ORIENTATION CUM WORKSHOP ON MANAGEMENT OF DIVERISTY AND EQUITY IN UNIVERSITIES AND COLLEGES

10-14 July, 2017, NUEPA, New Delhi

PROGRAMME REPORT

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The Idea and Background of the Programme

Higher education in India has experienced significant developments in recent years both in terms of institutional expansion and diversity of social composition of students and faculty. Enrolment of students belonging to the disadvantaged communities such as SCs, STs, OBCs, and educationally backward minorities in higher education has increased significantly in recent years. Similarly students from rural areas have also succeeded in getting admissions in the institutions of higher education in urban areas and metropolis, including those institutions which are otherwise considered to be elite institutions given their background and traditional social composition of students. Significant girl students are also represented in higher educational institutions in considerable numbers. This has significantly impacted the nature and composition of students in the institutions of higher education. There could be multiple factors responsible for altering the character of social composition of students. Social transformation and expanding middle class across the group and communities, besides a host of affirmative action policies, may be considered as important reasons for this change. These developments have thrown new challenges before the institutions of higher educations. How to respond to the challenges of diversity appear to be a major problem for most of the institutions. Growing incidence of group based discrimination and exclusion, increasing number of cases of violence against women and sexual harassment are posing problems for the institutions. Strong and effective institutional support mechanisms in the higher educational institutions are requisite of managing diversity and promoting equity.

As a measure of promoting diversity and inclusion in the institutions of higher education, a number of affirmative action programmes and schemes have been initiated by the Government of India and its agencies. Most of the affirmative action programmes and schemes relating to higher education are routed through the University Grants Commission (UGC). Establishment of Special Cells/ Equal Opportunity Cells in different universities and colleges is important intervention in this regard. These cells have been created with two intertwined objectives-i) to promote diversity and inclusive practices on the campuses of the institutions and to ensure nondiscrimination at the institutional level; and ii) to ensure effective implementation of policies and programmes within the institutions. Role of these cells becomes especially important given the context of educational institutions in India. There are numerous socially and culturally embedded sites of group based exclusion and discrimination at the institutional level. In fact, the educational institutions do not exist in isolation. The symbiotic relationship that exists between society and institutions gets best reflected in the practices of the educational institutions. In this case active intervention of the State through an array of inclusive policies and affirmative action programmes becomes a necessity.

It is in the above mentioned context that the Special Cells/Equal Opportunity Cells assume critical importance as mechanisms for addressing the issue of exclusion. They are loaded with the responsibility of creating enabling environment for the disadvantaged groups in the institutions of higher education. One of the requisites in this case is effective functioning of the institutional support system. The institutional support systems such as Equal Opportunity Cells, SC/ST cell, Women Empowerment cell, Coaching Scheme etc are mandated to oversee and ensure implementation of the policies, schemes and programmes for the inclusion of disadvantaged groups within the framework of policies and guidelines of the Government of India/UGC or other governmental agencies.

The functioning of these cells in universities and colleges is, however, not uniform. They are marked by variations in terms of their status and working. In some of the institutions variety of inclusive concerns and requirements are being articulated through an all encompassing cell at the level of institution. Indeed, there are variety of cells dealing with the issues of discrimination and exclusion and working for promoting diversity and inclusion within the institutions. In most of the cases these cells function as parallel mechanisms. They hardly converge together as a single window for redressing the problem of exclusion. Besides the efforts made by institutions as a response to the framework of policies and guidelines of the regulating/governmental agencies, we also come across many innovative inclusive practices at the level of institutions. In recent years the concerns of inclusion and equity have been reiterated in different policy documents on education.

The question, however, remains as to how and to what extent the policies and programmes of inclusion have been implemented at the level of institutions. Functioning of these cells in many cases is subjected to interrogation. It is generally maintained that these cells, in most of the institutions, appear to be ornamental. In many cases they hardy discharge the responsibility as mandated to them. They hardly function as mechanisms of creating enabling environment for the disadvantaged groups. In majority of the cases the coordinators of the cells are not empowered with competence and adequate knowledge and training to effectively manage diversity and oversee implementation of equity programmes within the institutions. It hardly needs additional emphasis that without an empowered and vibrant institutional structure, effective implementation of inclusive policies and affirmative action programmes is most likely to be deficient both in terms of process and outcomes.

The University Grants Commission during the 11th Plan made the provision for establishing of Equal Opportunity Cells in universities and colleges with a view of creating an umbrella institutional structure for promoting equity and inclusion at the level of institution. Many institutions have already established Equal Opportunity Cells. Despite the fact, confusion relating to the role, functions and mandate prevails in most of the institutions. The confusion abounds due to the multiplicity of cells, with varying mandate and responsibilities, dealing with the issues of exclusion of different disadvantaged groups are already in existence in most of the institutions. Even the coordinators of the cells are not aware about their precise role and responsibilities, different from the other cells relating to SC&STs, Gender, differently abled or minorities. There are only few institutions that have utilized the

opportunities by positioning Equal Opportunity Cell as inclusive institutional structure for promoting inclusion within the institution. The national workshop organized at NUEPA on this issue had reaffirmed the relevance of Equal Opportunity Cell as umbrella structure and expressed the felt need of bringing together variety of cells within one institutional structure of Equal Opportunity Office. It also emerged out of the churning in the workshop that there is urgent need of starting orientation programme for the coordinators of the cell for better management of diversity and equity and effective implementation of inclusive policies at the institutional level. In a series of programmes on this theme, attempts were made to generate awareness and building competence among the coordinators of the Equal Opportunity Cells for creating inclusive and enabling environment on the campus of the institutions.

The programme this year aimed to go beyond the institutional support system. The faculty from different institution, mainly those who are part of the academic administration, were invited to participate in the programme. Being the core component of the system, the faculty can play critical role in creating an enabling environment for students with the institutions. They could be critical agents of transforming the culture of the institution both within the classroom and outside the classroom. Therefore, their engagement in promoting inclusion and equity becomes important. Keeping this in mind, the programme attempted to bring together faculty from different universities who are also a part of the system academic administration

Objectives of the Programme

The proposed programme intended to orient and generate awareness about the issues of diversity and concerns of equity in universities and colleges. It additionally aimed at bringing together various experiences- ranging from various kinds of constraints involved in the process of implementation to exploring possibilities of better implementation. Specific objectives identified for the programme were as follows:
- To provide understanding about societal context of diversity and imperatives of equity
- To generate awareness about the issues of diversity and equity management in the institutional context of higher education
- To provide exposition to the participants about the role and responsibilities of the Equal Opportunity Cell and other institutional support mechanisms
- To discuss and diagnose the problems associated with the functioning of the cells in the light of institutional presentation and experiences and find out the ways and means of overcoming them.
- To bring out the best practices promoting inclusion in education at the level of institution through mutual sharing of experiences

Themes

The theme and its transaction in the programme will revolve around the central issues of exclusion and imperatives of inclusion of disadvantaged groups in the institutions of higher education. The focus of the programme will be following themes:

- Social-cultural roots and institutional context of exclusion
- Value of diversity, imperatives of inclusion and the idea of affirmative action
- Policy framework and institutional context of implementation of inclusive policies and affirmative action programmes.
- Equal Opportunity cell/ Special cell/ Women Protection Cell etc and their role in redressing grievances and promoting inclusive practices including capacity building programmes for the students of disadvantaged groups in particular and others in general.
- Good practices promoting inclusion in universities and colleges; and strategy for effective implementation of inclusive policies.

Methodology

The programme was transacted in an interactive mode. The programme consists of four components: i). lecture-discussion on select theme of inclusion both in the macro context of policy and the micro context of institutions; ii) panel discussion on the issue of exclusion and imperatives of inclusion in the institutions of higher education; iii) presentations on the status and working of Special Cells/ Equal Opportunity Cell/ Protection Cell by the participating institutions including innovative and best practices; and iv) evolving strategy for making Equal Opportunity Cells as effective institutional mechanism for capacity building and implementation of inclusive policies based on group work.

Session Plan

Total Number of sessions: Twenty including opening and closing session

Lecture-Discussion: This component of the programme was transacted through lectures followed by discussion on the macro themes of diversity and equity management which will include in-depth discussion on the theme of diversity and equity as conceptual and theoretical concerns as well as policy response. Attempts was made towards understanding exclusion and inclusion in higher educational institutions- context of society-educational institution linkage; equity and inclusion in the institution of higher education; Changing context and policy reforms in higher education and equity concern; group based exclusion and policy framework for inclusion-caste, tribes, minority special focus on Muslims, gender; and differently abed persons; the idea of social justice and imperatives of inclusion, affirmative action and the idea of Special Cells/ Equal Opportunity Cell

Panel Discussion: Panel discussion on core themes of the programme with focus on disadvantaged groups was planned as important component of the programme. **Four panel discussions** were organised. The first panel discussion is planned on **Equal Access and Equal Participation: Policy Framework and Institutional Context**. This panel aims to approach the issue from different perspectives but the core concern of the panel is to through light on the policy framework and institutional context of inclusion of disadvantaged groups. The second panel discussion was focused on the theme of **Gender in the Institutions of Higher Education- Issues of Inclusion, Representation and Protection**. The third panel

discussion was organised on the theme of **Inclusion through Capacity Building and Skill Development**. This panel discussion intended to think beyond grievance redressal and fixity of institutional response to the Guidelines and mandate of the regulating and monitoring agencies. Capacity building through variety of innovative programmes and imparting skills to the disadvantaged groups through the institutional structures of the institutions could be important intervention towards inclusion was the main thrust of the panel. **The fourth special panel consisting of former/ serving Vice- Chancellors of central universities was also organised on the issues and challenges of managing diversity and equity in the universities and colleges.** The main purpose of the panel discussions was to critically asses the policy framework of inclusion and its practices both in its macro context and micro context of institutions.

Experience Sharing: Presentations were made by the participants on their respective institutions based on pre-supplied indicative outline. Presentation were made covering the aspects of diversity in the institution, status, role and functioning of institutional support mechanisms (Such as EOC/ Special Cell/ Gender Cell/ Disability Cell of the institutions), Capacity óbuilding programmes and innovative practices. The presentations were intended to provide understanding of the institutional structures within institution and in a comparative context.

Group Work and Presentation: Group work based activity was another important component of the programme. Group works with the help of facilitators were intended to provide the participants an opportunity to think, reflect and evolve strategies for creating enabling conditions for the disadvantaged groups within the institution through strengthened institutional structures such as Equal Opportunity Cells/ Special Cell/, women cell, minority cell etc. The group work was organized around three major themes:
1. Towards Inclusion: Evolving Strategies for Promoting Inclusive Practices;
2. Towards Strengthened Institutional Structure for Diversity and Equity Management (Exploring the Idea of Equal Opportunity Office)
3. Monitoring and Tracking Diversity and Equity: - Parameters and Matrix (Tool for Institutional Self Evaluation)

Reading/Reference Materials for the Programme
The participants were provided the following reference materials in soft copy:

1. Select references of books, articles and papers relating to the conceptual issues and analytical write-up relating to theme of the programme; i.e. diversity, equity and affirmative action as macro thematic and conceptual concern; as inclusive policy concerns; and as micro concern in the institutional context.

2. Policy documents including guidelines of implementation and reports relating to the theme of the Programme (UGC/ Ministries of HRD/Minority Affairs/ Social Justice and Empowerment/Women and Development etc including compendium of programmes/schemes of the UGC or concerned ministries/institutions for the disadvantages groups mainly in soft copy form.

Participants

Participants of the programme included mainly senior faculty members who are also a part of academic administration such as Dean of the faculty, Heads of the Department, Directors. Some of them are also coordinators of Equal Opportunity Cell/ Special Cell, Gender, SC& ST Cell, Minority Cell, Differently Abled Personsø Cell etc. The participants have been nominated by their respective Vice-Chancellors from different central and state universities, and coordinators of Equal Opportunity Cells have been nominated by the Principals of colleges from different States and Union Territories of India. About 29 participants participated in the programme. The list of participants is enclosed as **Annexure IV.**

Programme Schedule

The programme started at 9.30 AM on 10th July, 2017 with registration of the participants and closed at 17:00 hrs on 14th July, 2017. The programme schedule is enclosed at **Annexure II.**

Resource Persons

Resource persons for the programme were drawn mainly from NUEPA faculty. Only select Resource Persons who had held high positions in the institutions of Higher Education were invited from outside NUEPA. A list of resource persons is attached as **Annexure III.**

Boarding and Lodging

Boarding and lodging arrangements for all the participants were made in the NUEPA Hostel (on twin sharing basis).

Programme Management

The programme was organized by the Department of Educational Administration under the supervision of Prof. Kumar Suresh, Head of the Department of Educational Administration with necessary support from colleagues of the Department. Mrs. Kiran Kapoor (senior PA in the Department) and, the project staffs, Ms. Megha Chhabra (Junior Project Consultant), Ms. Lata Dutt and Ms Anjali Saxena (Project Data Entry Operators) provided necessary support in organizing the programme.
Ms. Anuradha Bose, Research Scholar working in the Department was the Rapporteur of the sessions along with Ms. Megha Chhabra.

Venue

The venue of the programme was Lecture Hall No.212 on second floor of the main building of the National University of Educational Planning and Administration, New Delhi.

Details of the Sessions transacted during the Programme

Inaugural session

The session began with welcome remarks and a brief introduction about the nature, objectives and themes of the programme by Prof. Kumar Suresh, Head, Department of Educational Administration. He shared the information that this programme, being conducted by the Department of Educational Administration since 2012 at the university, has made a sustained effort to raise and deliberate upon the emerging issues in the Higher Education Institutions in India. Given the transformation of the Institutions and the changing composition of students in higher education, the challenges faced by the academicians and administrators in higher education have also multiplied. Therefore, the main focus of the programme shall be on the possible strategies to develop an inclusive environment for realising the strengths of diversity and ensuring equity in the higher education scenario.

Over the years, what began as a discussion on the establishment and functioning of the Equal Opportunity Cell and other innovative institutional structures for management of diversity and reducing discrimination in higher education, has subsequently resulted in developing the understanding that it is not only a matter of institutional support and structures rather, there are many critical issues that need special focus. The teachers as practitioners have an essential role to play in managing this scenario so that the weakest of the students are not left out even in the elite educational institutions.

Inaugural address was delivered by Prof. N. V. Varghese, Vice-Chancellor, NUEPA. Deliberating on the aspects of equality, democracy and egalitarianism in the Indian context, he highlighted that it is important that the benefits attached with the utilisation of the public money must be distributed equally. How do we perceive inequality, on the other hand, is essentially based on ideologies and thereby based on ideologies, how do we deal with human beings is the source of all discrimination and inequality. While in the global domain we note that growth and happiness of the nation are closely related, in India during the post reform era while growth increased so did inequality. Distribution of the benefits of growth has largely been the root cause of increasing inequalities in India, as it was observed that in the post 1990s era. The transformation in determination of the reason for inequality from land to factory and now educational endowments in higher education wherein when the outcomes are different, the employment outcomes are also different, it becomes important to see how educational opportunities and facilities are distributed.

It is not through equality and egalitarian principles that inequalities can be diminished, rather inequality in the beginning is needed so that the deprived can be reached. Therefore, the focus should be more on what the deprived deserve and not only on what they need to achieve greater equality in future. When we focus on inclusion, diversity is perceived as a positive factor, discrimination is to be decreased to achieve inequality. It is not only equality of rights, rather equality of opportunity which includes a much wider arena of approaches.

Democracy believes in the possibility of redistribution. There are four dimension for redistribution of benefits in the society- regional, economic, social and gender. This shall ensure our movement towards an equal society in future. In the era of world class universities, how excellence is distributed i.e. distribution of quality is today's concern.

Lectures- discussion sessions

Diversity and Equity in Higher Education- Prof. Kumar Suresh

While interrogating the notion of Diversity and Equity in Higher Education in India, there are four important aspects which we need to understand. The emerging context in which we locate the higher educational institutions and their functioning, the imperative of equality, the macro context and the institutional reality and the way forward for possibilities for the future. The expanding middle class has resulted in an increasing demand for higher education. The data on higher education suggests that with the increasing number of institutions there has been a significant growth in enrolment across categories. On the other hand, student composition has also undergone a change due to the affirmative action policies and constitutional mandates. The question that emerges however is that why is there a need to revisit student composition on our campuses despite the various institutional level innovations. The reality of how these structures actually function (in a certain context) at the practical level needs to be understood. It is important to understand that the institutional culture largely determined by the social and cultural capital of the institution is an important force encouraging segregation on higher education campuses. Therefore, in a situation of disparities as in India, treating everybody equally may also lead to inequality. There is a need to look beyond the institutional structures.

Equity in Higher Education in the Light of Theories of Social Justice - Prof. Sudhanshu Bhushan

As academicians from different disciplines we have our own lenses and we often become prisoners of our lenses. We often become prisoners of our own lenses. Today, we will try to develop a lense through which we all can look at our institutions based on four theories of social justice given by Rawls, Amartya Sen, Ambedkarøs theory and Martha Nussbaum. How practically can we shape our institutions so that they are more inclusive and equipped?

There are two categories of people, idealists and realists. When Rawls gave understanding of development of a welfare state, he created faith. He was a big hope for the welfare state. We begin with a situation where representatives of people come together to form mutual association to create or achieve mutual advantage. These representatives come to some common understanding which emerges out of objectivity- unbiased for all parties, it will be fair. Therefore, decisions not being guided by subjectivity. This is how Rawls creates fairness.

Here, the question that emerges is that under what circumstances will a principle be fair? Rawls suggests that the representatives shall be under the ÷veil of ignoranceø enabling them to become objective in decision making. Therefore, there is an original position from where they come together in common contact under a veil of ignorance. Now, there emerge three principles of freedom, of equality (of opportunity) and the difference principle. The difference principle emphasises that maximum advantage must be given to the least situated i.e. the most deprived people.

Therefore, stage one is that a contract has been established between the state and the people. Stage two suggests that let there be a constitution, including these principles. This leads to creation of institutions which further make the rules. However, the contradiction that arises is that by merely making rules justice cannot be delivered. Justice is a normative aspect based on the moral principles that all societies must have. It is through these morals that we perceive the society and all of us have an abiding faith in it. The belief that we make rules and therefore justice has been served is an idealistic approach. The objection arises from the fact that we know that justice has not been delivered. Another, objection that arises is that Rawls assumed that the behaviour of the individuals will adapt to these rules (they will

eventually follow). Here, Amartya Sen criticises Rawls and terms this assumption as Transcendental Institutionalism i.e. where one determines rules and assumes that justice has been delivered.

Sen's understanding of Justice is emphasised through the two aspects of niti (rules) and nyaya (justice). Therefore, Rawls' is a niti centred approach. Similarly, Chanakya's philosophies were niti based, while Ashoka believed in changing the actual behaviour of the individual so that justice (nyaya) can be delivered. Rawls wants institutions, bypassing the reality-transcendentalism. Here, what emerges is that we should create norms that guide rules rather than rules creating the norms. The real challenge is not to suggest rules rather, how to change behaviour so that norms can be established and followed.

Sen further emphasises on consequentialism and says that we must try understand what are the issues of injustice, but how do we know that there are injustices since we might be having our subjectivities (all are suffering from biases). Here, he invokes Adam Smith's approach of the ‑impartial spectator, try to know the views of those who are far and wide and once you have all the information, try to be objective. For example, Nussbaum says that in educational institutions we must have an objective, a goal for the education in today's context. Despite all rules, justice may be denied unless we are aware that some injustices are being done. The sensitivity has to be developed or else the campus environment will suffer. She suggests that we need to draw goals for education to make it an inclusive arena, rather than mere rules.

Sen therefore suggests that through open impartiality we must try to come to a common decision. Rights and equal rights are not sufficient in a scenario of wide ranging differences. We have to develop human potentialities or capabilities to be and to do, a freedom of opportunity. Today, while on one hand we have the rights based perspective which is an idealistic vision, on the other hand we have Sen emphasising on actual justice based perspective. Therefore, if educational institutions are guided by these observations, only then can there be any hope for higher education becoming an inclusive space.

Affirmative Action and Inclusion in the Institutions of Higher Education: Policies and Practices – Dr. Nidhi Sabharwal and Dr. Malish C.M.

This session focussed on the affirmative action policies in higher education in India for the deprived groups, mainly Scheduled Castes and Schedule Tribes and developed a conceptual understanding amongst the participants on affirmative action, its definition, international experiences and two forms of affirmative action, namely 'Preferential Boosts' and 'Quotas'.

They shared the progress in terms of growth qualitative and quantitative enrolment. The expansion of GER, according to the resource persons, meant that more and more non-traditional social groups are entering into higher education and are now occupying Elite social spaces; thus making the campuses a site of contestation.

The resource persons deliberated that while diversity provides a unique opportunity to students to experience its richness under one shed, it also poses challenges of living in a socially inclusive way. Diversity tends to induce social and peer groups around 'identities' and develop fissures in social relations on caste, ethnicity, class, linguistic, regional and religious lines. Exclusionary behaviours often leads to discrimination in higher education. The session was handed over to Dr. Malish by Dr. Sabharwal after highlighting the measures initiated by the State to prevent any form of discrimination-

- UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2012 and UGC (Establishment of Mechanisms for Grievance Redressal), Regulations, 2012
- The All India Council for Technical Education (Establishment of Mechanism for Grievance Redressal) Regulations, 2012

Subsequently, Dr. Malish comprehended nuances of discrimination by looking into institutions as a system or a culture. He linked the culture to socio-political location of the institutions. He applied the approach of institutional habitus as a way to look at diversity and equity, which can be understood as the impact of a cultural group or social class on an individual's behaviour as it is mediated through an organisational context. He conferred that transforming our institution requires in-depth understanding of the institutional culture and how this culture impacts different section of students differently. And the need of the hour is to go beyond minimalistic understanding of discrimination and to continuously engage with institutional culture which systematically produce and reproduce inequality through its every day social and cultural practices.

Honouring Diversity through Teaching-learning Process- Prof. K. Ramachandran

Prof. K. Ramachandran began his talk with a punch line that technology is very useful but it cannot be a replacement of teachers as teachers have greater responsibilities. He also

emphasized the term ‑honouring diversityø (instead of addressing diversity) which is more suitable with the spirit of the vast cultural diversity of a country like India. Since the background of students in different parts of the country is different, accordingly we need to conceive the teaching ó teaching in terms of pedagogy, language, examples, and technology and teaching aids chosen to be used.

Diversity can take place in a variety of ways and so we need to honour the diversity through variety of ways of teaching instead of using one uniform or monotonous way or style. Diversity is also an opportunity for teachers to learn different cultures, to know about the different socio-economic backgrounds of students and the diversity of the country at large. If we look into the Education 2030 agenda, it demands from teachers to be conscious of what we can give to our generations in coming 15 years or so. One of the prime goals of the educational agenda is the equitable quality learning opportunity and lifelong learning for all. It specifically states that to ─ensure equity and inclusion in and through education there is a need to address all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention and completion and in learning outcomes.ø Further, inclusive education for all should be ensured by designing and implementing transformative public policies to respond to learnersø diversity and needs, and to address the multiple forms of discrimination and situations, including emergencies, which impede the fulfilment of the right to education.

Highlighting the gender equality in the educational agenda 2030, he emphasized how the agenda calls our attention for gender equality as it is the key feature of education and calls for particular attention to gender-based discrimination as well as to vulnerable groups and demands assurance that no one is left behind. No education target should be considered met unless it is met by all. Highlighting the national context that influences interventions to improve equity/inclusion in education, he discussed the five important pillars that the strategic thrusts of education development efforts in India focuses on; those are: accessibility, equity, quality, affordability and accountability. Going deep into the concept of inclusion, he explained that inclusion requires responding to the diversity of needs among all learners, through increasing participation in learning, cultures, and communities, and reducing exclusion from and within education. It involves changes in content, approaches, structures, and strategies, driven by a common vision that covers all students and the conviction that it is the responsibility of the regular system to educate all of them.

Defining and opening up the conception of quality education he described its components as: the education that is relevant and responsive to the learning demands of students, effective in terms of meeting the stated objectives and equipping students with the competency profile required by a teacher educator and other education personals. Quality education is mediated by adequate and appropriate inputs and teaching-learning processes. It is equitable and inclusive, resource-efficient and capable of ensuring substantive access ó access to success, i.e., achieving expected learning outcomes.

Teachers should be able to respond to the changing characteristics of the learners. Todayøs learner is born and raised in technology-rich environment, will use technologies that havenøt been invented, will enter jobs that donøt exist at present, wants to learn things that matter, wants to be challenged to reach own conclusions. In such a scenario what needs to be imparted to the learners is the ability or ─learning to learnø and that is the challenge for we teachers today, i.e., the challenge to engage in lifelong learning adaptive to changing workplace demands. In the era of shifting of paradigms we need to change our entire perspective of the profession. Students need to be imparted generic skills, what we may call

21st century skills, which students of all fields should acquire, like critical thinking, analytical reasoning, problem solving, and written communication. This involves answering several open-ended questions about a hypothetical but realistic situation and gathering the necessary evidence from different sources.

In the end of the talk, he also emphasized on promoting peer learning. To address the needs of the weak students, the bright and high performing students should be engaged in imparting knowledge to their weaker peers. The traditional understanding of difference between weak and bright students has to go. We need to realize that the best academic environment is that in which almost 80% of the students can reach 80% of the learning outcomes if appropriate conditions are provided. In this context, the peer learning becomes more important. In this way we can also ensure equity and inclusion. We need to remember that a teacher's office is a social protection office; the basis of this social protection is the 'trust' between students and teachers.

Use of ICT in Tracking and Monitoring Diversity and Equity in the Institutions of Higher Education- Prof. K. Srinivas

Aligning with the three group work activities a lecture on the above mentioned theme was arranged. The session focussed on how can we effectively monitor and track the status of diversity and equity in the institution. Prof. Srinivas while presenting his case study on Ambedkar University talked about the progress that higher education can make using the ICT. While defining ICT as "diverse set of technological tools and resources used to communicate, and to create, disseminate, store and manage information presented key issues in context of the University. The issues revolved around the following -

- Campus allocation and transfer cut off
- Offering unreserved seats to reserved category
- Medical adjustment in attendance
- Medium of language for reserved category
- Program transfer data
- Ratio of the applications since 2012
- Attendance grade cut
- Promotion rule

In an illustration of Technical Solution Opted Model and SaaS model, Prof. Srinivas pointed towards the benefit of ICT in managing the diversity as it:

- Empowers the teacher as both curator and creator of content, personalisation of learning
- Enables the learner to become an autonomous self-directed learner
- Encourages social learning with social media and instant communication
- Compresses the time for the 'over life' experience with simulations, videos, virtual learning and games and gamification of learning.

In cloud computing a user uses computing resources over the Internet.

- Here the user is offered remote services in terms of data, software and computation.

- The advantage is accessing data from anywhere; there is no need to install applications on user-machine and sharing of resources. designed in particular to support constructivist pedagogy, which supports ó Communication ó Collaboration ó Content Hosting ó Interaction and ó Assessments.

The system has flexibility as everything is provided in one place to generate understanding of the issues.

Panel Discussions

1. Panel Discussion on Equal Access and Equal Participation in Higher Education: Policy Framework and Institutional Context

Society-Institutions Linkage Perspective - Prof. A. K. Singh

The discussion was started by Prof. A.K Singh as a panelist. In order to develop understanding around the linkages between Society and Institutions, he suggested that education is a social process and a sub-system of the society. Higher education has a higher responsibility since what happens in the universities is affected by and also has an impact on the society. Gandhi suggests that education is not literacy. Therefore, education does not only happen through the institutions it happens even in spaces beyond the institutions.

The development and evolution of a society is dependent on numerous disciplines but the importance of social sciences is the most. Today, social sciences are being challenged due to which the critical issues in the society are not being focussed upon. They remain pending and unaddressed which has resulted in multiplying of the societal dilemmas at an exponential pace. Students are entering varied disciplines, not necessarily social sciences, and the institutions are also catering accordingly. However, what is not being realised is the need for exposure to the real world challenges which will equip them to encounter the practical challenges when they enter the real world. According to him, reality needs different paradigm. Therefore, keeping in view the dynamic shift in the society, our theoretical formulations have to emerge with the focus that the real world issues can be practically addressed through them.

We need to think why do certain issues in the society survive and become graver, despite alternative counter issues, taking new forms. For example, caste issues have survived taking new forms, despite the changing class structures. The major theoretical propositions prevalent

in the 1960s to 1990s are now becoming irrelevant. There is a new nature of assertions that are emerging in the higher education institutions that need to be addressed.

Education is a tool for empowerment. It is not that we can change the destiny of the individuals but we can equip them. However, the challenges that are encountered in higher education are universal across nation and the need to integrate with the community has also been realised by the institutions, for example, community colleges in the US tried bringing the higher education closer to the communities to make them more accessible and relatable. But, in case of India the community linkages are not there and therefore there are no society-institution linkages. The social problems are increasing more than ever, and so are the challenges encountered by us, therefore we as social scientists have to analyse these problems and understand how to address the situation.

Policy and Governance Perspective - Dr. Manisha Priyam

When we are discussing about the policy and governance issues in higher education, several questions and arguments come to our minds which need deliberation and for which we have to seek the answers ourselves. Dr. Priyam tried building an understanding through comparative reflections from three cases of US, South Africa and Brazil, three contexts having serious social issues which have historically marked the journey of these nations and have had significant influences on higher education.

She reflected upon two important concepts that we come across whenever we are discussing about education i.e. access and participation. Dr. Priyam made a point that upto the 80s, access being a gross measure on the supply side was referred to as the physical stock of institutions and eventually at a later stage came access to the constitutionally mandated categories. Therefore, upto the 90s the government could comfortably suggest that it has provided. But the aspect of participation, considered to be an economic tool borrowed by the sociological domain, when we talk about the participation rates, it's not a pedagogical breakdown but the overall participation. Therefore, getting the disaggregate figure for participation must not only be discharged as a challenge but should rather be called a social exercise.

Dr. Priyam preserved the thought that we cannot deny that the institutions are embedded in our society and, like our society there are various levels and demarcations of inequalities even in higher education. This reality can be traced through a series of sociological literature. Policy, as we understand, is not a monolith. They all aim at a certain normative order of goals. Therefore, the focus has to be on the critical issues that are encountered and are likely to emerge.

Her comparative study constituted reflections on the following-

USA is a context for democracy and wealth. However, its higher education is tasked with serious income inequalities. While the state initiated efforts for handling the situation, the disaster of the 1960s due to the wrongful utilisation of the public money for construction work shook the very core of the decision makers. As a result, the onus fell on the higher

education sector to bridge the prevalent inequalities. The Michigan Panel Study Data suggests that 71% of the top quartile and 22% of the bottom economic quartile are only going to college, thereby further entrenching the inequalities. Racism has been one social problem which still handicaps all efforts in the country. While, the initiative of community colleges for bridging inequalities is considered remarkable, it has also degraded the teacher professionalism and made it a matter of concern. There are programmes like college preparedness, remedial teachings, etc. for the disadvantaged, but the effectiveness and success of these institutional innovations depends upon just one thing i.e. universities must have a continuum with schools.

In case of South Africa, recognising the apartheid in the higher education is itself considered a remarkable achievement for a context that believed in separate development of the whites and the non-whites. In Brazil, till 1985 under the military rule, the democratic regime's focus on higher education is inadequate. The public universities are deprived of funds (severe crisis). The country has affirmative action based on income inequality and deliberates on student mobility, yet it remains a highly unequal society till date majorly due to serious income inequalities.

Dr. Priyam concluded with the point that when we reflect on the current contexts we realise that the major challenges that are emerging are related to inequality in funding of public education, greater need of research on policy, social issues around language are important and need serious deliberations, academic deliberations are needed. The reality that shall motivate us to put in serious efforts is the concern that the most deprived have not yet been able to walk through the corridors of higher education, which is the ultimate challenge for the higher education domain across the globe.

Closing remarks:

Prof. Kumar Suresh padlocked the opinions of the panelists and retained the thought that the speakers have very rightly placed the concerns of access and equity in higher education by locating the argument around establishing the linkage between the society and the institutions, and through the comparative reflections of the higher education systems in the global domain. In this scenario the whole aspect of civic learning has to be invoked.

2. Panel Discussion on Gender Issues in the Institution of Higher Education

The session was chaired by Prof. Najma Akhtar, Head of Department of Training and Capacity Building, NUEPA. Presentations in the panel were made by Prof. Nighat Basu, Prof. Anjali Bajpai, Prof. Taruna Dhall, Dr. Shaila Desouza, Dr. Priya Thakur and Prof. Kilangla Jamir.

Prof. Nighat Basu shared that within the realm of the higher education, with the rising level of education, women participation tends to depreciate considerably. This represents that women find it difficult to transit from one level to the next in the presence of a leaky system. Improvement of enrolment of women in various fields of higher education is not that progressive yet. She highlighted that the representation of women in professional courses remains very low and the disparity becomes all the more visible as the enrolment of female is higher in arts, silently depicting the reproduction of social inequalities in higher education. Women's visibility is lower than that of men in both teaching and non-teaching spheres.

Women still find it difficult to move to top jobs in higher education and other occupational spheres in the private as well as public sectors. Enabling mechanisms and reservations must be made available at higher level job opportunities and positions. This would in turn motivate the women students and scholars to invest further in their professional realm. She suggested that:

1. There is a need to offer stimulating role models for women students.
2. Must present male- dominated careers in the light which is more attractive to women.
3. Mentoring / Counseling/ Interactive sessions encouraging women staff (teaching and non-teaching) and students for their appointments and promotions.
4. Internal Complaints Committee set up to address the grievance of women at all the levels that are some way or the other affiliated to the university.
5. There is an urgent need to make women representation mandatory in all the statutory bodies and decision making committees, selection and promotion committees related to higher education without taking into consideration into their seniority and status.
6. Need to make the HE institutions gender sensitive in infrastructure, administrative set up, curriculum, co-scholastic issues, functional toilets, women hostels, day care centres in universities would be structured that would enable women scholars, students and staff to spend quality time in the institutions.

Prof. Anjali Bajpai in her presentation she made special reference to Child Care leave. She emphasised that women are not given a 2 year child care leave as it will affect the functioning of the system of Institution. Only 3% of the leave applications were took into consideration. Besides this,

1. The hostile work environment was not õgender neutralö as plaintiff was exposed to humiliations that her male co-workers did not face.
2. Certain types of profanity are inherently more degrading to women than to men;
3. A jury could rightfully infer the õrequisite intent to discriminateö if the employee complained to the employer and õthe conduct persisted unabated,ö even when the vulgar conduct was not specifically directed at the plaintiff.

Prof. Taruna Dhall highlighted that gender role discrimination is often considered as non-existent in today's society and that equality between the sexes has been achieved but gender roles and relations still play a part in perpetuating inequality, especially the effects of gender roles in relation to childhood, family life and at work. Roles can be reinforced by positive and negative sanctions. Placement, thoughts and actions that were taught in a long-established way often gave a misleading image of gender roles, such as when each generation internalises their parent's model of gender norms. Furtherance to this view point, Prof. Dhall emphasised on the need to learn, unlearn and relearn gender in queer majority spaces.

Dr. Shaila Desouza explained that gender stereotyping affects womenøs path to leadership, in various ways. The most demonstrative effect of this can be seen on choice of occupations and professions, the way in which it limits women for opportunities for greater income potential, promotions and higher or more respected statuses in the work place. Women are stereotypically portrayed as more committed to their traditionally domestic responsibilities than their vocational responsibilities. They are also sometimes overlooked for consideration when applying for certain work areas.

The double standards that women are face as they aspire to greatness in leadership roles, makes it difficult as well. They are supposed to exhibit õmanlyö attributes or skills as leaders, but as a gender, they are pressured to be feminine and õwomanlyö. Women are further challenged in the world of leadership because, historically, they have also had less opportunity for training or are only trained in domestic skills that are stereotyped. Women have faced gender-riddled challenges in accordance with the laws. For example, in the case of sexual harassment law, it asks the victim to prove the probability. Ceding Childcare leaves to women is another stereotypical allocation of nurturing responsibility only to women. Prof. Desouza concluded her presentation with a suggestion for transparency in the Higher Education and possessed the thought that "there is nothing that is not women's issue."

Dr. Priya Thakur in her presentation shared that her university is largely a male dominated university. She highlighted the following points by exemplifying her own experiences:
- Female professors had less API score for the reason that they had less number of Field Visits due to family commitments. As a result, it affects their opportunities of growth.
- Besides this, even after so much of investment and hard work, women are not given recognition. There have always been time bounding challenges in the work place-staying back in the university to attend meetings.
- Social misconception regarding teaching being the best job for women still prevails.

Prof. Kilangla Jamir held the view that the change in enrolment is a positive sign if seen in the context of Gender Sensitivity but, what still prevails is the under-representation of female employees in the university, and, the administration response towards female employees is also often found to be discriminatory in terms of providing space in the university.

Concluding the discussion by the panelists, Prof. Najma Akhtar remarked that the discussions highlight the need to encourage women to enroll and opt for higher education and actively be a part of the administrative fields therein. She also advised that the women's cell should do mass research to bring out the causes and, break the glass ceiling through effective measures and affirmative action.

3. Panel Discussion on Inclusion through Capacity Building and Skill Development: Context of Disadvantaged Groups

The session was .chaired by Dr. Aarti Srivastava and presentations were made by Prof. Amrit Lal Ghosh, Prof. Darshan B. Choksi, Prof. E. Bijoykumar Singh, Prof. M.V. Alagawadi and Dr. Basavaraj S. Benni. The panel deliberated on various aspects of Capacity Building and Skill Development both in the macro context and micro operational context of the institutions of Higher Education.

The discussion was commenced with the focus on employment and entrepreneurship- courses which constitute two weeks training to cater to the opportunities available in the Higher Education. It was felt that building confidence among students from the deprived section is challenging. Thus, capacity building and skill development programs became the necessity in the universities.

Prof. Basavaraj S. Benni presented his views on skill, job and life. He stated that the behavioral components among the students that look for employment in the universities differ in terms of intellectual abilities and deprivation. He expressed the need to for focusing on Knowledge for the deprived. In this context, he deliberated that skill is learning how to interact with the significant others in the university and, learning to do is the major

component of capacity building. Power, status and security to the students should be provided by the university. It has been found that the system of education could not deliver the same; as a result students are unemployed. Teacher has a role to play in terms of guiding and showing a way to the students in the existing market system. Teachers and students both need training to retain respect, integrity and discipline in the University.

Prof. Amrit Lal Ghosh drew attention to the induction program in their department that focus on which skill needs to be delivered. He emphasised on the need for close monitoring of the students and the unstructured record used by the university to deal with the issue. He made a point by focusing on the marks acquired by students at different levels of education and stressed that the students who perform below average require a lot of attention in the university. There is a need to understand why they lack certain skills. It was found that students lack hold on language and other subjects. They faced difficulty in making choices about the disciplines. Thus, right information and assistance through personality development programs is necessary to guide the students in the university.

Prof. Darshan B. Choksi deliberated that there is a gap between stake holders and necessary emphasis is not provided. An understanding of what kind of training is essential to bridge the gap is essential. Spoken tutorial software with open source software can help deal with the issues. Experts have developed tutorials for getting training- Linux, MS Office, etc. Training of faculty members and students with proper certification is essential and thus an initiative was taken by the government of India to generate employability. University and industry interaction Cell was created where database is prepared on set of records regarding organisations and their requirements. The cell prepares guidelines and career counseling is conducted to wave path for students. Community science centre was also established to provide skills and deliver knowledge of science to students (school) in the villages. Professors visit these centre to carry out the learning process and bridge the gap between the university and society.

Dr. Aarti Srivastava concluded the session by saying that biases are so deep rooted that the expectation of the students is to look for the job. She shared her experience as a resource person to open a whole arena of entrepreneurship in EDI, Ahmedabad where the students complained about not getting jobs.

Panel Discussion by the Vice- Chancellors (Former/Serving) on Issues and Challenges of managing Diversity and Equity in the Universities and Colleges

A special panel consisting of former/serving Vice- Chancellors of central universities was also organised on the issues and challenges of managing diversity and equity in the universities and colleges. The main purpose of the panel discussions was to critically asses the policy framework of inclusion and its practices both in its macro context and micro context of institutions. Prof. N V Varghese was requested to take over the session after the introduction of the panelists. Subsequently, he highlighted on two dimensions- firstly, university needs to understand that there exists diversity and, secondly, the attitude with

which the universities deal with the issue of diversity. He laid emphasis on the correlation between higher the prestige of institutions the higher is the social background from which teachers are brought. He retained the thought by adding that the selection process generate some hierarchy in the institutions .This further affects the teacher student relationship.

Prof. Mir commenced the panel discussion by saying that understanding of the issue depends on the lens we use to see. The perspective will differ for Elite class and deprived class, which is a vital issue. We have different types of universities- socio economic background where the surrounding area infer the static of the university. Prof. Mir puts forward that the university is meant for universe, one needs to address to the constituents. He illustrated that in 1947 universities were different. In 2008, around 800 universities emerged with completely different surrounding. Many universities have a global base. It was found that the takers are from the affluent classes. Reservation in the appointments is made - vertical and horizontal. With a reference to digital India he stated everything is electronically connected but we forget the ground realities. Sequential benefits are transferred to the children of the reserved category employee. The Mandal Commission was referred by him in context of reservation in appointment and promotion. He deliberated that the rules and regulations do not meet the issues and remain there on the papers in the universities. Reservation is not going to help unless you facilitate them at the grassroots level.

Prof. N. V Varghese reflected on the presentation and retained his idea by adding that quality should not be compromised and the net of education should be spread wider so as to attract students from the deprived sections. He laid emphasis on the resources provided to students by the university. With his deep reflections he requested Prof. Furam Qamar to take over the discussion and share his point of view on the issue in discussion.

Prof. Furam Qamar started by saying that making education inclusive is a challenge. While focusing on equity he deliberated that efforts to bring the left out into higher education are important as socially benefitted are already in the system. It was pointed that diversity brings a diverse set of Knowledge. Therefore, for a practical reason equity and quality is important for provoking excellence. Expansion, excellence, equity are not in coordination with one

another. He accepted that tremendous efforts have been made in equitable higher education but we are yet to achieve the set standards. Work place instils discrimination and looses out opportunity to get excellence. 100 years of experience show that people in the workplace retain their culture and identities thus developing a cultural habitus. Earlier there was regional diversity. Increasingly, universities became localised and we lost on diversity. Focus shifted from compromising diversity to how to leverage and capitalize diversity. We accept this as a problem and look for solution with a goal to be best and leverage or respect diversity in higher education although, affirmative action for the deprived section were not taken in account. Earlier they beheld the choices. Everybody is equal demanding equal treatment, opportunities. He deliberated that if you are able to generate confidence in people regarding the fairness of the university it will be seen that partnership will increase in higher education institutions.

Prof. Harshe deliberately pointed out that principles are difficult to implement in action. In order to deal with the prevailing issues balance between quality, equity, social justice is important. We are burdening University with such agenda. He exclaimed that diversity adds to knowledge. He also pointed out to a factor that often hinders the functioning of the system is that Professional attitude is missing in India. Through his example of Hyderabad University; he laid emphasis on the identity politics that take place in the universities. He encountered that the competent were hated by the outsiders. Working through these problems was important. He deliberated that sense of alienation can come to anyone; it is not only felt by the deprived. We need to be Empathetic towards SC/ST and should learn to care as they suffer with bitterness as politics is played around the identities in the universities. Besides the deprived categories, even the disabled feel out of the place. University has to give inclusive education, by definition they are to be diverse. Prof. Harshe concluded by saying that selection takes place on the basis of caste and we have started communalising secularity.

N.V Varghese

Diversity and excellence are not like driving and drinking they should go together. We should accept that diversity is an asset and it should be leveraged. Gender dimension in terms of university issues and its effect is equally in the portions. We need to break the glass ceiling.

He expressed his concern towards the addition of physically challenged people, dynamics of caste politics, and identity politics in the universities and, referred to Prof. Harse's presentation as an insider's view. He felt the need to raise awareness as solutions cannot be instant for the issues in discussion. Subsequently, Prof Varghese thanked the panellists for the intellectual treat and a high level of discussion around the theme.

Presentation by Institutions

Participants in a sequential order (as per the sequence in the Programme Schedule) made presentations about the status of diversity and equity management in their respective institutions. Main suggestions in the beginning were presented by Assam University who projected that like the headship of the Cells is rotational in the University; the coordinators should also be rotated after a certain period of time. However, the concern was raised that in certain institutions the rotation is so frequent that the functioning and relevance of the institution/ cell itself gets diluted. Following this Sardar Patel University voiced and put forward the concern regarding increasing heterogeneous composition of students and teachers along with females in the Universities. As a causative remark for the institution, subsequently, Central University of South Bihar expressed that even in the absence of enough space the Cells are in operational state in the University. And it is this commitment and concern that helps the University to deal with the issue of Diversity. The support and commitment from the staff is essential to deal with the issues of diversity in the institution.

Paradoxically, Tumkur University shares that the major reason for the non-operational state of the cells at the University was lack of financial assistance from the University and poor coordination of the cells, often hindering the Plan of Action.

Goa University provided four suggestions- the possibility of enhancing the funding provisions was one of the main issues encountered by these institution level innovations i.e. shortage of funds, greater devolution of powers for these cells, the pace of file movement be checked and online tracking of the cases.

Krishnadevaraya University shared that the major challenges faced while managing diversity in Universities has been in terms of expansion and excellence, learning outcomes of the students, implementation of academic and non-academic reforms, etc. Thus, the need is felt to improve interaction with industry and, effective and informative research and consultancy activities need to be conducted. IGNTU (Central University), Amarkantak emphasised the need for separate budget provisions for grants for these cells along with the funds allocated to these universities from the centre be made. Wherein, while talking about the financial

assistance and autonomy, Manipur University subsequently addressed the two in consonance to each other. They shared the concern that more coordination and more meaningful autonomy of the cells are necessary for making them more efficient, the absence of which might have a demoralising effect on the staff. Most of the staff in these cells does not get their salaries regularly due to irregular release of funds by UGC. This can be mitigated if the university authority fills up the fund release time mismatch. The effectiveness of coaching centres and outsourcing was brought up by the presenter as the major area to be examined in order to understand the contingency.

Other institutions, namely Bananas Hindu University, Mata Vaishno Devi University, Kurukshetra University, HSBC Gaur University, Central University of Karnataka, Mizoram University, L. N. Mithila University, Vishva Bharti University, Central University of Hyderabad, Government Colleges of Andhra Pradesh and Post Graduate College of Ghazipur also made presentations on their respective institutions and shared the issues related to institutional support systems. Some common points were as follows:

- Lack of infrastructure especially space and staff
- Low budget allocation
- No incentive to the in-charge of the cells
- Low priority assigned to the objectives of the cells by the HEI administration
- Red-tapeism
- Lack of awareness among the stakeholders of HEI
- Lack of co-ordination among the different cells
- Cells are not publicized through HEI websites, admission brochure, etc
- Overlap of mandate of different cells
- No policy document(like disability policy) at HEI level
- No monitoring or tracking tools for assessing the outcome of the cells
- No comprehensive study on the outcome by UGC
- Full time coordinators are not there
- No remuneration to coordinator
- No credit points given in API counting in proportion to the time invested in managing the cells
- Lack of value-based education/ civic learning

Group Works

Three major themes were identified for group work by the participants. The participants were divided in four groups who deliberated on all the three themes identified for the group work. They prepared group reports on three identified areas. Some of group reports are given below:

Theme 1: Towards Inclusion: Evolving Strategies for Promoting Inclusive Practices;

I. **Reaching Out**: Awareness about availability of educational opportunities and their potential benefits to prospective population (students and their families) through press release, mass media and extension activities

II. **Disseminating Information about accessible resources:** Designing induction and orientation programme to acquaint the students, coming from different backgrounds, about the various *facilities, rules and regulation and code of conduct.*
- Preparation and distribution comprehensive booklets, containing step-by-step information about the nature of support, procedure to avail that support, potential benefits of the same as well as obligations on the part of the beneficiaries.

III. **Bridging the gaps:**
- Identifying diversity ó ensuring equity
- Designing variety of programs to bridge specific gap :
- Language proficiency : as per geographical area
- Domain knowledge ó need based
- Cultural acclimatization : infrastructural , social and emotional

Assimilation: Respecting Differences (civil learning)
- Celebrations/ commemoration of life and teachings of great personalities from different walk of life.
- Co-curricular and extra co-curricular activities reflecting respect for diversity
    - Focused group interactions with role models indicative of diversity.
    - Avoiding cultural specific language that is potentially demeaning .

Capacity building:

Awareness and Sensitization programs for Faculty; Staff and Students that:
- differences exist due to variety of environmental factors
- being different doesnøt mean that one is better than the other
- human aspirations are universal
- opportunities need to be tailored as per individual needs of optimum growth and development

Enhancing Learning outcome:
- Pooling up learning resources within the institution and neighboring institutions
- ICT enabled (value added) learning programs
- Focused group ―Institution- Industry- Interactionø (III)

Theme 2: Towards Strengthened Institutional Structure for Diversity and Equity Management (Exploring the Idea of Equal Opportunity Office)

Understanding the diversity in the national and local context can be done through the following practices:
- Databases on diversity may be created
- Sensitization and awareness programs may be organized
- Identifying the need of disadvantage groups

Strategies to be adopted:
- Induction Programs for 7 days for students at Department level
- Information about all the amenities available in the   institution
- Information about Administration and Examination
- Sensitization about the gender and civic sensitization
- Interaction between Student and teachers
- Institution cultures and tradition
- Identification of need of disadvantaged group
- Comparative sheet of disadvantaged group by identifying the reasons
- Making mix groups of fast learner and slow learner
- Giving some incentives to disadvantaged group
- Institutional Support to the teacher:
- Professional development of teacher
- Equipping teacher with ICT support (Computer, Internet)
- Teacher Support to the students:
- Mentor should be allotted to group of students.
- Addressing the academic and personal needs of students.
- Special attention should be provided to disadvantaged group
- Institutional Support to the students
- Free/ Subsidized food, hostel to all disadvantaged group
- Institutional incentives to disadvantaged students
- Gender Sensitization
- Civic Sensitization
- Social Responsibility

- Community reachout
- Carrier Counselling
- Livelihood Centre
- Insertion of B. Voc. Programs
- Training for disadvantaged group
- Vocationalisation of 1st Degree Programs on Add on Basis.
- Blending of Subject Centered Design with The Activity Curriculum Design.
- Establishment of Community colleges or activation of existing community colleges.
- Transformation of Open Elective Course into Skill oriented courses.
- Preparing and submitting Projects to different funding agencies
- For maintaining Coordination among all the cells
- Separate budgetary support to all the cells
- Infrastructure to all the Cells
- Fixing accountability of all the cells
- Sensitization and Training to cell coordinators and Members
- Mandatory Meeting of the cell once in a month
- Students' enrolment database for disadvantaged group.
- Matching the institutional diversities state and national level
- Tracking performance and progression of students of disadvantaged group.
- Dropout and completion database for disadvantaged group
- Retention strategies.
- Maintenance of Roster for teaching and non-teaching posts.
- Assessing the equity issues relating to various disadvantaged group
- Monitoring the activity of all the cells.
- Identifying reasons for the gaps in implementation of strategies for achieving inclusive and equity
- Capacity building program undertaken for students according to the need of students (How different programs are operational in the institution)
- ICT based file tracking and performance tracking for different activities.
- Highlighting activities in website
- Academic and social audits of the activity
- Transparency in case of data base/actions/decisions related to institutions.
- Participation and success of SC/ST/OBC students in various coaching classes

Strengthening Institutional Structure

- Office of Dean Student welfare a central place to access information that is easily comprehendible
- Availability of a facilitators/ counselor to clear doubts
- Centre for Equal Opportunity as an umbrella office to implementation of welfare schemes, scholarships, related programs etc.
- Dedicated post to head the ̵Centre for equal Opportunities.
- Setting up of Community Colleges
- Extension activities for meaningful interaction with the society
- Active Placement Cell

Theme 3: Monitoring and Tracking Diversity and Equity: - Parameters and Matrix (Tool for Institutional Self Evaluation)

Draft Parameters and Matrix

Tracking and Monitoring Diversity and Equity: Submitted by Third Group

1. **Student's Participation:** (Separate Data for SC/ST/OBC/PH) [PG Departments: Academic or co-curricular activities]

	Male	Female	Transgender	Total
First Semester				
Third Semester				

The difference between the numbers in I and III semesters, if any, will reflect the rate of dropout in respective courses.

2. **Performance Tracking:**

    a) **Coaching Classes (NET/ SLET/ Compt. Exams):** (Separate data for SC/ST/OBC/PH)

	No. of Students Enrolled	No. of Students at End of Session	No. of Students appearing for comp. exam	No. of Students Passing in Attempts		
				1	**2**	**3 <**
Male						
Female						
Transgender						
Total						

b) **ICT/ Language Proficiency Classes:** [Simple Online tests to evaluate] (Separate data for SC/ST/OBC/PH)

	No. of Students Enrolled	No. of Students at End of Session	No. of Students appearing for Online Evaluation Test	No. of Students Passing in Attempts		
				1	2	3 <
Male						
Female						
Transgender						
Total						

3. **Faculty Composition:** [Department-Wise] (Separate data for SC/ST/OBC/PH)

	Chairman/ Member in BoS/ BoE		Chairman/ Member in EOC/ICC/SC/ST/…		Chairman/ Member in Departmental/ University Committees (Co-curricular)		Chairman/ Member in Departmental/ University Committees (Extra-curricular)	
	Yes*	No	Yes*	No	Yes*	No	Yes*	No
Male								
Female								
Transgender								
Total								

* If response is yes, details of the committees and period of assignment should be provided in a chronological order separately.

Valedictory Session of the Programme

Prof. Ved Prakash, Former Chairman, UGC was invited as the chief guest for the valedictory session as many policies and programmes were made operational during his tenure as Chairman, Vice-Chairman and Secretary, UGC. The major issues were highlighted during the valedictory session taking into account the deliberations in the programme should not only figure in humanities and social sciences differential treatment is needed,

build up the capacity of teachers, need to provide these differential treatment. Second challenge is participation of students from deprived categories. Why should we have SC/ ST Cell in universities if we have inculcated right thinking in our children? Why should we talk about the necessity of safety for girls and women? Something is fundamentally wrong with the education we are imparting at the initial stage of the school.

He emphasised that there is need to have alternative measures as to how to inculcate and promote values which emerge from universal perception and constitutional imperatives. We have never ever undertaken a serious exercise of revisiting existing curricula provision and identify the course through which we can integrate these values. He deliberated that there is ignorance towards the fundamental duties. He concluded the session by putting forward one treatment of the problem that is by finding one such support in each domain of knowledge where we can integrate values based on universal perception and constitutional imperative.

Orientation cum Workshop on Management of
Diversity and Equity in Universities and Colleges

(July 10-14, 2017, NUEPA, New Delhi)

Sitting L to R : Prof. Nighat Basu, Prof. Chanda Bain, Prof. R. P. Vadhera, Dr. V. Sucharita (NUEPA), Dr. Manju Narula (NUEPA), Prof. Kumar Suresh (Programme Director & Head, Department of Educational Administration, NUEPA), Prof. N. V. Varghese (Vice-Chancellor I/c, NUEPA), Prof. Sarat Jyothsna Rani, Dr. E. Sreedevi, Dr. Poonam Sharma, Dr. Priya Thakur

Standing 1st Row: Prof. B. Kilangla Jamir, Prof. Anjali Bajpai, Ms. Mamillapalli Vasantha Lakshmi, Dr. S. D. Singh, Dr. Kumara, Prof. M.V. Alagawadi, Dr. Varun Kumar Tripathi, Prof. A. K. Mishra, Dr. Nidhi S. Sabharwal (NUEPA), Dr. Shaila Desouza, Ms. Penki Surekha, Ms. D. Suneetha, Ms. Lata Dutt (NUEPA)

Standing 2nd Row: Prof. K. Ramachandran (NUEPA), Dr. (Mrs) Taruna C. Dhall, Dr. Jatin Sarmah, Dr. Basavaraj S. Benni, Dr. C. M. Malish (NUEPA), Prof. Elangbam Bijoykumar Singh, Prof. Amrit Lal Ghosh, Dr. Rizwanul Haque, Prof. Alok Shrotriya, Dr. Darshan B. Choksi, Dr. Prajnalankar Bhikkhu, Ms. Anjali Saxena (NUEPA)

Template for Preparing a Write- up for Presentation on Equity and Diversity by the Institutions

Part- A

Diversity in the institution

Brief description about the social- cultural composition of students, teachers and non-teaching employees (with possible data support, also include data if available on SCs, Sts, OBCs, general categories; gender and minorities)

If data is available the same may be given in the tabular form as indicated below:

Part-B

Strategies adopted for managing diversity and equity in the institution

I. Institutional support mechanisms for managing diversity and equity

1. A descriptive account of different cells such as ST/ST Cell/ Special Cell/ Social Protection Cell/ Equal Opportunity Office/ Women Protection Cell/ Committee Against Sexual Harassment(ICC) /Cell for the differently abled established within the institution

Descriptive account of the above mentioned institutional mechanism may include the following details:

	Students	Teachers	Non-teaching Staff
Gender (in numbers)	M ☐ F ☐	M ☐ F ☐	M ☐ F ☐
Category(in numbers)	SC ☐ ST ☐ OBC ☐ Gen ☐	SC ☐ ST ☐ OBC ☐ Gen ☐	SC ☐ ST ☐ OBC ☐ Gen ☐

<ol type="i">
Year of establishment
Mandate of establishment of each of the Cells (Created as compliance to legal mandate, Guidelines of the regulating of agencies such as UGC, Directorate of Higher Education/ State Act/ Court Direction or ministries order)
If any protective or enabling institutional mechanism has been established by the institution as its own institutional innovation, Please give details
Give details of the area of focus of each of the cells keeping in view of their identified and varying objectives:

a) for promoting diversity and inclusion within the institution in general;

b) for redressing issues of discrimination and exclusion of disadvantaged groups such as SCs, STs, women, minorities-religious/linguistic/ethnic-, differently abeled persons or any other groups;

c) for monitoring and overseeing of implementation of inclusive policies and affirmative action programme etc.

<ol start="2">
Infrastructural facilities such as space/ office room/ computers etc and support staff, if any, made available to the cells by the institutions
Financial resources provided to the cells, if any, by the institution and mobilisation of resource from any other external agencies
Autonomy, power and competence available to the cell for discharging responsibilities
Coordination among the cells
Problems encountered in the in the effective functioning of institutional support mechanisms (different cells)
Suggestions for improving the effective functioning of the cells.

II. Strategies adopted in teaching –learning process

Here specific reference may be made about institutional innovations, if there is any, for addressing the issues of exclusion in the classroom or in the entire process of teaching ó learning in the institution, especially for the ÷weak studentsø

Part-C

Capacity Building and Skill Development

1. Details of programmes of capacity- building and Skill Developments organised/run by the institution, especially for the students belonging to disadvantaged. The details may include the following:

i.   Nature of programmes of capacity building being run by the institution for focused groups- SCs, STs, OBCs ,minorities, girls, differently abled persons.etc.
ii.   Sources of funding of such programme;
iii.   Effectiveness of capacity- building programmes in terms of outcome
iv.   Role of the Placement Cell or similar institutional mechanism in linking skill generation with employment and placement of students belonging to disadvantaged groups- SCs, STs, OBCs ,minorities, girls, differently abled persons.etc.

2. Detailed account of the coaching schemes, if being run by the institution (remedial coaching, language proficiency course, coaching for NET/ SLET, coaching for entry into government of public sector employment). This should include:

 a) Number of students enrolled during the last five years (please provide the data, if available);
 b) Teaching faculty/ resource persons for the coaching schemes;
 c) Success rate of each of the coaching programmes in terms of achieving objectives; difficulties and challenges faced, shortcomings, if any, in the functioning and effectiveness of these programmes.

Part-D

1. Any programmes relating to diversity and equity management such as sensitization and public awareness run by the institution.
2. Any innovative and inclusive practices for managing diversity and equity at the level of institution
3. Problems, if any encountered, in dealing with the issues of diversity and equity management in the institution
4. Suggestions for effective management of diversity and equity in the institution

National University of Educational Planning and Administration
Department of Educational Administration

Orientation cum Workshop on Management of Diversity and Equity in Universities and Colleges, 10-14 July, 2017, NUEPA, New Delhi

Programme Schedule

Day One – Monday, 10 July, 2017

Sessions	Resource Person/ Chair	Time
Registration		09:30. ó 10:00
Opening Session Welcome and Programme Highlights Chairpersonøs Remarks Vote of Thanks	Prof. Kumar Suresh Prof. N.V. Varghese Dr. V. Sucharita	10:00. ó 11:00
High Tea		11:00 - 11:30
Diversity and Equity in Higher Education	Prof. Kumar Suresh	11:30 ó 13:00
Lunch Break		13:00 - 14:00
Presentations by Institutions Assam University Sardar Patel University Bodoland University South Bihar Central University Tumkur University Goa University	Prof Nighat Basu/ Prof. Alok Shrotriya	14:00ó 15:30
Tea/Coffee Break		15:30-15:45
Presentations by Institutions Central University Kashmir Krishnadevaraya University Central University Amarkantak Manipur University Nagaland University	Prof. R.P. Vadhera/ Prof Amrit Lal Ghosh	15:45ó 17:30

Day Two – Tuesday, 11 July, 2017

Sessions	Resource Person/ Chair	Time
"Equity in Higher Education in the light of Theories of Social Justice".	Prof Sudhanshu Bhushan	09:30 ó 11:00
Tea/Coffee Break		11:00 - 11:30
Panel Discussion on *Equal Access and Equal Participation in Higher Education: Policy Framework and Institutional Context* Panel: Prof A.K. Singh (Society- Institutions Linkage Perspective) Dr. Manisha Priyam (Policy and Governance Perspective)	Prof Kumar Suresh	11:30 ó 1300
Lunch Break		13:00-14:00
Presentations by the participant Banaras Hindu University Mata Vashno Devi University Kurukshetra University HS Gaur University Central University Karnataka Mizoram University L.N. Mithila University	Professor Darshan B. Choksi/Prof. Kilangla Jamir	14:00 ó 15:30
Tea/Coffee Break		15:30 ó 15:45
Presentations by the participant Vishva Bharati University Central University, Hyderabad Government Colleges of Andhra Pradesh Post Graduate College, Ghazipur	Prof. Anjali Bajpai/ Prof. M.V. Aglawadi	15:45 - 17:15

Day Three – Wednesday, 12 July, 2017

Sessions	Resource Person/ Chair	Time
Affirmative Action and Inclusion in the Institutions of Higher Education: Policies and Practices	Dr. Nidhi S. Sabharwal Dr. C.M. Malish	09:30 ó11:00
Tea/Coffee Break		11:00 ó 11:30
Panel Discussion on Gender Issues in the Institutions of Higher Education **Panel**: Prof. Nighat Basu 　　　Prof. Anjali Bajpai 　　　Prof. Taruna Dhall 　　　Dr.　Shaila Desouza 　　　Dr.　Priya Thakur	Prof. Najma Akhtar	11:30ó 13:00
Lunch Break		13:00 -14:00
Panel Discussion on Inclusion through Capacity Building and Skill Development: Context of Disadvantaged Groups **Panel:** Prof. Amrit Lal Ghosh 　　　Prof. Darshan B. Choksi 　　　 Prof. E. Bijoykumar Singh 　　　Prof. M.V. Alagawadi 　　　 Dr. Basavaraj S. Benni	Dr. Aarti Srivastava	14:00ó 15:30
Tea/Coffee Break		15:30ó 15:45
Managing Diversity and Promoting　Inclusion: Role and Functioning of the Institutional Support Mechanisms	Prof Kumar Suresh	15:45ó 17:15

Day Four – Thursday, 13 July, 2017

Sessions	Resource Person/ Chair	Time
Honouring Diversity through Teaching-learning Process	Prof. K. Ramachandran	09:30-11:00
Tea/ Coffee Break		11:00-11:30
Towards Inclusion: Evolving Strategies for Promoting Inclusive Practices (Group Work by the Participants)	Prof. Kumar Suresh	11:30ó 13:00
Lunch Break		13:00 - 14:00
Towards Strengthened Institutional Structure for Diversity and Equity Management (Exploring the Idea of Equal Opportunity Office)	Prof. Kumar Suresh	14:00 ó 15:30
Tea/Coffee Break		15:30 - 15:45
Tracking and Monitoring Diversity and Equity- Parameters and Matrix (Group Work by the Participants)	Dr. V. Sucharita	15:45 ó 17:30

Day Five – Friday, 14 July, 2017

Sessions	Resource Person/ Chair	Time
Use of ICT in Tracking and Monitoring Diversity and Equity in the Institutions of Higher Education	Prof. K. Srinivas	09:30 ó 11:00
Tea/Coffee Break		
Panel Discussion on Issues and Challenges of Managing Diversity and Equity in the Universities and Colleges. **Panel:** Prof. Furqan Qamar Prof. Rajen Harse Prof. Prof. Mehraj Uddin Mir	Prof. N.V. Varghese	11:30 ó 13:00
Special Lunch		13:00 -14:00
Lesson learnt and way forward Participants		14:00 - 15:30
Closing Session Welcome to the Chief Guest &Brief Report of the Programme Valedictory Address Remarks of the Chair Vote of Thanks	Prof. Kumar Suresh Prof. Ved Prakash Prof N.V. Varghese Dr. Vineeta Sirohi	15:30 -16:30
High Tea		

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   Former Chairman
   University Grants Commission
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   Head, Department of Training and Capacity Building

3. Prof. Sudhansu Bhushan
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4. Prof Avinash Kumar Singh
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5. Professor K. Ramachandran
   Advisor

6. Prof Kumar Suresh
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7. Professor K. Srinivas
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