001 – 50000	61.8	57.4
	> 50000	61.8	48.6
Level of Study	University	57.0	54.0
	College	54.0	39.4
Total		**48.6**	**45.2**

Table 6.11: Distribution of Respondents, by Equality in Evaluation and Socio-Economic Variables (%)

Background Variable	Attributes	Do you think that teacher evaluate examination paper fairly	I was not given chance of re-evaluating examination papers	My result was declared with a delay
		Yes	**Yes**	**Yes**
Gender	Male	70.5	51.7	47.4
	Female	72.3	45.9	45.9
Social Group	SC	60.9	43.5	44.9
	ST	75.0	87.5	62.5
	OBC	70.3	50.9	48.6
	GEN	73.9	47.9	45.5
Household Income	<= 5000	71.5	61.3	48.9
	5001 – 10000	75.5	43.1	46.1
	10001 – 25000	60.5	41.9	46.0
	25001 – 50000	75.0	48.5	47.1
	> 50000	73.5	44.1	45.6
Level of Study	University	68.5	47.0	52.5
	College	71.6	49.7	43.0
Total		**70.0**	**48.6**	**46.6**

Table 6.12: Distribution of Respondents, by Teachers' Support to build leadership qualities and Socio-Economic Variables (%, Frequently + Always)

Background Variable	Attributes	My teacher delegates academic responsibilities to me	My teacher encourage me to organise activities (seminar, debates)	My teacher encourages me to participate in extra-curricular activities (debates, literacy, act etc.)	I discuss my academic doubts with co-students after class
Gender	Male	47.9	56.0	49.2	56.4
	Female	54.7	60.5	63.6	63.5
Social Group	SC	40.6	53.6	49.3	63.7
	ST	25.0	37.5	25.0	25.0
	OBC	48.6	60.6	56.0	54.9
	GEN	47.1	59.1	61.2	64.8
Household Income	<= 5000	48.9	59.1	46.7	51.1
	5001 – 10000	44.1	53.9	57.9	59.8
	10001 – 25000	41.1	58.8	58.1	62.1
	25001 – 50000	50.0	64.8	69.1	67.7
	> 50000	48.5	55.9	60.3	67.7
Level of Study	University	43.0	61.0	67.5	70.0
	College	48.4	56.7	49.7	53.6
Total		46.2	58.4	56.8	60.2

Table 6.13: Distribution of Respondents, by Students' Library Experience and Socio-Economic Variables (%)

Background Variable	Attributes	Separate seats are marked for students in reading hall for my social background (Yes)	There is differential timing regarding issue of book or journals or magazines (Yes)
Gender	Male	31.2	40.2
	Female	26.7	36.1
Social Group	SC	30.4	42.0
	ST	50.0	50.0
	OBC	29.7	36.0
	GEN	27.3	38.0
Household Income	<= 5000	32.8	41.6
	5001 – 10000	28.4	40.2
	10001 – 25000	26.6	33.1
	25001 – 50000	26.5	36.8
	> 50000	26.5	36.8
Level of Study	University	23.5	37.0
	College	32.3	38.7
Total		**28.8**	**38.0**

Table 6.14: Distribution of Respondents, by Students Experience of Administration and Socio-Economic Variables (%)

Background Variable	Attributes	Time schedule for the release of fellowships / scholarships Yes	Experience of rude behaviour from administration Yes	Experience of harassment Yes
Gender	Male	41.0	33.3	19.2
	Female	24.0	14.7	9.4
Social Group	SC	42.6	23.5	18.8
	ST	37.5	50.0	50.0
	OBC	39.3	28.6	17.1
	GEN	22.6	18.3	9.1
Household Income	<= 5000	46.5	20.2	17.5
	5001 – 10000	31.3	35.4	13.7
	10001 – 25000	25.6	22.3	15.3
	25001 – 50000	18.5	20.0	8.8
	> 50000	29.2	16.9	10.3
Level of Study	University	23.9	16.1	11.0
	College	36.7	27.7	16.0
Total		**30.3**	**22.4**	**14.0**

Table 6.15: Distribution of Respondents, by Students Own Learning Strategies for Academic Progress and Socio-Economic Variables (%, Frequently + always,)

Background Variable	Attributes	I search the internet if I am not clear about some issue taught in the classroom	I visit the library if I am not clear about some issue taught in the classroom	I do not bother if I am not clear about some issue taught in the classroom	I discuss with friends outside college if I am not clear about some issue taught in the classroom	I discuss my academic doubts with co-students after class
Gender	Male	57.7	49.6	28.2	51.8	56.4
	Female	65.1	55.7	29.0	56.4	63.5
Social Group	SC	55.0	47.8	39.1	62.3	63.7
	ST	62.5	25.0	50.0	37.5	25.0
	OBC	58.8	52.6	27.0	52.6	54.9
	GEN	67.0	55.8	29.0	53.7	64.8
Household Income	<= 5000	52.6	46.7	29.2	50.4	51.1
	5001 – 10000	56.9	51.0	29.4	53.9	59.8
	10001 – 25000	65.3	60.5	29.0	54.0	62.1
	25001 – 50000	72.0	55.9	26.9	60.3	67.7
	> 50000	69.1	50.0	26.4	55.9	67.7
Level of Study	University	49.5	65.5	25.6	66.5	70.0
	College	49.7	44.3	30.7	46.0	53.6
Total		**61.6**	**52.8**	**28.6**	**54.2**	**60.2**

Table 7.1: Distribution of Respondents, on the Basis of Peer Group Formation and Socio-Economic Variables (%)

Background Variables	Attributes	Students from my own class		Students with my own intellectual level		Students from my own hostel		Students from school where I studied		Students who belong to my own course subject	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Gender	Total	26.8	73.2	37.0	63.0	23.6	76.4	31.2	68.8	51.6	48.4
	Male	32.5	67.5	38.5	61.5	26.9	73.1	32.5	67.5	48.3	51.7
	Female	21.8	78.2	35.7	64.3	20.7	79.3	30.1	69.9	54.5	45.5
Social Group	SC	23.2	76.8	31.9	68.1	20.3	79.7	33.3	66.7	40.6	59.4
	ST	37.5	62.5	75.0	25.0	25.0	75.0	50.0	50.0	37.5	62.5
	OBC	27.4	72.6	38.9	61.1	23.4	76.6	33.7	66.3	49.7	50.3
	GEN	27.3	72.7	36.0	64.0	24.4	75.6	28.5	71.5	56.6	43.4
Religion	Hindu	27.1	72.9	36.3	63.7	24.0	76.0	30.7	69.3	50.7	49.3
	Muslim	27.3	72.7	45.5	54.5	20.5	79.5	34.1	65.9	56.8	43.2
	Sikh	--	100	33.3	66.7	--	100	--	100	100	--
	Christian	--	100	100	--	50	50	100	--	100	--
	Buddhist	25	75	--	100	25	75	50	50	25	75
	Jain	--	100	--	100	--	100	--	100	100	--
Total		**26.8**	**73.2**	**37**	**63**	**23.6**	**76.4**	**31.2**	**68.8**	**51.6**	**48.4**

Table 7.2: Distribution of Respondents, on the Basis of Peer Group Formation and Socio-Economic Variables (%)

Background Variables	Attributes	Students belonging to my own tribe		Students match with my economic status		Students from my region		Students belonging to my religion	
		Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Gender	Male	29.6	70.4	30.8	69.2	32.5	67.5	26.9	73.1
	Female	22.6	77.4	18.8	81.2	27.4	72.6	20.7	79.3
Social group	SC	26.1	73.9	24.6	75.4	29.0	71.0	20.3	79.7
	ST	37.5	62.5	37.5	62.5	37.5	62.5	50.0	50.0
	OBC	26.9	73.1	26.3	73.7	30.3	69.7	28.6	71.4
	GEN	24.9	75.1	22.7	77.3	29.8	70.2	20.2	79.8
Religion	Hindu	25.6	74.4	24.4	75.6	30.5	69.5	23.5	76.5
	Muslim	25.0	75.0	25.0	75.0	20.5	79.5	25.0	75.0
	Sikh	33.3	66.7	--	100	33.3	66.7	--	100
	Christian	50.0	50.0	--	100	50.0	50.0	--	100
	Buddhist	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0
	Jain	--	100	--	100	--	100	--	100
Total		**25.9**	**74.1**	**24.4**	**75.6**	**29.8**	**70.2**	**23.6**	**76.4**

Table 7.3: Distribution of Respondents, on the Basis of reasons of non-interaction with opposite sex and Socio-Economic Variables (%)

Background variable	I don't have adequate skills to mingle with them		Its always better to limit ourselves in order to concentrate on studies		Because of y economic status		Because of my caste state		I feel they are not showing genuine interest on students from my background		They are always teasing		My parents do not like mingling with the opposite sex	
	Y	**N**	**Y**	**N**	**Y**	**N**	**Y**	**N**	**Y**	**N**	**Y**	**N**	**Y**	**N**
Gender														
Male	41.5	58.5	56.0	44.0	35.5	64.5	28.2	71.8	31.6	68.4	21.4	78.6	30.8	69.2
Female	32.3	67.7	40.2	59.8	20.7	79.3	15.4	84.6	17.7	82.3	11.3	88.7	18.4	816
Social Group														
SC	42.0	58.0	58.0	42.0	31.9	68.1	26.1	73.9	31.9	68.1	26.1	73.9	33.3	66.7
ST	75.0	25.0	25.0	75.0	50.0	50.0	62.5	37.5	25.0	75.0	25.0	75.0	50.0	50.0
OBC	37.1	62.9	50.9	99.1	34.9	65.1	26.9	73.1	25.1	74.9	16.6	83.4	29.7	70.3
GEN	33.5	66.5	43.4	56.6	20.7	79.3	14.9	84.7	21.1	78.9	12.8	87.2	16.5	83.5
Religion														
Hindu	37.7	62.3	48.0	52.0	28.0	72.0	22.0	77.8	25.3	74.7	16.8	83.2	27.8	72.2
Muslim	29.5	70.5	43.2	56.8	27.3	72.7	15.9	84.1	13.6	86.4	9.1	90.9	22.7	77.3
Sikh	--	100	33.3	66.7	--	100	--	100	--	100	--	100	--	100
Christian	--	100	100	--	--	100	--	100	--	100	--	100	50	50
Buddhist	50	50	50	50	25	75	50	50	50	50	25	75	25	75
Jain	--	100	--	100	--	100	--	100	--	100	--	100	--	100
Total	**36.6**	**63.4**	**47.6**	**52.4**	**27.6**	**72.4**	**21.6**	**78.4**	**24.2**	**75.8**	**1.6**	**84.0**	**4.6**	**68.2**

Table 7.4: Distribution of Respondents, on the Basis of Choice of Friends and Gender (%)

Gender	Social group		Religion		Sex		Branch	
Male	SC	10.7	Hindu	81.6	M	76.9	My class	71.8
	ST	3.0	Muslim	2.6	F	23.1	My discipline but from other class	8.1
	OBC	29.9	Sikh				Other discipline	4.3
	GEN	56.4	Christian				99	15.8
			Buddhist					
Female	SC	8.6	Hindu	78.9	M	26.7	My class	76.3
	ST	1.9	Muslim	9.8	F	73.3	My discipline but from other class	6.4
	OBC	22.9	Sikh	0.4			Other discipline	6.8
	GEN	66.6	Christian	10.9			99	10.5
			Buddhist					

Table 7.5: Distribution of Respondents, on the Basis of Choice of Friends and Social Group (%)

Background variable	Social group		Religion		Sex		Branch	
SC	SC	27.5	Hindu	79.7	M	50.7	My class	68.1
	ST	7.2	Muslim	2.9	F	31.9	My discipline but from other class	7.2
	OBC	15.9	Sikh		99	17.4	Other discipline	7.2
	GEN	30.4	Christian				99	17.4
	Don't know	1.4	Buddhist					
	99	17.4	99	17.4				
ST	SC	12.5	Hindu	50	M	37.5	My class	37.5
	ST	12.5	Muslim		F	12.5	My discipline but from other class	
	OBC		Sikh		99	50	Other discipline	12.5
	GEN	25.0	Christian				99	50
	99	50.0	99	50				
OBC	SC	5.7	Hindu	82.9	M	54.9	My class	77.7
	ST	2.3	Muslim	4.6	F	34.9	My discipline but from other class	7.4
	OBC	45.1	Sikh		99	10.3	Other discipline	4.6
	GEN	31.4	Christian				99	10.3
	Don't know	5.7	Don't know	12.5				
	99	9.7						
GEN	SC	6.6	Hindu	78.9	M	31.0	My class	74.8
	ST	0.8	Muslim	7.9	F	56.2	My discipline but from other class	7.0
	OBC	15.7	Sikh		99	12.8	Other discipline	5.4
	GEN	58.7	Christian	0.4			99	12.8
	Don't know	5.4	Buddhist					
	99	12.8	Don't know	12.7				

Table 7.6: Distribution of Respondents, on the Basis of Choice of Friends and Place of Residence (%)

Background Variable	Social group		Religion		Gender		Branch	
Rural	SC	14.6	Hindu	84.8	M	57.3	My class	74.9
	ST	1.2	Muslim	1.2	F	31.0	My discipline but from other class	8.8
	OBC	33.3	Sikh	14.0	99	11.7	Other discipline	4.7
	GEN	34.5	Christian				99	11.7
	Don't know	26.4	Buddhist					
Urban	SC	7.0	Hindu	77.8	M	35.3	My class	73.9
	ST	3.0	Muslim	8.2	F	51.1	My discipline but from other class	6.4
	OBC	22.5	Sikh		99	13.7	Other discipline	6.1
	GEN	49.2	Christian	0.3			99	13.7
	Don't know	18.3	Don't know	13.7				

Table 7.7: Distribution of Respondents, on the Basis of Choice of Friends and Household Income (%)

Background Variable	Social group		Religion		Sex		Branch	
Less than 5000	SC	14.6	Hindu	81.8	M	53.3	My class	89.0
	ST	1.5	Muslim	2.9	F	31.4	My discipline but from other class	6.6
	OBC	29.9	Sikh		99	15.3	Other discipline	4.4
	GEN	35.8	Christian					
	Don't know	18.2	Don't know	15.3				
5001 – 10,000	SC	4.9	Hindu	75.5	M	39.2	My class	86.3
	ST	3.9	Muslim	5.9	F	44.1	My discipline but from other class	8.8
	OBC	24.5	Sikh		99	16.7	Other discipline	4.9
	GEN	49.0	Christian					
	Don't know	17.7	Don't know	18.6				
10,001 – 25,000	SC	10.5	Hindu	81.5	M	39.5	My class	83.9
	ST	4.0	Muslim	8.1	F	50.8	My discipline but from other class	8.1
	OBC	29.0	Sikh		99	9.7	Other discipline	8.1
	GEN	40.3	Christian					
	Don't know	16.2	Don't know	10.4				
25,001 – 50,000	SC	8.8	Hindu	85.3	M	44.1	My class	85.2
	ST	1.5	Muslim	5.9	F	48.5	My discipline but from other class	7.4
	OBC	20.6	Sikh		99	7.4	Other discipline	7.4
	GEN	52.9	Christian	1.5				
	Don't know	16.2	Don't know	7.3				
50,001 and above	SC	5.9	Hindu	76.5	M	32.4	My class	92.6
	ST	-	Muslim	8.8	F	52.9	My discipline but from other class	4.4
	OBC	22.1	Sikh		99	14.7	Other discipline	3.0
	GEN	51.5	Christian					
	Don't know	20.5	Don't know	14.7				

Table 7.8: Distribution of Respondents, on the Basis of Intergroup Interaction on the Campus and Socio-Economic Variables (%, never+rarely and Always+frequently)

Background Variable	I am cautious to interact with students from other caste		I have studied or prepared for class together with students from other castes		I have tension filled interaction with students from other castes other than my own		I am able to share my personal feelings with students from other castes		I have had open discussions about caste religion issues outside of class.	
	n+r	**a+f**	**n+r**	**a+f**	**n+r**	**a+f**	**n+r**	**a+f**	**n+r**	**a+f**
Gender										
Male	68.4	31.6	49.2	50.8	79.9	20.1	44.0	56.0	61.1	38.9
Female	74.0	26.0	41.4	58.6	79.3	29.7	40.2	59.8	61.6	38.4
Social Group										
SC	69.6	30.4	37.6	62.3	75.9	24.6	43.4	55.6	59.4	40.6
ST	62.5	37.5	75.0	25.0	50.0	50.0	42.1	57.9	75.0	25.0
OBC	69.7	30.3	43.5	56.5	84.6	15.4	37.5	0.5	63.4	36.6
GEN	73.6	26.4	47.1	52.9	78.1	21.9	42.1	57.9	60.0	40.0
Religion										
Hindu	70.9	29.1	44.6	55.4	79.1	209	42.2	57.8	61.2	38.8
Muslim	77.3	22.7	47.8	52.2	84.1	15.9	45.4	54.6	61.4	38.6
Sikh	100	--	66.6	33.4	100	--	66.6	33.4	100	-
Christian	100	--	--	100	100	--	--	100	50	50
Buddhist	25	75	100	--	50	50	25	75	75	25
Jain	100	--	--	100	100	--	--	100	--	100
Total	**71.4**	**28.6**	**45.0**	**55.0**	**79.6**	**20.4**	**42.0**	**58.6**	**61.4**	**38.6**

Table 7.9: Distribution of Respondents, on the Basis of Life in the Hostel and Socio-Economic Variables (%)

Background Variables	Attributes	Do all students sit together and eat meals in the hostel			Are there separate eating places in the campus for different group of students		
		Y	**N**	**99**	**Y**	**N**	**99**
Gender	Male	10.7	1.7	87.6	1.3	11.1	87.6
	Female	6.4	0.8	92.9	1.9	5.3	92.9
Social Group	SC	5.8	--	94.2	1.4	4.3	94.2
	ST			100			100
	OBC	12.6	1.7	85.7	2.9	11.4	85.7
	GEN	6.2	0.8	93.0	0.4	6.6	93.0
Religion	Hindu	8.5	1.3	90.1	1.8	8.1	90.1
	Muslim	9.1	--	90.9	--	9.1	90.9
	Sikh	--	--	100	--	--	100
	Christian	--	--	100	--	--	100
	Buddhist	--	--	100	--	--	100
	Jain	--	--	100	--	--	100
Total		**8.4**	**1.2**	**90.4**	**1.6**	**8.0**	**90.4**

Table 7.10: Distribution of Respondents, on the Basis of Hostel Committee and Socio-Economic Variables (%, Y- Yes, N- No)

Background Variables	Attributes	Is there a hostel committee			Are you a member of hostel committee			Are you part of any informal group /club in hostel		
		Yes	**No**	**99**	**Yes**	**No**	**99**	**Yes**	**No**	**99**
Gender	Male	5.1	7.3	87.6	1.3	11.1	87.6	1.3	11.1	87.6
	Female	5.6	1.5	92.9	23	4.9	92.5	1.5	5.6	92.5
Social Group	SC	2.9	2.9	94.2	--	5.8	94.2	--	5.8	94.2
	ST			100	--	--	100	--	--	100
	OBC	8.6	5.7	86.7	2.3	12.0	85.7	1.7	12.6	85.7
	GEN.	3.3	3.7	93.0	2.0	5.0	93.0	1.2	5.8	93.0
Religion	Hindu	5.4	4.5	90.1	2.0	7.8	90.1	1.6	8.3	90.1
	Muslim	6.8	2.3	90.9	--	9.1	90.9	--	9.1	88.6
	Sikh	--	--	100	--	--	100	--	--	100
	Christian	--	--	100	--	--	100	--	--	100
	Buddhist	--	--	100	--	--	100	--	--	100
	Jain	--	--	100	--	--	100	--	--	100
Total		**5.4**	**4.2**	**90.4**	**1.8**	**7.8**	**90.4**	**1.4**	**8.2**	**90.4**

Table 7.11: Distribution of Respondents, on the Basis of formation of informal groups in the hostel and Socio-Economic Variables (%, Y- Yes, N- No)

Background Variable	Caste			Religion			Ethnicity/Tribe			Region			Issue based		
	Y	N	99	Y	N	99	Y	N	99	Y	N	99	Y	N	99
Gender															
Male	10.7	10.7	87.6	1.7	10.7	87.6	1.3	11.1	87.6	1.3	11.1	87.6	6.8	5.6	87.6
Female	1.5	5.6	92.9	1.5	5.6	92.9	1.1	6.0	92.9	1.1	6.0	92.9	2.3	4.9	92.5
Social Group															
SC	--	5.8	94.2	5.9	--	94.2	5.8	--	94.2	--	5.8	94.2	--	5.8	94.2
ST	--	--	100	--	--	100	--	--	100	--	--	100	--	--	100
OBC	2.9	11.4	85.7	2.3	12.0	85.7	2.3	12.0	85.7	2.3	12.0	85.7	7.4	6.9	85.7
GEN	1.2	5.8	93.0	1.2	5.8	93.0	0.8	6.2	93.0	0.8	6.2	93.0	3.7	3.3	93.0
Religion															
Hindu	1.6	8.3	90.1	1.6	8.3	90.1	1.1	8.7	90.1	1.1	8.7	90.1	4.3	5.6	90.1
Muslim	2.3	6.8	91.9	2.3	6.8	90.9	2.3	6.8	90.9	2.3	6.8	90.9	6.8	2.3	88.6
Sikh	--	--	100	--	--	100	--	--	100	--	--	100	--	--	100
Christian	--	--	100	--	--	100	--	--	100	--	--	100	--	--	100
Buddhist	--	--	100	--	--	100	--	--	100	--	--	100	--	--	100
Jain	--	--	100	--	--	100	--	--	100	--	--	100	--	--	100

Table 7.12: Distribution of Respondents, on the Basis of Level of Involvement in Co-Curricular Activities on Campus and Socio-Economic Variables (%, Y- Yes, N- No)

Background Variables	Attributes	I do not attend any activities		I only watch the activities		I also participate in the activities		I also plan, coordinate and manage activities		I also train students in any of the performing items	
		Y	N	Y	N	Y	N	Y	N	Y	N
Gender	Male	12.7	57.3	40.6	59.4	46.2	53.8	48.3	51.7	40.6	59.4
	Female	38.3	61.7	33.5	66.5	51.1	48.9	47.0	53.0	36.1	63.9
Social group	SC	40.6	59.4	43.5	56.5	59.4	40.6	42.0	58.0	42.0	58.0
	ST	50.0	50.0	37.5	62.5	25.0	75.0	62.5	37.5	50.0	50.0
	OBC	43.4	56.6	34.9	65.1	49.7	50.3	50.3	49.7	38.3	61.7
	GEN	38.4	61.6	35.5	64.5	46.7	53.3	47.1	52.9	36.4	63.6
Religion	Hindu	39.7	60.3	37.2	62.8	47.3	52.7	46.9	53.1	37.7	62.3
	Muslim	50.0	50.0	34.1	65.9	59.1	40.9	52.3	47.7	43.2	56.8
	Sikh	-	100	33.3	66.7	100	-	66.7	33.3	33.3	66.7
	Christian	-	100	50	50	50	50	50	50	50	50
	Buddhist	50	50	25	50	75	25	75	25	50	50
	Jain	100	-	-	100	-	100	-	100	-	100
Total		**40.4**	**59.6**	**36.8**	**63.2**	**48.8**	**51.2**	**47.6**	**52.4**	**38.2**	**61.8**

Table 7.13: Distribution of Respondents, on the Basis of Level of Involvement in Co-Curricular Activities on Campus and Socio-Economic Variables (%, Y- Yes, N- No)

Background Variables	Attributes	Did you get opportunity to be a part of organizing a cultural event ?		Are you a member of any extra-curricular activity grp/ club/ society in campus ?		I do not like to be a part of such group.		I am afraid my identity would be revealed if I join the group.		Are there any info. Groups in your college that are started by students	
		Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Gender	Male	43.6	56.4	29.9	70.6	36.8	63.2	14.1	85.9	21.4	78.6
	Female	44.0	56.0	24.4	75.6	34.6	65.4	16.2	83.8	17.7	82.3
Social Group	SC	36.2	63.8	23.2	76.8	46.4	53.6	20.3	79.7	18.8	81.2
	ST	25.0	75.0	26.4	73.6	34.3	65.7	25.0	75.0	50.0	50.0
	OBC	42.9	57.1	50.0	50.0	33.7	66.3	16.0	84.0	19.4	80.6
	GEN	47.5	52.5	28.6	71.4	34.3	65.7	13.2	86.8	18.6	81.4
	VJ	-	100	-	100	-	100	-	100	-	100
	SBC	40	60	20	80	-	100	-	100	20	80
Religion	Hindu	43.3	56.7	27.4	72.6	36.1	63.9	15.0	85.0	20.0	80.0
	Muslim	47.7	52.3	22.7	77.3	29.5	705.0	18.2	81.8	18.2	81.8
	Sikh	66.7	33.3	33.3	66.7	33.3	66.7	-	100	-	100
	Christian	50	50	50	50	50	50	-	100	-	100
	Buddhist	50	50	25	75	50	50	25	75	-	100
	Jain	-	100	-	100	-	100	-	100	-	100
Total		**43.8**	**56.2**	**27.0**	**73.0**	**35.6**	**64.4**	**15.2**	**84.8**	**19.4**	**80.6**

Table 7.14: Distribution of Respondents, on the Basis of the reasons of Formation of Informal Groups and Socio-Economic Variables (%)

Background variables	Attributes	Caste		Religion		Ethnicity/Tribe		Region		Issue based	
		Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Gender	Male	21.4	78.6	14.5	85.5	16.7	83.3	22.6	77.4	31.2	68.8
	Female	13.2	86.8	9.4	90.6	9.0	91.0	11.3	88.7	32.0	68.0
Social Group	SC	17.4	82.6	8.7	91.3	13.0	87.0	18.8	81.2	21.7	78.3
	ST	25	75	12.5	87.5	12.4	87.6	50.0	50.0	75.2	25.2
	OBC	14.3	85.7	14.9	85.1	12.5	87.5	13.1	86.9	28.6	71.4
	GEN	14.4	82.6	10.7	89.3	12.4	87.6	174	82.6	35.1	64.9
Religion	Hindu	17.3	82.7	11.9	88.1	13.5	86.5	16.8	83.2	30.5	69.5
	Muslim	18.2	81.8	13.6	86.4	4.5	95.5	15.9	84.1	40.9	59.1
	Sikh	--	100	--	100	--	100	--	100	66.7	33.3
	Christian	--	100	--	100	--	100	--	100	--	100
	Buddhist	--	100	--	100	25	75	25	75	50	50
	Jain	--	100	--	100	--	100	--	100	--	100
	Total	**17**	**83**	**11.8**	**88.2**	**12.6**	**87.4**	**16.6**	**83.4**	**31.6**	**68.4**

Table 7.15: Distribution of Respondents, on the Basis of Awareness about Campus Level Committees/Cells and Socio-Economic Variables (%, Y- Yes, N- No)

Background Variables	Attributes	Are you aware of UGC regulation 2012 (Promotion of Equity in HE institutions		If yes, Are you Aware of the details on the forms of discrimination		Are you aware of antidiscrimination officer		Is there any antidiscrimination officer at your college		Are you aware of functions of antidiscrimination officer	
		Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Gender	Male	48.7	51.3	44.9	55.1	39.3	60.7	26.5	73.5	31.2	68.8
	Female	52.3	47.7	34.6	65.4	39.1	60.9	25.9	74.1	22.6	77.4
Social Group	SC	47.8	52.2	36.2	63.8	36.2	63.8	29.0	71.0	23.2	76.8
	ST	37.5	62.5	62.5	37.5	62.5	37.5	12.5	87.5	24.4	75.6
	OBC	53.1	46.9	42.9	57.1	42.3	57.7	25.1	74.9	37.5	62.5
	GEN	50.8	49.2	37.6	62.4	37.2	62.8	26.9	73.1	30.9	69.1
Religion	Hindu	49.6	50.4	38.8	61.2	37.4	62.6	25.1	74.9	25.6	74.4
	Muslim	56.8	43.2	38.6	61.4	47.7	52.3	31.8	68.2	29.5	70.5
	Sikh	66.7	33.3	50.0	50.0	100	-	66.7	33.3	66.7	33.3
	Christian	50.0	50.0	75.0	25.0	50.0	50.0	-	100	75.0	100
	Buddhist	75.0	25.0	100	-	75.0	25.0	75.0	25.0	75.0	25.0
	Jain	100	-	100	-	100	-	-	100	100	-
Total		**50.6**	**49.4**	**39.4**	**60.6**	**39.2**	**60.8**	**26.2**	**73.8**	**26.6**	**73.4**

Table 7.16: Distribution of Respondents, on the Basis of Level of Political Participation and Socio-Economic Variables (%, Y- Yes, N- No)

Background Variables	Attributes	Is there a student political organization in your college		Are you a member of such organization		Have you held/still holding post of office bearers of that organization at any level		Is there a student union in your college		Have you ever held a post in student union		Total
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Gender	Male	44.9	55.1	18.4	81.6	11.1	88.9	38.5	61.5	11.1	88.9	100
	Female	46.6	53.4	8.6	91.4	12.0	88.0	53.8	46.2	12.4	82.6	100
Social Group	SC	50.7	49.3	15.9	84.1	7.2	92.8	36.2	63.8	7.2	92.8	100
	ST	37.5	62.5	12.5	87.5	12.5	87.5	37.5	62.5	12.5	87.5	100
	OBC	46.3	53.7	12.6	87.4	8.0	92.0	42.3	57.7	10.9	89.1	100
	GEN	44.2	55.8	13.2	86.8	15.7	84.3	52.9	47.1	13.6	86.4	100
Religion	Hindu	46.4	53.6	14.1	85.9	11.9	88.1	47.5	52.5	11.4	88.6	100
	Muslim	38.6	61.4	4.5	95.5	9.1	90.9	43.2	56.8	15.9	84.1	100
	Sikh	66.7	33.3	-	100	33.3	66.7	33.3	66.7	33.3	66.7	100
	Christian	100	-	50	50	-	100	50	50	-	100	100
	Buddhist	25.0	75.0	-	100	-	100	-	100	-	100	100
	Jain	-	100	-	100	-	100	-	100	-	100	100
Total		**45.8**	**54.2**	**13.2**	**86.8**	**11.6**	**88.4**	**46.6**	**53.4**	**11.8**	**88.2**	100

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