



KANNUR UNIVERSITY

കണ്ണൂർ സർവകലാശാല

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Policies of Kannur University

**Internal Quality Assurance Cell (IQAC)
Kannur University**

Promotion of Academic Performance of Students from Disadvantaged Groups Policy

The highest accomplishment in education systems gives all students opportunities for a good quality education that combine equity with eminence. In order to establish such a situation, Constitution of India has guaranteed caste-based reservation in education for Scheduled Castes, Scheduled Tribes and other disadvantaged marginalized groups. The role of institutions in imparting specific 'educational experience' to students from marginalized communities also signifies the educational outcome. However, in the context of reservation policies in higher education, reports and research show that educational experience and expected outcome of the marginalized and vulnerable social groups have not been adequately addressed and documented. Studies on these issues largely depended on official statistics intermittently published by State and Central higher education departments and Planning Commission. In India, complete dependence on the above data sources is found inadequate to understand the minute distinctions of inequality among various social groups. Moreover, educational research using institutional surveys and fieldwork generally fails to take into consideration the 'socially diverse' and 'culturally unique' contexts of marginalized populations.

World Bank study highlights a high level of imbalance in Indian advanced education. The University Grants Commission, India reported that in excess of eighty percent of the recipients of college instruction went to the best thirty percent of the high-salary gatherings (The Hindu, 24.03.1998). The participation of the Scheduled Castes/Scheduled Tribes and other backward communities in higher educational enrolment is negligible. In 1996-97, the all- India proportion of Scheduled Castes/Scheduled Tribes students in professional education was as low as 8.7 and 3.02 percent (Chanana, 2000). In Kerala, the disadvantaged communities and castes have better life situations and experiences when compared to other states. However, the issues identifying with equity and access in advanced education remains to a great extent unattended, however different boards of trustees and commissions have considered issues of disadvantaged groups in

higher education.

The standards of instruction and student involvement are believed to be the challenges of both government-run and private establishments. Indeed, even here, SC/ST and other in reserved segments are unable to benefit the administrative centers legally made accessible to them.

In spite of the fact that the Constitution of India has reserved seats for education and employment, the yearly regular enrolment and availing opportunities are less compared to the expectation level. The Scheduled Caste/Scheduled Tribes Development Department in 2000 highlighted that in the case of self-financing courses run by the universities in Kerala, the participation of SC/ST students was marginal. Kunhaman opined that the extent of SC/ST in the postgraduate level is about one-portion of its proportionate fragment at the degree level (2000). This is especially true in the case of subjects in Humanities and Social sciences.

Students from disadvantaged groups include Differently-abled, Transgender, Minorities, Scheduled Castes and Scheduled Tribes. Gutman and Midgley (2000) opined that the elements influencing the scholastic execution of socially distraught understudies can be close to home, family-related, institutional or fundamental. An individual inspiration towards the examination, the passionate connections created by the understudy with others in his/her condition, or the boards of homeroom by instructors are components associated with the scholastic execution all things considered, yet particularly that of those from burdened foundations. In the case of SC/ST and other marginalized communities, the various factors affecting equity in educational opportunity especially in Higher education are as follows:

- Socio-cultural background
- Opportunity cost
- Education profile of the parents
- Parental co-operation
- Economic/Occupational profile of the parents
- Quality of basic school education
- Medium of instruction and proficiency in language
- Lack of facilities in institutions for residential study
- Lack of follow-up including placements

- Perceived discrimination
- Decreased self-esteem and,
- Poverty

Taking into consideration the above-mentioned factors, following suggestions are presenting as draft of the policy for the promotion of Academic Performance of Students from Disadvantaged groups.

- Strengthening of infrastructural facilities in a way to facilitate the educational needs of the most disadvantaged students.
- Building up of academic environment adequate to provide equal opportunities to all in general and disadvantaged group in specific. Both the teachers and parents should also contribute in this regard.
- Enabling sufficient administrative support to the target population in order to avail different scholarships and grants provided by the government and other funding agencies.
- Ensuring of special care to the students of the targeted population by providing moral supports.
- Setting up of a monitoring cell and democratic forums at different levels to hear and redress the grievances of students from disadvantaged groups.
- Strengthening of carrier guidance services for the students from disadvantaged groups at the University level.
- Ensure mechanism to follow-up involvement of the targeted population in different tiers of education.
- Mechanisms to ensure the enrolment of students from disadvantaged groups in the seats reserved for them to avoid manipulation in admission.
- Measures to provide the student with Capacity building
- Provide training in vocational skills for helping the student to choose and track life and work suitable to him/her.
- Provide sufficient communication skills for enabling the student to function in a rapidly changing world.
- Constitute a committee comprising of university/college teachers, officials from SC/ST departments and SC/ST student representatives to conduct regular and comprehensive progress review.

This draft is submitting for perusal and further discussion.