University of Warwick & NIEPA Research Project

Widening Access to Higher Education in India: Institutional Approaches

Chhattisgarh State Report

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Accompanying resources for the project

In addition to this report, other resources about the project are available on the project website: www.warwick.ac.uk/WAHEI. This includes various project outputs such as project reports, training materials, and presentations, as well as other information about the project and the people involved.

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About this report

This report is a final State Report for the University of Warwick and NIEPA collaborative research project entitled Widening Access to 'Higher Education in India: Institutional Approaches' (WAHEI). The WAHEI project explored the role of Higher Education Institutions (HEIs), Institutional Leaders, and Faculty Members in enhancing informed choice for young people as they make decisions about higher education. The project focused, in particular, on rurally situated and rural-serving, publicly-funded universities and colleges, given the role of these institutions in providing higher education to socio-economically disadvantaged students. Of key importance has been enhancing the familiarity of the term 'higher education outreach' in the terminology in higher education in India, within the scope of the study, as a key term denoting the activities that HEIs can undertake to guide and inform young people and their families about their higher education choices and admissions processes. WAHEI included a large-scale, multimethod empirical research study to explore existing higher education outreach practices across states and regions of India, followed by the co-development, implementation, and evaluation of a professional learning module for faculty members to learn about higher education outreach, and final dissemination of project findings and recommendations.

Project outputs can be accessed from the WAHEI website found at : www.warwick.ac.uk/WAHEI . The explanation of the background and rationale for the project can be found in CPRHE-NIEPA Research Paper 20, 'The Role of Higher Education Institutions and Faculty Members in Higher Education Outreach in India': https://cprhe.niepa.ac.in/assets/papers/CPRHE_Research_Paper_20.pdf.

The project is a four-year research project (2022-2026) funded by the Fair Chance Foundation and hosted by the University of Warwick's Doctoral Education and Academia Research Centre (DEAR). The DEAR Centre conducts specialist research on topics relating to doctoral education and the academic profession, with a focus on inequalities and inclusivity (www.warwick.ac.uk/DEAR).

The project has been led by Professor Emily F. Henderson (University of Warwick) and Dr Nidhi S. Sabharwal (NIEPA) as Co-Principal Investigators, and Professor Ann Stewart (University of Warwick) as Co-Investigator. The project has been coordinated by Matt Phillips and the project has been supported by a number of colleagues, most substantially S. Arokia Mary, Arushi Painuly, Chandrika Kohli, Ragini Khurana, Denisse Lillo Sierra, Sejjal, Evan Zheng, Susan Deeb. The project has involved a significant empirical phase across HEIs located in five states of India: Assam, Chhattisgarh, Haryana, Kerala, and Maharashtra. In each state, a team of three faculty members has led the empirical component, including collection, analysis and interpretation of data. Each State Research Team has consisted of two faculty members from a State University – the team lead and an early career faculty member, and a faculty member from a college in the same state (publicly-funded or aided, rurally located where possible). The State Research Teams were supported in the process through three two-day residential workshops at NIEPA which focused on (i) instrument development and data collection, (ii) analysis processes, and (iii) presentation and peer review of draft report material. In addition, field visits and monthly online meetings were held to bring together all team members across the central and state teams during the empirical phase.

This report showcases the State Research Team findings as part of a series of five State Reports for the WAHEI project (all reports can be accessed from the website www.warwick.ac.uk/WAHEI). The report has been entirely produced by the State Research Team, based on the empirical research conducted for the WAHEI project. The report structure and contents were guided by the central team for the sake of continuity between the reports. All chapters of the report have been thoroughly peer reviewed by Professor Emily F. Henderson and S. Arokia Mary, and additionally, a chapter of the report has been reviewed by team members of one of the other State Research Teams. The report was revised in response to the peer review process. The final contents of the report have been prepared and finalised by the State Research Team, with editing support from Emily Henderson, Robyn Shreeve, Ann Stewart and Matt Phillips, and as such responsibility for the contents therein remains with the report authors.

Chapter 1: Introduction

1.1 Context of HE Access and Choice at State Level

Chhattisgarh State came into existence on 1 November 2000. The educational developments in the state are growing remarkably and the state is committed to spread knowledge and freedom of thought among its people. Students after completion of their +2 (class XII) prepare to go for higher study. They continue their study with the subjects taken in +2 levels or switch over to professional degrees like engineering, management or medical etc. The state is stepping forth with focused growth on education particularly at the primary and secondary levels. The Capital Raipur is home to education apex bodies in Chhattisgarh like School Education Board, Department of Technical Education etc. Raipur is the main centre of educational activities. Students from neighbouring states also come here to attend higher education.

The literacy rate of the State as per census 2011 is 71 per cent, with the male and female literacy rate at 81.45 and 60.59 per cent respectively. While the overall literacy rate has recorded an increase of seven per cent as compared to census 2001, the increase in male and female literacy rate has been 4.07 per cent and 8.74 per cent respectively, thereby indicating that the initiatives taken by the State Government to reduce the gender gap are showing results. The gross enrolment ratio and net enrolment ratio at primary level as per census 2011 is 107.83 per cent and 94.68 per cent respectively (Susobhan Maiti, 2022).

There is every type of institution in Chhattisgarh like schools, colleges, ITIs, Polytechnics etc. But there exists huge gap in demand and supply of education. The Government of the state is working hard in the direction to fill this void. Chhattisgarh has some renowned institutions for providing higher education to people of the state like Pt. Ravi Shankar Shukla University, Hidayatullah National Law University, Guru Ghasidas Central University Bilaspur and Indira Gandhi Krishi Vishwavidyalaya, Raipur etc.

The state is surging ahead in the path of development. Being a centrally located, mineral rich and power surplus state, it has caught the attention of investors all over the country, and also abroad, to establish their industry in the state. Besides imparting technical

education for effectively exploiting the abundant natural resources, the Directorate of Technical Education is committed to delivering value-based quality education and to facilitating planned development of research and development (R&D) work. The courses of Engineering, Technology, Management, Architecture, Computer Science and Pharmacy have been included under technical education. Private colleges have a total intake capacity of around 10,000 seats and they conduct various undergraduate and postgraduate courses in Engineering. In addition to that there are M.Tech./ME, MBA, and MCA, D.Pharmacy, B.Pharmacy and M.Pharmacy courses in the state, which are being run by private sector.

Table 1.1: Demographic indicator table based on 2011 census

Indicator	Chhattisgarh	India
Total population (in crores)	2.55	121.01
Decadal Population Growth (in per cent)	22.59	17.64
Sex Ratio	991	940
Scheduled Caste population (in crores)	0.24	46.6
Scheduled Tribe population (in crores)	0.66	8.4
Total Literacy Rate (in per cent)	71.04	74.04
Male Literacy Rate (in per cent)	81.45	82.14
Female Literacy Rate (in per cent)	60.59	65.46

1.2 Rationale of the study

Several studies have highlighted the factors influencing students' access to and participation in higher education. Research by Jagadeesh (2000), Singal (2006), and Velaskar (2010) emphasizes that socioeconomic conditions, including family income, parental background, and place of residence play a significant role in determining students' ability to pursue higher education. Students from higher-income families or urban areas often have greater access to educational resources, guidance, and exposure to opportunities, which facilitates their continuation into higher studies. Parental education, in particular, has been identified as a critical factor in motivating students to pursue higher education, as parents with higher educational attainment are more likely to value education and provide both moral and financial support to their children. This

support often translates into better academic preparation, awareness of educational pathways, and encouragement to pursue professional or academic goals beyond secondary education.

Further studies by Harvey et al. (2016) and Dhir et al. (2017) explore the effectiveness of higher education institutions in preparing students for the workforce. These studies suggest that while both government and private universities provide students with academic knowledge and exposure, the current study patterns and curricula often do not align directly with the professional paths students eventually take. Many graduates enter careers that are unrelated to the field of study they pursued, highlighting a gap between higher education and employability outcomes. This indicates a need for universities to become more outcome-oriented, integrating skill development, career guidance, and practical exposure into academic programs to ensure that students are better prepared for the evolving job market. The findings underscore the importance of educational institutions not only in imparting knowledge but also in actively shaping students' future opportunities through curriculum design, career counseling, and alignment with industry requirements.

1.3 Objectives

Number	Project aims	Project objectives
(i)	To explore the potential for HEIs, their faculty members and leaders in rural and semi-urban India to contribute to enhancing knowledge of HE in local disadvantaged communities, and therefore contributing to the social justice mission of public HE.	To document, via meaningful, robust, mixed methods fieldwork across five states of India, current HE outreach practices and the motivations and/or resistance of various HEI stakeholders, such as the faculty members and institutional leaders, to contribute to HE outreach in the local communities surrounding the colleges.

1.4 Research Questions

RQ1: What is the current and potential role of HEIs based in rural/semi-urban India, their faculty members and institutional leaders, to engage in gender-equitable, socially just HE outreach for students in their local communities?

(i) Who is delivering HE in Colleges and Universities in rural and semi-urban locations? Who are faculty members and the institutional leaders?

(ii) What do faculty members in rural and semi-urban areas currently perceive to be the role of HEIs and their role/s in facilitating access to HE and HE choice in the localities of their workplaces/ what are the existing practices of HE outreach?

(iii) What do institutional leaders of rural and semi-urban colleges and universities perceive to be HEI's role, their role and their employees' role in relation to facilitating access to HE and HE choice?

(iv) Which students are receiving HE in rural/semi-urban colleges? How do they perceive the role of faculty members in facilitating HE access and choice?

1.5 Methodology and Sources of Information

The report has been developed from secondary as well primary sources of data. Secondary sources are the administrative data of faculty of selected colleges and the undergraduate departments of the state university. From these colleges and UG (undergraduate) departments, the administrative data of newly admitted students (session 2023-24) was also collected.

Both qualitative and quantitative data from all three diverse groups, i.e. students, teachers and institutional leaders were collected. The qualitative data from students was in the form of group discussion and interview, while quantitative information was obtained via a structured questionnaire. In case of faculty also, both types of information quantitative and qualitative was collected. The qualitative information from faculty was collected in the form of solicited diary, which was kept with them for a period of 12 weeks (about 3 months) followed by an interview. It needs mention that one interview was conducted at the start of diary to comfort and acquaint them with the objectives of the study. In addition to these two groups, a third group was of institutional leaders. From all

selected higher education institutions (HEIs), data were generated from the leaders of that institution. Both qualitative and quantitative data through a semi-structured interview of these HEI leaders was collected. The number of surveyed students, faculty members and institutional leaders in selected sample higher educational institutions in Chhattisgarh state is presented in Table 1.3.

Table 1.2: Number of Surveyed Students, Faculty and Institutional Leaders in selected Higher Education Institutions: 2024

HE Institution	Faculty (survey)	Faculty (Interview)	Students	FGD + Interview (total students)	Institutional Leader (Interview)
State University	56	5 (diary+ interview)	269	2+6 (10)	01
GID College (Government In Depth)	31	5 (diary+ interview)	191	2+6 (10)	01
OGC-A	Nil	5	Nil	0	01
OGC-B	Nil	5	Nil	0	01
Total	87	20	460	20	04

Table 1.3: Chhattisgarh IL Interview Participants Basic Information

HEI	Title and Pseudonym	Gender	Caste/Social Group	Religion
State university	Professor (Dr. S. N. Shukla)	Male	General	Hindu
Depth college	Principal / (William Jones)	Male	OBC	Hindu
Other government college A	Principal/ (Dr. Dinesh)	Male	General	Hindu
Other government college B	Principal/ (Dr. K.L. Verma)	Male	OBC	Hindu

As stated, a semi-structured interview of institutional leader in each sample HEI was conducted. A brief profile of Institutional leaders is presented in Table 1.5.2. The collected information summary revealed the demographic and professional profile of key academic personnel across four higher education institutions (HEIs). All listed respondents are male and Hindu. Among them, two individuals belong to the General category—Professor Dr. S. N. Shukla from the State University and Principal Dr. Dinesh from Other Government College A—while the remaining two, Principal William Jones from Depth College and

Principal Dr. K. L. Verma from Other Government College B, belong to the OBC category. This indicates that senior academic and administrative positions in the selected institutions are occupied exclusively by males, with representation from both General and OBC social groups, reflecting limited gender diversity at the leadership level.

A profile of interviewed faculty members in these selected HEIs is presented in Table 1.4.

Table 1.4: FM Interview Participants Basic Information

HEI (state code_ ir code)	Title and Pseudonym	Gender	Caste/Social Group/PHY.DAB	Religion
SU:3_1	Dr Smita	Female	General	Hindu
SU:3_1	Mr Govind	Male	ST	Hindu
SU:3_1	Dr Bhanushree	Female	OBC	Hindu
SU:3_1	Dr Adep	Male	General	Hindu
SU:3_1	Miss Rakesh	Male	ST	Hindu
GCID:3_2	Mr Hitnarayan	Male	SC	Hindu
GCID:3_2	Dr Rajesh	Male	SC	Hindu
GCID:3_2	Mr Kamal	Male	General	Hindu
GCID:3_2	Dr Vaibhav	Male	SC	Hindu
GCID:3_2	Dr Balram	Male	SC	Hindu
OGC-A:3_3	Dr Vishnu	Male	OBC	Hindu
OGC-A: 3_3	Mrs Kavita	Female	OBC	Hindu
OGC-A: 3_3	Mrs Sugandha	Female	OBC	Hindu
OGC-A: 3_3	Mr Rajkamal	Male	SC	Hindu
OGC-A: 3_3	Mr Mahesh	Male	General	Hindu
OGC-B: 3_4	Dr Pradip	Male	General	Hindu
OGC-B: 3_4	Dr Kishor	Male	General	Hindu
OGC-B:3_4	Mr Nagesh	Male	SC	Hindu
OGC-B:3_4	Dr Vaishnavi	Female	OBC	Hindu
OGC-B:3_4	Mrs Ganga	Female	General	Hindu

Overall, 20 faculty members were interviewed in all four selected HEIs. Among them 14 were male faculty members and 6 were women. As far as their religion is concerned, one among them was Muslim while all others were Hindu. One among them was a differently abled women, with locomotor disability. The social background reveals that 7 among them belonged to General category, while another 7 and 6 were from OBC and SC social groups. Eleven among them had obtained doctorate degrees. There was no significant difference among males and females with doctorate degrees (as almost equal number of male and female had obtained this). The majority of them were married, however, two

among them were separated and another two were unmarried. The majority of them had children. It may be noted that 45 percent among them were 32 to 40 years of age, another 40 percent were in 40 to 50 years, and 15 percent were in 50 plus age-group. It may be noted that the surveyed faculty members belonged to diverse subject streams such as Mathematics, Economics, English, Hindi, Sanskrit, Fine Arts, Journalism, Law, Psychology, Geography, Physical education and Commerce. A majority of faculty members were appointed through a set procedure of regular appointment i.e. interview by selection committee or the test and interview. However, one among them was on contract and another was working under self-financing scheme.

Table: 1.5: UG FGD and Interview Participants: Basic information

HEI (state coc inst code)	Pseudonym	Gender	Caste/Social Group	Religion	UG FGD Yes/No
SU:3_1	A	Female	ST	Hindu	No
SU:3_1	B	Female	OBC	Hindu	No
SU:3_1	C	Female	GEN	Hindu	No
SU:3_1	D	Female	GEN	Hindu	No
SU:3_1	E	Female	OBC	Hindu	Yes
SU:3_1	F	Female	GEN	Hindu	Yes
SU:3_1	G	Female	OBC	Hindu	Yes
SU:3_1	H	Male	OBC	Hindu	Yes
SU:3_1	I	Male	OBC	Hindu	Yes
SU:3_1	J	Male	GEN	Hindu	No
GCID:3_2	1	Male	GEN	Hindu	No
GCID:3_2	2	Male	GEN	Hindu	Yes
GCID:3_2	3	Female	OBC	Hindu	Yes
GCID:3_2	4	Female	GEN	Hindu	Yes
GCID:3_2	5	Female	OBC	Hindu	No
GCID:3_2	6	Male	ST	Hindu	No
GCID:3_2	7	Female	GEN	Hindu	Yes
GCID:3_2	8	Female	GEN	Hindu	No
GCID:3_2	9	Male	ST	Hindu	Yes
GCID:3_2	10	Female	GEN	Hindu	No

The table presents the demographic profile of respondents from two higher education institutions (HEIs), identified by their state and institution codes (SU:3_1 and GCID:3_2), along with their participation in undergraduate focus group discussions (UG FGD). In SU:3_1, there are 10 respondents (6 females and 4 males) representing different social groups: ST (1), OBC (4), and GEN (5). Among them, 5 respondents (3 females and 2 males)

participated in UG FGDs, while the remaining 5 did not. In GCID:3_2, there are 10 respondents (6 females and 4 males) from OBC (2), ST (2), and GEN (6) categories. Here, 5 respondents (3 females and 2 males) participated in UG FGDs, while the other 5 did not. Overall, the table indicates a balanced gender representation with slightly higher female participation, a mix of social groups predominantly from the general category, and roughly half of the respondents from both institutions actively participating in the undergraduate focus group discussions. This suggests moderate engagement of students in academic discussions across caste and gender lines, with some variation in participation across institutions.

Chapter 2: State Level Profile of HE and Academic Profession

2.1 Introduction

The Department of Higher Education, Government of Chhattisgarh, is committed and actively working towards quality, diverse, and holistic advancement in the field of higher education. The National Education Policy (NEP) 2020 has been successfully implemented across Chhattisgarh from the academic session 2024–25 with a comprehensive action plan. The Higher education sector comprises 9 government universities, 17 private universities, 335 government colleges, and 321 private colleges. Every undergraduate student admitted this year is receiving multidisciplinary, value-based, and skill-enhancing education aligned with the Indian knowledge tradition. To promote NEP 2020, an ambassador has been appointed in each institution from among the students themselves.

A new Guest Lecturer Policy has been formulated, ensuring the appointment of guest lecturers on all vacant posts, which has improved the student-faculty ratio. To increase the Gross Enrolment Ratio (GER) in 33 government colleges, 2,331 additional seats have been introduced in various faculties/subjects based on demand. Currently, 295,743 students are enrolled in government colleges, including 98,461 male and 197,282 female students (Table no. 2.1). The increasing enrolment and participation of female students in higher education is commendable. The Department of Higher Education has facilitated NAAC accreditation for 199 government and 43 private colleges.

Table 2.1: Information about number of UG and PG Students

Category	UG and PG Students			Grand Total
	Male	Female	Total	
General	10153	20844	30997	295743
SC	16605	28918	45523	
ST	23002	48723	71725	
OBC	48701	98797	147498	
Total	98461	197282	295743	

Source: Report of prasaskiya prativedan 2024-25 (P.N.- 50)

2.2 Profile of the State in Terms of HE and Equity

In Chhattisgarh State Higher education is offered through 9 government universities, 15 private universities, 279 government colleges, 12 aided non-government colleges and 256 unaided non-government colleges. Maximum number of higher education students of Chhattisgarh belongs to government universities. Pt. Ravishankar Shukla university is the most popular and developed university of Chhattisgarh. It is distributed across c. 300 acres of land. 67 government colleges and 75 private colleges are affiliated with Pt. Ravishankar Shukla University. Pt. Ravishankar Shukla University is "B++" NAAC Graded university. Hemchand Yadav university Durg is also major university of Chhattisgarh. In the private universities, MATES University Raipur and Dr. C.V. Raman university Bilaspur are the most popular private universities in Chhattisgarh.

2.3 HE Access and Choice Strategies at the State Level

In Chhattisgarh, the State board and Central board create the base of students' higher education. Chhattisgarh government makes policies and educational acts for the management of higher education. Universities and colleges organize matters at their own level to create students' interest for their institute. Also, colleges conducted youth festivals and sports events. Most of the colleges have inter-college competition for the development of students and for creating interest for their institute.

In higher education, UG and PG level students are the base of future research. Sometimes socio-demographic factors influence the students' future performance. As relaxation of marks is given based on category, this is an important factor.

Table 2.2: Information about number of colleges

S. No.	College	General	Tribal /Scheduled Areas	Total
1	Government college	207	128	335
2	UG Level college	148	123	271
3	PG Level college	59	5	64
4	Girls college	27	11	38
5	Sanskrit college	1	0	1

Table no. 2.2 represents the information about number of colleges.

A "Poshak Vidyalaya Sampark Abhiyan" (Feeder School Outreach Campaign) has been launched. The "Poshak Vidyalaya Sampark Abhiyan" (Feeder School Outreach Campaign) is an initiative aimed at strengthening the connection between feeder schools and higher educational institutions, with a focus on improving educational access, quality, and student engagement. The campaign seeks to identify promising students in primary and secondary schools and guide them toward opportunities for higher education. Through regular visits, workshops, and awareness programs, the initiative ensures that students and their families are informed about available academic resources, scholarships, and programs designed to support continued education.

2.4 State of the academic profession at state level

In Chhattisgarh, state universities have basic faculty members and office staff for continuous development of institute. In government universities there are many vacant seats for teaching staff; this is also the case in private universities.

In a significant step toward strengthening higher education in Chhattisgarh, the Department of Higher Education has taken several initiatives aimed at improving leadership, institutional management, and the overall quality of education. As part of this effort, around 151 faculty members have been promoted to the position of undergraduate principals. This ensures that experienced and capable educators take on leadership roles in colleges, fostering better governance, coordination, and academic guidance. In addition, seven undergraduate principals have been promoted to postgraduate principal

positions and assigned to various colleges, reflecting a clear career progression and recognition of their leadership potential. These promotions not only reward dedication and experience but also place skilled administrators where they can have a real impact on students' learning environments and college performance.

Alongside these structural changes, the department has placed a strong focus on building the capacity of institutional leaders and faculty. About 335 principals, in-charge principals, and assistant professors with an Academic Grade Pay (AGP) of Rs. 9,000 have undergone orientation programs at the Chhattisgarh Academy of Administration. These programs range from five days to ten days and even three weeks, depending on the training required. The aim is to strengthen leadership skills, improve administrative efficiency, and enhance academic management. By equipping educators with modern pedagogical knowledge, effective governance strategies, and practical management tools, the department is working to ensure that colleges grow not just in numbers but also in quality, supporting both teaching excellence and the holistic development of students. To further support academic leadership, the department organized a two-day workshop themed "A Road Map to Quality Education" for Vice Chancellors, Registrars of government and private universities, and all college principals. This workshop focused on vision-building, quality assurance, innovative teaching, research development, and the overall growth of students. It created a space for leaders to exchange ideas, share best practices, and align their institutional goals with state and national educational priorities. Such initiatives highlight the department's commitment to creating an education system that values academic rigor while nurturing students as well-rounded individuals capable of contributing meaningfully to society.

Looking ahead, the department's efforts are closely aligned with the vision of "Developed Chhattisgarh 2047" and the national goal of "Viksit Bharat 2047." By combining administrative reforms, leadership training, and strategic planning, the Department of Higher Education is taking a holistic approach that balances expansion with quality. These initiatives demonstrate a long-term commitment to preparing students for higher education, research, and professional careers while simultaneously strengthening the colleges and universities that shape their learning journey.

2.5 Summary and Conclusion

The higher education landscape in Chhattisgarh has undergone substantial transformation through a combination of structural reforms, policy implementation, and capacity-building initiatives. The successful implementation of the National Education Policy (NEP) 2020 across the state has laid the foundation for multidisciplinary, value-based, and skill-oriented education, ensuring that students, regardless of their socio-economic or geographic background, have access to quality learning opportunities. Initiatives such as the appointment of NEP ambassadors, the introduction of additional seats to increase the Gross Enrolment Ratio, and the facilitation of NAAC accreditation reflect the state's commitment to both expanding access and enhancing educational standards.

The Department of Higher Education has also prioritized strengthening institutional leadership and academic governance. Promotions of faculty members to undergraduate and postgraduate principal positions, coupled with orientation and training programs for principals and assistant professors, have enhanced administrative efficiency and empowered educators to lead colleges with vision and accountability. Workshops and knowledge-sharing forums for Vice Chancellors, Registrars, and principals further underscore the state's focus on strategic planning, quality assurance, and holistic student development.

Equally important is the emphasis on bridging the gap between feeder schools and higher education through initiatives like the "Poshak Vidyalaya Sampark Abhiyan," which fosters early engagement, awareness, and guidance for prospective students. The analysis of faculty and administrative staffing highlights the complementary roles of government and private universities in driving educational outcomes, while demonstrating the challenges that still exist in terms of vacancy management and resource allocation.

Overall, Chhattisgarh's higher education system is moving toward a more inclusive, equitable, and quality-driven framework. By combining quantitative expansion with qualitative enhancement, promoting professional development among academic staff,

and creating enabling environments for students, the state is actively shaping a higher education ecosystem that aligns with its long-term vision of “Developed Chhattisgarh 2047” and the national goal of “Viksit Bharat 2047.” Academic professionals play a central role in this transformation, as their teaching, research, and institutional leadership collectively determine the effectiveness, impact, and sustainability of higher education outcomes. The chapter underscores that the continuous development of human resources, infrastructure, and governance mechanisms is vital for ensuring that higher education in Chhattisgarh not only grows in size but also in quality, relevance, and societal impact.

Chapter 3: Profile of the Case Study Institutions

3.1 Introduction to the Institutions

In this research on higher education, the Chhattisgarh team selected 1 state university, and 3 depth colleges; one in-depth and two other government colleges.

3.1.1. State University (SU)

The University was founded in the mid 1960s. SU is Chhattisgarh's largest and oldest institution of higher education. The University has a sprawling campus over c.300 acres of land. There are almost 30 teaching departments in the University. A variety of self-financed courses have been initiated in some departments. The university campus also houses a building including a hostel for All India Services Pre-Examination Center for Scheduled Castes and Scheduled Tribes and a girls' hostel for post-matric SC and ST students. Number of affiliating colleges: 75 (Govt. and Private colleges).

There are 5000 students enrolled for variety of courses offered by the departments who are steered under the guidance of more than 100 faculty members. Students also come from the neighboring States. Jurisdiction of SU covers the entire central and southern part of Chhattisgarh. There are 180 educational institutions affiliated to the University. In the academic year 2005-06, about 1,25,000 students were enrolled, both for undergraduate and postgraduate courses. The University plays a major role in the educational, cultural and economic life of the region.

Vision and mission of the University:

Vision:

To make quality higher education accessible to all sections of society, including the tribal population of Chhattisgarh.

Mission:

- To develop the university as a centre of excellence for higher education and knowledge resource
- By providing world-class education through university-teaching departments and schools.

- By promoting quality research in university schools and affiliated colleges.

Governance structure of university and financing:

- Ownership and Management: Semi-Government
- Accreditation: NAAC grade: B++
- Source(s) of funding: Government

Admission policy for students:

Through Entrance Exam and follows reservation rules of Chhattisgarh Government. Students of SC, ST, OBC, EWS, General Category, Women, PWD get scholarship through state government.

Faculty recruitment information:

Selection from CGPSC (State Level) and UPSC (National Level) Entrance exam and Direct recruitment.

The University has a Madam Malviy Teacher Training Center (MMTTC). It conducts various professional development opportunities for faculty. These are:

- Refresher Courses
- Orientation Courses
- Faculty Development Courses
- Short Term Courses
- Summer Courses

Several outreach strategies have been introduced to increase access to undergraduate higher education. Institutions organize awareness campaigns in schools, career counseling sessions, and admission guidance workshops to inform students about opportunities.

Social and rural disadvantages and higher education access and choice are being addressed through Inspire Program for Higher School Students. Faculties of all departments and schools are participating in Inspire program and provide all information about department, lab and other facilities.

3.1.2. Government College in-depth (GCID)

GCID was established in the early 2010s. The college shifted to the new building in the year 2017. Teaching in all the three faculties i.e., Arts, Commerce and Science, is

available at graduate level, while at postgraduate level of learning are available in two subjects Geography and Chemistry. The college provids quality education in all six programmes. Both boys and girls receive education in a congenial atmosphere. Guidance as to the future prospects is also provided on campus. Special care is taken to ensure that the student comes out of the college a better human being. There are just over 10 departments and 6 programmes split between UG and PG. Student enrollment: in 2023-24= 716 and In 2022-23 = 857.

College objectives:-

1. To promote academic empowerment of under privileged population.
2. To promote skill oriented programmes.
3. To enhance the quality of the learning and teaching process at U.G. and P.G. level.
4. To bring forward the inherent talents of students and encourage creativity.
5. To develop awareness towards social and environmental problems.

3.1.3. Government College-A (GC-A) and Government College-B (GC-B)

For GC-A

GC-A is located in a rural area and was established in the early 1970s.

Governance structure of university and financing:

- Ownership and Management: Government
- Accreditation: NAAC grade: C
- Source(s) of funding: Government

The college follows the admission policy of its affiliated university, SU. Students of SC, ST, OBC, EWS, General Category, Women, PWD get scholarships through state government. The College encourages and promotes to faculty member to attend:

- Refresher Courses
- Orientation Courses
- Faculty Development Courses
- Short Term Courses
- Summer Courses

Efforts are being made to expand access to undergraduate higher education:

- Through NSS program
- Through Science Exhibition
- By Conduct Various Competition like essay writing, model and chart formation.

For GC-B:-

GC-B is one of the two P.G. Colleges located in its district; it is located in a semi-urban area of the district. GC-B is affiliated to SU. The college was established by the State Government in the mid-1980s and was upgraded as a Post-Graduate College in the mid-2000s. It is a multi-faculty institution offering Arts, Science, and Commerce, primarily serving students from the local tehsil.

At present, the institution has almost 15 postgraduate and almost 5 undergraduate departments. The college is spread across a 15-acre campus and has contributed significantly to the region's academic progress with adequate state funding. It houses an NSS unit and an NCC unit. Professional courses are also offered. The academic calendar is strictly followed as per university regulations, while extracurricular activities form an integral part of student life.

Governance structure of university and financing:

- Ownership and Management: Government
- Accreditation: NAAC grade: C
- Source(s) of funding: Government

The college follows the admission policy of its affiliated university, SU. Students of SC, ST, OBC, EWS, General Category, Women, PWD get scholarship through state government.

The College encourages and promote to faculty member to attend:

- Refresher Courses
- Orientation Courses

- Faculty Development Courses
- Short Term Courses
- Summer Courses

Efforts are being made to expand access to undergraduate higher education (see information for GC-A).

3.2 Profile of Institutional leaders and faculty members: faculty strength and composition

The ILs from the 4 sampled HEIs include 3 in their mid-50s and one in their mid-40s. 2 are from General group and 2 are OBC.

Table 3.1: Staff strength GCID

Sanction Post	15
Principal	1
Professor	2
Assistant Professor	12
Recruited	10
Principal & Asst. Prof. (Regular)	00+05
(Asst. Prof.) Guest Faculty +JBS	05+01
Yet to Recruit	5

3.3 Faculty professional development opportunities

All faculty members who participated in the project's survey across SU, GCID, GC-A and GC-B had availed professional development opportunities in the last year.

In the past year, all respondents (100%) from State university reported accessing professional development opportunities within their own college or university (excluding HRDC). In GCID, 62% of respondents participated in activities within their own institution, while the remaining 38% attended programs in other colleges or universities. In contrast, respondents from GC-A reported no activities within their own college; instead, 100% of them accessed professional development in other institutions. Similarly, in GC-B, only 20% participated in activities within their own college, whereas a large majority (80%) attended opportunities organized in other institutions. This indicates that while professional development opportunities are widely available, their location and

accessibility vary significantly across institutions. Some colleges rely heavily on internal arrangements, while others depend almost entirely on external institutions for such activities.

Table 3.2: Where were professional development activities organised?

Where were the activities organised?	SU:2_1		GCID		GC-A		GC-B	
	N=23	% of VRs	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
In your college/university (not within HRDC)	23	100%	8	62%	0	0%	5	20%
In another college/university (not within HRDC)	0	0%	5	38%	8	100%	20	80%

Regarding the types of professional development attended, there is noticeable variation across the institutions. In **SU**, a majority (57%) of respondents participated in Orientation Programmes, while 22% attended writing and publication workshops, 17% engaged in staff training (such as Faculty Induction or Development Programmes), and a small proportion (4%) completed refresher courses. In **GCID**, the most common activity was Orientation Programmes, attended by 62% of respondents, followed by 38% who joined writing and publication workshops. In **GC-A**, all respondents (100%) reported participation exclusively in Orientation Programmes, with no representation in other categories. In **GC-B**, 80% attended Orientation Programmes, while 20% joined writing and publication workshops. No participation was reported in refresher courses or staff training. Overall, Orientation Programmes emerged as the most widely attended professional development activity across institutions, while refresher courses and staff training remained limited to only a small number of participants in specific colleges.

Table 3.3: What types of professional development activities were attended?

What types of professional development did you attend?	SU:2_1		GCID		GC-A		GC-B	
	N=23	% of VRs	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
Refresher Courses	1	4%	0	0.00%	0	0.00%	0	0.00%
Staff Training (FIPs, FDPs)	4	17%	0	0.00%	0	0.00%	0	0.00%
Orientation Programmes	13	57%	8	62%	8	100%	20	80%
Writing and publication workshops	5	22%	5	38%	0	0.00%	5	20%

3.4 Existing Institutional HE outreaches strategies and activities

3.4.1 Outreach Practices Adopted by Higher Education Institutions

Higher Education Institutions (HEIs) in the region have been actively implementing a range of outreach strategies to strengthen their engagement with prospective students and to promote access to undergraduate education. These practices, as reflected on institutional websites and official documents, demonstrate a student-centric approach and a strong emphasis on visibility, support, and career outcomes.

3.4.2 Strategic Outreach and Promotion

Many institutions highlight their digital presence through updated websites, social media platforms, and online admission portals that provide accessible information on courses, eligibility, and career pathways. Success stories of alumni are prominently featured to showcase the tangible outcomes of higher education.

3.4.3 Financial and Academic Support

Scholarship schemes, fee concessions, and government-aided financial assistance programs are actively promoted, ensuring that socio-economically weaker students are not excluded. Institutions also highlight their academic strengths by publicizing accreditation status, university rankings, and research achievements.

3.4.4 Student-Centric Activities

Institutions regularly organize open days, campus visits, workshops, and webinars to give students direct exposure to academic life. Many also conduct school outreach programmes, including seminars, career counselling sessions, and demonstration classes in nearby schools. Additionally, student ambassador initiatives and cultural/academic competitions such as quizzes, hackathons, and talent shows are used to build stronger student engagement. Taken together, these practices illustrate the ongoing commitment of HEIs to expand access, create awareness, and inspire confidence among prospective students, while positioning themselves as attractive destinations for higher education.

3.5 Summary and Conclusion

This chapter presented detailed institutional profiles of the four case study institutions—one State University and three government colleges—selected to capture the diversity of higher education institutions in Chhattisgarh. The profiles highlighted geographical settings, historical background, governance structures, courses offered, admission policies, faculty recruitment, professional development practices, and outreach strategies.

The State University stands as the largest and oldest higher education institution in the state with extensive academic and infrastructural facilities, a wide range of departments, and strong research orientation. In contrast, the three government colleges (one in-depth and two others) represent institutions operating in rural and semi-urban contexts, catering largely to students from local catchment areas. These colleges provide undergraduate and limited postgraduate programs, emphasizing access and inclusivity, often supported by government scholarships and reservation policies.

Across institutions, professional development of faculty emerges as a priority, with programs such as orientation courses, refresher courses, and faculty development programs being promoted. However, the reliance on either internal or external institutions for such opportunities differs significantly across colleges.

The review of institutional outreach strategies indicates a proactive effort by HEIs to engage prospective students. Common practices include awareness campaigns, school outreach programs, career counselling, digital promotion, alumni engagement, and co-curricular activities such as competitions and exhibitions. These activities demonstrate institutional commitment to expanding access to higher education, particularly for students from rural and disadvantaged backgrounds.

In conclusion, the profiles reveal that while the State University represents a hub of advanced education and research, government colleges play an equally important role in democratizing access to higher education in rural and semi-urban areas. Together, these institutions illustrate the diverse approaches adopted in Chhattisgarh to strengthen inclusivity, improve academic quality, and enhance student engagement.

Chapter 4: Who are the Faculty Members

4.1 Introduction

Faculty members are the backbone of any college or university, shaping not just the academic outcomes of students but also the character and spirit of the institution. They are more than subject experts standing in classrooms—they are mentors, guides, and often lifelong inspirations to the students they teach. Through their roles, they help young people discover their potential, prepare for careers, and grow into responsible citizens. Beyond academics, faculty participate in the governance and life of the institution—serving on committees, mentoring peers, and shaping policies that affect every student. In doing so, they ensure that the college is not just a place of learning, but a thriving community built on values of knowledge, integrity, and growth.

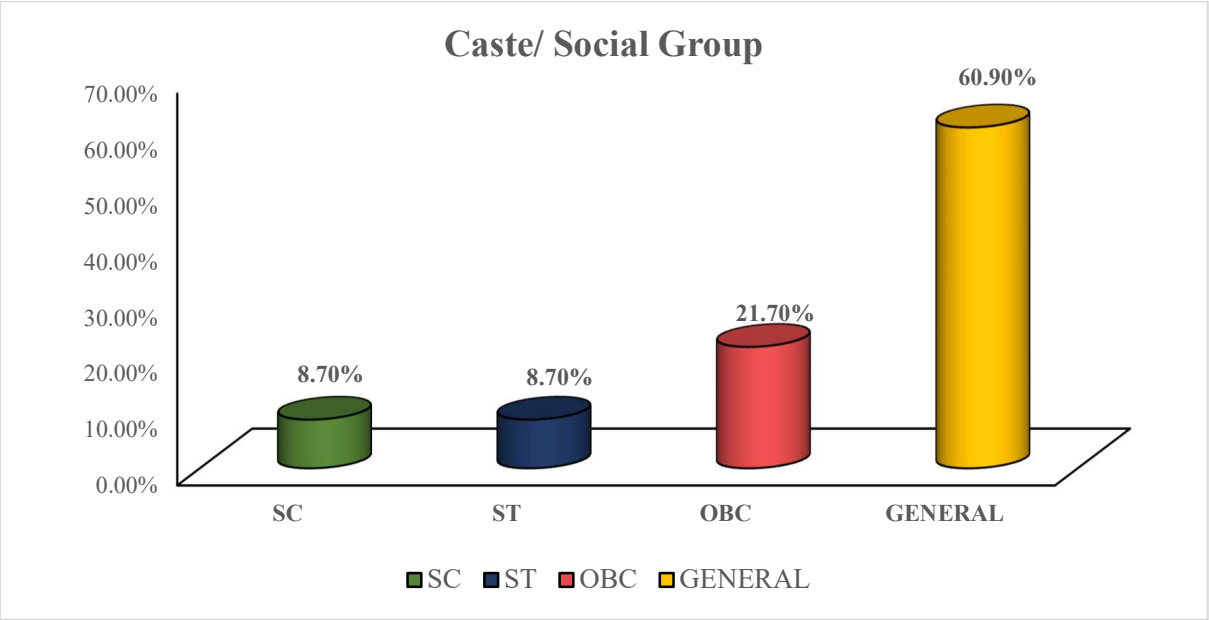
4.2 Demographic background of faculty members

4.2.1. State University (SU)

The age distribution of respondents from the State University (N=23) shows that the majority belong to the 41–50 years age group (51.6%), highlighting that mid-career professionals form the backbone of the sample. The 31–40 years category accounts for 30.1%, reflecting a significant presence of relatively younger but experienced faculty members. A smaller proportion of respondents fall within the 51–60 years age group (12.9%), representing senior faculty with long-standing professional experience. Meanwhile, only 4.3% of respondents are in the 20–30 years group, indicating limited participation of early-career faculty or newly recruited members. The State University's academic workforce is dominated by mid-career professionals.

Out of the 23 respondents from the State University, a majority were female (65.2%), while male respondents accounted for 34.8%.

Figure 4.1: Caste/social group



The caste and social group distribution of respondents from the State University (N=23) reveals that the majority belong to the General category (60.9%), indicating a dominant representation of this group within the sample. The OBC category accounts for 21.7%, reflecting a notable share of socially backward classes. Respondents from Scheduled Castes (SC) and Scheduled Tribes (ST) are represented equally, each constituting 8.7% of the sample. This distribution suggests that while there is some diversity in terms of caste and social groups, the General category significantly outweighs other groups in representation. The relatively lower share of SC and ST respondents indicates limited participation from these historically disadvantaged groups, which may reflect broader social and structural disparities in access to higher academic and leadership positions.

The data from the State University (N=23) reveals a striking homogeneity among respondents. All participants (100% of 23 participants) identified as Hindu, indicating the absence of religious diversity within the sample. Similarly, with respect to inclusivity factors, none of the respondents reported being differently abled (0%), nor did any identify with diverse sexual orientations or identities (0%). The lack of representation across religion, disability status, and sexual orientation highlights a uniform profile of respondents, which may reflect the prevailing demographic composition of faculty in the

institution but also points to a limited presence of diversity and inclusivity in the higher education leadership sampled from the State University.

The data on relationship status among respondents from the State University (N=23) shows that the overwhelming majority, 95.7% (22 individuals), are married, while only 4.3% (1 individual) is unmarried. This indicates that most of the respondents hold family responsibilities alongside their professional roles.

In the state university 91.30% of the sampled faculty members have children and 4.30% don't have children and one FM opted for not applicable.

Table 4.1: Place of birth and permanent residence

State/UT	STATE UNIVERSITY	
	N=23	% of VRs
Chhattisgarh	20	90%
Delhi	1	3.33%
Madhya Pradesh	1	3.33%
Maharashtra	1	3.33%
Total	23	100.00%

In the state university 90% are born in Chhattisgarh and 3.33% are from Delhi Madhya Pradesh and Maharashtra. All faculty members of the State University have their permanent addresses in urban areas. None of them come from rural backgrounds. All the Faculty members' mother tongue is Hindi.

4.2.2. Government College in-depth (GCID)

The age-wise distribution of respondents across GCID, GC-A, and GC-B reveals significant variation in demographic composition. In GCID (N=13), the largest share of respondents falls in the 20–30 age group (46.2%), followed by 31–40 years (30.8%), suggesting a relatively young workforce. In contrast, GC-A (N=8) has no respondents in the 20–30 bracket; the majority are in the 31–40 age group (62.3%), with the remainder in 41–50 years (37.4%), indicating a mid-career professional profile. Meanwhile, GC-B (N=25) shows a concentration in the 31–40 age group (56.0%), followed by 20–30 (16.0%), 41–50 (20.0%), and a small portion in 51–60 (4.0%). Overall, the data reflects that while

GCID is dominated by younger respondents, GC-A and GC-B are composed primarily of mid-aged professionals, pointing to differences in recruitment patterns, institutional maturity, and possibly the stage of organizational development across these groups.

The gender distribution across GCID, GC-A, and GC-B shows clear disparities. In GCID (N=13), females form the majority at 53.8%, while males account for 46.2%, indicating a relatively balanced yet female-dominated representation. In contrast, GC-A (N=8) is entirely male-dominated, with 100% male respondents and no female representation, highlighting a stark gender imbalance. Meanwhile, GC-B (N=25) reflects a more mixed profile, with 60.0% male and 40.0% female respondents, showing male predominance but with a significant female presence. Overall, the data suggests that while GCID demonstrates inclusivity with female majority, GC-A shows gender exclusivity toward males, and GC-B lies in between with male dominance but better gender diversity compared to GC-A.

Table 4.2: Caste/ Social Group: Colleges

Caste/ Social Group	GCID		GC-A		GC-B	
	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
SC	2	15.40%	2	25.00%	4	16.00%
ST	1	7.70%	0	0.00%	0	0.00%
OBC	7	53.80%	4	50.00%	16	64.00%
GENERAL	3	23.10%	2	25.00%	5	20.00%
Total	13	100.00%	8	100.00%	25	100.00%

The caste and social group distribution across GCID, GC-A, and GC-B highlights varying patterns of representation. In GCID (N=13), the majority of respondents belong to the OBC category (53.8%), followed by General (23.1%), SC (15.4%), and a smaller proportion of ST (7.7%), indicating relatively diverse representation. In GC-A (N=8), half of the respondents are from the OBC group (50.0%), while SC and General groups each account for 25.0%, and no representation is observed from the ST category. In GC-B (N=25), the dominance of OBC respondents is even stronger (64.0%), with General (20.0%) and SC (16.0%) present, but again, no representation from ST respondents is recorded. Overall, the data indicates that OBCs form the majority across all three groups, particularly in GC-

B, while ST representation remains minimal or absent outside GCID. The General category has moderate representation, and SC respondents are consistently present but in smaller proportions.

The religion-wise distribution across GCID, GC-A, and GC-B shows that Hindu respondents form the overwhelming majority in all groups, though with some variation. In GCID (N=13), 84.6% are Hindus, while a minority of 15.4% belong to the Sikh community, indicating a small but notable religious diversity. In contrast, both GC-A (N=8) and GC-B (N=25) are entirely homogeneous, with 100% Hindu representation and no respondents from other religious groups. Overall, the findings highlight that while Hinduism is the dominant religion across all three groups, GCID reflects slightly more religious diversity due to Sikh representation, whereas GC-A and GC-B remain exclusively Hindu in their composition.

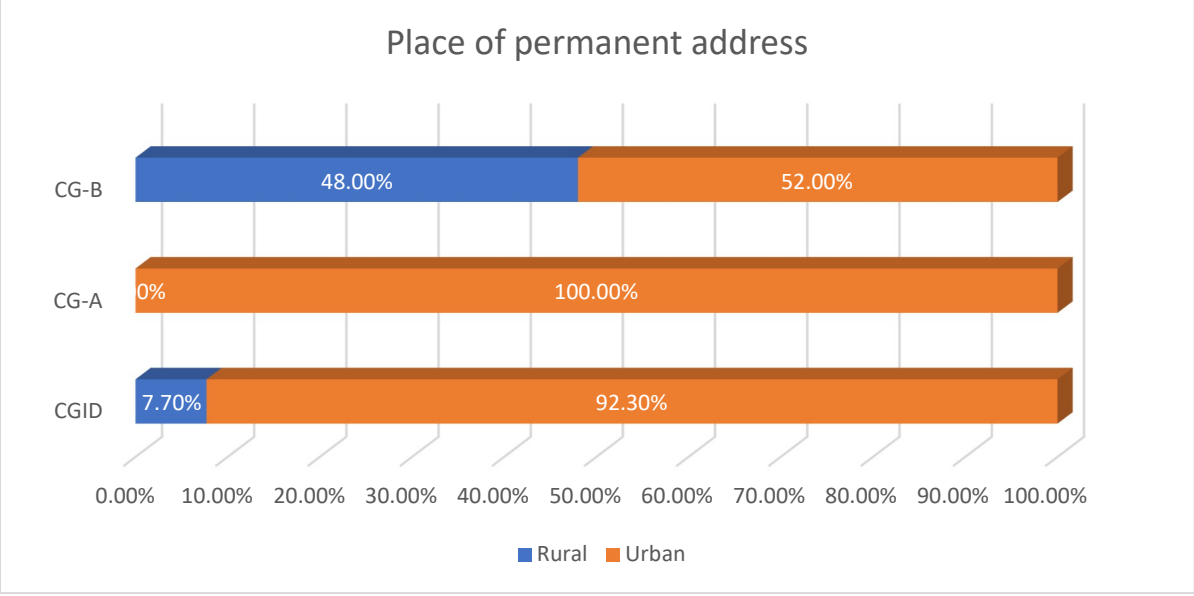
The data on differently-abled status and sexual orientation/identity across GCID, GC-A, and GC-B reveals a complete homogeneity, with no respondents identifying as differently-abled or belonging to diverse sexual orientations/identities. In all three groups, 100% of respondents reported being non-differently-abled, and likewise, 100% identified as “No” under sexual orientation/identity, with none choosing “Yes” or “Prefer not to say.” This uniformity suggests an absence of representation from differently-abled individuals and sexual minorities in the surveyed population, which may reflect either the actual demographic composition of the respondents or a possible underreporting due to social, cultural, or personal factors.

The relationship status distribution across GCID, GC-A, and GC-B shows notable variation. In GCID, a majority of respondents (61.5%) are married, while a significant share (38.5%) remain unmarried. In GC-A, the dominance of married respondents is much stronger, with 87.5% married and only 12.5% unmarried, indicating a largely settled and family-oriented demographic. By contrast, GC-B reflects a more balanced pattern, with 56% married and 44% unmarried, suggesting a relatively younger or more diverse respondent group. Overall, while marriage is the predominant status across all groups, GC-B has the highest proportion of unmarried individuals.

The relationship status distribution across GCID, GC-A, and GC-B indicates a predominance of married respondents, though with notable variation between the groups. In GCID, 61.5% are married while a considerable 38.5% remain unmarried, reflecting a relatively balanced pattern. In GC-A, 87.5% are married, showing the highest proportion of marital stability and the least unmarried representation at just 12.5%. Conversely, GC-B reflects the lowest percentage of married respondents at 56%, with a substantial 44% unmarried, suggesting a younger demographic composition or delayed marriage trends in this group.

The data on the place of birth clearly shows that all respondents across GCID, GC-A, and GC-B were born in Chhattisgarh (100%), with no representation from any other state. This indicates that the entire respondent base is locally rooted within Chhattisgarh, reflecting a strong regional concentration.

Figure 4.2: Place of permanent address – colleges



The data on the place of permanent address shows a clear distinction in residential patterns across the three groups. In GCID, the majority of respondents (92.3%) reported residing in urban areas, with only a small proportion (7.7%) belonging to rural areas. Similarly, in GC-A, all respondents (100%) were from urban areas, indicating complete urban representation. In contrast, GC-B displayed a more balanced distribution, with

48% of respondents belonging to rural areas and 52% residing in urban areas. This suggests that while GCID and GC-A are predominantly urban in nature, GC-B reflects a mixed demographic, capturing both rural and urban contexts.

The data on mother tongue highlights complete linguistic uniformity across all three groups. In GCID, GC-A, and GC-B, 100% of respondents reported Hindi as their mother tongue. This absolute homogeneity indicates that Hindi serves as the primary language of communication and cultural identity for all participants, regardless of their group.

4.3 Demographic background of institutional leaders

The profile of the four Institutional Leaders (ILs) shows both similarities and some diversity within the group. All ILs were male, married, and identified as Hindus, with Hindi as their common mother tongue. While two leaders belonged to the General category and two to the OBC category, this mix reflects representation from different caste groups. In terms of family life, each leader was married, with most having two children, while one reported having a single child. Their places of birth varied, with half originating from rural areas and the other half from urban settings.

4.4 Institutional Leaders and Faculty Members: residence and commute information

4.4.1. State University (SU)

Table 4.3: Split/single residence

Do you stay in more than one weekly residence	STATE UNIVERSITY	
	N=23	% of VRs
Yes	0	0.00%
No	23	100.00%
Total	23	100.00%

100% of the faculty members stated that they stay in one weekly residence. The mean distance of commute is 5.78 kms. The mean time of commute is 13.9 minutes.

Table 4.4: Mode of transport – SU

Mode of transport	STATE UNIVERSITY	
	N	% of VRs
Rickshaw/Auto	5	21.74%
Bus/ Minivan	5	21.74%
Train	5	21.74%
Bike/Scooty/Scooter	14	60.87%
Carpool	0	0.00%
Personal Car	17	73.91%
Total	23	100.00%

The data on the mode of transport used by VRs from the State University highlights a strong preference for personal vehicles, particularly two-wheelers and cars. A majority of respondents (73.91%) reported using a personal car, while 60.87% relied on bikes, scooties, or scooters for commuting, suggesting that individual mobility through personal transport is highly common. On the other hand, public or shared transport options such as rickshaws/autos (21.74%), buses/minivans (21.74%), and trains (21.74%) were used by fewer respondents, reflecting limited dependence on public transit.

4.4.2. Government College in-depth (GCID) & Other Government Colleges

All respondents from GCID (100%) and GC-B (100%) indicated that they reside in one residence, while in GC-A, a small minority (12.5%) indicated they have multiple weekly residence locations.

In GCID the mean distance of commute is 24.03 kms. In GC-A the mean distance is 90.37 kms. In GC-B the mean distance is 30.38 kms.

The distance from weekly residence to HEI: in GCID the mean distance is 24.03 kms. In GC-A the mean distance is 90.37 kms. In GC-B the mean distance is 30.38 kms.

Table 4.5: Mode of transport – colleges

Mode of transport	GCID		GC-A		GC-B	
	N	% of VRs	N	% of VRs	N	% of VRs
Walking	1	7.69%	0	0.00%	3	12.00%
Bus/ Minivan	6	46.15%	8	100.00%	2	8.00%
Bike/Scooty/Scooter	10	76.92%	6	75.00%	13	52.00%
Carpool	2	15.38%	0	0.00%	0	0.00%
Personal Car	3	23.08%	7	87.50%	10	40.00%
Total	13	100.00%	8	100.00%	25	100.00%

The data on mode of transport reveals diverse commuting practices among the three groups. In GCID, the majority rely on two-wheelers (76.9%), followed by buses/minivans (46.2%) and a smaller share using personal cars (23.1%) or carpooling (15.4%), with only one respondent walking (7.7%). In GC-A, personal cars (87.5%) and buses/minivans (100%) dominate as primary modes of transport, while three-fourths also use two-wheelers (75%), showing higher dependence on motorized transport compared to other groups. In GC-B, two-wheelers (52%) are the most common, followed by personal cars (40%) and walking (12%), with limited reliance on buses/minivans (8%). Overall, the findings indicate that while two-wheelers are the most frequently used mode across groups, GC-A respondents show higher dependence on personal cars and buses, GCID respondents display more mixed transport preferences, and GC-B demonstrates greater use of walking alongside two-wheelers and cars.

4.5 Institutional Leaders' and Faculty Members' Background

4.5.1 Educational and family background

4.5.1.1 State University (SU)

The data on the highest educational level of mothers of respondents from the State University reveals a moderate to low level of formal education attainment. A majority of mothers had completed diploma/ITI/ITC (34.8%) or 11th–12th class (30.4%), indicating a fair proportion of secondary and vocational education. Around 26.1% had studied up to the 9th–10th class, reflecting limited secondary-level completion. Only a small fraction had very low education, with 4.3% having attended 1st–5th class, while another 4.3% had pursued degree-level education. Overall, the trend suggests that most mothers had access to at least secondary or vocational education, but higher education levels were

rare, highlighting the generational gap in educational attainment compared to their children currently studying at the university.

The data on the highest educational level of fathers of respondents from the State University indicates a relatively higher educational attainment compared to mothers. A significant proportion of fathers had pursued advanced studies, with 34.8% completing postgraduate education and 30.4% holding degree-level qualifications. Additionally, 30.4% had attained diploma/ITI/ITC, reflecting a strong presence of technical and vocational education. Only a very small share, 4.3%, had studied up to the 11th–12th class without progressing further. Overall, the findings suggest that fathers of respondents generally had higher educational backgrounds, with the majority holding degrees, post-graduate qualifications, or vocational training, which may have positively influenced the educational aspirations and opportunities of their children.

Data representing the highest level of education completed by maternal grandmother of the respondents: for did not access formal schooling, state university respondents have 52.2%. For 1st to 5th class, state university have 43.5% of respondents. For 6th to 8th class state university have 4.3%. Data representing the highest level of education completed paternal grandmother of the respondents: for 'N/A' in state university: 4.3%. For did not access formal schooling in state university: 13%. For class 1st to 5th in state university: 56.5%. For 6th to 8th class in state university: 26.1%.

Data representing the highest level of education completed by the maternal grandfather of the respondents: for did not access formal schooling, state university: 39.1%. For 1st to 5th class, state university: 56.5% . Data representing the highest level of education completed by paternal grandfather of the respondent, for did not access formal schooling in state university: 56.5%, for 1st to 5th class in state university: 34.8%, for 6th to 8th class in state university: 4.3%, for PG education in state university have 4.3%.

Data representing the occupation of mother of the respondents: in state university, 91.3% are house wives and rest 8.7% are farmers. Data representing the father occupation's of the respondents. In state university, 73.91% are in service and 8.70% are in business and

8.70% are farmers. Data representing the average family monthly income of the respondents. In state university, 91.3% have more the 100000 and the rest 8.7% have a monthly income between 75001-100000.

In terms of the question, 'are you the first person in your family to work as a faculty member'. For yes State University is 95.7% and 4.30% responded no.

4.5.1.2 Government College in-depth (GCID) & Other Government Colleges

Table 4.6: Highest educational level of mother - colleges

Highest educational level o mother	GCID		GC-A		GC-B	
	N	% of VRs	N	% of VRs	N	% of VRs
Do not know	1	7.7%	0	0.0%	0	0.0%
Did not access formal schooling	2	15.4%	0	0.0%	0	0.0%
1st to 5th class	4	30.8%	0	0.0%	0	0.0%
6th to 8th class	3	23.1%	2	25.0%	6	24.0%
9th to 10th class	1	7.7%	3	37.5%	7	28.0%
11th to 12th class	1	7.7%	3	37.5%	6	24.0%
Diploma/ITI/ITC	0	0.0%	0	0.0%	3	12.0%
Degree education	1	7.7%	0	0.0%	1	4.0%
PG-education	0	0.0%	0	0.0%	2	8.0%
Total	13	100.0%	8	100.0%	25	100.0%

The data on the highest educational level of mothers across GCID, GC-A, and GC-B reveals considerable variation in access to and attainment of formal education. Within GCID, a notable share of mothers had low or no formal schooling, with 15.4% not having accessed education and 30.8% completing only up to the 1st–5th class. In contrast, mothers in GC-A and GC-B showed relatively higher educational attainment. For instance, in GC-A, the majority (37.5%) had studied up to 9th–10th class or 11th–12th class, while in GC-B, 28% had reached 9th–10th class, 24% had completed 11th–12th class, and a small proportion (12%) had vocational diplomas, along with 8% attaining postgraduate education. Degree-level education was minimal across groups, with only

7.7% in GCID and 4% in GC-B. Overall, the findings suggest that while some mothers particularly in GC-A and GC-B achieved moderate to higher levels of education, many, especially in GCID, faced significant educational disadvantages, reflecting disparities in generational access to schooling and higher education.

Table 4.7: Highest educational level of father - colleges

Highest educational level of Father	GCID		GC-A		GC-B	
	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
Do not know	1	7.70%	0	0.00%	0	0.00%
Not Applicable	1	7.70%	0	0.00%	0	0.00%
1st to 5th class	3	23.10%	0	0.00%	0	0.00%
6th to 8th class	1	7.70%	0	0.00%	0	0.00%
9th to 10th class	1	7.70%	0	0.00%	1	4.00%
11th to 12th class	2	15.40%	0	0.00%	3	12.00%
Diploma/ITI/ITC	0	0.00%	4	50.00%	7	28.00%
Degree education	4	30.80%	2	25.00%	8	32.00%
PG-education	0	0.00%	2	25.00%	6	24.00%
Total	13	100.00%	8	100.00%	25	100.00%

The data on the highest educational level of fathers highlights sharp differences across GCID, GC-A, and GC-B. Within GCID, a considerable proportion of fathers had limited educational attainment, with 23.1% studying only up to 1st–5th class and smaller shares completing 6th–8th class (7.7%) and 9th–10th class (7.7%). However, some fathers in this group achieved higher education, with 30.8% completing degree education and 15.4% completing 11th–12th class, though none reported postgraduate qualifications. In contrast, fathers in GC-A reflected relatively higher educational status, with 50% holding vocational diplomas (Diploma/ITI/ITC), while 25% each had completed degree education or postgraduate studies. For GC-B, the trend shows broader educational advancement compared to GCID: 32% attained degree education, 28% held vocational diplomas, and 24% achieved postgraduate qualifications. Only a small proportion (4%) had education limited to 9th–10th class, and 12% up to 11th–12th class, while none were reported at the very low primary or middle levels. Overall, the comparison indicates that fathers in GC-A and GC-B generally had access to higher or technical education, while in GCID a larger share remained at primary-level schooling or below, reflecting generational disparities in educational opportunities.

Table 4.8: Highest educational level of maternal grandmothers - colleges

Maternal grandmother	GCID		GC-A		GC-B	
	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
Do not know	7	53.80%	0	0.00%	0	0.00%
Did not access formal schooling	4	30.80%	5	62.50%	7	28.00%
1st to 5th class	2	15.40%	3	37.50%	13	52.00%
6th to 8th class	0	0.00%	0	0.00%	5	20.00%
Total	13	100.00%	8	100.00%	25	100.00%

The educational profile of maternal grandmothers shows a clear generational gap and limited access to formal schooling, with strong variations across GCID, GC-A, and GC-B. In GCID, more than half of the respondents (53.8%) reported that they did not know the educational status of their maternal grandmothers, reflecting a lack of documentation or awareness about women's education in earlier generations. Among those reported, 30.8% had no access to formal schooling, while only 15.4% had studied up to 1st–5th class. In GC-A, the educational attainment of maternal grandmothers was somewhat better documented, with no cases of "don't know." However, the majority (62.5%) had not accessed formal schooling. A smaller proportion, 37.5%, had primary education (1st–5th class), highlighting a low but slightly better reach of literacy compared to GCID. For GC-B, a gradual improvement is visible, with 52% completing 1st–5th class and 20% reaching 6th–8th class. Yet, 28% still lacked access to formal education, pointing to persistent barriers in older generations. Overall, the data suggests that maternal grandmothers, particularly in GCID and GC-A, had very limited access to education, whereas GC-B indicates a modest progression toward basic literacy and early schooling across generations.

Table 4.9: Highest educational level of maternal grandfather - colleges

Maternal grandfather	GCID		GC-A		GC-B	
	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
Do not know	7	53.80%	0	0.00%	0	0.00%
Not applicable	0	0.00%	0	0.00%	1	4.00%
Did not access Formal schooling	3	23.10%	3	37.50%	7	28.00%
1st to 5th class	1	7.70%	5	62.50%	12	48.00%
6th to 8th class	0	0.00%	0	0.00%	5	20.00%
11th to 12th class	1	7.70%	0	0.00%	0	0.00%
PG- education	1	7.70%	0	0.00%	0	0.00%
Total	13	100.00%	8	100.00%	25	100.00%

The educational attainment of maternal grandfathers showed considerable variation across groups. In GCID, more than half of the respondents (53.8%) reported not knowing their grandfather's education, while 23.1% indicated no access to formal schooling. A small proportion had attained education up to 1st–5th class (7.7%), 11th–12th class (7.7%), or even postgraduate education (7.7%). In GC-A, none were reported as unknown; instead, 37.5% of maternal grandfathers had not accessed formal education, while the majority (62.5%) had studied up to 1st–5th class. In GC-B, 4% reported "not applicable," 28% indicated no access to schooling, 48% reached 1st–5th class, and 20% attained 6th–8th class education. Overall, the data suggest that while some maternal grandfathers had higher educational attainment, the majority either lacked formal education or had studied only up to the primary level, with this trend being most evident in GC-A and GC-B.

Table 4.10: Highest educational level of paternal grandfather - colleges

Paternal grandfather	GCID		GC-A		GC-B	
	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
Do not know	6	46.20%	0	0.00%	0	0.00%
Did not access formal schooling	2	15.40%	4	50.00%	3	12.00%
1st to 5th class	3	23.10%	4	50.00%	10	40.00%
6th to 8th class	1	7.70%	0	0.00%	9	36.00%
9th to 10th class	0	0.00%	0	0.00%	3	12.00%
PG-education	1	7.70%	0	0.00%	0	0.00%
Total	13	100.00%	8	100.00%	25	100.00%

The educational attainment of paternal grandfathers varied notably across the groups. In GCID, nearly half of the respondents (46.2%) reported not knowing their paternal grandfather's education, while 15.4% indicated no access to formal schooling. Around 23.1% had education up to 1st–5th class, 7.7% up to 6th–8th class, and another 7.7% had attained postgraduate education. In GC-A, none were reported as unknown; instead, half of the paternal grandfathers (50%) had not accessed formal schooling, while the other half (50%) had studied up to 1st–5th class. In GC-B, the majority had some level of education, with 40% educated up to 1st–5th class, 36% up to 6th–8th class, and 12% up to 9th–10th class, while only 12% had no schooling. Overall, the data reveal that while

paternal grandfathers in GC-B demonstrated relatively higher levels of schooling compared to GCID and GC-A, a large proportion across groups still remained at or below the primary education level.

The occupational profile of parents/guardians indicates a dominance of non-wage roles, particularly housewives, who constituted the majority across all groups—74.6% in GCID, 62.5% in GC-A, and 72% in GC-B. In GCID, alongside housewives, a small share of respondents' parents were engaged in agriculture (7.7%) and farming (7.7%). In GC-A, apart from housewives, 37.5% were farmers, reflecting a stronger agrarian background. In GC-B, though housewives remained the majority (72%), 20% of the parents/guardians were farmers, and a small proportion were employed in the café sector (4%) or company work (4%). Overall, the findings highlight that household management (housewives) was the predominant occupation across groups, while farming provided supplementary livelihood opportunities, particularly in GC-A and GC-B.

The occupational distribution of respondents' families shows considerable variation across the three groups. In GCID, farming was the leading occupation (38.46%), followed by agriculture (15.38%) and service (15.38%), while smaller proportions were engaged in business (7.69%), government employment (7.69%), and as sub-inspectors (7.69%). In GC-A, half of the respondents' families (50%) were engaged in service-related jobs, while 37.5% were farmers and 12.5% were involved in business. In GC-B, the occupational spread was more diverse: service was the largest category (32%), followed by farming (20%). Other occupations included business, café work, company jobs, and contract work (8% each), while builder, driver, fruit shop, and other shop-related activities each accounted for 4%. Overall, the data reflects that service and farming were the two dominant occupations, with GC-B showing the highest occupational diversity compared to GCID and GC-A.

Table 4.11: Average monthly family income - colleges

Monthly income in INR	GCID		GC-A		GC-B	
	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
Less than 25000	0	0.00%	0	0.00%	0	0.00%
25001-50000	2	15.38%	0	0.00%	0	0.00%
50001-75000	1	7.69%	0	0.00%	0	0.00%
75001-100000	5	38.46%	3	37.50%	10	40.00%
More than 100000	5	38.46%	5	62.50%	15	60.00%

The monthly income distribution of respondents' households highlights a relatively high-income profile across all three groups. In GCID, 38.46% of families earned between ₹75,001–1,00,000, while an equal share (38.46%) reported earning more than ₹1,00,000. A smaller proportion earned between ₹25,001–50,000 (15.38%) and ₹50,001–75,000 (7.69%). In GC-A, the majority (62.5%) had incomes exceeding ₹1,00,000, while 37.5% fell within the ₹75,001–1,00,000 bracket, with no families reporting earnings below this range. Similarly, in GC-B, 60% of respondents' households earned more than ₹1,00,000, while 40% were in the ₹75,001–1,00,000 range, with none earning below ₹75,000. Overall, the findings indicate that a significant proportion of households across the three groups fall in the higher-income categories, particularly above ₹75,000, with GC-A and GC-B showing a greater concentration in the above ₹1,00,000 income group compared to GCID.

Table 4.12: First person in family to work as a faculty member? - Colleges

First person in family to work as a faculty member?	GCID		GC-A		GC-B	
	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
Yes	11	84.60%	8	100.00%	23	92.00%
No	2	15.40%	0	0.00%	2	8.00%
Total	13	100.00%	8	100.00%	25	100.00%

The analysis of whether the respondents are the first in their family to work as a faculty member shows a strong trend of first-generation entry into academia. In GCID, 84.6% reported being the first in their family to take up a faculty position, while 15.4% indicated otherwise. In GC-A, all respondents (100%) were first-generation faculty members,

showing a complete absence of prior family representation in the profession. Similarly, in GC-B, 92% of respondents reported being the first in their family to enter the faculty profession, with only 8% having a family member previously in the role. Overall, the findings indicate that the vast majority of respondents across all groups are first-generation faculty members, highlighting a significant upward mobility and a new trend of professional diversification within their families.

4.5.2 Schooling history

4.5.2.1 State University (SU)

The analysis of the location of schools attended by respondents at different educational stages in the State University reveals a consistent dominance of urban schooling throughout. At the pre-primary/Anganwadi level, 87% studied in urban areas, 8.7% in rural areas, and only 4.3% in semi-urban locations. The same trend continued in primary education (1st–5th class), with 87% urban, 8.7% rural, and 4.3% semi-urban. By the middle school stage (6th–8th class), urban schooling remained high at 86.96%, while semi-urban exposure increased slightly to 13.04%, with no rural representation. At the secondary level (9th–10th class), urban schooling reached its peak at 95.65%, with only 4.35% in semi-urban areas. Similarly, in senior secondary (11th–12th class), 91.3% attended urban schools and 8.7% semi-urban schools, again with no rural presence. Overall, the findings highlight that the overwhelming majority of respondents across all schooling stages were educated in urban areas, with minimal rural or semi-urban participation, reflecting the strong urban concentration of their educational trajectories.

The data on the type of schools attended by respondents at the secondary (9th–10th class) and senior secondary (11th–12th class) levels in the State University shows a consistent pattern. A clear majority, 73.9% of respondents, studied in co-educational schools, while only 26.1% attended single-sex institutions at both stages. This indicates that most students experienced a co-educational learning environment throughout their higher schooling years, with a smaller proportion exposed to single-sex schooling, reflecting limited variation between the two stages.

The analysis of the management of schools attended by respondents highlights a shift between the secondary (9th–10th) and senior secondary (11th–12th) levels. At the

secondary level, the largest proportion, 47.8% of respondents, studied in government-aided or private-aided schools, while 26.1% each attended government and private schools, showing a balanced distribution across different management types. However, at the senior secondary level, the trend changed, with a majority (56.5%) moving to government schools, and the remaining 43.5% attending private schools, while no respondents reported studying in aided institutions. This shift indicates a transition from aided schooling in the secondary stage to a stronger reliance on government and private schools for senior secondary education.

The data on the syllabus of schools attended reveals a noticeable shift between the secondary and senior secondary levels. For classes 9th to 10th, the majority of respondents (73.9%) studied under the CBSE curriculum, while 26.1% followed the ICSE syllabus. However, at the senior secondary stage (11th–12th), the pattern changed, with 56.5% of respondents pursuing their education under the State syllabus, while the remaining 43.5% continued with the CBSE curriculum. This trend reflects a transition from predominantly national-level boards in the secondary stage to a more significant reliance on the state board during senior secondary education.

The findings on the medium of instruction indicate a clear difference between the secondary and senior secondary levels. For classes 9th to 10th, all respondents (100%) studied in English medium schools. However, in classes 11th to 12th, the scenario became more diverse, with 56.5% of respondents shifting to Hindi medium, while 43.5% continued in English medium. This shift highlights a significant transition from a uniform English medium at the secondary level to a predominance of Hindi medium instruction at the senior secondary stage.

The analysis of stream choice in classes 11th and 12th shows that the majority of respondents, 56.5%, opted for the Science stream, reflecting a preference for academic pathways leading to professional and technical careers. Meanwhile, 26.1% chose the Arts stream, and 17.4% pursued Humanities, indicating that while science was the most dominant choice, a considerable proportion of students also explored non-science streams for their higher secondary education.

The data on residence during classes 11th and 12th reveals that a large majority of respondents, 87.0%, were day scholars living at home, while only 13.0% stayed away from home with relatives or friends. This indicates that most students pursued their higher secondary education while continuing to reside with their families.

4.5.2.2 Government College in-depth (GCID) & Other Government Colleges

Table 4.13: Location of schools attended (rural, urban, semi-urban) - colleges

Pre-primary school/ Anganwadi	GCID		GC-A		GC-B	
	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
Rural	7	53.80%	8	100.00%	7	28.00%
Urban	5	38.50%	0	0.00%	10	40.00%
Semi- urban	1	7.70%	0	0.00%	8	32.00%
Total	13	100.00%	8	100.00%	25	100.00%
Primary school (1st -5th class)	GCID		GC-A		GC-B	
	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
Rural	7	53.80%	8	100.00%	7	28.00%
Urban	5	38.50%	0	0.00%	10	40.00%
Semi- urban	1	7.70%	0	0.00%	8	32.00%
Total	13	100.00%	8	100.00%	25	100.00%
Middle school (6th 8th class)	GCID		GC-A		GC-B	
	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
Rural	6	46.15%	8	100.00%	7	28.00%
Urban	6	46.15%	0	0.00%	10	40.00%
Semi- urban	1	7.69%	0	0.00%	8	32.00%
Total	13	100.00%	8	100.00%	25	100.00%
Secondary school (9th - 10th class)	GCID		GC-A		GC-B	
	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
Rural	5	38.46%	8	100.00%	2	8.00%
Urban	7	53.85%	0	0.00%	14	56.00%
Semi- urban	1	7.69%	0	0.00%	9	36.00%
Total	13	100.00%	8	100.00%	25	100.00%
Senior secondary school (9th - 10th class)	GCID		GC-A		GC-B	
	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
Rural	4	30.77%	4	50.00%	0	0.00%
Urban	8	61.54%	4	50.00%	19	76.00%
Semi- urban	1	7.69%	0	0.00%	6	24.00%
Total	13	100.00%	8	100.00%	25	100.00%

The data on the location of schools attended by respondents across different education levels—pre-primary/Anganwadi, primary (1st–5th), middle (6th–8th), secondary (9th–10th), and senior secondary (11th–12th)—shows distinct patterns for the three groups: GCID, GC-A, and GC-B. For GCID, a majority of respondents attended rural schools across all levels, although urban schools also had significant representation, particularly in secondary and senior secondary stages. GC-A respondents predominantly attended rural schools throughout all levels, with no representation from urban or semi-urban areas until senior secondary, where half attended rural and half urban schools. In contrast, GC-B respondents showed a more urban-oriented schooling pattern, especially at higher levels, with urban schools dominating secondary and senior secondary stages, while rural school attendance declined sharply over time. Semi-urban schooling had moderate representation for GC-B, especially in middle and senior secondary levels, but was largely absent in GC-A and minimal in GCID. Overall, the data reflects a trend where GC-A is consistently rural, GC-B shifts toward urban schools at higher levels, and GCID exhibits a mixed pattern with rural dominance but notable urban participation.

The data on the type of schools attended by respondents in classes 9th–10th and 11th–12th shows that co-educational schools were the predominant choice for GCID and GC-B, with 84.6% of GCID and 100% of GC-B respondents attending such schools at both levels. In contrast, GC-A respondents were evenly split, with 50% attending co-educational schools and 50% attending single-sex schools. The pattern remains consistent across both secondary and senior secondary stages, indicating that GCID and GC-B largely experienced mixed-gender learning environments, whereas GC-A had a balanced exposure to both single-sex and co-educational settings.

The data on the management of schools attended by respondents in classes 9th–10th and 11th–12th reveals differing patterns across the three groups. In secondary classes (9th–10th), GCID primarily attended government schools (69.2%), with a smaller proportion in private schools (30.8%), while none attended government-aided institutions. GC-A, however, largely attended government-aided or private-aided schools (87.5%), with only 12.5% in government schools and none in private schools. GC-B respondents predominantly attended government-aided schools (76%), with a minority in government

schools (24%) and none in private schools. By senior secondary level (11th–12th), a shift is observed: all GC-A and GC-B respondents attended either government or government-aided schools, with GC-A entirely in government schools and GC-B entirely in government schools, while GCID maintained a similar distribution as in secondary classes, with most in government schools and some in private schools. Overall, GCID shows a mixed government–private pattern, GC-A transitions from aided to fully government management, and GC-B shifts from predominantly aided schools in secondary to entirely government-managed schools in senior secondary.

The data on the syllabus followed by respondents in classes 9th–10th and 11th–12th shows a strong preference for the state curriculum across all groups. In secondary classes (9th–10th), the majority of GCID (76.9%) and GC-B (76%) attended state syllabus schools, while a smaller proportion of GCID (23.1%) studied under the CBSE curriculum, and GC-B (24%) under ICSE. GC-A respondents were predominantly in state syllabus schools (87.5%), with a minor representation in ICSE (12.5%). At the senior secondary level (11th–12th), state syllabus schooling became even more dominant, with all GC-A and GC-B respondents attending state syllabus schools, while GCID maintained a majority in state syllabus (69.2%) alongside a smaller proportion continuing in CBSE (30.8%). Overall, the data indicates that state syllabus schools form the primary choice across all groups, with CBSE and ICSE curricula being limited to GCID and GC-B at the secondary stage.

Table 4.14: Medium of instruction in school - colleges

Classes 9th to 10th	GCID		GC-A		GC-B	
	N=13	% of VRs	N=08	% of VRs	N=25	% of VRs
Regional language	0	0.0%	1	12.5%	8	32.0%
English	2	15.4%	0	0.0%	0	0.0%
Hindi	11	84.6%	7	87.5%	17	68.0%
Total	13	100.0%	8	100.0%	25	100.0%
Classes 11th to 12th	GCID		GC-A		GC-B	
	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
English	2	15.4%	0	0.0%	0	0.0%
Hindi	11	84.6%	8	100.0%	25	100.0%
Total	13	100.0%	8	100.0%	25	100.0%

The data on the medium of instruction in schools for classes 9th–10th and 11th–12th shows that Hindi was the dominant language of instruction across all groups. In secondary classes (9th–10th), the majority of GCID (84.6%) and GC-A (87.5%) studied in Hindi, while GC-B had 68% in Hindi and 32% in the regional language, with minimal representation in English only for GCID (15.4%). By senior secondary (11th–12th), Hindi remained the predominant medium, with all GC-A and GC-B respondents studying in Hindi, and GCID maintaining the same distribution as before, with a small proportion in English (15.4%). Overall, the findings indicate that Hindi is the primary medium of instruction, regional language is present mainly in GC-B at the secondary level, and English-medium instruction is limited to a small segment of GCID respondents.

The data on stream choice for classes 11th–12th shows distinct preferences among the three groups. GCID respondents were primarily inclined toward Science (53.8%), followed by Arts (30.8%) and Commerce (15.4%), with no representation in Humanities. GC-A respondents mostly chose Science (62.5%), with the remainder in Arts (37.5%) and none in Commerce or Humanities. In contrast, GC-B respondents overwhelmingly preferred Arts (68%), with smaller proportions in Science (16%) and Commerce (16%), and no representation in Humanities. Overall, Science was the dominant choice for GCID and GC-A, whereas GC-B had a clear preference for Arts, highlighting a significant variation in academic orientation among the groups.

The data on residence during classes 11th–12th indicates that most respondents across all groups lived at home as day scholars. Specifically, 84.6% of GCID and 100% of GC-A respondents stayed at home, while a smaller proportion of GC-B (76%) did the same. For GCID, a minority (15.4%) stayed in school hostels, whereas none of GC-A or GC-B did. Among GC-B respondents, 12% lived with relatives or friends and another 12% in paying guest accommodations, reflecting some degree of residential mobility. Overall, staying at home as day scholars was the most common arrangement, with limited use of hostels or alternative accommodations, particularly among GC-B

4.5.3 Higher education history

4.5.3.1 State University (SU)

The data on bachelor's degree education from the state university indicates that respondents pursued diverse subjects, with B. Pharma being the most common (34.8%), followed by B.A. (26.1%), B.Sc. (21.7%), and BALLB (17.4%). Most students attended the university directly (95.7%), with a small proportion in affiliated colleges (4.3%). All respondents studied in private institutions located in semi-urban areas, and their education was entirely self-funded. Overall, the data highlights a trend where students from this state university primarily enroll in semi-urban private universities, pursue a variety of professional and academic streams, attend the university directly, and finance their studies independently.

The data on master's degree education from the state university shows that respondents pursued a variety of subjects, with M. Pharma being the most common (34.8%), followed by M.A. Hindi (26.1%), M.Sc. (21.7%), and LLM (17.4%). All respondents attended affiliated colleges of the university and studied in private institutions located in urban areas. The education was entirely self-funded. Overall, the data indicates that master's level students from this state university enroll in private, urban-based affiliated colleges, pursue a diverse set of professional and academic programs, and finance their studies independently.

Among the 10 faculty members who have completed M.Phil., the majority—7 members (70%)—pursued their degree from a university, while only 3 members (30%) obtained it from an affiliated college. This clearly shows that universities are the primary institutions

where faculty members seek M.Phil. degrees, whereas affiliated colleges contribute only marginally.

Out of the 10 faculty members with an M.Phil. degree, half of them (50.0%) obtained it from institutions located in semi-urban areas, making it the most common location. 30.0% of faculty members pursued their M.Phil. from urban institutions, while only 20.0% obtained it from rural institutions. This suggests that semi-urban institutions play a major role in providing M.Phil. education to faculty members, followed by urban institutions, with rural institutions contributing the least.

All 10 faculty members (100.0%) who pursued an M.Phil. degree reported that their studies were self-funded, while none received a scholarship (0.0%). This indicates that the responsibility of financing M.Phil. education lies entirely on the individuals, reflecting either the lack of scholarship opportunities or limited accessibility to funding support for such programs.

The data on NET qualification among respondents from the state university shows that a majority (87%) have cleared the exam, while a smaller proportion (13%) have not. This indicates a high level of competitive examination success among the respondents.
The data on SLET qualification among respondents from the state university indicates that only a small proportion (8.7%) have cleared the exam, while the vast majority (91.3%) have not, suggesting limited participation or success in this particular state-level eligibility test.

4.5.3.2 Government College in-depth (GCID) & Other Government Colleges

The data on bachelor's degree education across GCID, GC-A, and GC-B reveals varied patterns in subject choice, type, location, and funding. In GCID, students predominantly pursued B.A. (30.8%), B.Sc. Bio. (38.5%), B.Sc. Comp. Sci. (7.7%), and B.Com. (15.4%), while in GC-A, B.A. (37.5%) and B.Sc. (62.5%) were the main streams. GC-B respondents mostly chose B.A. (64%) and B.Com. (20%), reflecting a stronger preference for arts and commerce. Across all groups, the vast majority attended affiliated colleges rather than universities, with GCID showing a small proportion at universities. Government

institutions were the primary mode of education for GCID, GC-A, and GC-B, supplemented by some private or government-aided colleges in GCID. Urban locations were the predominant setting, especially for GC-B and GCID, while GC-A had a mix of urban, semi-urban, and rural attendance. Most students were self-funded, with GCID also having a notable proportion receiving scholarships. Overall, the data highlights differences in subject preferences, predominantly affiliated and government-managed colleges, urban-focused attendance, and reliance on self-funding, with GCID having some scholarship support.

The data on master's degree education across GCID, GC-A, and GC-B highlights diverse subject choices, institutional types, locations, and funding patterns. In GCID, respondents pursued a range of programs including M.A. Geography, M.A. Hindi, M.A. Political Science, M.Com., and several M.Sc. specializations, while GC-A focused primarily on M.A. Hindi and M.Sc., and GC-B mainly pursued M.A. Hindi. Students attended both affiliated colleges and universities, with GCID having a higher proportion in affiliated colleges and GC-B entirely at universities. Government institutions were the predominant mode of education across all groups, supplemented by some private or aided colleges in GCID and GC-A. Urban locations were dominant for GCID and GC-B, with GC-A having a mix of urban, semi-urban, and overseas study. Most respondents were self-funded, with GCID also showing a small proportion receiving scholarships or fellowships. Overall, the data reflects that master's students across the groups mainly study in government institutions, follow diverse academic streams, are concentrated in urban or semi-urban areas, and primarily rely on self-funding.

The analysis of the data on M.Phil. degrees among faculty members across the three groups (GOVERNMENT COLLEGE IN-DEPTH, OTHER GOVERNMENT COLLEGE A, and OTHER GOVERNMENT COLLEGE B) reveals that only a small proportion hold this qualification. In GOVERNMENT COLLEGE IN-DEPTH (N=13), 62.5% of the faculty members have completed an M.Phil., whereas the majority, 37.5%, have not. In OTHER GOVERNMENT COLLEGE A (N=8), only 25% possess an M.Phil., while 75% do not. Similarly, in OTHER GOVERNMENT COLLEGE B (N=25), just 20% of the faculty members hold this degree, with 80% lacking it. Overall, the data indicates that the M.Phil. degree is

relatively uncommon among faculty members, with its prevalence varying slightly across groups but remaining consistently low, suggesting that most faculty members either stop at the master's level or directly pursue higher qualifications like a Ph.D.

The distribution of subjects studied in the M.Phil. program by faculty members across the three groups (GOVERNMENT COLLEGE IN-DEPTH, OTHER GOVERNMENT COLLEGE A, and OTHER GOVERNMENT COLLEGE B) shows notable variations but also some consistent trends. In GOVERNMENT COLLEGE IN-DEPTH (N=5), 40.0% of the faculty specialized in Science, followed by 20.0% each in Arts, Pharmacy, and Law, with no representation in Commerce or Computer Science. In OTHER GOVERNMENT COLLEGE A (N=2), half of the respondents studied Science (50.0%) and the other half Arts (50.0%), while no faculty pursued M.Phil. in the other disciplines. In OTHER GOVERNMENT COLLEGE B (N=5), Science again dominated with 40.0%, followed by Arts, Pharmacy, and Law with 20.0% each, and no representation in Commerce or Computer Science. Overall, Science emerges as the most common discipline for M.Phil. across all three groups, while Commerce and Computer Science find no representation, indicating a preference among faculty for traditional academic disciplines such as Science, Arts, Pharmacy, and Law.

The data on higher education institutions from which faculty members obtained their M.Phil. degrees indicates that universities are the predominant choice across all three groups, though affiliated colleges also have a significant role in some cases. In GOVERNMENT COLLEGE IN-DEPTH (N=5), a large majority of 80.0% completed their M.Phil. from universities, while only 20.0% did so from affiliated colleges. In OTHER GOVERNMENT COLLEGE A (N=2), the distribution is evenly split, with 50.0% of faculty members obtaining the degree from universities and 50.0% from affiliated colleges. In OTHER GOVERNMENT COLLEGE B (N=5), again, the majority of 60.0% earned their M.Phil. from universities, compared to 40.0% from affiliated colleges. Overall, the findings highlight that universities remain the primary institutions for M.Phil. education, although affiliated colleges also contribute notably, especially in certain groups.

The location-wise distribution of institutions from which faculty members obtained their M.Phil. degrees highlights the strong dominance of urban centers, with rural institutions

contributing moderately and semi-urban institutions showing no representation at all. In GOVERNMENT COLLEGE IN-DEPTH (N=5), a significant majority of 80.0% of faculty members earned their M.Phil. from urban institutions, while only 20.0% obtained it from rural institutions. In OTHER GOVERNMENT COLLEGE A (N=2), the distribution is evenly split, with 50.0% of faculty members completing their degree in rural areas and the remaining 50.0% in urban areas. Similarly, in OTHER GOVERNMENT COLLEGE B (N=5), most of the faculty members (60.0%) studied in urban institutions, while 40.0% pursued their M.Phil. from rural institutions. Taken together, the data suggests that urban institutions are the most preferred and accessible centers for M.Phil. education, rural institutions serve a secondary role, and semi-urban institutions are entirely absent from the faculty members' academic pathways.

The analysis of funding patterns for M.Phil. degrees among faculty members reveals that self-funding is the predominant mode across all groups, with scholarships playing only a limited role. In GOVERNMENT COLLEGE IN-DEPTH (N=5), the majority of faculty members (80.0%) financed their M.Phil. studies themselves, while only 20.0% received scholarships. In OTHER GOVERNMENT COLLEGE A (N=2), In respondents (50.0%) reported their studies as self-funded, with 50.0% scholarship support at all. In OTHER GOVERNMENT COLLEGE B (N=5), although most faculty members (60.0%) again self-funded their education, a relatively higher proportion of 40.0% reported receiving scholarships compared to the other groups. Overall, the findings clearly suggest that M.Phil. education for faculty members is largely borne out of personal financial resources, with scholarship support being minimal and inconsistent across groups.

The data on NET qualification among respondents shows that a majority of GC-A (75%) and GC-B (60%) have cleared the exam, while less than half of GCID respondents (46.2%) are NET-qualified. Conversely, a higher proportion of GCID (53.8%) and a smaller share of GC-B (40%) and GC-A (25%) have not cleared the exam. This indicates relatively strong performance in competitive examinations among GC-A and GC-B respondents.

The data on SLET qualification among respondents shows that most GC-B respondents (80%) and a majority of GCID respondents (61.5%) have cleared the exam, while only a

small proportion of GC-A respondents (12.5%) are SLET-qualified. Conversely, the majority of GC-A (87.5%) and a smaller share of GCID (38.5%) and GC-B (20%) have not cleared SLET. This highlights a particularly high success rate in SLET among GC-B respondents compared to the other groups.

The data on availing reservations for higher education indicates varied usage across different groups and academic levels. For bachelor's and master's degrees, a notable proportion of GC-A (25%) and GC-B (36%) respondents utilized reservations, while GCID showed minimal use at the master's level (7.7%). At the M.Phil. level, all GC-A respondents (100%) availed reservations, whereas GC-B (4%) and GCID (0%) had limited or no participation. For PhD studies, some GC-A (25%) and GC-B (12%) respondents benefited from reservations. Additionally, a majority of respondents across all groups utilized reservations for NET/SLET qualifications, with GC-A at 75%, GC-B at 72%, and GCID at 53.8%. Overall, the data highlights that reservations play a significant role in advanced studies and competitive qualifications, particularly for GC-A and GC-B respondents.

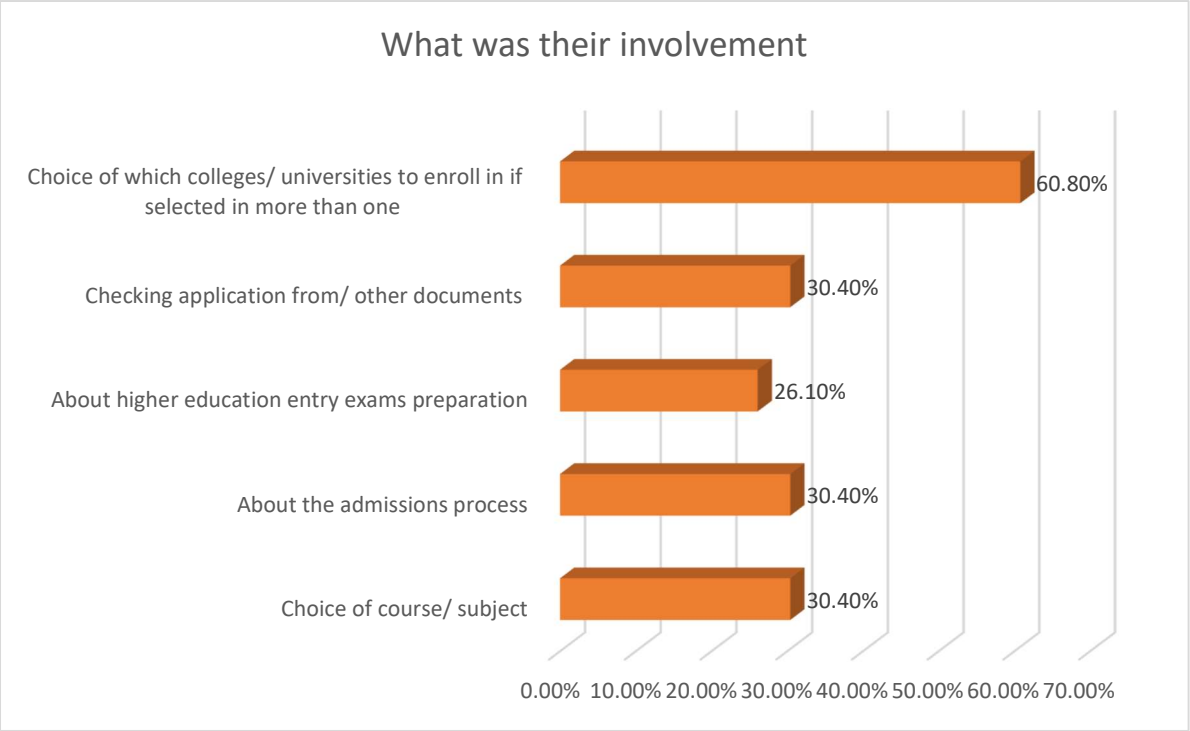
4.5.4 Involvement of Faculty Members in HE access

4.5.4.1 State University (SU)

The data on faculty members' involvement in undergraduate choices at the state university shows that a minority of respondents (30.4%) reported guidance from faculty, while the majority (69.6%) made their undergraduate choices independently. This suggests that most students exercised personal autonomy in selecting their undergraduate programs, with faculty playing a limited advisory role.

The data on the timing of faculty members' involvement in higher education choices at the state university indicates that faculty participated at different stages. A portion of respondents (46.2%) reported faculty involvement during the process of making decisions about higher education, while a slightly larger group (53.8%) experienced faculty guidance during the admission process. This shows that when faculty members were involved, their input was most often focused on advising students during the admission stage or the decision-making process.

Figure 4.3: The involvement of faculty members in HE choice – SU



The data on the nature of faculty members' involvement in higher education at the state university shows that their support was multifaceted. Faculty members influenced the choice of course or subject (30.4%), guided students through the admissions process (30.4%), assisted with preparation for higher education entry exams (26.1%), and helped check application forms or other documents (30.4%). The most common area of involvement was in helping students decide which college or university to enrol in when selected for multiple options, reported by 60.8% of respondents. Overall, faculty members played a significant advisory and supportive role, particularly in guiding students' enrolment decisions.

Table 4.15: Activities Engaged in before enrolling for undergraduate study (e.g. visiting the college), SU

Activities engaged in before enrolling for undergraduate study (e.g. visiting the college)	STATE UNIVERSITY	
	N	% of VRs
Explored various online platforms	14	60.8%
Refereed the college/ university brochures for detailed information	7	30.4%
Watched information videos on YouTube related to college university	7	30.4%
Used social media platform	7	30.4%
Read about college/ university in news paper	7	30.4%
Listen to radio FM and providing information	5	21.7%
Visited common service centre	2	8.7%
Consulted with representative or designated contact person from various non-governmental organization	7	30.4%
Visited college fairs	7	30.4%
Obtained information from the local administration, such as gram panchayat etch	7	30.4%
None of the above	7	30.4%

The data on activities engaged in before enrolling for undergraduate study at the state university shows that students used a variety of information sources and approaches. A majority (60.8%) explored online platforms, while 30.4% referred to college or university brochures, watched informational videos on YouTube, used social media platforms, consulted with representatives from NGOs, visited college fairs, or obtained information from local administration such as gram panchayats. Additionally, 21.7% listened to FM radio for information, and 8.7% visited common service centres. Notably, 30.4% of respondents did not engage in any of these activities. Overall, students relied heavily on digital resources, institutional materials, and local contacts to gather information before making undergraduate enrolment decisions.

4.5.4.2 Government College in-depth (GCID) & Other Government Colleges

Table 4.16: Involvement of any FMs in undergraduate choices – colleges

Involvement of any FMs in undergraduate choices	GCID		GC-A		GC-B	
	N=13	% of VRs	N=8	% of VRs	N=25	% of VRs
Yes	6	46.17%	4	50.0%	5	20.0%
No	7	53.83%	4	50.0%	20	80.0%

The data on faculty members' involvement in undergraduate choices across GCID, GC-A, and GC-B shows that nearly half of GCID respondents (46.17%) and half of GC-A respondents (50%) reported guidance from faculty, while only 20% of GC-B respondents received such support. Conversely, the majority of GCID (53.83%), GC-A (50%), and GC-B (80%) students made their undergraduate choices independently. This indicates that faculty involvement was more prominent for GCID and GC-A students, whereas GC-B students largely exercised personal autonomy in selecting their undergraduate programs.

The data on how and when faculty members were involved in undergraduate choices across GCID, GC-A, and GC-B shows that some involvement occurred at different stages. For GCID, 100% of respondents reported faculty guidance during the process of making higher education choices, while none reported involvement during admission. In GC-A, 25% received guidance during the decision-making process, and 75% were assisted during admission. For GC-B, 28.6% had faculty involvement during the decision-making stage, and 71.4% during admission. This indicates that faculty support was more prominent during the admission stage for GC-A and GC-B, whereas GCID students primarily received guidance earlier in the decision-making process.

The data on the nature of faculty members' involvement in undergraduate choices across GCID, GC-A, and GC-B highlights distinct roles for different groups. In GCID, faculty primarily advised on the choice of course or subject (30.8%) and helped select colleges or universities to apply to (15.4%), while some also provided guidance on whether to pursue higher education or work (15.4%). In GC-A, faculty were heavily involved in guiding students' choice of colleges to apply to (100%), as well as advising on course/subject selection (50%), the admissions process (50%), checking application forms or

documents (50%), and deciding which college to enroll in if selected in more than one (50%). In GC-B, faculty involvement focused largely on accompanying students to visit the college or university where they worked (60%), with smaller contributions in advising on course/subject choice (20%), the admissions process (20%), checking documents (20%), and deciding enrolment when multiple options were available (20%). Overall, faculty played a more advisory and hands-on role in GC-A and GC-B, whereas GCID involvement was more limited and focused on academic guidance.

The data on activities engaged in before enrolling for undergraduate study across GCID, GC-A, and GC-B shows that students used a variety of information sources, with notable differences among the groups. In GCID, the majority explored online platforms (53.9%), referred to college brochures (46.2%), watched informational videos on YouTube (46.2%), used social media (46.2%), read newspapers (46.2%), consulted NGO representatives (46.2%), visited college fairs (46.2%), and obtained information from local administration (46.2%). Only a small proportion visited colleges (7.7%), compared options at other colleges (7.7%), discussed options with college staff (7.7%), or listened to FM radio (7.7%). GC-A respondents predominantly explored online platforms (75%), referred to brochures, watched videos, used social media, read newspapers, consulted NGOs, visited college fairs, and obtained local administrative information (each 50%), with some listening to FM radio (37.5%) or visiting a common service center (12.5%). In GC-B, students mainly explored online platforms (40%), while smaller proportions referred to brochures, watched videos, used social media, read newspapers, consulted NGOs, visited college fairs, or obtained local administrative information (each 20%), with a few listening to FM radio (12%) or visiting a common service center (8%). Overall, the findings indicate that digital platforms and informational materials were the most commonly used resources across all groups, while direct visits or personal consultations were less frequent, especially for GC-B.

4.6 Faculty Members' professional trajectories.

4.6.1 State University (SU)

The data on length of service at the state university shows a varied distribution among respondents. Equal proportions of 26.2% have served for less than 5 years and 5–10 years,

followed by 21.84% with 10–15 years of service. Respondents with 15–20 years of service constitute 17.47%, while 4.37% have served for 20–25 years and more than 30 years each. No respondents reported 25–30 years of service. Overall, the majority of staff have less than 15 years of experience, indicating a relatively young to mid-career workforce.

The data on the number of higher education institutions (HEIs) respondents have worked with shows that all 23 respondents from the state university (100% of the survey sample) reported having worked with an average of 1.4 institutions. This indicates that most respondents have experience with only one HEI, with a few having exposure to more than one.

The data on current position or designation at the state university shows that the majority of respondents (57%) are Assistant Professors, followed by 17% who are Associate Professors. A smaller proportion hold the position of Professor (4%), while 22% occupy other roles. This indicates that the workforce is predominantly at the early to mid-career academic levels.

The data on current positions at the state university shows that 22% of respondents serve as Guest Lecturers, while none hold the position of Guest Faculty. This indicates that a portion of the academic workforce is engaged in temporary or contract-based teaching roles.

The data on length of service at the current university or college shows that the largest groups of respondents have served for less than 5 years (26.2%) and 5–10 years (26.2%). Those with 10–15 years of service constitute 21.84%, while 17.47% have served 15–20 years. Smaller proportions have 20–25 years (4.37%) or more than 30 years (4.37%) of service, and no respondents reported 25–30 years. Overall, the workforce is predominantly early to mid-career, with relatively few long-tenured faculty members.

The data on the nature of appointment at the state university shows that the majority of respondents (74%) hold regular positions, while 26% serve as Guest Lecturers. No

respondents reported ad-hoc appointments. This indicates a predominantly permanent faculty workforce with a smaller proportion in temporary teaching roles.

4.6.2 Government College in-depth (GCID) & Other Government Colleges

The data on length of service across GCID, GC-A, and GC-B shows distinct patterns among the groups. In GCID, the majority of respondents have served less than 5 years (46.14%) or 5–10 years (38.45%), with a smaller proportion having 10–15 years of service (15.38%). In GC-A, most respondents have 10–15 years of service (62.5%), followed by 5–10 years (25%) and 20–25 years (12.5%). In GC-B, over half of respondents (56%) have served less than 5 years, while smaller proportions fall in 5–10 years (16%), 10–15 years (12%), 20–25 years (12%), and 25–30 years (4%). Overall, GCID and GC-B have a predominantly early-career workforce, whereas GC-A has a more experienced mid-career group.

The data on the number of higher education institutions (HEIs) respondents have worked with shows variation across the groups. All respondents in GCID (100%) reported having worked with an average of 2.87 institutions, indicating broader exposure to multiple HEIs. In GC-A, respondents worked with an average of 1 institution, while GC-B respondents reported an average of 1.33 institutions. This suggests that GCID faculty have the most diverse institutional experience, whereas GC-A and GC-B faculty generally have experience with fewer institutions.

The data on current position or designation across GCID, GC-A, and GC-B shows that the majority of respondents are Assistant Professors, with 62% in GCID, 100% in GC-A, and 80% in GC-B. In GCID, 38% serve as Guest Faculty, while in GC-B, 20% are Guest Lecturers. No respondents in any group hold positions as Professor or Associate Professor. This indicates that the workforce is largely comprised of early-career faculty and a smaller proportion in temporary teaching roles.

The data on leadership responsibilities across GCID, GC-A, and GC-B shows varying levels of administrative roles among faculty. In GCID, the majority hold leadership positions, with 54% serving as Head of Department (HOD) and 15% as Principal, while

31% have no leadership responsibilities. In GC-A, all respondents (100%) reported having no leadership roles. In GC-B, most respondents (76%) have no leadership responsibilities, while 24% serve as HOD. No respondents in any group hold the positions of Dean. Overall, leadership roles are more concentrated in GCID, whereas GC-A and most of GC-B faculty focus primarily on teaching or academic duties.

The data on length of service at the current university or college across GCID, GC-A, and GC-B shows notable differences among the groups. In GCID, nearly half of respondents (46.14%) have served less than 5 years, 38.45% have 5–10 years of service, and 15.38% have 10–15 years. In GC-A, the majority (62.5%) have 10–15 years of service, followed by 25% with 5–10 years and 12.5% with 20–25 years. In GC-B, more than half (56%) have served less than 5 years, while smaller proportions fall in 5–10 years (16%), 10–15 years (12%), 20–25 years (12%), and 25–30 years (4%). Overall, GCID and GC-B have predominantly early-career faculty, whereas GC-A includes a higher proportion of mid-career faculty.

Table 4.17: Nature of appointment at current institution

Nature of appointment at current institution	GCID		GC-A		GC-B	
	N=13	% of VRs	N=08	% of VRs	N=25	% of VRs
Regular	5	38%	8	100%	19	76%
Guest lecture	7	54%	0	0%	6	24%
Ad-hoc	1	8%	0	0%	0	0%

The data on the nature of appointment at the current institution across GCID, GC-A, and GC-B shows that regular appointments are most common in GC-A (100%) and GC-B (76%), while only 38% of GCID respondents hold regular positions. Guest lecture positions are prominent in GCID (54%) and present in GC-B (24%), but absent in GC-A. A small proportion of GCID respondents (8%) are on ad-hoc appointments. Overall, GC-A faculty are predominantly permanent, whereas GCID and GC-B have a mix of permanent and temporary teaching roles.

4.7 Summary and Conclusion

The occupational profile of respondents' parents and guardians reveals a predominance of non-wage roles, with housewives forming the majority across all groups—74.6% in GCID, 62.5% in GC-A, and 72% in GC-B. Farming and agriculture served as supplementary sources of livelihood, particularly in GC-A and GC-B, where 37.5% and 20% of parents were farmers, respectively, while GCID had small shares engaged in agriculture and farming (7.7% each). Other minor occupations in GC-B included café and company work (4% each). Within respondents' families, farming and service emerged as the dominant occupations, with GCID leading in farming (38.46%) and agriculture (15.38%), GC-A showing a higher proportion in service (50%), and GC-B displaying greater occupational diversity with service (32%), farming (20%), and small shares in business, café work, and other trades. Monthly household incomes indicate a relatively high-income profile across groups, with a majority earning above ₹75,000 per month. In GCID, 38.46% earned between ₹75,001–1,00,000 and an equal proportion above ₹1,00,000, while in GC-A and GC-B, more than 60% of households earned over ₹1,00,000. A significant proportion of respondents across all groups are first-generation faculty members, highlighting upward mobility, with 84.6% in GCID, 100% in GC-A, and 92% in GC-B.

Schooling history shows strong variations between groups and the State University. At the State University, respondents overwhelmingly attended urban schools at all stages, with urban attendance ranging from 86.96% to 95.65% across pre-primary to senior secondary levels. Co-educational schools dominated (73.9%), with government-aided/private-aided institutions prevalent in secondary education and a shift to government and private schools at senior secondary. CBSE was the dominant curriculum in secondary classes (73.9%), while the state syllabus gained prominence in senior secondary (56.5%). English was the medium of instruction in secondary classes (100%), transitioning to Hindi in senior secondary (56.5%). Science was the preferred stream (56.5%), followed by Arts (26.1%) and Humanities (17.4%), with most students living at home as day scholars (87%). In contrast, GCID, GC-A, and GC-B exhibited more diverse schooling patterns. GC-

A consistently attended rural schools, GC-B shifted toward urban schools at higher levels, and GCID followed a mixed pattern with rural dominance but notable urban participation. Co-educational schools were prevalent in GCID and GC-B, while GC-A was evenly split between co-education and single-sex schools. State syllabus schools dominated across all groups, with Hindi as the primary medium of instruction. Stream choices varied, with Science favored in GCID and GC-A and Arts in GC-B, while most students resided at home, with limited hostel or alternative accommodations primarily in GC-B.

Higher education trajectories also varied across groups. At the State University, bachelor's degrees were diverse, with B. Pharma (34.8%), B.A. (26.1%), B.Sc. (21.7%), and BALLB (17.4%) being common, while master's programs included M. Pharma (34.8%), M.A. Hindi (26.1%), M.Sc. (21.7%), and LLM (17.4%). Education was primarily private and self-funded, with high NET success (87%) but limited SLET clearance (8.7%). In GCID, GC-A, and GC-B, bachelor's education was mostly in government-affiliated colleges, with GCID showing a mix of B.A., B.Sc., and B.Com., GC-A favoring B.A. and B.Sc., and GC-B predominantly in B.A. and B.Com. Master's programs were diverse, with GCID pursuing M.A./M.Sc./M.Com., GC-A mainly in M.A. Hindi and M.Sc., and GC-B focusing on M.A. Hindi. NET/SLET qualifications were comparatively higher in GC-A and GC-B, with GC-B achieving 80% SLET clearance. Utilization of reservations was notable for GC-A and GC-B in higher education and competitive exams, while GCID had limited participation.

Faculty involvement in respondents' undergraduate choices varied across contexts. At the State University, faculty guidance was limited (30.4%), with most students making independent choices (69.6%). When involved, faculty assisted in course selection, admissions, exam preparation, and documentation, with the most common support being guidance in choosing among multiple colleges (60.8%). Pre-enrollment activities relied heavily on online resources, brochures, social media, and local administration, while physical visits were minimal. In government colleges, faculty involvement was higher in GCID (46.17%) and GC-A (50%) but low in GC-B (20%). In GC-A, faculty were heavily involved in all stages of admission and course selection, whereas in GC-B, support mostly included accompanying students to college visits. Digital and

informational resources were the predominant means for pre-enrollment exploration, with direct consultations less common, particularly in GC-B.

Professional trajectories of faculty members indicate diverse career patterns. At the State University, most faculty are early to mid-career, with less than 15 years of service, predominantly holding Assistant Professor positions (57%) and some Guest Lecturers (22%). Regular appointments dominate (74%), with few long-tenured faculty. In GCID and other government colleges, GCID and GC-B consist mostly of early-career faculty (<10 years), while GC-A includes more mid-career members (10–15 years). GCID faculty report the highest mobility, having worked in an average of 2.87 institutions, compared to 1 in GC-A and 1.33 in GC-B. Assistant Professors constitute the majority, with a small proportion of Guest Faculty in GCID and GC-B. Leadership roles are concentrated in GCID (HOD 54%, Principal 15%), minimal in GC-A, and limited in GC-B. Regular appointments dominate in GC-A (100%) and GC-B (76%), while GCID shows a mix of permanent, guest, and ad-hoc roles.

The summary indicate that most respondents come from relatively affluent families, with housewives and farming as predominant occupations, and a strong trend of first-generation entry into faculty roles, reflecting upward mobility. Schooling patterns vary, with GC-A mostly rural, GC-B increasingly urban, and GCID mixed, while Science is the preferred stream for GCID and GC-A and Arts for GC-B. Higher education is largely pursued in affiliated government or private institutions, self-funded, with notable success in NET/SLET exams and use of reservations, especially among GC-A and GC-B. Faculty involvement in undergraduate choices is supportive but limited, as students rely heavily on digital and institutional information. Professionally, most faculty are early- to mid-career Assistant Professors, with GCID showing greater institutional mobility and leadership roles, while GC-A and GC-B have more stable, permanent positions. Overall, socio-economic background, schooling, and higher education opportunities shape the respondents' upward academic and professional trajectories.

Chapter 5: Institutional Leaders, Faculty Members and HE Outreach: Practices and Perspectives

5.1 Introduction

Colleges and universities have always been important for social change. Their role is even clearer in rural and semi-urban areas. In these places, unfair systems, money problems, and fewer chances for higher education affect what local people hope for and choose within such contexts, the role of Institutional Leaders (ILs) and Faculty Members (FMs) extends well beyond their conventional academic and administrative responsibilities, requiring them to act as mediators, facilitators, and advocates for widening participation and enabling access to higher education (HE) for students who might otherwise remain excluded, and this chapter sets out to examine precisely these dynamics by focusing on the motivations that drive ILs and FMs to engage in outreach practices and the obstacles that often prevent them from realizing these ambitions fully, while simultaneously situating their perspectives within the broader mission of HEIs in fostering equity, mobility, and social justice; in doing so, the chapter responds directly to two guiding research questions, namely RQ1b, which asks what faculty members in rural and semi-urban areas perceive to be the role of HEIs and their own role(s) in facilitating access to HE and HE choice within their localities, as well as identifying what existing outreach practices are currently in place, and RQ1c, which seeks to uncover what institutional leaders in rural and semi-urban colleges and universities perceive to be HEIs' role, their own role, and the role of their employees in promoting access to HE and supporting student choice, and by framing the discussion in this way, the chapter draws attention to how educational leaders and educators negotiate their professional identities within environments where the promise of higher education is simultaneously aspirational and constrained by material realities; critically, faculty members in these contexts often find themselves engaging with students and families who may be first-generation learners, lack familiarity with HE pathways, or face financial and cultural challenges that impede progression, and thus their outreach practices—ranging from career guidance, mentoring, and counselling to active participation in school visits, awareness campaigns, and bridge programmes—are both deeply contextualised and shaped by personal

commitment rather than institutional mandate, while at the same time institutional leaders, who must balance administrative efficiency with community engagement, frequently articulate the mission of HEIs as being inseparable from their responsibility to extend knowledge, opportunity, and choice to the wider society they serve, yet in practice they encounter obstacles such as resource constraints, lack of policy support, limited faculty capacity, and competing institutional priorities, all of which restrict the scale and sustainability of outreach initiatives; the chapter therefore argues that understanding the practices and perspectives of ILs and FMs is essential for capturing the realities of HE outreach in rural and semi-urban regions, since these stakeholders embody both the aspirations of HEIs to widen participation and the struggles involved in translating this vision into everyday practice, and it is precisely through their lived experiences, reflections, and actions that we can begin to comprehend how higher education functions as a locally embedded force that is both transformative and contested, highlighting on one hand the potential of HEIs to act as bridges between marginalized communities and the knowledge economy, and on the other hand the persistent limitations that prevent them from fulfilling this promise, thereby setting the stage for a nuanced exploration of motivations, practices, challenges, and future directions of HE outreach as perceived and enacted by those at the frontline of educational engagement in rural and semi-urban India.

5.2 Facilitating access to HE: institutional level

The data shows that out of 23 valid responses (VRs) from the state university, 56.5% of respondents (13 individuals) reported that family members (FMs) were involved in making undergraduate choices, while a larger share, 43.6% (10 individuals), indicated that their undergraduate choices were made without family involvement. This suggests that, although family influence is present in nearly one-third of the cases, the majority of students at the state university make their undergraduate decisions independently. It highlights a trend of increasing individual autonomy in academic decision-making, though family involvement still plays a significant role for some students.

Out of the 23 valid responses (VRs) from the state university, 26.1% of respondents (6 individuals) reported that family members were involved during the process of making choices about higher education, while a slightly higher proportion, 30.4% (7 individuals), indicated that family members' involvement occurred during the admission stage. This shows that family influence is exercised at different stages—some students receive guidance or pressure while deciding on courses or institutions, whereas others experience family involvement more actively during the admission process itself (e.g., completing formalities, financial decisions, or final confirmations). The findings suggest that while not all students have family participation in their undergraduate choices, for those who do, the influence is most visible either in the decision-making phase or in the practical admission stage.

Table 5.1: Involvement of faculty members in HE choice

What was their involvement	STATE UNIVERSITY	
	N= 23	% of VRs
Advice on whether to get for higher education or other work	0	0.0%
Choice of which colleges/ universities to apply to	0	0.0%
Choice of course/ subject	7	30.4%
About the admissions process	7	30.4%
Abou covering tuition expense/ funding options	0	0.0%
About higher education entry exams preparation	6	26.1%
About special admission program/ processes reservations	0	0.0%
Checking application from/ other documents	7	30.4%
Choice of which colleges/ universities to enrol in if selected in more than one	14	60.8%
Accompanying for a visit to the college/ university where they worked	0	0.0%
Accompanying for a visit to another college/ university	0	0.0%

The findings from the state university indicate that family members' involvement in undergraduate choices is varied, with certain areas showing significant influence and others showing none. Out of 23 valid responses, the highest involvement was reported in

the choice of which colleges or universities to enroll in if selected in more than one, where 14 respondents (60.8%) indicated family participation. In addition, 7 respondents (30.4%) reported that their families were involved in the choice of course or subject, assisting with the admissions process, and checking application forms or other documents, suggesting that families play a strong role in shaping academic direction and ensuring formalities are completed. A further 6 respondents (26.1%) mentioned family support in preparation for higher education entry exams, reflecting a supportive role during the preparatory phase. On the other hand, several areas showed no family involvement at all. None of the respondents (0.0%) reported family advice on whether to pursue higher education or take up work, choice of which colleges or universities to apply to, covering tuition expenses or funding options, advice on special admission programs or reservations, or accompanying students either to their workplace institutions or to visits at other colleges/universities. This absence highlights that families in this context are not significantly engaged in financial, motivational, or logistical aspects of higher education. Overall, the results suggest that family involvement is primarily practical and decision-oriented, concentrated on finalizing enrollment decisions, selecting courses, completing admission procedures, and exam preparation, while other aspects such as funding or motivational guidance remain largely absent.

The data from the state university highlights that before enrolling in undergraduate study, students primarily relied on digital and informational resources rather than direct physical visits or interpersonal interactions. Out of 23 respondents, the most common activity was exploring various online platforms, reported by 14 students (60.8%), showing a clear preference for internet-based information sources. Additionally, 7 respondents each (30.4%) indicated that they referred to college or university brochures, watched information videos on YouTube, used social media platforms, read about colleges or universities in newspapers, consulted with representatives or designated contact persons from non-governmental organizations, visited college fairs, and obtained information from local administrations such as gram panchayats. This demonstrates that while online exploration was dominant, a wide variety of secondary sources were also used to gather information. Other less common activities included listening to radio FM for educational information, reported by 5 respondents (21.7%), and visiting a common

service centre, noted by only 2 respondents (8.7%). Strikingly, none of the respondents (0.0%) reported visiting colleges or universities directly, comparing options by visiting other institutions, or discussing higher education study options with college/university staff, suggesting that face-to-face interactions played little to no role in the decision-making process. Interestingly, 7 respondents (30.4%) also selected "none of the above," implying that a notable proportion did not engage in any of the listed preparatory activities. These findings suggest that students at the state university are largely dependent on digital platforms and indirect informational resources rather than direct institutional visits or formal consultations, reflecting a shift toward technology-driven decision-making in higher education choices.

5.3 Government College in-depth (GCID) & Other Government Colleges

Table 5.2: Involvement of any FMs in undergraduate choices

Involvement of any FMs in undergraduate choices	Government college in-depth		Other government college A		Other government college B	
	N= 13	% of VRs	N= 8	% of VRs	N= 25	% of VRs
Yes	6	46.17%	4	50.0%	5	20.0%
No	7	53.83%	4	50.0%	20	80.0%

The findings on the involvement of family members (FMs) in undergraduate choices across the three groups (GOVERNMENT COLLEGE IN-DEPTH, OTHER GOVERNMENT COLLEGE A, and OTHER GOVERNMENT COLLEGE B) reveal notable variations. In GOVERNMENT COLLEGE IN-DEPTH, out of 13 respondents, 6 students (46.17%) reported family involvement, while a slightly higher proportion, 7 students (53.83%), indicated no involvement, suggesting a nearly balanced but slightly independent decision-making trend. In OTHER GOVERNMENT COLLEGE A, the responses were evenly divided among 8 participants, with 4 students (50.0%) acknowledging family involvement and 4 students (50.0%) denying it, indicating an equal split between family influence and individual autonomy. By contrast, in OTHER GOVERNMENT COLLEGE B, which had the largest sample of 25 respondents, family involvement was significantly lower, with only 5

students (20.0%) reporting family participation compared to 20 students (80.0%) who stated that families were not involved. Overall, these results suggest that while family involvement remains present in certain groups, particularly GOVERNMENT COLLEGE IN-DEPTH and OTHER GOVERNMENT COLLEGE A where nearly half of the respondents reported it, students in OTHER GOVERNMENT COLLEGE B appear to exercise much greater independence in their undergraduate choices. This indicates that the degree of family influence on academic decisions may vary depending on context, with some groups reflecting strong family participation and others showing a clear trend toward self-reliant decision-making.

The analysis of how and when family members (FMs) were involved in undergraduate choices shows distinct patterns across the three groups. In GOVERNMENT COLLEGE IN-DEPTH, out of 13 respondents, 3 students (100%) reported family involvement during the process of making choices about higher education, while none (0.0%) indicated family involvement during admission, suggesting that families in this group influenced decisions primarily at the early stage of academic choice-making. In OTHER GOVERNMENT COLLEGE A, out of 8 respondents, 1 student (20%) mentioned family involvement during the choice-making process, whereas a much larger share, 4 students (80%), noted involvement during the admission stage, highlighting a stronger family role in the practical aspect of securing admission rather than in shaping educational direction. In OTHER GOVERNMENT COLLEGE B, out of 25 respondents, 2 students (28.6%) reported family involvement during the decision-making process, while 5 students (71.4%) experienced family influence during the admission stage, again pointing to more emphasis on procedural and admission-related involvement than on course or higher education selection. Overall, the findings suggest that across these groups, family involvement is relatively limited, but when it does occur, it is more prominent during the admission stage (especially in OTHER GOVERNMENT COLLEGE A and OTHER GOVERNMENT COLLEGE B) than during the earlier decision-making stage (more evident in GOVERNMENT COLLEGE IN-DEPTH). This indicates that families tend to play a practical and procedural role in the admission process rather than guiding or influencing the fundamental choice of pursuing higher education itself.

The data shows that the nature of family members' (FMs) involvement in undergraduate choices differs considerably across the three groups. In GOVERNMENT COLLEGE IN-DEPTH (N=13), family influence was modest and spread across a few areas. 2 respondents (15.4%) reported receiving family advice on whether to pursue higher education or work, while another 2 respondents (15.4%) indicated involvement in choosing which colleges or universities to apply to. The highest influence in this group was on the choice of course or subject, where 4 respondents (30.8%) acknowledged family input. However, no family involvement was reported in the admissions process, tuition funding, exam preparation, application checking, enrolment decisions, or accompanying students to institutions.

In OTHER GOVERNMENT COLLEGE A (N=8), family involvement was much stronger and more concentrated. Remarkably, all 8 respondents (100.0%) reported family influence on the choice of which colleges or universities to apply to. Further, 4 respondents each (50.0%) highlighted family involvement in the choice of course or subject, the admissions process, checking application forms or documents, and deciding which college/university to enroll in when selected in more than one. This indicates that in OTHER GOVERNMENT COLLEGE A, families were heavily engaged both in shaping academic direction and in handling procedural aspects of admission.

In OTHER GOVERNMENT COLLEGE B (N=25), family involvement was present but more evenly distributed across specific tasks. 5 respondents each (20.0%) mentioned family influence on the choice of course or subject, the admissions process, checking application forms/documents, and enrolment decisions when selected in more than one institution. However, the most distinctive form of involvement in this group was accompanying students for a visit to the college/university where family members worked, reported by 15 respondents (60.0%), showing the strongest pattern of direct physical involvement. No respondents reported family advice about pursuing higher education versus work, tuition support, exam preparation, or visits to other institutions.
Overall, these findings suggest a varied pattern of family influence: in GOVERNMENT COLLEGE IN-DEPTH, it was limited and centered mainly on course choice; in OTHER GOVERNMENT COLLEGE A, it was intense and wide-ranging, especially in applications

and admissions; while in OTHER GOVERNMENT COLLEGE B, the most notable involvement was families physically accompanying students to their own institutions, indicating a more practical and presence-based role.

The analysis of pre-enrolment activities highlights clear differences and similarities across the three groups (GOVERNMENT COLLEGE IN-DEPTH, OTHER GOVERNMENT COLLEGE A, and OTHER GOVERNMENT COLLEGE B). In GOVERNMENT COLLEGE IN-DEPTH (N=13), a moderate proportion of students relied on a variety of sources. 7 respondents (53.9%) reported exploring various online platforms, while 6 respondents each (46.2%) engaged with multiple information channels, including referring to brochures, watching YouTube videos, using social media, reading newspapers, consulting with representatives from NGOs, visiting college fairs, and obtaining information from local administrations such as gram panchayats. Interestingly, the same proportion (6 respondents, 46.2%) also indicated that they did not engage in any of the listed activities. Smaller proportions of students, 1 respondent each (7.7%), reported visiting a college/university, visiting another college to compare options, discussing higher education with college staff, or listening to FM radio for educational information. No students in this group mentioned visiting a common service centre.

In OTHER GOVERNMENT COLLEGE A (N=8), the role of digital platforms was even stronger, with 6 respondents (75.0%) exploring various online platforms, making it the most dominant activity. Half of the respondents (4 students, 50.0%) reported referring to brochures, watching YouTube videos, using social media, reading newspapers, consulting with NGO representatives, visiting college fairs, and seeking information from local administrations. A smaller yet notable share, 3 respondents (37.5%), listened to FM radio for education-related information, and 1 student (12.5%) visited a common service centre. Unlike GOVERNMENT COLLEGE IN-DEPTH, none of the students in this group visited colleges, compared institutions, or discussed options with university staff. As with GOVERNMENT COLLEGE IN-DEPTH, 4 respondents (50.0%) indicated that they did not engage in any of the listed activities.

In OTHER GOVERNMENT COLLEGE B (N=25), the pattern was slightly more limited. 10 respondents (40.0%) reported exploring various online platforms, making it the most common activity, though less dominant than in GOVERNMENT COLLEGE IN-DEPTH and OTHER GOVERNMENT COLLEGE A. A smaller share, 5 respondents each (20.0%), engaged in several activities such as referring to brochures, watching YouTube videos, using social media, reading newspapers, consulting NGO representatives, attending college fairs, and seeking information from local administrations. 3 respondents (12.0%) mentioned listening to FM radio, while 2 respondents (8.0%) visited common service centres. No respondents in this group reported visiting a college/university, comparing institutions, or discussing options with university staff. Like the other groups, 5 respondents (20.0%) stated that they did not engage in any of the listed activities.

Overall, the findings indicate that across all three groups, students relied heavily on digital resources such as online platforms, social media, and YouTube videos, supplemented by printed brochures and newspapers. However, direct institutional visits and discussions with staff were minimal or absent, especially in OTHER GOVERNMENT COLLEGE A and OTHER GOVERNMENT COLLEGE B. OTHER GOVERNMENT COLLEGE A stands out for its particularly high reliance on online platforms (75.0%), while GOVERNMENT COLLEGE IN-DEPTH shows a more balanced yet diverse use of resources, including traditional media like newspapers and FM radio. OTHER GOVERNMENT COLLEGE B, with its larger sample, reflects lower overall engagement across categories, suggesting comparatively weaker pre-enrolment activity.

Chapter 6: Who are the students and what is their experience of and perspectives on HE outreach?

6.1 Introduction

Undergraduate students in Chhattisgarh are young adults embarking on their first journey into higher education, usually aiming for a bachelor's degree in colleges and universities across the state. These students come from a rich tapestry of social, cultural, and educational backgrounds, reflecting the unique demographic and economic diversity of Chhattisgarh.

For many traditional students, higher education begins shortly after completing school, around the ages of 18 or 19. Students from rural villages often leave their homes to attend colleges in district towns or larger cities like Raipur, Bilaspur, or Jagdalpur. This transition is not just about academics—it's a pivotal period of personal growth, where students learn to navigate independence, build friendships, and adjust to new academic expectations.

Alongside them, a growing number of "mature students" return to education later in life, after working in agriculture, local businesses, or government services. These students bring life experience and practical knowledge into the classroom, but they also juggle unique challenges, like managing family responsibilities, financial pressures, and integrating into an environment dominated by younger peers.

Chhattisgarh's student population is culturally and regionally diverse. The state is home to five Particularly Vulnerable Tribal Groups (PVTGs) and many Scheduled Castes and Backward Classes, which brings a mix of languages, traditions, and levels of educational preparedness into colleges and universities. This diversity enriches learning and discussions but sometimes requires additional support to help all students thrive academically and socially.

Many students come from rural households and low-income families. Policies and scholarships that widen participation in higher education have opened doors for first-generation learners and students from economically weaker backgrounds. Yet, challenges remain: access to digital tools, coaching, and navigating urban campus life can be difficult. Despite this, students show remarkable resilience, determination, and adaptability.

Motivations for studying at the undergraduate level are as diverse as the students themselves. Some are driven by career goals in government, healthcare, engineering, or business. Others are drawn to subjects that align with personal passions or local needs, such as agriculture, rural development, or tribal studies. For many, higher education is a pathway to social mobility and a better livelihood for their families.

While most students remain in-state for their studies, some venture out for higher education or attend institutions following a CBSE/central syllabus, gaining exposure to new ideas, cultures, and academic systems. Additionally, with the rise of online learning, part-time courses, and vocational programs, students now have more flexibility to balance studies with work or community responsibilities, making higher education more inclusive and accessible.

6.2 Demographic background of Undergraduate Students

6.2.1 State University (SU)

The age distribution of students in the State University shows that the majority belong to the 18–20 years age group, with 20 years (33.1%) and 19 years (27.3%) forming the largest proportions, followed by 18 years (11.6%). This indicates that most students are within the typical age range for undergraduate enrollment, reflecting a direct transition from secondary to higher education. A smaller share of students are aged 21 years (9.9%) and 23 years (9.1%), while very few are 22 years (5.8%), 24 years (1.7%), or above 24 years (1.7%), suggesting that older or non-traditional entrants represent only a minor fraction of the student population. Overall, the data highlights that the university's student body is

predominantly youthful and concentrated in the conventional entry ages for higher education.

The gender distribution of students in the State University reveals that males constitute a higher proportion of the student body, with 57.9% (70 students), compared to females who account for 42.1% (51 students). Although both genders are well represented, the data indicates a moderate gender gap, with male enrollment exceeding female enrollment. Overall, the figures suggest that while participation of female students is significant, male students form the majority in the university.

Caste: In state university 57.9% are SC and 42.1% are ST and in CG1 60.2% are SC and 39.8% are ST.

Religion: in state university maximum 98.3% are Hindu and rest 1.7 are Christian and in CG1 96.1% are Hindu and 3.9% are Christian.

The data on disability status of students in the State University shows that none of the 121 students reported having a disability, while 100% indicated no disability.

The data regarding LGBTQIAP+ status of students in the State University shows that none of the 121 students identified themselves as belonging to the LGBTQIAP+ community, with 100% responding "No." This indicates the complete absence of openly self-identified LGBTQIAP+ students in the sample. The finding may reflect the lack of representation of such groups within the university or possible hesitation among students to disclose their identity. Overall, the student body is reported entirely as non-LGBTQIAP+ in this dataset.
The data on relationship status of students in the State University shows that all 121 students (100%) are unmarried, while none reported being married or divorced/separated. This reflects a completely unmarried student population, which aligns with the young age profile of the university, where the majority of students fall within the typical undergraduate age range of 18–20 years.

The data on caring responsibilities of students in the State University indicates that none of the 121 students reported having any caring responsibilities, with 100% responding "No." This suggests that the entire student population is free from dependent care duties, which is consistent with their predominantly young and unmarried status.

The data on the birth state of students in the State University shows that all 121 students (100%) were born in Chhattisgarh. This indicates a completely homogeneous student population in terms of birthplace, suggesting that the university primarily caters to and enrols local students from within the state.

The data on the birth country of students in the State University reveals that all 121 students (100%) were born in India. This indicates a fully homogeneous student population in terms of nationality, showing that the university exclusively serves students from within the country, with no representation of foreign-born students.

The data on the birthplace of students in the State University shows a nearly balanced distribution between rural and urban backgrounds. Out of 121 students, 62 (51.2%) were born in urban areas, while 59 (48.8%) were born in rural areas. This indicates that the university draws students almost equally from both rural and urban settings, reflecting a diverse representation of students in terms of their socio-geographic origin.

The data on the mother tongue of students in the State University shows that all 121 students (100%) reported Hindi as their mother tongue. This indicates complete linguistic homogeneity among the student population, reflecting the dominance of Hindi as the primary language in the region.

6.2.2. Government College in-depth (GCID)

The age distribution of students in Depth College shows that the majority belong to the 18–20 years age group, which represents the conventional age for undergraduate enrolment. The largest proportion of students are 20 years old (33.2%), followed by 19 years (25.8%) and 18 years (11.7%). Together, these three categories account for over 70%

of the total student population, reflecting a direct transition from school to higher education. Smaller proportions are observed among students aged 21 (9.8%) and 23 (9.8%), while very few students are 22 (6.6%), 24 (1.6%), or above 24 years (1.6%). Overall, the data highlights that the student body of Depth College is predominantly youthful, concentrated in the typical entry age for higher education, with only a small minority of older students.

The gender distribution of students in Depth College shows that males form the majority with 150 students (58.6%), while females account for 106 students (41.4%). This indicates a moderate gender gap in enrolment, with male students outnumbering females. However, the presence of over 40% female students also reflects a significant level of female participation in higher education at the college.

The caste/social group distribution of students in Depth College shows that the majority belong to the Scheduled Caste (SC) category, comprising 154 students (60.2%), while 102 students (39.8%) belong to the Scheduled Tribe (ST) category. This indicates that the student population is entirely drawn from marginalized social groups, with SC students forming a clear majority but ST students also representing a significant proportion. Overall, the data reflects the inclusive representation of historically disadvantaged communities within the college.

The data on religion of students in Depth College shows that the vast majority are Hindus, accounting for 246 students (96.1%), while only 10 students (3.9%) identify as Christians. This indicates a predominantly Hindu student population with very limited representation of religious minorities, reflecting the regional demographic pattern.

The data on disability status of students in Depth College shows that none of the 256 students reported having a disability, with 100% indicating “No.” This reflects a complete absence of students with disabilities in the college, which may suggest either very limited enrolment of differently-abled students or a lack of disclosure. Overall, the student body is entirely composed of non-disabled individuals.

The data on LGBTQIAP+ status of students in Depth College shows that none of the 256 students identified themselves as belonging to the LGBTQIAP+ community, with 100% responding "No." This indicates a complete absence of openly self-identified LGBTQIAP+ students in the college, which may reflect either lack of representation or reluctance among students to disclose their identity. Overall, the student population is reported entirely as non-LGBTQIAP+ in this dataset.

The data on relationship status of students in Depth College shows that all 256 students (100%) are unmarried, with no students reporting being married, divorced, or separated. This reflects a completely unmarried student population, which is consistent with the young age profile of the college, where the majority of students fall within the typical undergraduate age range.

The data on caring responsibilities of students in Depth College shows that none of the 256 students reported having any caring responsibilities, with 100% responding "No." This indicates that the entire student population is free from dependent care duties, which aligns with their predominantly young and unmarried status.

The data on the place of birth of students in Depth College shows that all 256 students (100%) were born in Chhattisgarh. This indicates a completely homogeneous student population in terms of birthplace, suggesting that the college primarily enrols students from within the state.

The data on the permanent residence of students in Depth College shows that all 256 students (100%) are residents of India. This indicates complete homogeneity in terms of nationality, reflecting that the college exclusively serves students from within the country.

The data on the residential background of students in Depth College shows that the vast majority, 236 students (92.2%), come from rural areas, while only 20 students (7.8%) are from urban areas. This indicates a predominantly rural student population, suggesting that the college primarily serves students from rural communities, with very limited urban representation.

The data on the mother tongue of students in Depth College shows that all 256 students (100%) reported Hindi as their mother tongue. This indicates complete linguistic homogeneity among the student population, reflecting the dominance of Hindi as the primary language in the region.

6.3 Undergraduate Students: residence and commute information

6.3.1 State University (SU)

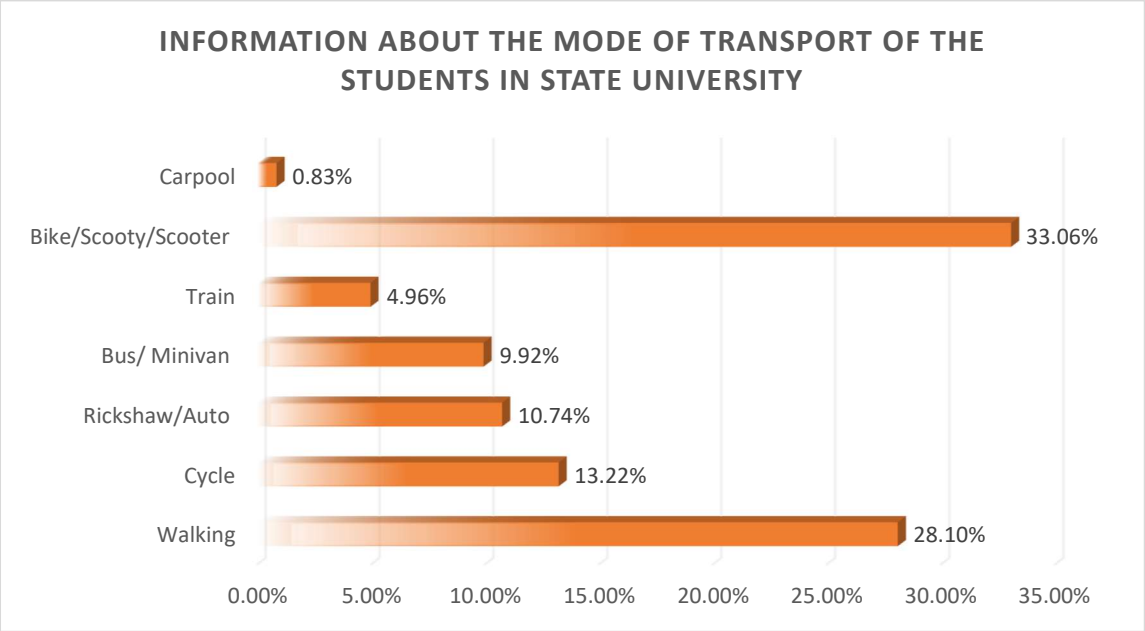
The data on the residence type of students in the State University shows that 62 students (51.2%) live in split or single residences, while 59 students (48.8%) live in joint or family residences. This indicates an almost equal distribution between students living independently and those living with family, reflecting a balance in living arrangements among the student population.

The data on the location of residence of students in the State University shows that all 62 students living independently (100%) reside in the same district as the university but not in the same town or location. No students live on campus, in the same town, in a different district of the same state, or in a different state. This indicates that independent students primarily commute from nearby areas within the district rather than relocating closer to the university.

Distance from weekly residence to university/ college (in kms) of the respondent: In state university 1.6 Km and GCID 13.74 km is a mean distance from weekly residence to HEI.

Average travel time from weekly residence to university/ college (in minutes) of the respondent: In state university 13 min and GCID 48 min.

Figure 6.1: Mode of transport (SU)



The data on the mode of transport of students in the State University shows a variety of commuting methods. The most common mode is bike/scooty/scooter (33.1%), followed by walking (28.1%), indicating that a significant portion of students either use personal two-wheelers or live close enough to walk. Other modes include cycle (13.2%), rickshaw/auto (10.7%), bus/minivan (9.9%), and train (5.0%). Very few students use carpool (0.8%) or personal car (0.8%), while no students use metro or tractor. Overall, the data reflects a mix of personal, public, and non-motorized transport, with a clear preference for two-wheelers and walking.

6.3.2. Government College in-depth (GCID) & Other Government Colleges

The data on the residence type of students in Depth College shows that all 256 students (100%) live in joint or family residences, with none living in split or single accommodations. This indicates that the entire student population resides with their families, reflecting a communal living pattern typical of students from predominantly rural areas.

Table 6.1: Distance and travel time between residence and institution

HEI	Number of valid Responses (vrs)	Vrs as % of Survey total sample	Mean distance from weekly residence to HEI (kms)
Depth college	256	67.90%	13.74
HEI	**Number of valid responses (vrs)**	**Vrs as % of survey total sample**	**Mean travel time from weekly residence to HEI (minutes)**
Depth college	256	67.90%	48

The data on the mode of transport of students in Depth College shows that all 256 students (100%) use a cycle for commuting. This indicates complete uniformity in transportation choice, suggesting that cycling is the primary and perhaps the most accessible or affordable mode of travel for the entire student population.

6.4 Undergraduate Students' Background

6.4.1 Educational and family background

6.4.1.1 State University (SU)

The data on the highest educational level of mothers of students in the State University shows a diverse range of educational attainment. A small proportion of mothers either did not access formal schooling (3.31%) or completed only primary to middle school education (1.65% for 1st–5th class and 3.31% for 6th–8th class). A larger group completed secondary education, with 10 mothers (8.26%) finishing 9th–10th class and 17 mothers (14.05%) completing 11th–12th class. Technical and higher education is well represented, with 33 mothers (27.27%) holding a Diploma/ITI/ITC, 35 (28.93%) having a degree, 10 (8.26%) completing postgraduate studies, and 3 (2.48%) attaining MPhil or PhD. Overall, the data indicates that a significant portion of mothers have achieved at least technical or higher education, reflecting a relatively educated maternal background among the students' families.

The data on the highest educational level of fathers of students in the State University shows a varied distribution of educational attainment. A small proportion of fathers either did not access formal schooling (3.31%) or completed only primary to middle school education (1.65% for 1st–5th class and 2.48% for 6th–8th class). Secondary education was completed by 10 fathers (8.26%) for 9th–10th class and 13 fathers (10.74%) for 11th–12th class. A significant number of fathers attained technical or higher education, with 38 (31.40%) holding a Diploma/ITI/ITC, 31 (25.62%) having a degree, 14 (11.57%) completing postgraduate education, and 3 (2.48%) achieving MPhil or PhD. Overall, the data indicates that most fathers have at least technical or higher education, reflecting a relatively educated paternal background among the students' families.

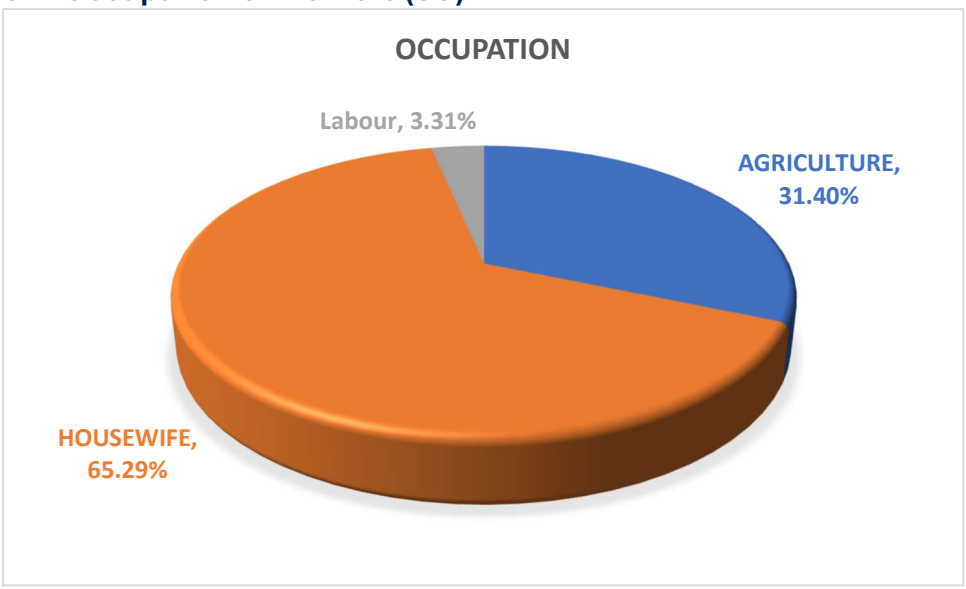
The data on the highest educational level of maternal grandfathers of students in the State University shows that a large proportion of respondents either did not know (35.54%) or reported it as not applicable (10.74%). Among those with known information, a significant share, 32 grandfathers (26.45%), did not access formal schooling, while 24 (19.83%) completed only 1st to 5th class. A smaller proportion attained slightly higher levels of schooling, with 6 (4.96%) completing 6th–8th class and only 3 (2.48%) reaching 9th–10th class. Overall, the data reflects that the maternal grandfathers of the students largely had little or no formal education, highlighting the generational educational gap when compared to the higher educational attainment of parents.

The data on the highest educational level of maternal grandfathers of students in the State University shows that 27 respondents (22.31%) did not know, and 13 (10.74%) indicated "Not Applicable." Among those with known information, 32 grandfathers (26.45%) did not access formal schooling, while 40 (33.06%) completed only 1st to 5th class. A smaller proportion attained higher schooling, with 6 (4.96%) completing 6th–8th class and 3 (2.48%) completing 9th–10th class. Overall, the data indicates that most maternal grandfathers had little or no formal education, reflecting a low educational background in the previous generation compared to the higher education levels of the students' parents.
The data on the highest educational level of paternal grandmothers of students in the State University shows that 35 respondents (28.93%) did not know, and 13 (10.74%) indicated "Not Applicable." Among those with known information, 33 grandmothers

(27.27%) did not access formal schooling, while 25 (20.66%) completed 1st to 5th class. A smaller proportion attained higher schooling, with 10 (8.26%) completing 6th–8th class and 5 (4.13%) completing 9th–10th class. Overall, the data indicates that most paternal grandmothers had little or no formal education, reflecting a low educational background in the previous generation compared to the higher education levels of the students' parents.

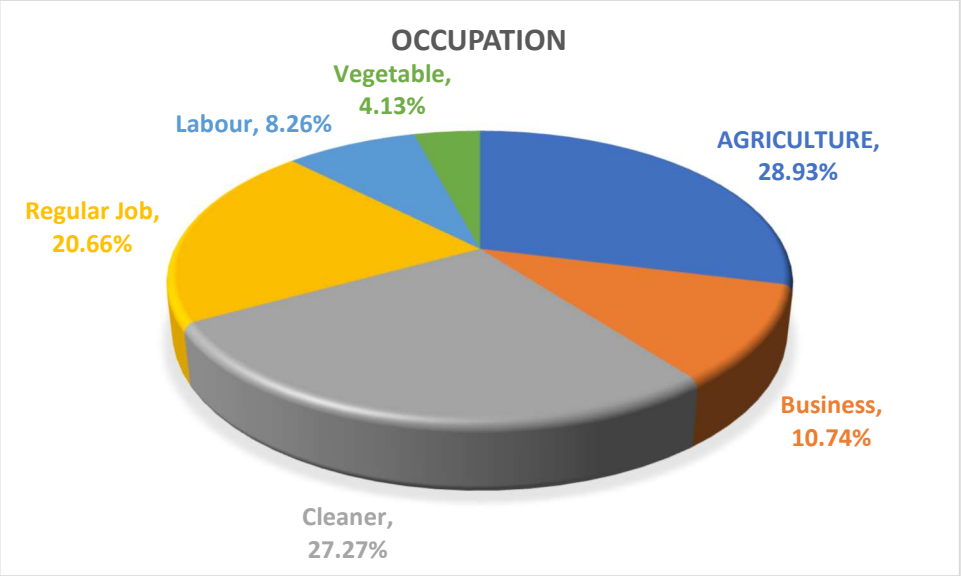
The data on the highest educational level of paternal grandfathers of students in the State University shows that 20 respondents (16.53%) did not know, and 13 (10.74%) indicated "Not Applicable." Among those with known information, 32 grandfathers (26.45%) did not access formal schooling, while 40 (33.06%) completed 1st to 5th class. A smaller number attained higher levels of education: 6 (4.96%) completed 6th–8th class, 5 (4.13%) completed 11th–12th class, 2 (1.65%) completed 9th–10th class, 2 (1.65%) held a Diploma/ITI/ITC, and only 1 (0.83%) achieved postgraduate education. No paternal grandfathers reported holding a degree. Overall, the data reflects that most paternal grandfathers had limited formal education, indicating a low educational background in the previous generation compared to the higher education levels achieved by the students' parents.

Figure 6.2: Occupation of mothers (SU)



The data on the occupation of mothers of students in the State University shows that the majority are housewives (65.29%), followed by those engaged in agriculture (31.40%). A small proportion of parents work as laborers (3.31%). This indicates that most families are primarily involved in domestic work and agricultural activities, reflecting a rural and traditional occupational background among the student population.

Figure 6.3: Occupation of fathers (SU)



The data on the occupation of fathers of students in the State University shows a diverse distribution of work. The largest groups are engaged in agriculture (28.93%) and as cleaners (27.27%), followed by those in regular jobs (20.66%). Smaller proportions are involved in business (10.74%), labor work (8.26%), and vegetable selling (4.13%). This indicates that while a significant portion of families rely on traditional and manual occupations, there is also representation in formal employment and small-scale business activities, reflecting a mixed occupational background among the students' families.

The data on family monthly income of students in the State University shows that the majority of families, 86 students (71.07%), earn less than INR 25,000 per month, while 35 students (28.93%) belong to families with a monthly income between INR 25,001 and 50,000. This indicates that most students come from low-income families, highlighting a predominantly economically modest background within the student population.

6.4.1.2 Government College in-depth (GCID)

The data on the highest educational level of mothers of students in Depth College shows that most mothers have completed secondary education, with 73 (28.52%) completing 9th–10th class and 84 (32.81%) completing 11th–12th class. A smaller proportion attained technical or higher education, with 47 (18.36%) holding a Diploma/ITI/ITC, 20 (7.81%) having a degree, and 2 (0.78%) completing postgraduate studies. Few mothers had only primary or middle school education, with 6 (2.34%) completing 1st–5th class and 24 (9.38%) completing 6th–8th class. Overall, the data indicates that a significant portion of mothers have at least secondary education, reflecting a moderately educated maternal background among the students' families.

The data on the highest educational level of fathers of students in Depth College shows that most fathers have completed secondary education, with 73 (28.52%) completing 9th–10th class and 86 (33.59%) completing 11th–12th class. Technical and higher education is represented by 47 fathers (18.36%) holding a Diploma/ITI/ITC, 20 (7.81%) with a degree, and 2 (0.78%) with postgraduate education. A smaller proportion of fathers completed only primary or middle school education, with 6 (2.34%) completing 1st–5th class and 22 (8.59%) completing 6th–8th class. Overall, the data indicates that a significant portion of fathers have at least secondary education, reflecting a moderately educated paternal background among the students' families.

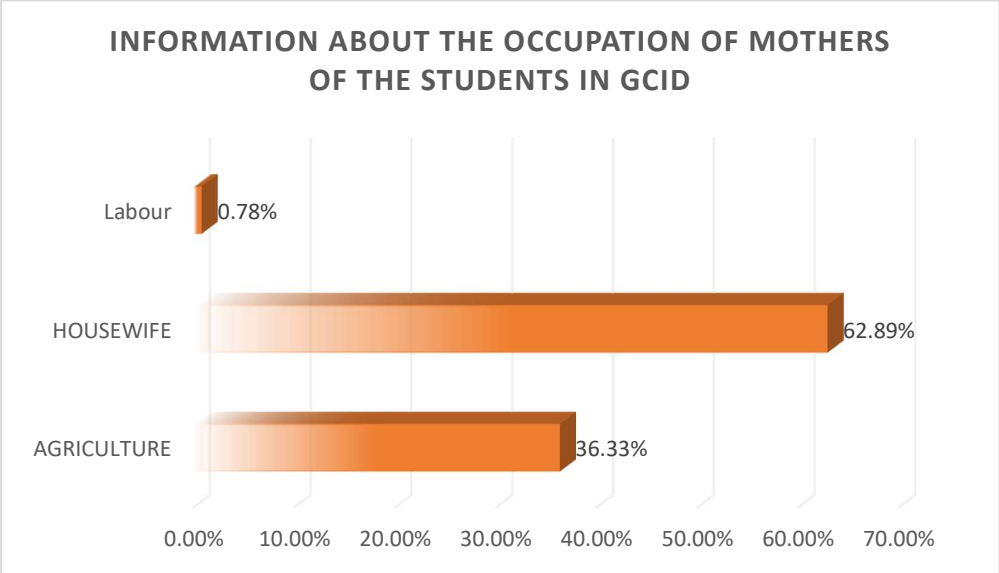
The data on the highest educational level of maternal grandmothers of students in Depth College shows that 96 respondents (37.50%) did not know, and 30 (11.72%) indicated "Not Applicable." Among those with known information, 67 grandmothers (26.17%) did not access formal schooling, while 48 (18.75%) completed 1st–5th class. A smaller proportion attained higher levels of schooling, with 9 (3.52%) completing 6th–8th class and 6 (2.34%) completing 9th–10th class. Overall, the data indicates that most maternal grandmothers had limited or no formal education, reflecting a low educational background in the previous generation compared to the higher education levels of the students' parents.

The data on the highest educational level of maternal grandfathers of students in Depth College shows that 63 respondents (24.61%) did not know, and 30 (11.72%) indicated "Not Applicable." Among those with known information, 75 grandfathers (29.30%) did not access formal schooling, while 68 (26.56%) completed 1st–5th class. A smaller proportion attained higher levels of schooling, with 9 (3.52%) completing 6th–8th class, 6 (2.34%) completing 9th–10th class, and 5 (1.95%) holding a Diploma/ITI/ITC. Overall, the data indicates that most maternal grandfathers had limited or no formal education, reflecting a low educational background in the previous generation compared to the higher education levels of the students' parents.

The data on the highest educational level of paternal grandmothers of students in Depth College shows that 65 respondents (25.39%) did not know, and 30 (11.72%) indicated "Not Applicable." Among those with known information, 69 grandmothers (26.95%) did not access formal schooling, while 52 (20.31%) completed 1st–5th class. A smaller proportion attained higher levels of schooling, with 13 (5.08%) completing 6th–8th class, 19 (7.42%) completing 9th–10th class, 6 (2.34%) completing 11th–12th class, and 2 (0.78%) holding a Diploma/ITI/ITC. Overall, the data indicates that most paternal grandmothers had limited or no formal education, reflecting a low educational background in the previous generation compared to the higher education levels of the students' parents.

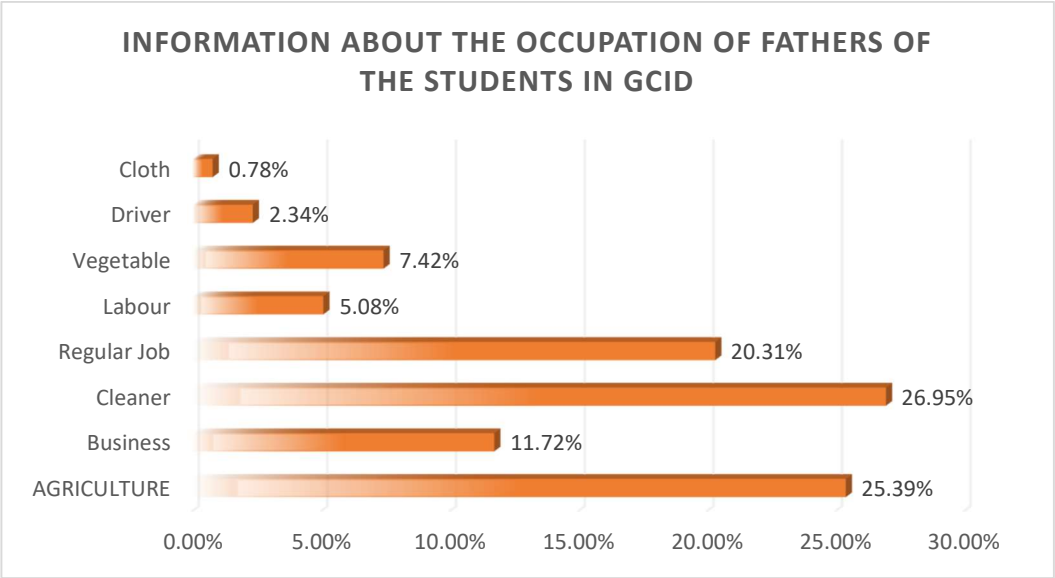
The data on the highest educational level of paternal grandfathers of students in Depth College shows that 49 respondents (19.14%) did not know, and 30 (11.72%) indicated "Not Applicable." Among those with known information, 75 grandfathers (29.30%) did not access formal schooling, while 68 (26.56%) completed 1st–5th class. Smaller proportions attained higher levels of education: 9 (3.52%) completed 6th–8th class, 5 (1.95%) completed 9th–10th class, 10 (3.91%) held a Diploma/ITI/ITC, 9 (3.52%) had a degree, and 1 (0.39%) completed postgraduate education. Overall, the data indicates that most paternal grandfathers had limited formal education, reflecting a low educational background in the previous generation compared to the higher education levels of the students' parents.

Figure 6.4: Occupation of mothers (GCID)



The data on the occupation of parents of students in Depth College shows that the majority are housewives (62.89%), followed by those engaged in agriculture (36.33%). A very small proportion of parents work as laborers (0.78%). This indicates that most families are primarily involved in domestic work and agricultural activities, reflecting a predominantly rural and traditional occupational background among the student population.

Figure 6.5: Occupation of fathers (GCID)



The data on the occupation of parents of students in Depth College shows a diverse range of employment. The largest groups are engaged in cleaning work (26.95%) and agriculture (25.39%), followed by those in regular jobs (20.31%) and business (11.72%). Smaller proportions work as vegetable sellers (7.42%), laborers (5.08%), drivers (2.34%), and in

cloth-related work (0.78%). Overall, the data reflects that while a significant portion of families are involved in traditional and manual occupations, there is also representation in formal employment and small-scale business activities, indicating a mixed occupational background among the students' families.

The data on the average monthly family income of students in Depth College shows that the majority of families, 149 students (58.20%), earn less than INR 25,000 per month. A smaller proportion, 74 students (28.90%), belong to families earning between INR 25,001 and 50,000, while 33 students (12.89%) come from families earning INR 50,001–75,000 per month. Overall, the data indicates that most students come from low- to lower-middle-income families, highlighting a predominantly modest economic background within the student population.

6.4.2 Schooling history

6.4.2.1 State University (SU)

The data on the location of pre-primary schools attended by students in the State University shows that the majority, 84 students (69.42%), studied in urban schools, while 22 students (18.18%) attended semi-urban schools and 15 students (12.40%) attended rural schools. This indicates that most students received their earlier education in urban settings, reflecting greater access to urban educational institutions, while a smaller proportion comes from semi-urban and rural schooling backgrounds.

The data on the location of primary schools attended by students in the State University shows that 59 students (48.76%) studied in rural schools, 45 students (37.19%) in urban schools, and 17 students (14.05%) in semi-urban schools. This indicates that nearly half of the students received their primary education in rural areas, while a substantial proportion attended urban schools, reflecting a mix of rural and urban educational backgrounds during early schooling.

The data on the location of middle schools attended by students in the State University shows that the majority, 79 students (65.29%), studied in rural schools, while 42 students

(34.71%) attended urban schools. This indicates that most students received their middle-level education in rural areas, reflecting a predominance of rural schooling during this stage of their education.

The data on the location of secondary schools attended by students in the State University shows that 76 students (62.81%) studied in rural schools, while 45 students (37.19%) attended urban schools. This indicates that a majority of students completed their secondary education in rural areas, highlighting a strong rural schooling background during this stage of education.

The data on the location of senior secondary schools attended by students in the State University shows that 76 students (62.81%) studied in rural schools, while 45 students (37.19%) attended urban schools. This indicates that most students completed their senior secondary education in rural areas, reflecting a predominantly rural educational background during the later stages of schooling.

6.4.2.2 Type of schools attended (single-sex, co-educational)

The data on the type of schools attended by students for 9th to 10th grade in the State University shows that all 121 students (100%) studied in single-sex schools. This indicates that during their secondary education, the entire student population attended gender-specific institutions, with no representation from co-educational schools.

The data on the type of schools attended by students for 11th to 12th grade in the State University shows that all 121 students (100%) studied in single-sex schools. This indicates that during their senior secondary education, the entire student population attended gender-specific institutions, with no students coming from co-educational schools.

The data on the management of schools attended by students for 9th to 10th grade in the State University shows that 51 students (42.15%) studied in government-aided or private-aided schools, 47 students (38.84%) attended government schools, and 23 students (19.01%) were enrolled in private schools. This indicates that a majority of students

attended government-aided or government-managed institutions, while a smaller proportion attended fully private schools, reflecting a mix of public and semi-private schooling backgrounds during secondary education.

The data on the management of schools attended by students for 11th to 12th grade in the State University shows that 51 students (42.15%) studied in government-aided or private-aided schools, 47 students (38.84%) attended government schools, and 23 students (19.01%) were enrolled in private schools. This indicates that most students completed their senior secondary education in government or government-aided institutions, with a smaller proportion attending fully private schools, reflecting a similar pattern to their secondary schooling.

The data on the syllabus followed by students for 9th to 10th grade in the State University shows that 76 students (62.81%) studied under the state syllabus, while 45 students (37.19%) followed the CBSE syllabus. This indicates that the majority of students received their secondary education through the state curriculum, while a significant proportion were educated under the national CBSE curriculum, reflecting a mix of regional and central educational frameworks.

The data on the syllabus followed by students for 11th to 12th grade in the State University shows that 76 students (62.81%) studied under the state syllabus, while 45 students (37.19%) followed the CBSE syllabus. This indicates that most students completed their senior secondary education through the state curriculum, while a significant proportion followed the CBSE curriculum, reflecting a combination of regional and national educational frameworks.

The data on the medium of instruction for 9th to 10th grade of students in the State University shows that 98 students (81.67%) studied in Hindi medium schools, while 23 students (18.33%) attended English medium schools. This indicates that the majority of students received their secondary education in Hindi, with a smaller proportion educated in English, reflecting a predominantly regional-language medium of instruction.

The data on the medium of instruction for 11th to 12th grade of students in the State University shows that 98 students (81.67%) studied in Hindi medium schools, while 23 students (18.33%) attended English medium schools. This indicates that the majority of students continued their senior secondary education in Hindi, with only a smaller proportion receiving education in English, reflecting a predominantly regional-language medium of instruction.

The data on the stream choice for 11th to 12th grade of students in the State University shows that all 121 students (100%) chose the Science stream. This indicates complete uniformity in academic specialization at the senior secondary level, reflecting a strong focus on science education among the student population.

Table 6.2: Residence during 11th/12th (SU)

Residence during 11th/12th	STATE UNIVERSITY	
	N=121	% of VRs
School hostel	3	2.48%
Day Scholar living at home	8	6.61%
Day Scholar living away from home with relative/ friends	9	7.44%
Day Scholar living in a rented accommodation	86	71.07%
Day Scholar living in paying guest accommodation	15	12.40%
Total	121	100.00%

The data on the residence of students during 11th and 12th grade in the State University shows that the majority, 86 students (71.07%), lived as day scholars in rented accommodations, while 15 students (12.40%) stayed in paying guest accommodations. Smaller numbers lived in school hostels (2.48%), as day scholars at home (6.61%), or as day scholars living away from home with relatives or friends (7.44%). This indicates that most students during their senior secondary education lived independently in rented or PG accommodations, reflecting a trend of relocating for educational convenience.

6.4.2.3 Government College in-depth (GCID)

The data on the location of pre-primary schools attended by students in Depth College shows that the majority, 227 students (88.67%), studied in urban schools, while only 29 students (11.33%) attended rural schools. This indicates that most students received their early childhood education in urban areas, reflecting greater access to urban educational institutions during the pre-primary stage.

The data on the location of primary schools attended by students in Depth College shows that all 256 students (100%) studied in rural schools. This indicates that the entire student population received their primary education in rural areas, reflecting a completely rural schooling background during the early stages of education.

The data on the location of middle schools attended by students in Depth College shows that all 256 students (100%) studied in rural schools. This indicates that the entire student population received their middle-level education in rural areas, reflecting a fully rural educational background during this stage of schooling.

The data on the location of secondary schools attended by students in Depth College shows that the majority, 246 students (96.09%), studied in rural schools, while only 10 students (3.91%) attended urban schools. This indicates that most students completed their secondary education in rural areas, reflecting a predominantly rural schooling background during this stage.

The data on the location of senior secondary schools attended by students in Depth College shows that 180 students (70.31%) studied in rural schools, while 76 students (29.69%) attended urban schools. This indicates that a majority of students completed their senior secondary education in rural areas, although a significant proportion attended urban schools, reflecting a mixed but predominantly rural educational background at the higher secondary level.

The data on the type of schools attended by students for 9th to 10th grade in Depth College shows that all 256 students (100%) studied in single-sex schools. This indicates that the entire student population received their secondary education in gender-specific institutions, with no students attending co-educational schools.

The data on the type of schools attended by students for 11th to 12th grade in Depth College shows that all 256 students (100%) studied in single-sex schools. This indicates that the entire student population received their senior secondary education in gender-specific institutions, with no students attending co-educational schools.

The data on the management of schools attended by students for 9th to 10th grade in Depth College shows that the majority, 223 students (87.11%), studied in government-aided or private-aided schools, while 33 students (12.89%) attended government schools. This indicates that most students completed their secondary education in semi-private institutions, with a smaller proportion enrolled in fully government-managed schools.

The data on the management of schools attended by students for 11th to 12th grade in Depth College shows that 223 students (87.11%) studied in government-aided or private-aided schools, while 33 students (12.89%) attended government schools. This indicates that most students completed their senior secondary education in semi-private institutions, with a smaller proportion enrolled in fully government-managed schools, reflecting a consistent pattern with their secondary education.

The data on the syllabus followed by students for 9th to 10th grade in Depth College shows that the majority, 246 students (96.09%), studied under the state syllabus, while only 10 students (3.91%) followed the CBSE syllabus. This indicates that most students received their secondary education through the regional state curriculum, with very few attending schools following the national CBSE framework.

The data on the syllabus followed by students for 11th to 12th grade in Depth College shows that 246 students (96.09%) studied under the state syllabus, while only 10

students (3.91%) followed the CBSE syllabus. This indicates that the vast majority of students completed their senior secondary education through the state curriculum, with very few following the national CBSE framework, reflecting a predominantly regional syllabus preference.

The data on the medium of instruction for 9th to 10th grade in Depth College shows that all 256 students (100%) studied in Hindi medium schools. This indicates that the entire student population received their secondary education in the regional language, with no students attending English medium schools.

The data on the medium of instruction for 11th to 12th grade in Depth College shows that all 256 students (100%) studied in Hindi medium schools. This indicates that the entire student population received their senior secondary education in the regional language, with no students attending English medium schools.

The data on the stream choice for 11th to 12th grade in Depth College shows that the largest proportion of students, 124 (48.44%), chose Arts/Humanities, followed by 105 students (41.02%) in the Science stream, and 27 students (10.55%) in Commerce. This indicates a diverse distribution of academic specialization at the senior secondary level, with a slightly higher preference for Arts/Humanities, followed closely by Science, and a smaller proportion opting for Commerce.

Table 6.3: Residence during 11th/12th (GCID)

Information about the residence during 11th/12th	Depth college	
	N=256	% of VRs
School hostel	13	5.08%
Day Scholar living at home	7	2.73%
Day Scholar living away from home with relative/ friends	13	5.08%
Day Scholar living in a rented accommodation	218	85.16%
Day Scholar living in paying guest accommodation	5	1.95%
Total	256	100.00%

The data on the residence of students during 11th and 12th grade in Depth College shows that the majority, 218 students (85.16%), lived as day scholars in rented accommodations, while smaller numbers stayed in school hostels (5.08%), as day scholars living away from home with relatives or friends (5.08%), as day scholars at home (2.73%), or in paying guest accommodations (1.95%). This indicates that most students during their senior secondary education lived independently in rented housing, reflecting a trend of relocation for educational convenience.

6.4.3 Involvement of Faculty Members in HE access

6.4.3.1 State University (SU)

The data on activities engaged in by students before enrolling for undergraduate study at State University shows that many students participated in multiple preparatory actions. They discussed higher education options with college or university staff, read about colleges and universities in newspapers, listened to FM radio for relevant information, and consulted representatives or designated contacts from various non-governmental organizations. This indicates that students actively sought diverse sources of information to make informed decisions about their undergraduate education.

In terms of FGD data, in State University students said that yes, faculty members were involved in their undergraduate higher education choices before admission, because every time they come university for the information regarding admission, they had interactions with the faculty member.

6.4.3.2 Government College in-depth (GCID)

The data on pre-enrolment activities at Depth College show that many students are actively engaged in multiple information-gathering actions. They discussed higher education options with college or university staff, explored various online platforms, read about colleges and universities in newspapers, listened to FM radio for relevant information, and consulted representatives or designated contacts from various non-governmental organizations. This indicates that students proactively sought diverse sources of information to make well-informed decisions before enrolling in their undergraduate programs.

In terms of FGD data, all 6 students in one group responded that faculty members were not involved their HE selection. When the interviewer asked that why Faculty members were not involved in their HE selection, one of the major problems was that college locality is in rural areas or at a distance from the highly residential area, so students do not come for the guidance of selecting their higher education; student prefer consulting internet or advertisement and relatives' opinion for the selection of HE. In another FGD, students said that faculty were involved in selection of HE of students because the college is located in the middle of city and it is easy to get to the college. In another FGD, some of the focus group members said that yes, faculty members were involved for their HE selection and others said no. According to the students, when the background of students' schooling is weak, so students may not come to college for advice, and it makes quite hard to interact with faculty members.

6.5 Summary and Conclusion

The undergraduate student population in both State University and Depth College reflects a diverse mix of social, cultural, and economic backgrounds. In State University, students are predominantly from SC and ST communities, with nearly half coming from rural areas, while Depth College has a stronger rural representation, with over 90% of students from rural backgrounds. Most students in both institutions were born in Chhattisgarh, speak Hindi as their mother tongue, and come from families with limited financial resources, often earning less than ₹25,000 per month. Parents and family members play a central role in motivating students to pursue higher education, assisting them in selecting institutions, choosing courses or subjects, and planning for financial support. Many students benefit from reservations, scholarships, and guidance provided by universities to access higher education.

Schooling patterns show that most students attended single-sex, Hindi-medium schools, with the majority following the state syllabus; rural students often faced challenges such as limited exposure to central curricula or urban schooling environments. At the undergraduate level, students at State University primarily chose Science programs,

whereas Depth College students are more diverse in their stream choices, including Science, Arts/Humanities, and Commerce. Students highlighted that rural students often prefer colleges closer to home due to distance, transportation challenges, and accessibility issues, while rural colleges provide a supportive environment, lower fees, and instruction in Hindi, making them more comfortable for local students.

Chapter 7: Discussion

7.1 Introduction

Higher education plays a crucial role in the development of every nation. The present research project is related to the expansion of higher education in India. It is the responsibility of higher education institutions, and the individuals associated with them—such as institutional heads and teachers—to motivate students to pursue higher education.

This research project has been conducted at some of the oldest and most prominent institutions in Chhattisgarh. For data collection, structured interview schedules, interviews, group discussions, diary writing, and observation techniques were used. The primary respondents included institutional heads, all teachers involved in undergraduate education, and undergraduate students themselves.

7.2 Who are the faculty members and institutional leaders?

Faculty members and institutional leaders in rural and semi-urban higher education institutions represent a diverse yet interconnected group, reflecting both the aspirations and challenges of the regions they serve. Most faculty members belong to middle-income backgrounds and are first-generation educators within their families, highlighting the expanding social reach of higher education as a vehicle for upward mobility. They come from varied social groups and castes, with representation from Scheduled Castes, and Other Backward Classes alongside general category faculty, indicating gradual diversification within academic spaces. A gender imbalance, however, persists, with male faculty members outnumbering females, particularly in government colleges located in semi-urban and rural areas.

Institutional leaders, comprising principals, deans, and senior administrators, tend to be senior faculty with long academic careers, often exceeding 15–20 years of service. Most hold doctoral degrees and have progressed through internal promotions rather than lateral appointments. They commonly reside within or near district headquarters,

balancing administrative responsibilities with limited infrastructural and human resource support.

Both faculty and leaders display a strong sense of commitment to their local communities. Many were born or educated in the same state and have a deep understanding of regional languages, cultures, and student demographics. Despite facing resource constraints and long commutes from nearby towns, they play a vital role in sustaining higher education in underserved areas.

7.3 What do institutional leaders and faculty members perceive to be the role of HEIs in HE outreach?

Institutional leaders and faculty members generally view Higher Education Institutions (HEIs) as powerful agents for social and educational transformation, particularly in rural and semi-urban settings where access to quality education remains uneven. They see HEIs not just as centres of academic learning, but as bridges of opportunity, connecting marginalized youth to new pathways of knowledge, employment, and empowerment.

From their perspective, the primary role of HEIs in HE outreach is to extend higher education to underrepresented communities through awareness programs, bridge courses, and collaborations with local schools. Many faculty members emphasize the importance of sensitizing rural students, especially girls, first-generation learners, and those from Scheduled Caste and Scheduled Tribe backgrounds, about the value of pursuing higher studies. They often take pride in conducting community visits, counselling sessions, and admission drives that encourage local youth to continue education beyond school level.

Institutional leaders highlight that HEIs also act as community anchors -promoting adult education, digital literacy, and social awareness through NSS, NCC, and extension activities. They believe outreach is not limited to student enrolment; it also involves building trust between the institution and the surrounding community.

7.4 How much HE outreach activity is already happening?

The extent of higher education (HE) outreach activity in rural and semi-urban institutions is growing but remains uneven across different colleges and regions. Most institutional leaders and faculty members report that outreach is happening, but often in a limited and informal manner rather than through structured, well-funded programs.

Many colleges regularly organize community engagement and awareness activities such as admission camps, school visits, and counselling sessions for prospective students. These are often led by motivated faculty members or student volunteers under programs like National Service Scheme (NSS), National Cadet Corps (NCC), or college outreach committees. Faculty members frequently participate in career guidance workshops, parent–teacher interactions, and village education drives, particularly before the start of admission cycles.

Institutional leaders mention that outreach efforts are typically driven by individual initiative rather than institutional policy. While some universities have formal extension departments or community development cells, many government colleges lack dedicated funding or manpower for consistent outreach. As a result, activities are often short-term, focusing on student enrolment drives, awareness about scholarships, or skill-development camps.

Despite these limitations, there is a growing sense of purpose among faculty and leaders. They recognize that outreach plays a key role in attracting first-generation learners, bridging gender and caste gaps, and strengthening public trust in higher education. In essence, outreach is happening but it remains sporadic, under-resourced, and highly dependent on personal commitment rather than systematic institutional planning.

7.5 Who are the students and what are their experiences/ perceptions of HE outreach?

The students enrolled in rural and semi-urban higher education institutions (HEIs) largely represent first-generation learners and come from economically modest and socially diverse backgrounds. Many belong to Scheduled Castes, Scheduled Tribes, and Other Backward Classes, and a significant proportion come from villages or small towns where

access to quality schooling and exposure to higher education is limited. Their journey into college often reflects personal perseverance rather than systemic support. Most are educated in government schools, have studied through regional languages, and are motivated by a mix of personal ambition, family encouragement, and the influence of teachers or peers.

Students' experiences with higher education outreach vary widely. In many cases, outreach activities are limited to occasional awareness programs, scholarship information sessions, or visits from college faculty to local schools. Those who benefited from such efforts often describe them as life-changing - exposure visits, career guidance camps, and counseling sessions helped them understand admission processes, course options, and financial aid opportunities. For many rural students, these initial interactions with college teachers were pivotal in building confidence and shaping aspirations for higher studies.

However, several students express that outreach remains inconsistent and insufficient, particularly in remote areas. They note that information about college programs, entrance requirements, or scholarships often circulates through informal channels rather than through structured institutional initiatives. Many feel that HEIs should take a more proactive role -organizing regular school visits, open days, mentorship programs, and digital outreach - to make higher education more accessible and relatable.

Overall, students perceive HE outreach as a bridge between aspiration and opportunity. Where it exists, it sparks motivation and awareness; where it is absent, many potential learners remain unaware or hesitant to pursue higher studies.

7.6 How can the potential contribution of rural and semi-urban college faculty members to fair HE access and choice be consolidated and maximised?

The potential contribution of rural and semi-urban college faculty members to ensuring fair and inclusive access to higher education (HE) can be consolidated and maximized through a combination of institutional support, policy recognition, and capacity-building

initiatives. These faculty members already serve as trusted local role models and mentors, especially for first-generation learners. Strengthening their role can make outreach more consistent, credible, and impactful.

First, institutional frameworks for outreach should be formalized. Colleges can establish dedicated Outreach and Guidance Cells led by faculty members, tasked with coordinating school visits, career counselling, and admission awareness drives in nearby rural areas. These efforts should be recognized within faculty workload and performance assessments, so outreach is seen as an integral part of academic responsibility rather than voluntary work.

Second, capacity-building and incentives are crucial. Faculty should receive training in student counselling, inclusive pedagogies, and communication strategies for working with disadvantaged groups. Providing small research or travel grants for outreach, mentorship awards, or workload credits can motivate sustained engagement.

Third, collaborations and partnerships can enhance reach. Faculty members can partner with local schools, panchayats, NGOs, and alumni networks to identify potential learners, conduct orientation sessions, and share information about scholarships, entrance processes, and career pathways.

Finally, digital and community-based outreach should be expanded. Faculty can use online platforms, local radio, and community events to share college success stories, admission updates, and motivational talks in local languages.

In essence, maximizing the faculty's contribution requires institutionalizing outreach as a shared mission, providing training and resources, and recognizing the human connection faculty members already have with their communities. This will transform them from individual mentors into a collective force driving equitable higher education access and informed student choice.

7.7 How can a consolidated HE access/choice role for faculty members be embedded at a policy level to ensure sustainable change?

Embedding a consolidated higher education (HE) access and choice role for faculty members at the policy level requires systemic recognition of outreach and mentorship as essential components of academic responsibility- not as optional or voluntary tasks. Sustainable change can only occur when faculty contributions to equitable access are formally integrated into institutional and state-level education policies.

First, national and state higher education frameworks should explicitly include faculty-led outreach and guidance as part of the mission of HEIs, especially in rural and semi-urban areas. This could be embedded within policy instruments such as Higher Education Development Plans or State Higher Education Councils' guidelines. By defining outreach as a measurable institutional function- alongside teaching, research, and extension- policies can ensure accountability and continuity.

Second, faculty appraisal and promotion systems should be revised to recognize outreach work. Policy mandates could link participation in community-based education drives, school mentoring, or career counselling with academic performance indicators. Such recognition would transform outreach from an informal act of goodwill into a professional and valued contribution.

Third, dedicated funding mechanisms must be introduced. Ministries or state departments of higher education could allocate specific grants for outreach programs, travel allowances, and community engagement training. Policies could encourage universities to collaborate with schools and local governance bodies, ensuring shared ownership and resource pooling.

Finally, capacity-building provisions at the policy level, such as national faculty development programs on inclusive access, mentorship skills, and rural engagement, can create a trained cadre of educators who view outreach as part of their professional identity.

By embedding these measures within policy, the role of faculty in HE access and choice becomes institutionalized, rewarded, and sustainable, turning outreach from scattered efforts into a long-term structural commitment to educational equity.

Chapter 8: Conclusion

8.1 Conclusion

The interviews and group discussions conducted with heads of institutions, teachers, and students at the studied universities and colleges have led to certain major findings. These have been presented according to the seriousness of the issues identified.

8.1.1 HE outreach: Challenges (on the basis of data)

State University

When students seek admission to any institution, the ranking of that institution has a significant influence. The SU was previously an 'A' grade university, but during the study period, it had received a 'B++' grade, which affected student admissions.

Differences were observed in the admission statistics of the university across the faculties of Science, Social Science, and Humanities, a trend that has continued for several years. The Faculty of Science receives on average over 100 applications beyond the allotted seats each year, while the Social Sciences and Humanities receive only about 30–40% of the sanctioned applications.

Another problem identified is that university teachers focus on the admission process only during the enrolment period, due to which many departmental seats remain vacant. Ideally, such activities should be carried out proactively.

Due to limited hostel facilities, many students are compelled to take admission in nearby institutions, where they often do not receive adequate academic guidance.

Depth College/ C-A/C-B

In all the colleges studied, infrastructural problems were found, including inadequate facilities such as hostels and laboratories.

Frequent transfers of principals and the appointment of teachers from other colleges as principals have hindered the development of stable and consistent institutional policies.

Due to a shortage of teachers, they focus mainly on completing the syllabus and do not participate in awareness programs or initiatives to motivate students toward higher education.

8.1.2 HE outreach: Future potential (on the basis of data)

State University

Recently got A+ Grade accreditation.

Since 2023, the university has been offering integrated B.Com, B.Sc, and B.A. courses combined with B.Ed programs, allowing students to take admission immediately after completing Class 12. These programs receive applications far exceeding the available seats, and most applicants are from rural areas. Therefore, such integrated courses should be expanded and implemented more widely across the university and affiliated colleges.

The University established a Centre for Basic Sciences in the academic year 2016–17, where 12th-pass students from the Science stream are admitted through an entrance examination. The selected students receive a scholarship of ₹5,000 from the time of admission. As a result, around 1,200 applications are received on average for 40 seats. A similar model can also be implemented in the Faculty of Social Sciences.

University Facilities attract students:

1. There is a need to enhance facilities such as hostels and Wi-Fi on the university campus. The university is affiliated with more than 165 colleges, and many students come from distant districts to seek admission. However, due to the lack of hostel accommodation, many are unable to enrol.
2. Recently, a new unit has been established at the university Incubation Centre, where patents have been filed for products developed by students. Such initiatives

should be promoted to encourage student enrolment at the university; however, this is not yet being implemented effectively at the ground level.

3. All the colleges studied have sufficient land available, which can help them resolve infrastructure-related issues.
4. All the teachers in these colleges wish to conduct as many skill development courses as possible and also want to receive training themselves. There is a need to formulate policies in this area because, during interviews, students also expressed a desire to enrol in courses such as computer training, typing, shorthand, etc.
5. All the colleges have the setup ready for regular teachers. There is an urgent need to recruit regular teachers so that they can participate in activities related to the expansion of higher education.
6. All the colleges studied are located in rural and tribal areas; therefore, they have greater potential to raise awareness among school children.

8.2 Recommendations

1. Frequent transfers of principals within colleges are a major issue. Because of these short-term postings, principals do not formulate long-term plans for their institutions, which indirectly has a negative impact on students. Therefore, the duration between principal transfers should be increased. Alternatively, if a change in principal is necessary, the new principal should be appointed from the same college, as they are already familiar with the institution's characteristics and environment.
2. In all the colleges selected for the study, inadequate infrastructure is the main problem. Although science, arts, and commerce are taught in all the colleges, there are no laboratories for various science branches, and even existing labs lack sufficient equipment. As a result, students are unable to choose subjects according to their interests. Hence, development in this area is essential.
3. During the study, it was found that most science books and study materials are available only in English, which also affects students' subject choices. Therefore, improvements in this area are necessary as well.

4. In the universities and colleges studied, the National Service Scheme (NSS) emerged as an important medium connecting school students with higher education students. Therefore, joint programs between schools and higher education institutions under the NSS should be increased.
5. School students should be invited to participate in various competitions, seminars, and cultural programs organized in universities and colleges so that they become familiar with the functioning of higher education institutions and are motivated to pursue higher education.
6. In addition to the universities and colleges studied, most of the regular positions in other higher institutions are vacant, and the teaching work is being carried out through contractual or guest faculty. According to state policy, each guest lecturer is paid on a per-lecture basis, which discourages them from participating in other developmental activities of the college. As a result, information about higher education does not reach nearby school students. Therefore, the government should formulate a policy to fill these vacant regular positions.

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