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NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION

(Declared by the Govt. of India under Section 3 of the UGC Act, 1956)

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Professor N.V. Varghese

Director

Centre for Policy Research in Higher Education (CPRHE)

No.F.NUEPA(CPRHE)/54/UGC(SC/ST/OBC)/15-16
October 16, 2017

Dear Professor Kayat,

As you know, at the request of UGC, Centre for Policy Research in Higher Education (CPRHE), NUEPA New Delhi is launching a national level research project titled "Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges". Thank you for nominating Professor Umed Singh as Principal Investigator of the study in your institution. We are in touch with Professor Umed Singh.

The research work involves the following:

- Collection of secondary data (student) from office records;
- A questionnaire based survey among students;
- Focus Group Discussions with the students;
- Interviews with the faculty members, institutional leaders and other key stakeholders;
- The Data collected will be analysed and report will be prepared by the research team;
- We will have 2 workshops related to the project.

The fund has been transferred to your institution on 12 September 2017 for the implementation of the study.

We hope that under your leadership and continued support implementation of the study in your institution will be completed at the earliest.

Thanking you in advance for your support and co-operation.

Kind regards

Yours sincerely,

Professor Vijay K. Kayat
Vice Chancellor
Chaudhary Devi Lal University
Barnala Road, Sirsa

(Signature)
Chairperson
Department of English
Ch. Devi Lal University, Sirsa

(Signature)
(N.V. Varghese)

Higher Education Success and Social Mobility: A Study of the UGC Coaching Schemes

C.M. Malish and Nidhi S. Sabharwal



[Handwritten Signature]
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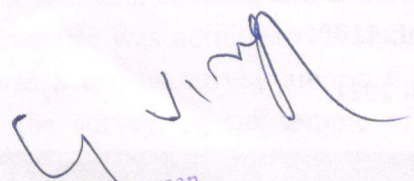
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March 2021

| | |
|--------------------------|-------------------------------------------------------------------------------------------------------|
| Professor Virginius Xaxa | Tata Institute of Social Sciences 14-A, Bhuban Road Uzanbazar, Guwahati Assam- 781001 |
|--------------------------|-------------------------------------------------------------------------------------------------------|

Appendix 2: Research Team from Case Study Institutions

| Name of the Case Study Coordinator | Case Study Institution |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dr. Deepak Kumar | Professor and Head Department of Sociology Gaya College, Gaya Bihar |
| Professor. Leena Mehta | Professor Department of Social Work MSU Baroda Gujarat- 390002 |
| Dr. Umed Singh | Department of English & Coordinator of UGC Coaching Cells Chaudhary Devilal University Sirsa Haryana- 125055 |
| Mr. Prinsar P.M. | Assistant Professor in Computer Science MAMO College Mukkam, Manassery Post Kerala- 673602 |
| Dr. Anagha Tambe | Director Krantijyoti Savitribai Phule Women's Study Centre Savitribai Pune University Ganeshkhind, Pune Maharashtra- 411007 |
| Dr. R.A.J. Syngkon, | Assistant Professor, Department of Commerce, North-Eastern Hill University, Shillong Meghalaya- 793022 |
| Professor. Daljit Singh Bhatia | Professor Department of Geography Faculty in charge Equal Opportunity Cell Doaba College Vidyalay Marg Jalandhar, Guru Nanak Dev University Punjab - 144001 |



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4. What are the constraints in implementation of the schemes?

1.5.2 Objectives

Based on the research questions, following objectives were delineated.

- a) To analyse social group composition of beneficiaries of UGC coaching schemes;
- b) To understand implementation process of UGC coaching schemes at the institutional and UGC level;
- c) To understand challenges and constraints faced by each stakeholders (for eg: faculty members, coordinators, institutional leaders and administrators at UGC) while implementing coaching schemes;
- d) To explore student experiences in terms of learning, feedback systems and peer group interaction in coaching classes;
- e) To analyse the effect of coaching schemes on academic progress and success in NET/SET and competitive examinations for employment;
- f) To evolve new policies and practices that strengthen implementation of coaching schemes

1.5.3 Methodology and Database

Since the major aim was to capture the extent of coverage of the schemes among the beneficiary groups, implementation process, perception and experience of major stakeholders and usefulness of schemes, study has adopted a combination of qualitative and quantitative approach for collection and analysis of data/information. Multi site case study methodology was followed. Data collection involved collection of secondary data, administering questionnaires among the beneficiary students currently attending and those who attended coaching classes in previous years, focus group discussions with students and interviews with faculty coordinator faculty members / instructors of coaching classes and institutional leaders including heads of campus level bodies engaged in coordination of student welfare activities.

1.5.4 Selection of Case Study Institution

In order to ensure case study institutions representative of regions and institutional types, following steps have been followed in the selection process. Firstly, higher education institutions under each UGC regional office were selected. This has ensured geographical coverage. Secondly, various types of institutions were selected such as Central University, State University, affiliated college and constituent college. Third, we have selected degree colleges and postgraduate colleges. List of case study institutions are given in Table 1.1.

Table 1.1: Case Study Institution

| Sl. No. | Case Study Institution | State | Remedial Coaching | Entry in Service | NET SET |
|---------|----------------------------------------|-------------|-------------------|------------------|---------|
| 1. | Doaba College, Jalandhar | Punjab | Y | Y | Y |
| 2. | Govt. Degree College, Dharmanagar | Tripura | Y | Y | N |
| 3. | Gaya College, Rampur, Gaya | Bihar | N | Y | Y |
| 4. | M.A.M.O College, Manassery, Kozhikode | Kerala | Y | Y | Y |
| 5. | M.S. University of Baroda | Gujarat | Y | Y | Y |
| 6. | Savitribai Phule Pune University, Pune | Maharashtra | Y | Y | Y |

| | | | | | |
|-----|-----------------------------------------|-------------|----|----|----|
| 7. | Chaudhary Devi Lal University, Sirsa | Haryana | Y | Y | Y |
| 8. | Visva-Bharati, Santiniketan | West Bengal | Y | N | Y |
| 9. | North Eastern Hill University, Shillong | Meghalaya | Y | Y | Y |
| 10. | Sh Bagawan Mahawir College | UP | Y | Y | Y |
| 11. | Sido Kanhu Murmu University | Jharkhand | NA | NA | NA |

*University had initially nominated Dr. Jaganath Das as coordinator. He has attended first methodology workshop organised by the centre on 2-3 May 2017. Fund has been transferred to university account. It was informed by the Registrar via letter dated 21/02/2018 that Dr. Jaganath Das was replaced by Dr. Pramodini Hansdak. However, we could not succeed in carrying out fieldwork due to unavailability of the coordinator.

1.5.5 Tools for Data Collection

Study used various types of research instruments for collection for primary and secondary data from case study institutions. Table 1.2 provides details about instruments developed for data collection.

Table 1.2: Research Instrument/Tool

| Research Instrument/Tool | Target Group/Source |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Secondary Data | |
| Student Characteristics | (Course, discipline, socio-economic background, pre-college credential) Administrative Reports, Appraisal Report and other registers/documents related to each scheme. |
| Primary Data | |
| Questionnaire Survey | Currently studying students |
| Questionnaire Survey | Students currently attending coaching classes under remedial coaching schemes |
| Questionnaire Survey | Students currently attending coaching classes under entry into service schemes |
| Questionnaire Survey | Students currently attending coaching classes under NET/SET Coaching schemes |
| Focus Group Discussion | Students currently attending coaching classes under remedial coaching schemes |
| Focus Group Discussion | Students currently attending coaching classes under entry into service schemes |
| Focus Group Discussion | Students currently attending coaching classes under NET/SET Coaching schemes |
| Interview schedule | SC/ST cell/ IQAC Coordinators |
| Interview schedule | Coordinator of Remedial coaching |
| Interview Schedule | Coordinator of NET/SET scheme |
| Interview Schedule | Coordinator of Entry in to service scheme |

Using the instruments data was collected from students, coordinator of coaching schemes, institutional leaders such as vice-chancellor and principal, finance officer (for university) and burser (for college), coordinator of Internal Quality Assurance Cell and faculty members/instructors involved in coaching schemes. Seventy-six interviews with institutional leaders, subject teachers, coordinators and nineteen focus group discussions were conducted. Survey questionnaire was administered among the beneficiary students (separately for each scheme). It was a census survey among the attending or attended students- 838 students responded to the survey. A sub-sample of those students were invited for focus group discussion to elicit social and academic experience of and perception about coaching classes,

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Principal and Registrar. If an institution is running all three coaching scheme data should be gathered from at least 85-100 student. Numbers given are tentative. There may be slight variations. More interviews and FGDs may be conducted for key informant/student groups as and when it is necessary.

** Student questionnaire will be translated into local language wherever it is required. Cost may be budgeted to contingency amount.

11. The budget for case study will be finalised by the centre after consultation with NUEPA administration. A tentative budget is proposed below.

12. Since there are variations in number of schemes implemented in each case study institution, budget for each institutions varies. Budget for data collection for institutions implementing three, two and one coaching schemes will be 50,000 (Fifty Thousand), 40,000 (Forty Thousand) and 30,000 (Thirty Thousand) respectively. CPRHE will propose following to NUEPA administration.

The details of allocation are as follows:

| | Research Assistant | Printing and reproduction | Contingency | Total (in Rs) | 10% overhead | Total Budget |
|-------------------|------------------------------|---------------------------|-------------|---------------|--------------|--------------|
| Only one scheme | 2 months*Rs.10000 = 20000 | 5000 | 5000 | 30000 | 3000 | 33000 |
| Any two schemes | 2.5months*Rs.10000 =25000 | 7000 | 8000 | 40000 | 40000 | 44000 |
| All three schemes | 3months*Rs.10000 =30000 | 8000 | 12000 | 50000 | 55000 | 55000 |

13. Fund will be transferred to bank account of institution. Fund will be released in two instalments – first instalment will be released soon after the approval from NUEPA administration.

(2nd year)

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HE Success and Social Mobility

List of case study institutions selected for detailed case studies

| SL No | Colleges |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1 | Doaba College, Jalandar, affiliated to Guru Nanak Dev University, Punjab |
| 2 | Shri Bhagwan Mahavir Post Graduate College, Kushi Nagar, affiliated to Deendayal Upadhyaya Gorakhpur University, Uttar Pradesh. |
| 3 | Govt. Degree College, North Tripura, affiliated to Tripura University |
| 4 | Gaya College, Gaya, affiliated to Magadh University, Bihar |
| 5 | MAMO College, Mulkam affiliated to University of Calicut Kerala |
| State Universities | |
| 6 | The Maharaja Sayajirao University of Baroda, Gujarat |
| 7 | The Sido Kanhu, Murmu University, Jharkhand |
| 8 | Savitribai Phule Pune University, Maharashtra |
| 9 | Chaudhary Devilal University, Sirsa, Haryana |
| Central Universities | |
| 10 | Jawaharlal Nehru University, New Delhi |
| 11 | Visva Bharati, Shantiniketan, Birbhum, West Bengal |
| 12 | North Eastern Hill University, Shillong, Meghalaya |

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