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Thyagarajan Vaidyanathan Ammachathram

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THE IMPACT OF QUOTA-BASED SYSTEM AT IIT(M)

THE IMPACT OF THE QUOTA-BASED SYSTEM ON SOCIAL STRATIFICATION AMONG THE STUDENTS AT THE INDIAN INSTITUTE OF TECHNOLOGY, MADRAS, INDIA

by

Thyagarajan Vaidyanathan Ammachathram

Dissertation

Submitted to the Department of Leadership and Counseling

Eastern Michigan University

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DOCTOR OF PHILOSOPHY

Educational Leadership

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DEDICATION

To my beloved family…
ABSTRACT

This study attempted to identify the impact of the recent expansion in the quota system among Quota-Based Students (QBS) and General Category Students (GCS) at the Indian Institute of Technology (Madras) (IIT(M)). The study emphasized various institutional behaviors that affected the students and their educational endeavors and examined the impact of institutional practices on the students.

This study examined some of the socialization practices of QBS and GCS based on Van Maanen and Schein’s (1979) work and revealed that hostels (residence halls) played a significant role especially among QBS educational endeavors at IIT(M). Van Maanen and Schein’s (1979) investiture socialization perspective was extensively evident among various student groups that were allowed by the institution to continue with their previous espoused values within the institution. Right from the admission criteria which is based on caste, numerous signs of social stratification reinforced the class hierarchy along with the existence of various aspects of deficit thinking among QBS at IIT(M). Existence of social stratification within the institution also portrayed traces of stigma consciousness among QBS at the IIT(M).

Based on the findings of this research, the co-existence of QBS and GCS along with the emergence of social and academic streams was clearly evident at IIT(M). These two streams shared various similarities with Tinto’s (1988) formal and informal dimensions model. How these groups of students managed to survive in harmony without divesting their Schein’s artifacts, espoused values and underlying assumptions is one of the major outcomes of this study. The results of this study have recommended various strategies to develop programs that will improve the institutional experience and help gain better educational equity among QBS and GCS at IIT(M), India.
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Chapter 1: Introduction and Background

Introduction

In recent times the various challenges in higher education and the numerous opportunities presented in the global level have been tremendous and astounding. The transition from an exclusive to an inclusive environment in higher education has put universities under heavy pressure to enhance access and equity while maintaining high standards of quality and excellence (Gupta, 2006). The Indian higher educational system is a perfect example of the above-mentioned trend. The concept of a quota system in India, which is similar to affirmative action in U.S., is based on “Caste,” and every caste is allotted certain admission spots in the system that leads to the concept of a “Caste-Based Quota System.” Nearly half of the Indian population belongs to some form of socially and educationally backward class. The term “backward” might seem demeaning, but in reality, being a part of this category has its own paybacks in the caste-based quota system and many prefer to be a part of this category for the benefits. (De Zwart, 2000)

Indian Educational System

When India attained independence from the British in 1947, it had only 20 universities and 500 colleges. Currently India has 20,677 colleges and 416 universities that includes 251 state universities, 24 central universities, 103 deemed universities, 5 institutions established under state legislations and 33 technical institutes of national importance. The total student enrollment in Indian higher education for the academic year 2007-2008 was 116.13 lakhs (11.61 million). The various Central government policies have increased access to many oppressed communities in higher education. However, what happens to these candidates at the institutional level has always been a mystery and seldom reported. This study aims to provide
better understanding at the institutional level that predominantly admits QBS (Department of Higher Education Annual Report, 2007)

**Caste System**

The Indian society is divided into five major groups called “Castes” and every caste is composed of numerous divisions called “Jati” (Ghurye, 1969). The word “Caste” derives from the Portuguese and Spanish term called “Casta,” which means “breed” or “race.” An individual’s caste is based on their birth and not their worth (Vijaya Kumari & Sepuri 1998). The caste system has undergone many transformations from the ancient Varna (color) system to the contemporary Jati system. A person born under a certain Jati goes to the grave with the same identity. The unwritten rules of each “Jati” determine a person’s rights, duties, responsibilities and their respect in the society. The broad and specific norms of each “Jati” dictate terms concerning the individual’s interaction with people from other castes. Every caste in India is associated with an occupation, and, since mobility between castes is forbidden, the individual who inherited the particular caste will live their entire life within the constraints of their caste (Osborne, 2001).

Figure 1. Illustrates the Indian caste system and is a result of historical evolution over centuries. According to the Laws of Manu, the different castes were created from the various body parts of Lord Brahma (the Lord of Creation in Hindu mythology). The mouth represents the Brahmins who teach and preach, the arms represent Kshatriyans who protect, thighs represent Vaisyans who indulge in farming and the foot represents the Sudrans who serve the other three castes. The “Vedas,” one of the early literatures in India illustrates the presence of the caste system in the prehistoric Indo-Aryan society. Based on the last caste-based census from 1931 under the British rule, Brahmins represent 10%, Kshatriyas represent 20%, Viasyas represent
30%, Sudras represent 30% and Outcast represent 10% of the Indian population. A recent study on “Caste Stratification and Wealth Inequality in India” by (Zacharias & Vakulabharanam, 2011) claims the Scheduled Castes (SC’s) and Scheduled Tribes (ST’s) are considered disadvantaged and own considerably less fortune than the upper-caste groups, while the Other Backward Classes occupy positions in the middle.”(Zacharias & Vakulabharanam, 2011)

*Figure 1. The Hierarchy of Caste System in India*
Brahmins

“śamo damas tapaḥ śaucaṁ
kṣāntir ārjavam eva ca
jnānaṁ vijñānam āstikyaṁ
brahma-karma svabhāva-jam”

“Peacefulness, self-control, austerity, purity, tolerance, honesty, knowledge, wisdom and religiousness — these are the natural qualities by which the brāhmaṇas work.”

According to (Final Revelations of the Ultimate Truth, 2009) the holy bible of the Hindus, Brahmins were primarily assigned to priestly activities, teaching and studying. They were considered as twice born souls and have always enjoyed the privileges and respect from the other castes (Prabhupada, 1989). In modern India, Brahmins predominantly hold the top white collar positions and dominate the educational institutions in public and private sector.

Kshatriyas (Other Backward Class 1)

“śauryaṁ tejo dhṛtir dāksyaṁ
yuddhe cāpy apalāyanam
dānam īśvara-bhāvaṁ ca
kṣātraṁ karma svabhāva-jam”

“Heroism, power, determination, resourcefulness, courage in battle, generosity, and leadership are the natural qualities of work for the kṣatriyas.”

Bhagavad-Gita defines that the Kshatriyas were assigned to protect and rule (Bhaktivedanta, 2009). They were primarily noblers and fighters and considered as twice born souls like the Brahmins. The Manu Dharma Shastra 7.2 mentions that a Kshatriyan’s primary duty was to protect all people and enforce justice in the community (Prabhupada, 1989). In the public sector, Kshatriyas hold the jobs which are more of support roles in nature.

Vaisyas (Other Backward Class 2)

“kṛṣi-go-rāksya-vānijyaṁ
dviśya-karma svabhāva-jam
paricaryātmakāṁ karma
śūdrasyāpi svabhāva-jam”
“Farming, cow protection, and business are the natural work for the vaiśyas, and for the śūdras there is labor and service to others.”

According to Bhagavad-Gita the primary duties of a Vaisyan were to farm and cattle and perform ordinary household and merchant activities (Bhaktivedanta, 2009). Similar to the Brahmins and Kshatriyans, Vaishyan’s were also considered as twice born souls (Prabhupada, 1989). Vaishyas usually hold the blue collar jobs in the public sector of modern India.

Shudras

Shudras rank the fourth in the caste hierarchy. The primary duty of a Sudran was to serve the Brahmins, Kshatriyans and Vaisyans. They ultimately belonged to the servile class of the country (Prabhupada, 1989). Shudras primarily hold the temporary, casual laborer jobs in the public sector of modern India.

Untouchables (Outcasts or Out of Caste)

Outside the main categories were the untouchables, who were considered to possess bad karma from a previous life and were discarded from the society for centuries. The Indian Constitution put an end to Untouchability and made it illegal in 1950. Research on caste-based occupations by Munshi and Rosenzweig (2005) showed that caste-based labor markets have tremendously narrowed an individual’s scope to succeed and affirmative action programs based on caste are necessary to fight against these inequalities in the Indian society. Public universities at the state and national levels reserve admission spots through a quota system, based on the different categories of the caste system. According to Gupta (2006), the SCs, STs and Other Backward Class (OBCs) together comprise roughly 70% of the Indian population.
Other Backward Class (OBC)

The National Commission for backward classes (1993) presented an OBC list to the government and reiterated that the list is tentative and flexible based on social, educational and economic factors of a “caste” or a “community.”

Article 340 of the Indian Constitution “OBC states that:

(1) The President may by order appoint a Commission consisting of such persons as he thinks fit to investigate the conditions of socially and educationally backward classes within the territory of India and the difficulties under which they labor and to make recommendations as to the steps that should be taken by the Union or any State to remove such difficulties and to improve their condition and as to the grants that should be made for the purpose by the Union or any State the conditions subject to which such grants should be made, and the order appointing such Commission shall define the procedure to be followed by the Commission.

(2) A Commission so appointed shall investigate the matters referred to them and present to the President a report setting out the facts as found by them and making such recommendations as they think proper.

(3) The President shall cause a copy of the report so presented together with a memorandum explaining the action taken thereon to be laid before each House of Parliament.” (Constitution of India, 2009)

First Backward Classes Commission (FBCC)

The amended Constitution of India allowed the FBCC to study the state of OBC’s in India. A detailed report based on the socio-economic status of the OBC’s was submitted and regrettably the Government of India failed to recognize this report and its suggestions.

Second Backward Classes Commission

In 1979, the Government of India formulated the “Mandal Commission.”

“The terms of this Commission included determining the criteria for defining the socially and educationally backward classes; to recommend steps to be taken for the advancement of the socially and educationally backward classes of citizens so identified; to examine the desirability or otherwise of making provision for the reservation of appointments or posts in favor of such backward classes of citizens which are not adequately represented in public services and posts in connection with the affairs of the Union or of any State.”
Based on the social, economic and educational status of the OBC’s in India, the Mandal Commission’s recommendations paved the way to 27% reservations for OBC’s in the public sector in India (Backward Classes of India: National Commission for Backward Classes, 2009).

**Scheduled Castes**

The Constitution of India describes "Scheduled Castes" as oppressed castes or races of the Indian population. Based on the 2001 census, the scheduled caste population was 166,635,700, which constitutes 16.2 percent of the population of India. The state of Punjab had the highest proportion of SCs in India with 28.9% of the population.

“Under article 341 of the Indian Constitution:”

“(1) The President may with respect to any State or Union territory, and where it is a State after consultation with the Governor thereof, by public notification, specify the castes, races or tribes or parts of or groups within castes, races or tribes which shall for the purposes of this Constitution be deemed to be Scheduled Castes in relation to that State or Union territory, as the case may be.”

“(2) Parliament may by law include in or exclude from the list of Scheduled Castes specified in a notification issued under clause (1) any caste, race or tribe or part of or group within any caste, race or tribe, but save as aforesaid a notification issued under the said clause shall not be varied by any subsequent notification.” (Constitution of India, 2009)

**Scheduled Tribes**

ST’s are part of tribal communities of the Indian population. Based on the 2001 census, the Scheduled Tribe population was 84,326,240, which constitutes a little more than 8% of the Indian population. Mizoram state had the highest proportion of SC’s/ST’s in India with a representation of 94.5 percent of its population.

“Under article 342 of the Indian Constitution:”

“(1) The President may with respect to any State or Union territory, and where it is a State, after consultation with the Governor thereof, by public notification, specify the tribes or tribal communities or parts of or groups within tribes or tribal communities
which shall for the purposes of this Constitution be deemed to be ST’s in relation to that State or Union territory, as the case may be.”

“(2) Parliament may by law include in or exclude from the list of ST’s specified in a notification issued under clause (1) any tribe or tribal community or part of or group within any tribe or tribal community, but save as aforesaid a notification issued under the said clause shall not be varied by any subsequent notification.” (Constitution of India, 2009)

**Parallels between Caste Hierarchy and Current Constitutional Caste System**

Even before Indian independence, British administration used the term “Caste” and listed Indian communities into Castes and Tribes. The term caste was used for “Jatis” and for “Varnas.” Those communities who resided in deep rural areas away from the main population were named “Tribes.” In order to implement the quota system, the Indian government adopted the same lists and categories made by the British administration.

**Other Research on Caste System**

Extensive work on the issue of “entry into higher education in India” has been done for the past six decades since Indian independence. Study on equality in higher education in India suggests that only proper academic enrollment numbers can prove a group’s equity in higher education in India. The study shows that over 70 percent the OBC population in India is not in poverty, yet only 5 percent of the group is represented in the institutions. The results of the study suggests that the mandated 27 percent quota for the OBCs would effectively raise OBC’s share in enrollments to over 50 percent when their share in the eligible population is only around 30 percent (Sundaram, 2006).

Research on affirmative action in engineering colleges in India found that the marginal upper-caste applicant comes from an affluent background rather than the marginal lower-caste applicant who displaces him. The study suggests that the system benefits the marginal lower-caste entrant and also identifies a strong economic return to admission. These findings challenge
common arguments against affirmative action that it is only relevant for richer lower-caste members, or that those who are admitted are too unprepared to benefit from the education. The study also suggests that the marginal upper-caste entrants enjoy nearly twice the earnings level gain as the marginal lower-caste entrant.

A study on the “Influence of Religion and Caste on Education in Rural India” portrayed the effect of caste on an individual depends on the non-community circumstances in which an individual is raised. The results proved that, under favorable circumstances where the parents are literates, the effects were negligible and under unfavorable circumstances the effects were considerable (Boroohah & Iyer, 2005)

Creamy Layer of the OBC’s

Only the wealthy of the OBC’s fall under this category. The Supreme Court of India defined that caste-based quota benefits should not be given to the children of the OBC of constitutional functionaries on India, employees of central and state bureaucracies above a certain level, public sector employees, members of the armed forces and paramilitary personnel above the rank of colonel, lawyers, chartered accountants, doctors, financial and management consultants, engineers, film artists, and authors. Other backward castes children belonging to any family that earns a total gross annual income of Rs. 4.5 lakh (around $9,000) belong to the creamy layer. A study by Zacharias & Vakulabharanam estimates “that between caste inequalities accounted for about 13% of overall wealth inequality in 2002–03.”

Quota System in India

Historically the “quota system in India” is referred as “Indian reservation system” due to the nature of reserving spots for previously oppressed classes in Indian public education and employment sector. This research is purely based on India and the term “Indian” refers to context
related to the Republic of India and “reservation policy” refers to a quota system where certain numbers of spots are reserved for special groups in the public services.

The existence of the quota system in the Indian public sector can be seen even before Indian independence in 1947 under the British rule in India. Bhawgan Das in his article “Moments in a history of reservations” sites that the quota system was introduced during the last decades of the 19th century at a time when India was divided into 600 princely states and points out the evidence of implementing such policies in these princely states in a wide fashion (Das, 2000). The article further discusses the evidence of the quota system being discussed at the round table conference during the Communal Award of 1935, and as a result, some provisions were made in favor of various classes and religions in the Indian public sector. Voting rights for members of the depressed classes in a general constituency was also approved around this time (Das, 2000).

The recommendations from the Hunter Commission report of 1882 made demands for free and compulsory education for everyone along with proportionate representation in government jobs. Reservations were introduced in 1902 in Maharashtra in favor of non-Brahmin and backward classes and in 1908, reservations were introduced in favor of a number of castes and communities that had little share in the administration by the British. The major change in the quota system after independence was due to the recommendations of the Mandal Commission in 1979 that significantly urged the immediate need for representation of OBC classes in public services in India (Das, 2000).

**Political Perspectives on Caste-Based Quota System in Education**

Since independence, many renowned leaders in India have spoken openly against the reservation system. The first prime minister of India Dr. Jawaharlal Nehru mentioned:
"I have referred above (reservation issue) to efficiency and to our getting out of our traditional ruts. This necessitates our getting out of the old habit of reservations and particular privileges being given to this caste or that group…I dislike any kind of reservation, more particularly in services. I react strongly against anything, which leads to inefficiency and second-rate standards….If we go in for reservations on communal and caste basis, we swamp the bright and able people and remain second-rate or third-rate. I want my country to be a first class country in everything. The moment we encourage the second-rate, we are lost. I am grieved to learn how far this business of reservation has gone based on communal considerations….This way lies not only folly but disaster.”

(Pawan, 2006)

Pawan (2006) identifies that the participation of women students from SC’s, ST’s and OBC’s seems to be on the rise over the years, but it is irregular across disciplines, and their participation in technical and professional programs is very limited. Pawan (2006) further mentions that reservation quotas for admissions based on the caste and class must focus on acting as a temporary instrument of the affirmative action policies of the government and should truly aim on progressing towards a casteless India. Based on the 2001 census, the SCs in India accounted for 166,635,700, which is 16.2% of the population of India, and ST’s accounted for 84,326,240, which is 8.2% of the population of India (Censusindia.gov, 2001). In 2001, the overall literacy rate of India was 64.8%; the male literates were 75.3% and the female literates were 53.7%. The urban population of India exhibited better literacy rates (79.9%) compared to the rural population of India (58.7%). The overall male population in India exhibited a far better literacy rate than the female population in India, and men from the urban areas had a significant number of 86.3% in their literacy rates. Literacy data based on caste is unavailable.

In 2008, the Indian Supreme Court validated the 27 percent allocation of admission spots to the OBC’s in Indian higher education. With the existing 22.5 percent quota system in place for SC’s and ST’s, the 27 percent OBC category allocation made the overall quota allocation for minority groups to 49.5 percent. The Supreme Court’s new law directed all the higher education institutions, which included the various IIT’s all over India.
Problem Statement

Extensive research has been done at the national policy level on the quota system in Indian higher education, but not many researchers have attempted to look at the institutional level. The lack of empirical research at the institutional level on the expanded quota system justifies the need for this study and adds tremendous importance to the outcome of this research, which will help to develop programs that will improve the institutional experience and help gain better educational equity among QBS in the IIT(M), India.

Research Question

With an expanded quota system, what is the educational experience of QBS compared to GCS at IIT(M) and what are the factors including institutional socialization that impact their experience at this institution?

The study’s purpose was to find the impact of the recent expansion of the quota system among QBS and GCS at IIT(M). The study emphasized various institutional behaviors that affected the students and their educational endeavors, and examined the impact of institutional practices on students.

Need for the Study

Since independence, the focus of the Indian higher education system has always been to increase equity among its students through a caste-based quota system. Educational institutions have constantly faced challenges to provide appropriate services for its diversified student population. Researchers have done extensive work in the external policy stages of the caste-based quota system in the Indian system of higher education but few have attempted to look within the institution at support services for such students. Ashwini Deshpande in her recent book, “The Grammar of Caste - Economic Discrimination in Contemporary India” discusses
numerous policy responses to disparities and discrimination by reviewing the existing quota system (Deshpande, 2011).

The intense increase in quotas is a new phenomenon. Research at the institutional level is not evident, especially on support services and socialization aspects of the quota system that justifies the need for this study and adds tremendous importance to the outcome of this research.

“We (India) still need reservations for different groups in higher education, not because they are the perfect instruments to rectify long-standing discrimination, but because they are the most workable method to move in this direction.” (Ghosh, 2006)

Diversity is necessary to success in Indian higher education, but broad institutional policies and procedures do not reach every individual in the institution. The generic “one size fits all” model of support services in the Indian public institutions is an apt example of the factory output model applied to Indian higher education. Separation between various groups based on caste, language, place of origin, financial background, academic performance, etc., widens the gap in Indian public universities especially in renowned national universities that admit students from all over India. Study of support practices provided to the entire student population helps understand the various services offered by the institution and its effects on QBS. Schein (1985) describes socialization as a process through which a newcomer adapts to the value systems, norms, and the required behavior patterns of the group. The socialization process is one of the key elements of a student’s survival in an institution, and the proposed research aims to analyze the various effects of socialization on the QBS.

This study has aimed to reveal how students respond and mingle between their peers, faculty and staff within the institutional system. Observing the academic, cultural, and social habits of QBS also helped the researcher understand the cultural background of these students coordinated with Banks’ various dimensions of ethnic identity theory and Shein's theory of
organizational culture. The caste-based diversity of the Indian student population in a national institution is extensive, and, therefore, the importance of support services provided by the institution in a generic fashion and its impact on students necessitated this study. The examination of various support services may also explain to what degree these services “level the field” and to what degree they actually reinforce the existing social differences. Due to the researcher’s personal Indian background, one might suspect a lack of objectivity, but the researcher’s bias was not against QBS, but only against the system that sets QBS up for failure due to dysfunctional support services and improper socialization practices.

**Who would be interested in the results of this research, and Why?**

Policy makers in regional and national levels, institutional administrators, faculty, students, other educational systems (K-12) and regional institutions, and other stakeholders would be interested in the results of this research. The results will provide a better understanding of what services work, what really reaches the students, who it reaches, what changes are required and what further recommendations can be suggested.

Indian higher education is faced with numerous challenges in adapting to the change in diversity among its students. The dramatic increase in the quota system from 22.5% to 49.5% in the academic year 2010-2011 makes this inquiry necessary and inevitable. The results and conclusions of this study have recommended successful strategies for developing useful programs that will improve graduation rates and help gain better educational equity among QBS in the higher educational system of India. Qualitative research involving in-depth observations and interviews with a symbolic interactionism perspective will be the primary research methodology. The study population includes students from freshmen year to senior year at IIT(M). This approach places the emphasis of explanation in the subjective consciousness of the
participants instead of the objective observer (Burrell & Morgan, 1979). The “interactionism” approach of this research and the outcome of this research will serve as a groundbreaking and a unique empirical work in Indian higher education.
Chapter 2: Theoretical Framework

Introduction

This chapter will discuss the “Who, What and How” of the Theoretical Framework. All the theories utilized in this study have helped the researcher understand the various phenomenon of QBS and GCS at IIT(M). The researcher aimed to methodologically understand how QBS survived within the institution. These theories also helped the researcher understand “who” is coming into the institution, are they coded or labeled, “what” happens to them when they get coded by the system, and finally “how” coding follows them in the various socialization practices at the institution.

Who?

This study examined the background of SC’s, ST’s and OBC students based on Banks’ (1999) key concepts in terms of origin, race, ethnicity, income levels and previous educational equity and the relationship of their performance and success at a public institution in India. Figure 2 (Conceptual framework) illustrates that Schein’s (1985) organizational culture model along with Banks’ key concepts assisted the researcher to understand the cultural variances of the QBS and GCS. Schein simplified the organizational culture phenomenon into three categories. His categories included artifacts, espoused values, and basic underlying assumptions. In this study, the researcher intended to look at Schein’s model within student groups as well as the institution itself which helped to understand “who” these students are and if they are coded or identified within the institution during the socialization process. In the US higher educational system, Banks’ theory possesses a heuristic value and the researcher was aware that there was no guarantee that this theory would have heuristic value in the Indian higher educational system.
Schein’s theory was assisted in understanding the expanded definition (quality, tracking) and adjustments to accommodate (or not) QBS in various forms of institutional practices at IIT(M).

**Proposed Conceptual Framework**

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**Figure 2. Proposed Conceptual Framework**

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What?

Van Maanen and Schein (1979) identified organizational behaviors and socialization as a part of role transitions both into and within an institution. This study looked at some of the socialization practices implemented by the institutions towards their student population and especially towards the QBS.

Fisher (1986) explained that every individual undergoes three stages of socialization in an organization. The first stage is the “anticipatory socialization” which elaborates how an individual is prepared prior to entering an organization. In this stage, the individual undergoes occupational choice, selection, and any pre-entry expectations are met or not. The second stage is the "accommodation, encounter, initial confrontation, and adjustment.” This stage is the most crucial stage for effective socialization. During this stage, expectations are met or vice-versa, ambiguity, and conflict are encountered, self and organizational evaluations of performance are compared. The final stage of Fisher’s model is the "Role Management, Change and Acquisition, Mutual Acceptance, Adaptation and Metamorphosis.” In this stage, an individual prepares to handle internal and external conflicts within the organization, lining up new attitudes and values congruent with the organization. Organizational socialization by Van Maanen and Schein and Fisher’s three stages of socialization assisted the researcher to answer the question “what,” which is to understand the process of socialization of QBS at IIT(M).

Why?

The findings from this research identified the presence of stigmatization, social stratification, and deficit thinking within the student population in the institution. These three emergent theories also assisted the researcher in answering the question of “why” the system with QBS works at IIT(M).
Goffman (1963) identifies that stigmatization is a process where the society looks at an individual in a different way and as an outsider of the norm. At this point, the individual is aware and reactive of the views thus transforming their social identity with an assumption that they don’t fit in the society properly. Due to the high expectations and the rigorous nature of the curriculum in most institutions, QBS often tend to drop out. Credit requirements for Bachelor of Technology programs at IIT(M) are attached in Annexure A.

Tinto's "Model of Institutional Departure" states that, to persist, students need integration into formal (academic performance) and informal (faculty/staff interactions) academic systems and formal (extra-curricular activities) and informal (peer-group interactions) social systems.” (Tinto, 1988) The various dimensions of Tinto’s theory helped the researcher identify the existence of social and academic streams within the student population at IIT(M).

Parson (1951) illustrates social stratification as the differential ranking of human individuals who compose a given social system and their treatment as superior or inferior relative to one another in socially important respects. In this study the researcher intended to examine the existence of quota-based stratification and ranking at the public institutions in India.

According to Valencia (1997), deficit thinking about poor students, their families, their neighborhoods, and their racial/ethnic cultures has played a vital part in their failure or disproportionately low academic achievement. Valencia also explained that deficit thinking is tantamount to the process of “blaming the victim.” In this study, the researcher aimed to identify the existence of aspects of deficit thinking among QBS at public institutions in India through in-depth interviews and interaction. The existence of coding and tracking helped the researcher understand the demeaning effects of labeling QBS.
Public institutions in India have not been exempt to substance abuse and alcohol consumption by the student population. Competitiveness and added academic pressure in elite institutions paves the way for drugs and alcohol use on-campus. Top elite institutions in India have been famous for drug abuse among its student population. Hazing and violence in colleges in India has also been a major issue and in this study. The researcher identified the existence of aspects of caste-based drug abuse and violence among QBS at the IIT.

The results and outcome of this study provided a better understanding of the student population of public institutions that predominantly admit QBS. The study recommended successful strategies to develop programs that will improve graduation rates and help gain better educational equity among QBS in the higher educational system of India.

**Previous Empirical Research**

A study based on Banks’ dimensions of ethnic identity (Banks & Kohn-Wood, 2007) examined the association between racial identity, discrimination, and mental health outcomes. Data was collected from African-American students about discrimination, identity, and numerous other symptoms. It was conclusive that one’s identity played an important role in discrimination and other depressive symptoms in an institution. During the interviews, the researcher aimed to thoroughly examine the background of QBS who are SC’s, ST’s and OBC’s based on Banks’ (1999) key concepts in terms of origin, race, ethnicity, income levels and previous educational equity. The researcher also examined the relationship between the background of QBS and their performance and success at public institutions in India. The researcher also tried to determine if the QBS desire to blend in with the GCS and embrace shared human values with other students existed.
In a study on faculty struggle with promotion and tenure in four institutions, Schein’s different layers of culture-based principles and beliefs suggested that many institutions have expanded the definition of scholarship used in promotion and tenure to accommodate values and beliefs, so that their members view faculty roles in new ways. Schein's (1985) theory of organizational culture suggests that change efforts will not happen unless its members hold values and beliefs that support the change. In this study, the researcher analyzed QBS at IIT(M) based on Schein’s artifacts, espoused values, and basic underlying assumptions. In this study, the researcher studied Schein’s model on the students and the institution itself through in-depth observations and detailed interviews. Similar to the results of the study on faculty, the researcher hoped to find an expanded definition and adjustments to accommodate (or not) QBS in various forms of institutional practices at IIT(M).

**Various Dimensions of Organizational Socialization Process**

Van Maanen & Schein (1979) state that institutions will seek to socialize and re-socialize newcomers till the institutions expectations are met and till they portray loyalty towards the organization. Every institution’s goal is to groom their newcomers according to their culture, and a previous study by Ammachathram & Anderson (2008) suggested the existence of various dimensions of the organizational socialization process in a regional institution in southern India.

**#1 Collective vs. Individual Socialization Processes**

Numerous collective socialization practices were evident in the regional institution compared to individual socialization practices (Ammachathram & Anderson, 2008). New student orientation was accounted as a collective process and since a cohort system is the basis in Indian higher education, there was no evidence of individual socialization processes at the institutional level.
#2 Formal vs. Informal Socialization Processes

Segregation of quota-based newcomers from the mainstream for English language assistance programs and other similar programs proved the existence of a formal socialization process on-campus. All students had to go through group orientation and training, and therefore there were no signs of informal socialization (on the job training) practices. One-on-one tutoring services were not present in the regional institution.

#3 Sequential vs. Random steps to Socialization Processes

Sequential steps to the socialization process were the basis of the foundation of students, especially on QBS in an institution. There was no evidence of random or changing practices on student socialization practices by the institution.

#4 Fixed vs. Variable Socialization Processes

The institution clearly communicated a set timetable to newcomer students in a fixed manner, and no signs of a variable or hidden timetable were visible at the institutional level. This socialization dimension did not have any impact on the process for the newcomer.

#5 Serial vs. Disjunctive Socialization Processes

Van Maanen & Schein (1979) elaborate that the investiture socialization process retains most of the personal characteristics of new comers and the divestiture socialization process tries to strip away certain characteristics of an incoming individual in order to retrain them in the institution’s way. Evidence of serial socialization processes was visible and senior students were available to all students to act as role models. Results from the previous study suggested that QBS mainly depended on peers and senior students for assistance; the serial socialization process was more effective than the disjunctive process (Ammachathram & Anderson, 2008).
# 6 Investiture vs. Divestiture Socialization Processes

Evidence of investiture and divestiture socialization processes was clearly visible in the study. The values and academic traditional practices of GCS were encouraged when compared to QBS who predominantly came from a poor academic background. Institutions covertly forced QBS to abandon their previous educational practices and required them to adapt to the new learning methods and academic customs.

A similar study on socialization and re-socialization reported that there was a considerable change in the perception of new employees on organizational socialization/re-socialization efforts over a period of time (Hart, Miller, & Johnson, 2003). The results of this study suggested that the new employees readily accepted institutional loyalty compared to keeping their individuality or identity.

Van Maanen and Schein’s various dimensions of organizational socialization expressed the critical choices that the institutions make in socializing its newcomers. Socialization is an important part of how newcomers get to know the organization that they have joined. These six dimensions also prove that socialization is not an initial organizational response but instead has much to do with various progressive stages of the individual’s time at the institution.

There is considerable evidence from the above results that institutional practices affect newcomers and their behaviors. This research from a socialization perspective is necessary because students go through role transitions within an institution. This also looked at the various socialization practices adopted by the institutions toward their student population and especially towards the QBS. The study also focused on the various dimensions of institutional and peer-group socialization of QBS.
Van Maanen and Schein’s Dimensions and Fisher’s Stage Model

A study that involved Van Maanen and Schien’s dimensions and Fisher’s stage model on entrepreneurial Socialization and Organization Formation, Starr & Fondas, 1992 looked at a newcomer’s duration in an institution and how they transformed into a solid contributor to the values of the institution. The different phases of the employees’ tenure within an organization starting from the orientation, training and actual job performance was thoroughly analyzed in the study. Finally, how well the individual manages to be accepted within the organization based on his/her own traits was the outcome of the study. Similar to the above research, this study on QBS and GCS focused on how well the QBS managed their role relationships between the various socializing agents and was a key aspect of this study. These theories also aided the understanding of the various socialization perspectives that explained how well a QBS fits within the institution and its environment.

Fisher’s Process of Socialization

The first stage of Fisher’s (1986) process of socialization is the “anticipatory socialization.” The second stage is the "accommodation, encounter, initial confrontation and adjustment.” The final stage is the "role management, change and acquisition, mutual acceptance, adaptation and metamorphosis stage.”

“Anticipatory socialization” is the “degree to which an individual is prepared prior to entry to occupy organizational positions” (Fisher, 1986). This includes occupational choice, selection and any pre-entry socialization. A newcomer student accepting his or her class schedule is a classic example of anticipatory socialization.

The second stage is “accommodation” “encounter” “initial confrontation” and “adjustment.” This stage is the most crucial for effective socialization. Expectations are met or
vice-versa, ambiguity and conflicts are encountered, self and organizational evaluations of performance are compared (Fisher, 1986). At this stage, newcomers give up their view from their old role and adopt a new role. Evidence from a previous study by Ammachathram and Anderson (2008) suggested that some QBS students did not get past this stage and some students readily adapted to their new routine and adhered to the socialization practices.

The third stage is “role management” “change and acquisition” “mutual acceptance” “adaptation” and “metamorphosis” (Fisher, 1986). In this stage, they learn to handle conflicts within and external to the organization, seating into new attitudes congruent with the organization. This is the stage where students adapt/not adapt to the institutional culture and practices. Some students tend to rebel against institutional policies and form their own peer groups.

**Deficit Theory**

“Deficit theory blames the individual’s social, cultural, or economic environment as being depraved and deprived of elements necessary to achieve the behavior rules (role requirements) which are needed to succeed academically” (Valencia, 1997). Study by Ammachathram and Anderson (2008) in a regional public university in India found traces of institutional deficit perspective, QBS self-deficit perspective, and GCS/ peer deficit perspective. The thought of lower achievement in public institutions by QBS is due to problems with the student rather than institutional roles, instructional practices, organizational structures, etc., and proved the existence of a deficit perspective. This model looks at diversity in lifestyle, language and ways of learning as problematic and therefore, considering the effects of deficit theory is essential for this study.
**Stigmatization**

Goffman (1963) claims that when an individual’s originality is questioned in comparison to the society’s expectations, stigma occurs. Brown & Lee (2007) claims that stigma played a crucial role among minority students (Hispanics and African-American students) compared to White and Asian students in the US educational institutions. Direct link between lower GPA’s and stigma was observed among minority students compared to White and Asian students. Traces of stigma consciousness among QBS in the Indian higher education were evident in the previous study conducted by Ammachathram & Anderson in 2008. The findings from this research identified the presence of stigmatization within the QBS population and assisted the researcher in understanding how it influenced QBS performance in the regional institution.

**Social Stratification**

The existence of caste as “Varna” in India, as the order of ranking, namely, the Brahmans or priests, the Kshatriyas or warriors, the Vaisyas or men of commerce, and the Sudras who are menial workers has been prevalent for centuries. The fact that untouchables do not fall within the four categories proves the existence of stratification in the Indian society, especially in the public sector. Social stratification is widespread in the Indian society and higher educational intuitions are not an exception. The researcher aimed to find the existence/non-existence of various symptoms of social stratification on the IIT(M) campus within the student population through in-depth interviews and general observations.

**Institutional Support Services**

Any institutional policy, procedure, or practice that directly or indirectly affects the student population could be termed as institutional support services. Faculty and every institutional stakeholder who assists in a student’s success in their institutional lifetime are
providers of institutional support services. Socialization practices is a major element of institutional support services and only through a thorough understanding of the academic and cultural background of the student population can an institution provide appropriate and adequate support to its diversified students. To understand the needs and challenges of QBS, the researcher has analyzed the various dimensions of their ethnic identity and culture. Banks’ dimensions of ethnic identity help identify the background of QBS and Schein’s three layers of culture help identify the cultural aspect of the study population. Van Maanen and Schein’s Socialization dimensions helped to identify the various interactions and different socialization practices of students, based on their background and culture in an institution. It also identified the various socialization practices followed by QBS in an institution. Finally, Fisher’s three stage model funnels into the core of socialization and assists the researcher in viewing the QBS’s various stages and their transition in an institution. Based on the previous findings and educated assumptions, social stratification, deficit theory and stigmatization are some of the by-product theories that the researcher considers as probable effects from the results of this study. Therefore, all the above-mentioned theories were necessary to understand the study population and make this research meaningful and relevant.
Chapter 3: Methodology

Introduction

“There are times when we wish to know not how many or how well, but simply how.” (Shulman, 1988)

Qualitative research is similar to scientific research; it seeks answers to a question, systematically uses a predefined set of procedures to answer the question, collects evidence and produces findings that were not determined in advance. Most qualitative research emerges from the “interpretivist” paradigm, and in this research, the researcher aims to focus on the understanding of the way people interpret and make sense of their experiences and the world in which they live. Bryman (2004) describes the tension between interpretivist and positivist approaches in a comparison about the nature, importance, and capacity of different research methods. This research focused on epistemological and ontological assumptions to obtain and analyze data in this study. Epistemological refers to the ways to acquire knowledge and ontological assumption concerns the nature of the world and human beings in social contexts (Bryman, 2001). Methodological assumption focuses on analysis of the methods used for gaining the data (Cohen, Manion & Morrison, 2001).

This study adopted a symbolic interactionism approach where the researcher’s interaction and communication was facilitated by words, gestures, and other symbols that have special meanings and were acquired through years of knowledge about quota system. Blumer explains symbolic interactionism as a process of interaction in the formation of meanings for individuals (Blumer, 1969).

This study looked at numerous institutional support practices that included guidance and assistance offered to QBS in the Indian higher education. Qualitative methods are particularly
well suited to research aimed at developing the frame of reference held by a particular group of individuals, such as QBS (Bogden & Biklen, 1998).

**Who Was the Primary Study Population?**

The population included the students admitted through quota-based selection criteria and general admission criteria at the IIT(M). The study population included Bachelor of Technology students from freshmen year to senior year at IIT(M).

**Type of Study**

The research paradigm was in-depth qualitative research involving a “symbolic interactionism approach.” Methods such as artifacts collections, semi-structured interviews, public observations and structured interviews with QBS and GCS at IIT(M) were adopted in the study. E-mail communication and telephonic conversations for member checking was also adopted in this study.

In phase one, the researcher observed, collected and studied artifacts in the initial phase of data collection and performed a thematic analysis based on the evidence collected. This process helped the researcher learn about a group or culture through artifacts collection which included the various materials used by the group in their day-to-day journey at the institution. This phase also included institutional observations with a cross section of students that assisted the researcher in authenticating emerging topics and helped in developing structured interview questions. Observations added tremendous value to the data collection process as it facilitated the collection of “rich” information that cannot be obtained from interviews (Babbie, 1995).

Behaviors were observed numerously for reliability. The researcher was well aware of the fact that his presence may change the behaviors being observed and believed that, as time progressed, the students became more comfortable around his presence and acted normally.
The second phase included purposive sampling interviews of nine individuals from various hostels and had a mix of QBS and GCS. In-depth semi-structured interviews with QBS and GCS were performed followed by initial analysis. The researcher asked open-ended questions to individuals relating to their various experiences of study IIT(M). Face-to-face interviews helped establish a better understanding with the interviewees and assisted the researcher in observing as well as listening (Babbie, 1995). Individually conducted interviews were predominantly semi-structured in nature (Fontana & Frey, 1998; Kember & Kwan, 2000) and addressed several broad areas for discussion. Primary questions were in open-ended format that allowed the perspectives of the study population to guide the outcome rather than the interviewer directing or seeking a particular outcome to prove or disprove a hypothesis (Bogden & Biklen, 1998).

The final phase consisted of five in-depth and structured interviews based on the emerging early themes. Each interview was close to an hour and many key areas relating to the initial findings were discussed. The purpose of this phase was to examine and confirm any single event or phenomenon emerging out of initial interviews and artifacts. In-depth interviews were the primary data collection instrument in this study and face-to-face interviews with a cross section of quota-based and GCS was conducted by the researcher. It took the researcher nearly two months to complete the entire data collection process.

This study was engaged in naturalistic settings to observe behaviors since they are particularly compatible with the qualitative approach (Bogden & Biklen; Denzin & Lincoln, 1998). Attempting to identify the meaning or value of the phenomena from the perspectives of those intimately involved in the educational process is also consistent with the qualitative research approach (Creswell, 1998).
The researcher adopted full disclosure during the entire data collection process which lasted around seven weeks. This method was being adopted due to the nature of the study that intends to understand an in-depth phenomenon about QBS, taking into consideration all relevant factors and measures. In this process, the researcher acted as an investigator. The investigator’s role was to observe, interview qualitatively and interpret the data and thus play the role of “participant as observer.” Identifying themes based on the data gathered is representative of the inductive process that utilizes wide descriptions of particular events, activities, and situational contexts (Bogden & Biklen, 1998). Participant observation adds tremendous value to the data collection because of its ability to facilitate the collection of “rich” information (Babbie, 1995). The researcher achieved reliability through repeated observations during the data collection process.

Unit of Analysis

Indian Institute of Technology (Madras) was established in 1959 with a mission to be one of the best teaching, research and technical institutions in India, and even today, the reputation of this institution is unblemished and superior. In the recent years, the caste-based quota system in IIT’s admission process has increased tremendously and by the academic year 2010, total quotas accounted for 49.5% of the entire incoming student population. In March 2008, the Indian Cabinet approved the budgets of seven new IITs. The three IITs of Andhra Pradesh, Bihar, and Gujarat are mentored by the IITs of Madras, Guwahati and Bombay, respectively. The three IITs of Rajasthan, Punjab, and Orissa have commenced their classes on the campuses of their mentor IITs at IIT Kanpur, IIT Delhi, and IIT Kharagpur. This huge expansion of institutes and quota system is set to change the diversity proportion of the students and the researcher is mainly
concerned in exploring the formal and informal socialization practices of the students admitted through the caste-based quota system.

The Preparatory Course at Indian Institute of Technology (Madras)

Students who did not qualify during the mainstream counseling have to undergo a preparatory course for one year in which they will learn the same subjects of Math, Physics and Chemistry that they had learned in grades XI and XII. The course is a semester long and at the end of the course they will be declared as either passed or failed and join other successful candidates the following academic year. Every year, there are lots of vacancies in the IIT after allocating seats to QBS. Since many mainstream students do not get their intended courses, they end up giving up their admission spots, and there are more than 500 vacancies for SC and ST candidates in all institutions after the main rank list selection process concludes.

Study Design

This research primarily involved interviews, with observations and field notes and involved close to seven weeks of data collection. Glesne (1999) recommended multiple qualitative methods rather than relying on individual sources. This approach provided a particular form of richness or depth, to understanding the findings, as it allowed for a variety of perspectives to substantiate one another and create a more complete understanding of the issue (Denzin & Lincoln, 1998, Hativa, 2000).

Information Analysis

Social setting observations were video-taped after securing permission from participants. Field notes were taken during the observations. Data Analysis included in-depth thematic analysis based on three layers of codes (Strauss & Corbin, 1990) & (Gibbs, 2002). Open coding which is the first layer of codes helped the researcher identify the common themes, and the
second layer which is the axial coding helped the identification of various sub-themes during the data analysis process. The last layer of coding, which is the selective coding, helped the researcher identify the various streams in the study.

The interview transcriptions, along with the notes helped in creating an ethnographic record of the classroom (Spradley, 1980). The researcher was able to video tape the interviews with the study population along with simultaneous field notes. The researcher was able to analyze interview transcripts, observation tapes and field notes simultaneously in the data collection process for maximum effectiveness (Creswell, 1994). The researcher applied data coding methods and thematic analysis for each of the in-depth participants and their respective interviews. Case study methods help to generate discussions in an elaborate manner (Davey, 1991). This method helps to look a particular experience or occurrence and ultimately assisting to analyze the occurrence in an in-depth manner. Data collection within case study methods included one-on-one interviews, observations and artifact analysis.

**Institution and Selection of Participants**

In 2010 the caste-based quota system admission process in IIT(M) arose to 49.5% among its student population. IIT(M) is renowned for its superior level of academic practices and this tremendous increase in student diversity is a major quest of this proposed inquiry. Admitting 22.5% of its student population based on caste-based quota system was a daunting task over the past decade, and a sudden leap to 49.5% of its student population based on caste has been challenging and demanding for the institution.

The major emphasis of this study was focused on the 49.5% of students who were being admitted through the caste-based quota system and their adaptability to IIT(M) and its standards.
The study population included students from freshmen year to senior year at IIT(M). Some of the questions were:

- Is the institution ready to adapt and embrace such a leap of student diversity?
- What are they doing to change the “one size fits all” services offered to all the students?

**Legal, Ethical, and Moral Issues in Terms of the Participants and Institutions**

Lack of use of informed consent, the right to privacy and the protection of participants from harm are some of the most critical ethical issues relating to research involving humans (Fontana & Fey, 1998). Every participant in this study acknowledged an informed consent form, approved and administered by the host graduate school. The form made it clear that the participation in this study was voluntary and participants could choose to end their involvement in the study at any time without penalty or repercussions (Glesne, 1999).

Participants’ decision to volunteer or abstain from the study has no bearing on the outcomes whatsoever and the consent form clearly conveyed that message. Even though the use of informed consent typically best applies to the conduct of research, the researcher maintained caution and care to protect the participant’s privacy during data collection. The researcher has hidden the real identity of participants, including specific names, pertaining information and any personal information for the privacy of all participants. Participants were also given the opportunity to input feedback regarding names and identification of any personal information. Further, the researcher displayed complete disclosure of the goals of this study to its stakeholders and guaranteed maintaining confidentiality of records, avoiding undue intrusion, obtaining informed consent and preventing disclosure of identities.
**Validity and Reliability**

While reliability is associated with the accuracy of the actual measuring instrument or procedure, validity is concerned with the study’s success at measuring what the researcher set out to measure. Reliability and validity are general terms, to verify the accuracy and the reproductive nature of quantitative research; they are less apt terms than authenticity or credibility to describe the inherent legitimacy of qualitative research. The term trustworthiness translates readily to the issues of validity in the qualitative research approach (Glesne, 1999). Several authors recommend the use of verification procedures to increase the validity of qualitative research (Creswell, 1998; Glesne, 1999). Cresswell strongly believes that verification is critical in evaluating the quality of qualitative research. This study utilized Creswell’s various procedures for verifying qualitative research.

*Prolonged engagement and persistent observation:* The researcher conducted observations and interviews until a saturation point in the data collection process was achieved. The saturation point was clearly evident when the researcher kept on hearing the same data and no new information was being collected or observed.

*Peer review and debriefing:* Throughout the data collection process, the researcher shared reflections and received input from the advisor and other committee members and participants in this study.

*Clarification of researcher bias:* The researcher was well aware of his own views on the quota-based system in the Indian higher education. With the assistance of the advisor, the researcher was able to monitor his perspective and work to maintain a politically neutral presence throughout the interviews and observations (Glesne, 1999).
Member checking: Data interpretations with other members of the study population to increase validity were performed during and after data collection and a few participants in this study have had a chance to review and discuss the findings of this study with the researcher comprehensively (Glesne, 1999).

Rich, thick description: The researcher sought constant feedback from the advisor and other committee members to guarantee the adequacy of the full, rich and thick descriptions of observations and interviews.

External audit: By recording in a detailed and chronological fashion, the events related to the research process, a trail that can be followed, verified and confirmed by outside sources is available at the end of data collection process.

Lincoln and Guba’s (1985) evaluative criteria of trustworthiness, credibility, and authenticity are vital tools to evaluate qualitative research. In this research, the researcher established trustworthiness through all the following criteria:

Credibility - confidence in the “truth” of the findings.

Transferability - the researcher is well aware of the fact that “only the framework” of the study is transferable and not the findings of the study.

Dependability - showing that the findings are consistent and could be repeated.

Conformability - a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not the researcher’s bias, motivation, or interest.
Chapter 4: Results

Introduction

This chapter focuses on the institutional structure, the various internal functions and the initial findings of the study, which have an effect on the students at IIT(M). This section will also provide an in-depth overview of IIT(M) and the region along with the recent expansion of quota system in IIT(M). Description on the two major feeder states of IIT(M) will help to understand the student population and their background. This chapter will finally elaborate on the significance of hostels and the various residential structure of the institution and conclude on various interviewed individuals and their views towards their hostels.

Expansion of IIT Educational System in India

The Indian Institutes of Technology Act, 1961 listed seven institutes, which are located in Bombay, Madras, Kharagpur, Kanpur, Guwahati, Delhi and Roorkee. The Institutes of Technology Act, 2011 added nine new institutes to the above list in the flowing cities: Hyderabad, Ropar, Gandhinagar, Patna, Rajasthan, Mandi, Varanasi, Indore and Bhubaneswar.

The recent expansion has allowed tremendous intake of students into the IIT educational system in a very short time period, consequently creating more opportunities for growth to the institutions.

The IIT Act, 1961

Every IIT institution is governed under the “Institutes of Technology act, 1961.” (Annexure B) The Act was formed to proclaim the national importance of IIT’s and act as a regulation for the institutions. The Act is very elaborate in matters relating to the accountability of the institutes to the Government of India. In addition, autonomously the institutes are awarded certain powers to perform certain duties in accordance with the Act.
The academic, social and cultural freedom provided to every institute under the Act is elaborate and specific. The following is a part of the Act that discusses certain duties prescribed to the institution in regards to governing students in their institutional life.

“(I) Subject to the provision of this Act, every institute shall exercise the following powers and perform the following duties, namely:--
(a) to provide for instruction and research in such branches of engineering and technology, sciences and arts, as the Institute may think fit, and for the advancement of learning and dissemination of knowledge in such branches;
(b) to hold examinations and grant degrees, diplomas and other academic distinctions or titles;
(c) to confer honorary degrees or other distinctions;
(d) to fix, demand and receive fees and other charges;
(e) to establish, maintain and manage halls and hostels for the residence of students;
(f) to supervise and control the residence and regulate the discipline of students of the institute and to make arrangements for promoting their health, general welfare and cultural and corporate life;
(g) to provide for the maintenance of units of the National Cadet Corps for the students of the Institute;
(h) to institute academic and other posts and to make appointments thereto (except in the case of the Director);
(i) to frame Statutes and Ordinances and to alter, modify or rescind the same;
(j) to deal with any property belonging to or vested in the institute in such manner as the Institute may deem fit for advancing the objects of the Institute;
(k) to receive gifts, grants, donations or benefactions from the Governments and to receive bequests, donations and transfers of movable or immovable properties from testators, donors or transferors, as the case may be;
(i) to co-operate with educational or other institutions in any part of the world having objects wholly or partly similar to those of the Institute by exchange of teachers and scholars and generally in such manner as may be conducive to their common objects;
(m) to institute and award fellowships, scholarships, exhibitions, prizes and medals; and
(n) to do all such things as may be necessary, incidental or conducive to the attainment of all or any of the objects of the Institute.” (Annexure B)

These regulations act as the general governing guidelines for IIT(M) administration and its day-to-day operation of the institution. As long as IIT(M) stays within the guiding principles, the administration has tremendous autonomous capabilities to organize, educate and govern the student population at IIT(M). The organizational and operational freedom provided to IIT(M) by the Government of India is immense, and the self-governing aspects of IIT(M) in regards to academic, social and cultural aspects of student management are literally infinite. The IIT(M) administration possesses the necessary tools to make changes within the institution at their own discretion.
IIT Joint Entrance Examination (IIT-JEE) and Ranking System

The IIT system of education claims that they portray high quality technical education in India and more than 125 thousand candidates compete for less than five thousand spots in various IIT educational institutions through JEE (Indian Institute of Technology, Madras, 2012). Subjects like physics, chemistry and mathematics are the core for JEE. Annexure C illustrates the extensive nature of the JEE syllabus in various subjects.

Quota Structure in IIT-JEE

Admission into IIT for students belonging in SC’s, ST’s, and OBC categories are based on quota system in the JEE. SC/ST Candidates are reserved 15% and 7.5% seats, respectively. OBC Candidates (excluding creamy layer) are reserved 27% of the available admission spots and Physically Disabled (PD) candidates are reserved 3% of seats in every institute (Indian Institute of Technology, Madras, 2012). When the reserved spots for SC/ST candidates are not reached certain numbers of students are admitted into the preparatory course with much larger relaxed criteria and coached for one academic year to get into IIT.

IIT Joint Entrance Examination Ranking Procedure

Just by obtaining a rank in JEE, a candidate is not assured an admission into the IIT system. Right after the IIT-JEE exams, an All-India rank list is computed with candidates who scored at least 10% in each of physics, chemistry and mathematics with an aggregate of 35%. If the candidate belongs to SC/ST/OBC a separate list based on their respective category is computed and candidates must score a minimum of 5% in each subject and 17.5% in total. Separate lists for PD Students and preparatory courses are also computed at this time (Indian Institute of Technology, Madras, 2012).
**Introduction to Indian Institute of Technology (Madras)**

IIT(M) is one of the renowned engineering institutes in India since its establishment in 1959. It is known for its technological and research contributions to the scientific community of India. Dr. Humayun Kabir, who was the Union Minister for Scientific Research and Cultural Affairs in 1959 inaugurated the IIT(M) (Indian Institute of Technology, Madras, 2012).

IIT(M) is a residential campus with more than 450 faculty and 4,500 students. (Indian Institute of Technology, Madras, 2012) The autonomous campus is about 250 hectares and comprises 15 academic departments (mostly engineering) and nearly 100 laboratories and is known for their renowned faculty and a bright student community. The campus is located in the city of Madras, now called Chennai, which is located in the state of Tamil Nadu and south of Andra Pradesh state.

Each year the IIT(M) hostel management under the guidance of Dean of Students office publishes the IIT hostel Rules and Regulation (Annexure D). It is mandatory for every resident in IIT(M) to read the article and sign the form attached to the document and adhere to the policies of the hostel (Indian Institute of Technology, Madras, 2012). The rules and regulations for hostel residents are elaborate and detailed in nature and explain policies governing accommodation, conditions of allotment, exemption from residence hostel, code of conduct in the hostel (ragging/hazing), guests and visitors, boarding rules and zero tolerance for alcohol and narcotics, use of appliances, collective responsibilities, rights of hostel management, etc.
The Chairman of the IIT council is the Human Resource & Development Minister of India. Individual Board of Governors from each institute is accountable for the overall administrative operations of the institutions. Faculty is part of the Senate who makes decisions on all academic functions of the institution. The Director of the institute oversees the various research, academic and student boards. The office of the Dean of Students possesses the various functional responsibilities towards the hostels and its residents at IIT(M). The structure and various inner functions of the hostels will be discussed elaborately in the next section of this chapter.
Figure 4. Layout of IIT(M)
Significance of Tamil Nadu and Andra Pradesh in this study

Figure 6. Tamil Nadu State Map

Tamil Nadu (TN)

TN is the eleventh largest state in India and located in the southernmost part of the Indian Peninsula and is bordered by the Union territory of Pondicherry, and the states of Kerala, Karnataka, and Andhra Pradesh. The official language of TN is Tamil and TN is one of the most
literate states in India (Government of Tamil Nadu, 2012). According to 2011 census data TN’s literacy rate increased from 73.47% in 2001 to 80.33% in 2011 (Census data of India, 2012). Male literacy stands at 86.81 percent while female literacy is at 73.86 percent. In 2001, literacy rate in TN stood at 73.45 percent of which male and female were 83.28 percent and 64.91 percent literate respectively (Census data of India, 2012).

Andra Pradesh (AP)

AP is located right above TN. According to the 2001 Indian census, AP’s literacy rate was 60.5 percent; male - 70.3 percent and female - 50.4 percent (Census data of India, 2012). AP has 23 districts with numerous sub-districts within each district which manages the numerous villages in the district. Hyderabad is the capital of AP and also referred to as the technological hub of India. Even though AP is technologically advanced, the main source of income to the state is through agriculture and agricultural products (Census data of India, 2012).

State language of Andra Pradesh is Telugu and is the widely spoken language in AP with over 85% of the population using the language. Urdu and Hindi are the other two widely spoken languages due to the medieval Muslim influence in the state. Almost 90% of AP population practices Hinduism and some of the prominent Saint’s from AP are Yogi Sri Potuluri Virabrahmendra Swami (Vishwabrahmin (goldsmith) caste and had Brahmin and Dalit disciples) and fisherman Saint Raghu (Shudra caste) and Saint Kakkayya (chura (sweeper) Rajajan Saint). (Census data of India, 2012).
Figure 7. Districts of Andra Pradesh

IIT Joint Entrance Examination Coaching Centers from Andra Pradesh

Scholastic Aptitude Test (SAT) in the United States is a direct comparison to IIT-JEE in India. More than one hundred thousand IIT aspirants in India take this exam (IIT-JEE) every year (Indian Institute of Technology, Madras, 2012). The existence of IIT-JEE coaching centers in AP undoubtedly outnumbers the coaching centers situated in TN where IIT(M) is located. With the assistance of such institutes, AP students outnumber the IIT(M) student population and they represent various urban and rural areas of the Andra Pradesh.

There are two major IIT-JEE test-prep institutes in AP, Sri Chaitanya educational institutions and Jawahar Navodaya Vidyalaya (JNV) educational institutions (Jawahar Navodaya Vidyalaya, 2012). These institutions have branches all over AP and are the main source of student feeder to IIT educational system. These residential pre-university preparatory institutes specialize in preparing students for the IIT-JEE (Jawahar Navodaya Vidyalaya, 2012). They
focus on rigorous test taking preparations when it comes to training high school students to join the IIT system.

Primarily the students are encouraged, managed and administered to study for IIT-JEE in these campuses; studying for high school board exams is merely secondary (Guru). Mock-up IIT Joint Entrance Examinations are conducted on a regular basis to improve the student’s chances of scoring better in the actual JEE (SriChaitanya Educational Institution, 2012). These institutions are extremely successful in sending high school students into IIT intuitions; there is a great demand for admission into these residential institutes.

**Sri Chaitanya Pre-University Educational System**

Sri Chaitanya pre-university educational institutions are privately owned and their mission is “To elevate careers from the mediocre to the professional.” (SriChaitanya Educational Institution, 2012). They are located in every major city or town in AP such as Hyderabad, Vijayawada, Visakhapatnam, Tirupati, Guntur, Kakinada, Nellore, Ongole, Rajahmundry, Anantapur, Tenali, Eluru, Bhimavaram, Machilipatnam, Chittoor, Srikakulam, and Amalapuram. Apart from IIT-JEE, Sri Chaitanya also specializes in preparing students to join Armed Forces Medical Colleges, National Institute of Technology, All-India Institute of Medical Sciences, etc., (SriChaitanya Educational Institution, 2012).
Jawahar Navodaya Vidyalaya (JNV) Educational System

Jawahar Navodaya Vidyalaya (JNV) is similar to Sri Chaitanya but managed by the Government of India (Jawahar Navodaya Vidyalaya, 2012). JNV’s exist even in the most rural areas of AP such as Kagaznagar, Ananthapur, Chittoor, Cuddapah (Kadapa), Peddapuram, Navodaya Nagar, Vishakhapatnam, etc. JNVs conduct special entrance tests for students for their admission process (Jawahar Navodaya Vidyalaya, 2012).

TN and AP share very similar geographical backgrounds and are part of the coastal states in India. The administrative culture of both the states originated from the Madras presidency under British rule. Agriculture drives the economy of both the states. Apart from food and lifestyle, one of the major differences between both states is the language. The state language of AP is Telugu and the state language of TN is Tamil. This is one of the major barriers for IIT(M)
students from AP to communicate with students from TN and vice-versa. The other major
difference is the abundance of IIT prep centers in AP, which is not so prevalent in TN. The
existence of so many prep centers makes AP the major feeder state for IIT(M), which is located
in Tamil Nadu.

**Structure of Hostels at Indian Institute of Technology (Madras)**

Hostels are supervised institutional residence halls, otherwise called dormitories, which
are predominant in Indian higher education. Hostels at IIT(M) operate as an autonomous entity
and their overall administration falls under the Council of Wardens and the Hostel Management,
which ultimately falls under the Division of Students. Every hostel has a Warden and an
Assistant Warden to manage the day-to-day activities of the hostel and function from their hostel
office, which is situated in a primary location of the hostel. Each hostel office employs an office
manager and an attendant who assists the Warden to maintain all the files pertaining to the hostel residents.

IIT(M) campus is a one-stop town for its various residents. Apart from two public K-12
schools, this self-contained campus is a very vast and diverse campus with multiple facilities
located within the institution (Indian Institute of Technology, Madras, 2012). Gajendra circle
(GC) is the pivotal point of the campus. The IIT(M) Administration building and the women’s
hostel facilities are close to GC for security reasons. The academic departments are spread all
over campus along with their own individual research facilities and laboratories. The free of
charge bus transport facility connects the vast campus from 7:00 A.M. to 10:00 P.M. every day
(Indian Institute of Technology, Madras, 2012). The campus houses two state banks, numerous
canteens, a fully functional hospital, a federal post office, shopping facilities, guest houses and a
few places of worship.
IIT Madras is primarily a residential campus and most students live in the hostels. Hostel life is a focal point in every IIT(M) student’s life. Numerous activities take place in these hostels apart from the excessive academic load. IIT Madras is the house of 17 hostels, and there are two women’s hostels called Sharavati and Sarayu (Indian Institute of Technology, Madras, 2012). Many individual hostel dining facilities were closed to consolidate the operations and as a result, Vindhya hall and Himalaya hall act as two central locations for food operations on-campus. IIT(M) takes utmost effort to keep graduate students and undergraduate students separate and assign hostels accordingly (Indian Institute of Technology, Madras, 2012).

The IIT(M) is a vast residential campus which can accommodate thousands of students and their daily needs during their educational endeavors on-campus (Indian Institute of Technology, Madras, 2012). Starting from undergraduate students to graduate scholars, the campus accommodates everyone who needs accommodation. Only the post-graduate students are permitted to commute (day-scholars) to campus every day.

The hostel names represent the various rivers in India. Hostel Saraswati, Hostel Krishna, and Hostel Cauvery accommodate post-graduate students in IIT(M). Hostel Mandakini, Hostel Thamirabarani, Hostel Brahmaputra, Hostel Jamuna, Hostel Narmada, Hostel Pampa, Hostel Alaknanda, Hostel Gangs, Hostel Tapti, Hostel Godavari, Hostel Sharavati, Hostel Sarayu, Hostel Sindhu, and Hostel Mahanadi serve the undergraduate population. Some of these are high-rise towers built to accommodate the growing student population in IIT(M) (Indian Institute of Technology, Madras, 2012).

A refundable hostel deposit and a seat rent is required from each student who wishes to stay in these hostels. When the graduating seniors vacate their rooms, upon request, those rooms are allotted to the other senior residents, and the rest of the rooms are made available to the incoming
freshmen. Each (10 X 10) room in the hostel is provided with a cot, a table, a chair, a bookshelf, and a ceiling fan. In IIT(M) hostels students are prohibited from moving the furniture from one room to the other. Cooking in the hostel room, smoking, alcohol consumption and drug abuse are not allowed in IIT(M). Any student who violates the aforementioned prohibitions will be disciplined severely and may be dismissed from their academic venture at IIT(M). Guests of students may be permitted to stay in the hostel rooms, after obtaining a written approval from the warden (Indian Institute of Technology, Madras, 2012). Male students are not permitted to visit female students’ hostel rooms; however, they can meet in common areas of the women’s hostel.

Based on interviews and observations, hostels are active places during the academic year and are filled with numerous cultural, sporting and some academic activities round the year. Every hostel is equipped with a common room, music room, library, computer room, indoor sports room and a laundry room for its residents. The common room is equipped with a T.V, a music system, newspapers and magazines and a table tennis board. The sports secretary of every hostel is in charge of the maintenance of the sports room, and the hostel literary secretary takes care of the hostel library. Every hostel has a “students’ amenities Center” managed by the Student’s Amenities Center (SAC) secretary, which sells a variety of consumer goods to its residents. Each hostel’s security is managed by an external security agency administered by the warden. Through a bidding process the security agency at IIT(M) is selected for the entire academic year and reports to the respective wardens in every hostel.

These above-mentioned facilities provided to the residents of the various hostels will be discussed in the following sections through interviews and direct quotes from participants in this study. Depending on the individual and their hostel, the facilities varied and what was significant to one interviewee was totally insignificant to the other participants in this study.
Overall hostel administrations fall under the leadership of the Dean of Students office at IIT(M). The Chairman of the hostel management manages all the hostel wardens in IIT(M), who in turn manages the day-to-day activities of each hostel. Every hostel warden is assisted by an assistant warden and together they supervise hostel general staff and hostel student secretaries.

**Roll-Call Process at IIT(M)**

The purpose of the ten day long roll-call ceremony organized by the hostel administration under the direct supervision of the hostel warden is to engage freshmen in various activities such as literature, cultural and social events in their hostel life. The goal is to get the freshmen involved and accustomed to IIT(M) culture. This is a venue where the freshmen learn about the various on-campus activities and leadership opportunities available for them in the future. This initiation ritual in IIT(M) is actually conducted by the senior students and various secretaries of the hostel.
Hostel Leadership

Every hostel consists a hostel council including the Warden as the Chairman and elected student leaders as its committee members. The committee (hostel council) plans and organizes various activities in the hostel (Indian Institute of Technology, Madras, 2012). Each hostel has a general secretary, a sports secretary, a social activities secretary, garden secretary, SAC students’ amenities center secretary, literary secretary, an alumni secretary and a food committee secretary who are elected student members representing the entire student population of each hostel. Along with the warden, these secretaries meet regularly for their general body meeting, to discuss the welfare and administration of every hostel (Indian Institute of Technology, Madras, 2012).

Figure 10. Hostel Leadership Organization Chart
Hostel elections for the following academic year takes place in the spring semester each year, and except for freshmen, every student in a hostel is eligible to file nominations. The nominations are filed with the hostel management, and after careful review and consideration by the administration, the candidates for each positions are announced. The candidates along with their supporters knock on every room in the hostel (200-250 rooms) and introduce themselves to the students and request their vote for them during the elections.

Roll-call process is valuable for the senior student who is up for a hostel leadership position and they need the support of the freshmen whom they hazed not long ago. This is the only time freshmen are treated well by the seniors, since quite a few votes’ are in the freshmen’s hands. The campus general elections also take place along with these hostel elections and according to Shankar (QBS interviewee) “the political drama and uproar on-campus is at its peak during this time.”

**Saarang and Shaastra**

Saarang is a cultural event which takes place in the last week of January every year. Apart from the various sporting events and competitions, Saarang is the only other non-academic event conducted by the IIT(M)’s. The IIT(M)’s organize this event autonomously forming CORE(CORE event leader) /CORD (coordinator) committees for every single function this event entails. The weeklong event consists of music shows, quizzes, lectures, fashion shows and students from various colleges in the city and other parts of the country participating in the events (Indian Institute of Technology, Madras, 2012).

Shaastra is a technology event which takes place in the month of October every year. It is solely conducted by the IIT(M) students and Shaastra attracts attendance from students from some great institutions in the country. The activities and events at Shaastra expose some great
scientific and technological talents of the young Indian student community. Like Saarang, autonomous committees with CORE/CORD positions are formed to conduct this event (Indian Institute of Technology, Madras, 2012).

**Participating in Saarang/Shaastra**

According to Nithya (QBS interviewee), serving in Saarang/Shaastra as a CORE (CORE event leader) (CORE Application form: Annexure E) or CORD (coordinator) (Annexure E) or even a volunteer is a status symbol for most IIT(M) students. Even though these positions are not elected, marketing and canvassing for being a Saarang CORE/COD starts as early as August in the fall semester and Shaastra CORE/COD starts as early as February in the spring semester. Interviews are conducted by Dean of Students office (DSO) for these positions and successful candidates are announced.

Along with the recommendations of the past year CORE committee, the Dean of Students’ office at IIT(M) makes the final decision with the core-ship applications. Some of the CORE positions which are available for students to apply for are sponsorship, events, pro-shows, finance, external publicity and ticket sales, public relation and media, facilities, concept and design, web applications, hospitality and security. The list of students who are selected to be “CORES” is made available through public notice boards, and students who wish to complain may do so to the Dean of Students’ office. Candidates must be in good academic standing and have successfully completed the National Cadet Corps (NCC), NSO and National Service Scheme (NSS) to become eligible for core-ship.
Who Organizes the Various Non-Academic Student Activities in IIT(M)

In general, the involvement of IIT(M) administration is very limited when it comes to managing and organizing events on-campus. The student organizing committee (CORE/CORDS) is completely in-charge of the event and meets regularly months before the actual event and plans are executed religiously. As mentioned in the earlier section about the organizational structure of IIT(M), the DSO is in-charge of the hostel management, who in turn supervise the different hostel wardens and the various hostel activities. DOS is also in-charge of managing the various cultural, technology and sporting events in IIT(M). Funding for these events is very limited, and usually student leadership for these events forms a sponsorship committee who works very hard to find external sponsorship for campus activities.
Chapter 5: Hostel Stories at Indian Institute of Technology (Madras)

Introduction

This chapter will discuss the various inner functions and narratives, which emerged during the interviews with various hostel residents at IIT(M). Following is the list of IIT(M) interviewees (names changed) who were a part of this research and are listed based on their quota category along with their state of origin for admission into the institution.

<table>
<thead>
<tr>
<th>Quota-Based Interviewees</th>
<th>General Category Interviewees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru (OBC) AP</td>
<td>Venkat TN</td>
</tr>
<tr>
<td>Shankar (OBC) AP</td>
<td>Giri AP</td>
</tr>
<tr>
<td>Nithya (OBC) AP</td>
<td>Jai AP</td>
</tr>
<tr>
<td>Raja (SC) AP</td>
<td>Vijay AP/MH</td>
</tr>
<tr>
<td>Suresh (OBC) AP</td>
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</tbody>
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*Figure 11. List of Interviewees in this study*

General Category Student Hostels in IIT(M)

Based on in-depth interviews and observations certain hostels were repeatedly labeled by the interviewees as GCS hostels. In this section, we will discuss some of the GCS hostels and their inner functions and subtle meanings, and values of some residents of the hostel.

Godavari Hostel

Godavari hostel is the hostel of the locals, located in a central location very near to Himalaya’s food center. The security around this hostel was pretty stringent, and as I entered this hostel to meet my interviewee, Venkat, after clearing many security barriers, I had to sign-in in the log-book with my name, and other particulars, and the most important thing was the reason for my visit. As I was entering on the log-book about my visit, I couldn’t stop noticing some of the previous entries in that log-book. Most of those entries were from representatives from major companies like Infosys, Wipro, Sathyam and other renowned multi-national software companies.
Through my interviewee, I learned that each representative was there to visit a particular student about a job offer or a prospective job offer. During my observations in the other hostels, I found no such entries from big companies, and the interesting fact is some hostels in IIT(M) didn’t even have a proper log-book. The purpose of these log-books is to monitor the guest flow in these hostels, and this hostel followed the visitors’ log-books consistently compared to the other hostels I visited which had no security personnel on duty or no log-books.

The Godavari hostel “Godav” houses around 300 to 350 students. According to Venkat, this hostel is a very crowded hostel and even second year students share rooms, which is very uncommon in IIT. This hostel is a stronghold in literary and social (LitSoc) and technology-related events. They have won numerous awards for three years in a row (Godavari Hostel, 2012).

Based on observations and input from interviewees the demographics of Godavari hostel represents approximately 80% GCS from all over India mostly from major cities and well-to-do families (Brahmin roots) and 20% OBC’s. 50% of this hostel population represents students from TN, and other states and 50 % AP. The consistent academic awards and recognition which Godavari hostel has received over the years reaffirms the above estimation. This hostel is also known for its profound technical contribution in Shaastra (technology based) event at IIT Madras.

The organization of the following section will introduce the individual who was interviewed in the study, followed by their hostel experience. The first section on Venkat explains his background, views on IIT(M) as a student and followed by his remarks about his Godavari hostel.
“Venkat” the local GCS - An Introduction on Venkat!

Born as the only child in an affluent Brahmin family in Chennai city, TN, he was structured to become an IIT student by his family since childhood. He is the second IIT student in his family along with his sister.

“Around class X my teachers and my parents started asking about my future plan and I have a family member who is a graduate from IIT Mumbai. So there was always hype about IIT in my family.”

He completed his schooling at a very renowned school in the suburbs of Chennai and his father is a well-to-do charter accountant in Chennai. From day one, he felt at home on this campus and being a native of Chennai has definitely helped him overcome his home sickness and concentrate on academics, an advantage which students at IIT(M) don’t have.

Venkat regularly goes home on most weekends, and the only drawback of being a local in a residential campus such as IIT(M) is missing out on weekend campus activities and hostel competitions.

“I usually go home every weekend unless I want to study for exams here. When I started (at IIT(M)) there was no big difference for me because I am in Chennai. I did not have problem of homesickness and it was a natural surrounding for me.”

According to Venkat, he doesn’t seem to care too much about missing out on weekend campus life, since most of his hostel mates leave for home as well. Godavari hostel is mostly deserted on weekends except during exam times. My interview with GCS interviewee Giri was on a weekend at Godavari hostel and observations revealed that the hostel was exceedingly deserted compared to other hostels.

During the interview, Venkat was not overly concerned about issues like faculty ratio and mentioned that it gets better as one progresses in the institution. In general, during our interviews he always seemed to answer positively about IIT(M). Venkat also commented positively on
hostel, mess food, department facilities, and mentioned that compared to other institutions IIT(M)’s facilities are incomparable and phenomenal.

“There is nothing I dislike about IIT; the environment here is very good for student life. This is the first time I have lived in a hostel and this is the best for me so far.”

Venkat believes that this institution encourages thinking rather than memorizing. He likes the academic freedom given to students in IIT(M) and the way they can choose their own courses towards degree completion. All his comments on the faculty at IIT(M) were positive and he believed that it is the student’s responsibility to contact the professor and not vice-versa.

“There are 46 students in my department which includes 25 B.Tech students and the rest are Dual Degree. I feel the Professors are ready all the time to help us here.”

Venkat was one of the few interviewees who mentioned that he prepares well in advance for exams and assignments and also commented that listening in class during lectures certainly plays a vital role in academics and preparation for final exams. Venkat was very optimistic about the system in IIT(M) and mentioned that he has no negative experiences nor regrets in the last three years he has been here on this campus. “Everything has been very good here since I joined three years ago.” In closing Venkat felt very contented about the facilities at IIT(M).

**Venkat on Godavari Hostel**

In general, he was very content with his hostel. Venkat is a local from Chennai city who has numerous options when it comes to food. One of his major concerns was about the hostel food, but he is certainly content with the food when compared to other colleges all over India. During interviews other participants also believed that the hostel food was a major concern in IIT(M) and they were left with no other choice.

“It is certainly not like home food but from what I hear from my other friends in other colleges I feel our food is pretty good.”
Venkat feels that there is a new level of diversity on-campus due to the increase in the quota system and students from AP outnumber this campus. He did not find the increase as a good or bad thing and maintained a “no comments,” politically correct response towards increase in quota system like most interviewees.

“Increase in Quotas in this campus has created a new diversity. We have students from all over India here and the majority of my department is from Andhra Pradesh. Here in IIT itself the majority are from AP.”

Venkat is very content with the facilities in his hostel and in IIT(M). He feels that this campus has everything it needs and any more facilities will only spoil the students and hinder the academics. “We have internet facilities, shopping and everything here in this campus.” This is the first time Venkat has ever lived in a hostel and living with his friends is the best part and very different from his school life. Studying together like a family and making a lot of friends from various backgrounds is fascinating to Venkat. As a Tamilian (persons hailing from TN) he never learned the national language Hindi, and now he is learning it so that he can interact with his non-Tamilian friends. The majority of students from AP and North India speak Hindi, and it will definitely be advantageous for Venkat to speak Hindi and interact with them. He also enjoys the freedom he has in choosing his courses. Computer Science was not always his first preference, and IIT(M) administration let him change from a Bio-Technology major to Computer Science in his first year.

“Computer Science was always my preference, and it was a miracle that I could change from Bio-Technology to Computer Science in my first year.”

Giri Confused GCS” - an Introduction on Giri!

Giri hails from Samalkot, a small town in East Godavari District, AP. His parents work for the AP state government, and his brother is a Computer Science engineer who just started his
career in the field. Giri represents the general category and did not get into IIT(M) through the quota system.

“There are four people in my family. My dad is the Senior Section Supervisor in BSNL (Indian Telephones) and my mother is a teacher in a govt. school. My brother completed his B.tech and now he is in training with Infosys.”

Giri has been staying in hostels since his schooling days and the only difference is the distance this time. Being 500 kilometers away from home now makes a huge difference for him at IIT(M).

“I was not feeling that much in my previous school. I studied in hostel, but that hostel was only 5 minutes from my place. So I was not feeling that I was in the hostel. But here that was my big difference and I really felt like living in the hostel.”

Giri is a product of Jawhar Navodaya Vidyalaya schooling system (JNV) who relishes his schooling experience even after two years and is certainly missing his schooling days. At this point in his life, JNV memories are more important for him compared to the present memories he is creating at IIT(M). His memoirs about his school in the earlier section show his affection and dedication towards his JNV.

During our interviews, Giri seemed very clear about his choices in life; he does his homework and research before he gets involved into any activities or programs in IIT(M).

“First I wanted to study Aeronautical Engineering, thinking that I wanted to do something with space but upon talking with Professors they told its nothing to do with space, just dealing with aero planes. So I just dropped that course from my mind. My second option was I had some interest in Physics and then I took Engineering Physics. Engineering Physics is a bit of electrical engineering and physics.”

Giri cherishes his hostel experience and recognizes the freedom which he missed in his pre-university schooling days. He revealed that he is active in various kinds of events and plays badminton regularly on-campus.
“The hostel life here is very good. I live in Godavari hostel. Basically it gives a lot of chance and freedom and we have to utilize it. It’s not like keeping locked inside the room. There are so many games, so many things going on around the class on literary and technical level.”

Giri’s view on his roll-call (hazing) experience seemed positive. He attests that it is the best way to start interacting with classmates and seniors in the hostel; he also believed that the more seniors you are friends with, the more advantageous in the longer run at IIT(M). “The first way to start is to try to get more and more interactive with seniors.”

Giri is not interested in re-inventing the wheel and has a clear picture about getting learning and socializing tips on-campus. The wealth of information he acquired from his seniors helped him navigate his way on-campus initially at IIT(M).

“You can end up participating in more events and that is how we come to know about events through seniors. A freshman who is your classmate cannot tell you all these details. I did not have a very good start but moderately good.”

Giri was the only GCS interviewee to openly share his opinion about the increase in quota system. When I asked him about his opinion about quota system and the recent influx at IIT(M) he was not shy to express his comments like Venkat who seemed to be maintaining silence over the quota system. Giri believed that the increase in the quota system at IIT is taking opportunities away from other students and mentioned “as like every general category student, I don’t like that (increase in quotas).”

Giri finds the academic system in IIT(M) convenient and helpful. He feels that hard work is absolutely necessary and intelligence alone will not make a student successful at IIT(M).

“Till XII and all we can just manage by intelligence right from coming to B.Tech that doesn’t help you. The courses are new and it’s not like you already know the subject, so everything is new. Here it’s more work than intelligence.”
Giri feels comfortable that the grades at IIT(M) are not for public view when compared to his pre-university schooling system where the grades were displayed openly through notice boards and open forums.

“It is good because some people who are getting lower grades need not worry what others might feel about them and their grades.”

During the interview Giri confessed that he is mostly successful with his preparation methods for assignments and exams and was proud of the fact that he always gets done on time and efficiently. He likes his work to be different and innovative compared to other students.

“I like my assignment to be different from others.”

Giri is a very talented and motivated student who likes to share his view on life through writing memoirs and reflections. Giri’s elaborate reflections proves that he is a very confused GCS who certainly takes his academic endeavors at IIT(M) seriously while fighting with his various other distractions on-campus. He knows that he is required to attend classes regularly and tries very hard to focus on his lectures in the classroom, thus making him a very confused student at IIT(M).

**Giri on Godavari Hostel**

Giri is a freelancer when it comes to hanging out in the hostel; he can be seen more in Jamuna hostel than his own Godavari hostel, “I spent most of my first year in my department computer lab just browsing and playing on internet.” He revealed that he spent most of his first year in the department and computer lab playing online games. He watches sports and movies using his laptop with his hostel mates and classmates.

Giri is a GCS from AP and lives in Godavari hostel (a Tamil local hostel). He confesses that he does not feel home in his hostel because he has to share his room with two other students, and all his second year buddies have their own rooms in the other hostels. During our interview
he pointed out that most of his Godavari hostel mates are locals and leave for home on the weekends. Giri likes to hang-out in Jamuna hostel where his JNV buddies live. Giri mentioned that he is active in sports and most Godavari students do not engage in sports, Giri is left with no choice than to find company outside his hostel.

Even though Giri’s loyalty toward his hostel is insignificant, when I asked him if he will move out of his hostel he was quick to reply:

“No. Never. I have a lot of hostel spirit and even in JNV (intermediate school) we had hostel spirit but in IIT it's a magnified version of intermediate hostel life. Here we don’t cheer for our hostel rather we BOO FOR OTHER HOSTELS and that is what we call as cheering. We all cheer for ladies hostel.”

Giri seemed to be very concerned about the hype and politics around selecting hostel student leaders and event organizers. Giri thinks that IIT(M) can do something about the politics in hiring student leaders and event leaders, he mentioned that:

“IIT should have a committee to check and to assure people don’t recruit their friends and to make sure a fair process is followed. There is not lot of competition academically in this campus because we don’t see students studying all the time. More students study last minute but we all compete for non-academic activities all the time and that is why you see a lot of competition and lot of students are interested in this kind (non-academic) of activity.”

Giri also brings in a great perspective about the non-academic activities and their leadership role. Giri feels that these non-academic activities helps in networking and is well admired on-campus. “These non-academic activities gives us immediate results and increases our contacts, makes us popular.”

He believes that the status role and popularity of campus/hostel/event leaders makes these positions well-liked, and favoritism in the selection process paves the way for the politics behind these roles. He also feels that these student leaders are at times neither competent nor useful to the student community. They just use these positions to get popular in IIT(M).
Giri also feels that most students use these positions to build their resumes. He certainly wants to become a COD for one of the campus events and feels that it will eventually help him find a good job. Giri mentioned that “these extra activities create fun, respect status and also helps in resume building. So it is a combination of everything.”

Giri said “Being a CORE or a COD is a status symbol and every event leader would like to flaunt his badge.” Giri also shared grave concerns when it came to politics behind event leadership, He believed that these politics sometimes could bring the quality of an event down and the legitimate guy who wants to work for the event could have done a lot more work compared to a student who was recommended for the position. He also mentioned that:

“Last year they created more positions to accommodate these recommendation cases which ultimately bring the position and the events value down.”

*Quota-Based Student Hostels in IIT(M)*

Based on in-depth interviews and observations certain hostels were repeatedly labeled by the interviewees as QBS hostels. The residents of QBS hostels and the background, culture and values some individuals exhibit within the four walls of these hostels will be discussed in this section.

Since 2006, QBS have outnumbered the student population at campus and so in the hostels at IIT(M). The hierarchy and social stratification within the quota system and recognized (termed) government categorization such as OBC’s, Scheduled Caste (SC), ST follows these students into their hostels.

The pattern of resident segregation and tracking within the residential life of the IIT(M) campus by the administration will also be addressed in this chapter along with some of its inner functions and subtle differences and why they are considered as QBS hostels in IIT(M).
**Jamuna Hostel**

Jamuna hostel (OBC 1) is farther away from the central area where Godavari hostel is situated. (See campus map) Compared to Godavari residents, Jamunites (residents of Jamuna hostel) have a little bit of a walk to the Himalayan food center, campus canteen and grocery stores. The only advantage about Jamuna hostel location is the hostel main bus stop situated right outside the Jamuna entrance. Based on observations, it was very rare to get a glimpse of the Jamuna security guards and during my meeting with Jamuna hostel interviewees, I recollect signing the log-book only a few times. Security and student privacy is not a priority in this hostel when compared to Godavari hostel. Based on Guru’s (a QBS from Jamuna) revelations, Jamuna hostel students are considered moderately studious and heavily competitive when it comes to sports and extra-curricular activities. Hostel life is taken seriously among its residents and they prefer to be called “Jams.”

The Jamuna hostel, A.K.A Jam, houses around 280 to 300 students and their website claims it to be a stronghold in various sports and hostel spirit-related activities. They won the recent gold medal for overall sports championship (Indian Institute of Technology, Madras, 2012).

During our interviews, Guru predicted that 90% of Jamuna students are from AP, and most of Jamuna students are from cities like Hyderabad, Vishakhapatnam, Warangal, Vijayawada Nellore, Guntur, in AP. Based on observations, most Jamuna students seemed to represent the Kshatriya class of the Indian society (warrior class – good in sports) and some students from Vaishya class (business and merchant class).

Most “Jams” are not locals and do not go home on regular weekends unlike Godavari hostel students. Guru confessed that “Jams” participate in almost anything and everything when
the activity is associated with the word competition and ranking. “Jams” are the best cheerleaders on campus during weekend events, and some of them don’t have a voice till mid-week due to cheering on the weekend.

“Guru” The “Quite” QBS for Jamuna Hostel – An Introduction on Guru!

Guru is a simple guy who was genuine and forth coming with information during our interviews. He was admitted through the quota system at IIT(M). Guru hails from a lower-middle class family of five children and his father is a bus conductor in AP. Till tenth grade, Guru went to a local government school in his small town of Kagaznagar and then completed his schooling in JNV Adillabad (IIT coaching institute) and landed in a mechanical engineering major at IIT(M). During our interview he revealed that electrical engineering was his first choice, but with his all Indian rank in IIT-JEE he could only secure a mechanical engineering major.

Guru’s initial fears were about his hostel and classroom. The roll-call process (hazing) scared him a little, but as time progressed he got used to it and in fact he started liking it. He confessed that he now hazes the incoming freshman students as part of the roll-call process in the hostel. His other fear came true on his first day of classes, coming from a small town; he has never seen huge classrooms with professors lecturing through microphone.

When Guru has academic doubts, he feels more safe going to his friends than his professors. He feels that some professors at IIT(M) are very boring and not up to IIT standards.

“If you ask a question they (Faculty) think that it is not important for you and students will not be able to understand them. But they will teach just like that. They will just keep on going. They will write everything on the board. They will just fill the board. It is not really teaching. It is just writing on the board.”

Some professors might get irritated if they are asked too many questions in class and try to turn the question to the student or against him. In order to avoid confrontation students avoid asking or approaching the professors. Guru believes his English is poor when compared to the
other students on-campus, which makes him more scared when it comes to approaching his faculty.

“If we ask a question he will say something. He will definitely reply for that, but it won’t be that convincing and if we ask again and again they will say the same thing. You don’t want to irritate the professor by asking so many questions. The students won’t ask and my English is not up to the mark.”

Since his school days, Guru is a seasoned hostel resident who is used to living away from home. He has a lot of friends in his hostel who come from AP and according to him; hostel life is everything in IIT(M).

“Hostel life, I will say it’s very cool and nice because all the hostel mates will be like family, will be like good friends, very good friends. They will help me whenever I have to go a railway station or buy something, they will come with me.”

Guru has great ambitions in life and has loved this campus and his hostel since day one.

“I thought of doing M.Tech but some senior told me that it’s not better to take M.tech here. It’s better to do M.Tech in foreign US or somewhere. But I don’t have much economic strength to do that, so I thought of doing some job for one or two years and then applying to US.”

During our initial interview Guru mentioned that his biggest concern at IIT(M) is the quality of teaching by some professors. He is concerned with their low standards of teaching and their teaching style, which he feels is totally against the student-development and academic-encouragement process.

**Guru’s Love for Jamuna Hostel**

Except freshmen, every IIT(M) student is supposed to get his/her own room. During my interview with Guru, I noticed the size of each the room to be so small that it could barely accommodate a twin bed, a study table and a cupboard.

Guru always got along with his roommates in his freshmen year, but claimed that his best friends were always from elsewhere. Guru feels that the hostel’s rooms are randomly assigned since he had roommates from other states.
“*My roommates are from TN and Kerala. They randomly assign hostels. In my room I have one more guy from mechanical; the other guy is from civil.*”

Guru claims that the hostel administration could assign rooms based on different categories such as IIT-JEE ranks, quota category, rural/urban origin etc. Guru was thrilled to share about his hostel experience and the fraternal culture he is involved with these hostel walls. I quickly learned that these students will do anything for their hostel sprit. Even though Guru doesn’t participate in any inter-hostel events or competition, he plays a significant role as a cheer leader (screaming in the sidelines) for his hostel.

“For* we have inter-hostel events and the hostel spirit is really high in IIT. Even now I am wearing a Jamuna hostel shirt.”

I quickly learned that if I want this interview to continue smoothly, I should not offend Guru by saying inapt things about his hostel and his friends. His attachment and positive sentiments about his hostel was clearly evident by the way he portrayed himself. During our interview he was wearing a Jamuna hostel t-shirt and later he showed me his collection of Jamuna hostel t-shirts.

Almost every conversation with him had an anecdote about his hostel, and his hostel influence has definitely played a dynamic role in his past year here at IIT(M). Most of my interviewees shared the same sentiments, but Guru was one step above with his hostel spirit. He confessed that he is totally dependent on his friends for his living at IIT(M).

*“Friends definitely - I go to them mostly....Just speaking to my friends I find the solutions for most of my college problems.”*

This one-stop residential campus is self-contained with everything an undergraduate student needs. Guru leaves the campus once a week to eat-out with his friends or to relax out in
marina beach. Going home is not a priority for Guru; he has lived away from home since sixth grade in school and in his first year at IIT(M) he went home only thrice. According to Guru, spending time with his friends in Jamuna hostel is definitely better than going home on holidays. Guru experiences during the roll-call process in his first year was pretty good; he learned a lot about the life in IIT(M) and his seniors socialized him to the IIT culture for ten long days.

“I enjoyed most of my first year especially the roll-call process which happened for 10 days in my first year. That is where our seniors taught us how we should be in IIT and what to do and not do in IIT. The roll-call process is a mostly relaxed process which happened in our common room in Jamuna. If we don’t go to roll-call it’s us who will miss out on vital information. Seniors will not care for us after that and we will miss getting good friends. I attended nine out of ten sessions in my 1st year and I still feel it is very comfortable.

Guru is in the other side of the roll-call process now, and he enjoys this new experience as a senior for the incoming freshmen. The roll-call process in the hostels plays a significant role in socializing freshmen to IIT(M) culture in their first few weeks on campus. Important information and campus priorities is addressed with the new students. Information on various on-campus activities is also being introduced to the freshmen, and advice on academics is also being showered in these sessions.

“They (Seniors) give us all the advice and tips about IIT events like Sashtra and Saarang. They also advise us not to just study in this campus and also to have fun and get involved in extra-curricular activities. They advised us not to study too much because we have studied for the last 2 years to get into IIT, and I have some good friends among my seniors.”

During the roll-call ceremony (ten nights in the hostel social room) freshmen have a chance to participate and exhibit their talents in various events such as literature, singing, dancing, poetry, etc. These activities help the freshmen to get involved and accustomed to IIT(M) culture. This is also a medium where a freshman learns about the various hostel leadership positions and their value on their resumes.

Guru mentioned that “These (hostel) secretaries don’t get money but they hold this position so that they get put it in their resume. Most students are on board when it comes to hostel/on-
campus leadership positions and their importance. When we have campus interviews, the companies look for other qualifications and not just our grades. It’s not just for that we also have fun and learn from this experience.”

In our second interview, when I asked Guru if he will ever move out of his hostel and he quickly rebutted by saying, “I will feel very bad. I have a lot of spirit towards my hostel and I would like to graduate from this hostel.”

Like Giri, Guru showed some frustrations about the on-campus politics when it comes to selecting volunteers, coordinators and CORE (leader of the event) for various events.

“General Secretary of the institution recommends somebody and that person will be a coordinator for the event. What can I do about it? There are always politics in the selections of event coordinator / volunteer positions.”

Guru has learned through his experience in this campus in the past two years; he knows that academic involvement is not everything an IIT(M) student needs; there are activities beyond classrooms, quizzes, books and assignments.

“There is lot of competition for this position, and honestly studies become the secondary issue on this campus. All these companies (on-campus interview companies) know that IIT students study well and only these extra-curricular activities give us an edge in our resume for good jobs. So I would be worried about 7 CGPA students who are less qualified than me getting the coordinator position for an event compared to a 9 CGPA student who is not involved in any events.”

Alakananda Hostel

Alakananda hostel (OBC 2) was built in the 1970s has been home away from home to some of the finest students of IIT Madras (Alakananda Hostel, 2012). Named after the great river, a continuous flow of promising talent is what Alakananda residents take pride in about themselves. Alakananda hostel A.K.A. Alak houses around 250 students; the hostel website claims them to be the silver medalist in most sports and social events next to Jamuna hostel. According to Raja (resident of Alak) 80% of Alakananda students are from AP, and 20% represent places all over India. Most Alakites are from AP, mostly from rural towns and villages
such as Adilabad, Kaghaznagar, Singapur, Adilabad district of Anantapur, Andhra Pradesh, Guntakal, Samalkota, Kakinada and Rajahmundry, and represent the Vaishya class of the Indian society. Events related to sports, music and academics come together in this hostel. The location of Alakananda hostel is close to Taramani back gate (see IIT(M) map), farthest from the academic and central section of the campus.

Observations revealed that sports at Alakananda is an integral part of its residents’ lifestyle and are much more than just a time-pass activity. It is the primary mode of interaction between hostels and hostel mates. Sports in IIT(M) are played at three different levels; the intra-hostel, inter-hostel and inter-IIT. Every year in December all the different IIT’s in India compete on an annual sports competition (Alaknanda Hostel, 2012). For some IIT(M) students representing IIT(M) is a great achievement and a very proud moment in their academic journey in IIT.

During the interviews Alakites were witnessed playing cricket in the hostel quadrangle and further observations revealed the presence of a hockey, volleyball, and basketball court inside the hostel. Alak hostel also has two table tennis tables and a Foosball table in their social room. Alaknanda hostel possesses the dean’s trophy for games like ball badminton, chess, bridge and carom (Alaknanda Hostel, 2012).

“Raja” QBS from Alaknanda Hostel – An Introduction on Raja!

Raja is originally from a small town called Srivarappukotta in AP, and is a Mechanical engineering student at IIT(M). Raja’s parents teach at local government schools in his native place and his younger sister is just finishing school. Raja did all his schooling in his home town which is thirty kilometers from Visakapattinan city. He attended Srichatinya, Visakhapatnam, for his pre-university high school.
Raja revealed that right from class ten he knew that he wanted to study at IIT since a lot of his seniors in his school gave him a good idea about IIT and what to expect at IIT. Along with his board exams in his intermediate school, Raja started preparing for IIT-JEE like most of his friends at Srichatinya. Raja described his pre-university schooling hostel life as a very bad experience where he had to wake up at 5:00 am to study and his day would end only at 11:00 pm every day. Compared to his intermediate course life, he enjoys a lot of freedom in this campus.

“We are independent and exposed to a lot of things and compared to Srichatinya this place is heaven.”

Raja believed that his pre-university school focused only on rigorous teaching and lacked practical applications while IIT(M) is efficient in both categories. Raja studied in Telegu medium (Native language of AP) till grade ten and started learning his subjects in English only from grade 11. Raja represents the Scheduled Caste (SC) community and feels that SC students are treated special in this campus. He feels that:

“Reservation for academic purpose is too much here”. They are giving a lot of quotas for academics, ranking and admission. My All-India was around 3000 and my SC rank was 27. They are giving too much reservation in academics, for a., lot of students who do not get rank in general category, get rank in SC/ST category and get admitted to IIT. I think it is too much and it is not fine.”

Raja was not part of the preparatory course program where students are admitted on a provisional basis for a year and selected based on their performance. Raja secured an All-India rank of 27 in his Scheduled Caste category, and got admitted to IIT(M). He preferred the Mechanical Engineering department and fortunately secured admission to the department of his choice due to his favored rank.

According to Raja, faculty at IIT(M) are very strict with attendance, but overall he feels that they are very good with students. The IIT(M) administration mandates all their faculty to have a very firm attendance policy, and any student who fails to attend a minimum of 85%
classes may not be allowed to appear for the final examinations at the end of the semester (Indian Institute of Technology, Madras, 2012).

Raja has some doubts about his academic performance and feels that the problem lies with him in class and not with the instruction or the institution. He portrayed a self-deficit perspective about his academic performance at IIT(M).

“In the first year I found C language difficult and most of the times I approached the teaching assistance but I did not share my doubts with my professor. Even if we ask, they don’t answer properly, and at the end of the semester we gave him very bad feedback.”

Raja openly spoke about cheating in class assignments and exams. Other interviewees shared the information about cheating in assignments, and Raja was one of the few participants to confess the existence of cheating in tests and exams at IIT(M).

“Some students do cheat in the exams, but if they get caught the administration will take serious action and could fail them for the course or for the entire year depending on the severity of the cheating.”

Raja is fascinated about the hostel facilities, especially with sports, and plans to become a sports secretary for Alaknanda hostel.

“I like all the sports facilities and extra-curricular activities in IIT(M). For example, the Center for innovation is a very good place where we can learn and ask questions even though we cannot contribute much right now. Other than that I like the hostel.”

Like other interviewees, Raja had no reservations about his views on the politics behind the hostel and campus-leadership selection process. He feels that some hostel student leaders are there only to build their resume and they don’t do any work. He also feels that there are a lot of favoritism and recommendations relating to the selection of these hostel leaders.
Raja on Alakanandha Hostel

Raja talks to his family regularly and doesn’t feel homesick on this campus; he goes to his native place once in four months during the semester holidays. He keeps himself busy in his hostel at Alaknanda with various activities.

“I am a cadet of NSS (National Service Scheme). I play cricket for my hostel.” He takes advantage of most of the hostel-related activities and enjoys his hostel life to the fullest.

“They encourage everything here. For Freshers they take much care and lot of extra activities for all students. For example, we have junkyard wars between hostel(s), lots of sports outdoors and indoor activities.”

Raja claims that he has friends from other states, but they were his roommates in his freshmen year; his close friend is from Vizagapattinam, AP. During our interviews, Raja did not seem to be overly concerned about the politics in leadership selection process “Anyone can become Secretary in the hostel but traditionally 3rd-year students take up those jobs. I am planning to become sports Secretary for my hostel.” Raja feels these secretaries are here to build their resume and not to help the students genuinely.

“I find some of the hostel secretaries are there only to build their resume, and they don’t do any work. For example, if we ask for them to repair something it might take forever. They conduct open hall meetings where we can complain about such things. The other thing I don’t like is the politics behind the selection of coordinators for cultural events. The more people you know is what makes you a coordinator (CORD). I am a volunteer, and I am looking to become a CORD but there are some students who are not even volunteer and just by the recommendation of CORES (who are about CORDS) they get selected.

At this point Raja is frustrated and mumbles “There is lot of politics in the selection.”

He believed that the candidate for the General Secretary position for the entire institution every year promises to do changes within the campus but in the end nothing gets done. A few weeks before our interview Raja applied for a coordinator position and when I asked him about the position he mentioned that “I dropped out of the coordinator position race; there is too much
competition and politics involved in that process, I have some people to recommend me, too, but I did not like the process, so I dropped out... I feel it’s all fixed, interviews are just for formality, everyone knows who is going to get the position; even in my hostel four people applied and we all know who is going to get it out of those four. It’s all fixed and that’s why I dropped out.”

According to Raja cheering for his hostel in various events is one of the best parts of his college life and when I asked him in a hypothetical situation “If I ask you to move out of this hostel, will you move?” he replied, “No and I also need a proper reason from you. Even if you give a reason, I will be sad because I am very attached to this place.”

**Mandakini Hostel**

Located in the South Eastern end of the lush IIT(M) campus, Mandakini A.K.A. “Mandak” is a world of its own. According to the Mandakini Hostel website, they claim Mandak possesses the best hostel garden in this part of the world, where flowers are in full bloom year in and year out, and just outside the entrance is a pack of majestic Cheetal (spotted deer) foraging for their daily “grass.” Built in 1967, Mandak has helped more than 3,000 students on their path from being a fresh entrant to a fully qualified engineer in various disciplines. The residents have always been as diverse in their origin as they are in their talents. From people who excel in taking make-up exams to those who claim to control weather conditions, there are many interesting stories (Mandakani Hostel, 2012).

Mandak hostel (The far away SC/ST) houses around 200 to 220 (inmates – as referred to in their hostel website), and students from the Preparatory Courses are housed here as well. Shankar (QBS interviewee) claims that around 80% to 90% of Mandaks are from AP and the rest are from other parts of India. Based on observations and interviews, this hostel’s population consists of a majority of Scheduled Class and ST’s students from mid-size towns and villages in
India, preparatory students of IIT(M), and a few OBC/GCS. This hostel is situated on the edge of the campus and is evidently isolated from the other hostels and central campus. This hostel is not a stronghold in major inter-hostel events.

“Shankar” QBS Student from Mandakini Hostel – Introduction on Shankar!

Shankar is a QBS from Hyderabad, Andhra Pradesh. His father is an Assistant Engineer in the Central Irrigation Department and his mother is a housewife. His elder sister just completed her engineering in the nearby college in Hyderabad, AP.

Till grade ten, Shankar studied in a local high school and secured 92% in 10th standard exams. His first attempt to get into IIT was not successful and he lost by six marks. Then he went to Narayana pre-university educational institute in AP, which was also his first hostel experience. IIT Madras was his only choice and he got admitted to the mechanical engineering department. He feels that everything in IIT is a great experience and considers himself very blessed. Shankar’s father was his biggest inspiration to join IIT(M) right after he completed his 10th grade, and after he got admitted into IIT(M) he is now considered a celebrity among his family and friends back home.

According to Shankar, the biggest difference between high school and IIT(M) is the concept of studying to understand rather than studying for exams. He values listening in class and understands the need for creativity and knowledge

“After coming to IIT we know the real part of studying. Before all there was only pseudo studying; here it is real studying. It is a wonderful experience because here nobody will matter. In my 11th and 12th there were so many wardens who will wake me up and make me go to school and forcefully make us study, but here nobody will say anything if any time in class if you want to go home you can go home.”
He enjoys the academic freedom for students in IIT(M) and understands his responsibility, and claims, “Nobody will do anything for us here and we have to do everything. So high school is like a spoon feeding, but here we have a lot of freedom and responsibility.”

Further, Shankar spoke about the importance of participating in events and extra-curricular activities and strongly believes that this IIT(M) experience will make him a complete man.

“In the future your grades will be very small in your resume, but if you participate in all other activities your resume will be very big. Our resume will be filled with all extraordinary things. Only getting the good grades in IIT will not take you anywhere. That is the major difference between regular engineering college student and the IIT student. Overall I can say in the future that I was fully developed by IIT culture and a well matured man in IIT. “

Shankar was very scared in his first week at IIT(M), but his father’s words gave him the courage to overcome his fear:

“Everybody can study and make money, but any time you cannot keep your character up. So if you don’t study also, I don’t care, but don’t lose your character,” and don’t let my head down. Don’t study to make money; study to build character. “

Shankar feels that the academic work load is not excessive in IIT(M), and feels it is manageable.

“The only problem is we have to maintain 85% attendance so we can miss only three times in one semester in one course or else we have to repeat the course the next year. Professors are very strict about attendance”

Shankar believes that most professors are very approachable, but he feels that sometimes they don’t have time to answer his questions.

“At that time we go to seniors or somewhere else. This professor with 36 years’ experience-sometimes we cannot understand his high level answers because we don’t have that much knowledge, but in general they are very approachable.”

Shankar is from the OBC category and feels that IIT provides very good facilities for the students except the hostel food. His only complaint was about the way some students dress for classrooms, and he feels that IIT(M) should have a dress code for the students.
Shankar’s view on Mandakini Hostel

Even though this is not the first time Shankar is staying in a hostel, he confessed that he was pretty nervous when he started his journey in Mandakini hostel a few years ago. Leaving all his friends and family behind in Hyderabad, he was very scared. The hostel he stayed in during his intermediate schooling was only thirty minutes from his home, and his mom used to visit him regularly, pampering him with food for him and his roommates and doing laundry for him on a weekly basis. “But when I came here I was very scared and a little bit depressed.” Shankar expressed his true feeling for his hostel and mentioned, “In hostel we are staying like a family and seniors truly our big brothers.”

Like other interviewees, Shankar confirmed the heavy competition between hostels and his open love affair with his hostel. Most of his friends are from his home state of Andhra Pradesh, and they are all scattered in various hostel in IIT(M). Shankar affirms “I don’t have many North Indian friends. They hang out with their own people and we hang out with ours.”

Shankar is not too fond of his North Indian acquaintances, but he never found them to be mean or indifferent towards him. When hanging out with friends from other cultures, Shankar’s major issue is the food:

“If we go out with them we want to eat our own food, and they want to eat North Indian food, and it is sometimes very hard.”

Shankar enjoys the location of his hostel and every bit of his campus life in IIT(M). Since power vehicles are not allowed on campus, he adores the quietness in the campus. With a lot of trees, IIT(M) campus is comparatively cooler in between Chennai’s hot and humid weather.

According to Shankar, being a student leader in IIT(M) is a huge deal and a status issue. Popularity, pride, and power come when you are an event coordinator (CORD) or a CORE.
“Everybody will know you by name. They will know what event you work for, and it is really a pride and status issue.”

Shankar confirmed his knowledge about the politics behind leadership selection in this campus. “If I am a core, I would prefer one of my hostel-mates to be a coordinator or a volunteer, and of course if the person is my friend it matters more.” Shankar asserts that responsibility and hostel life go hand in hand here at IIT(M).

“We do everything here by ourselves. This is the place where I learned how to do banking, and I feel I am becoming a perfect man in this campus.”

Social life in this campus is all about hostel life. “The first importance is to hostel and we all sledge for our hostels in a lot of events.” Shankar also confirmed that outside the hostel they are good friends to other hostel mates, and they treat each other with respect as IIT(M) students. Shankar aspires to become an alumni affairs secretary for his hostel; he likes to contact Mandakini hostel alumni for donations which will also help him to increase his network outside this campus. “IIT alumni are generally very good, and they carry their hostel spirit more than IIT spirit. Even after 10 years of leaving this place, they talk more about the hostel than the big campus.”

Shankar’s hostel spirit has its limits; he claims that “there needs to be a limit in hostel spirit. People sometimes get carried away and waste too much time for events and loose sportiveness when it comes to events. Hostel is hostel, spirit is spirit, but studies should also be the priority.” Shankar never forgets his mission at IIT(M), which is to get a good college education.

When I asked him how he would feel if he did not get a coordinator position, Shankar replied, “Of course I will be sad but I won’t be jealous. I will compromise with myself that I couldn’t be a COD, and I will leave it God and I might be upset for a little.”
Most QBS interviewees suggested that securing a student leadership position is a major priority to them in this campus; it is definitely a status symbol to flaunt one’s badge in this campus, and the popularity which comes with the position is immense and irresistible among the students.

Sharavati Hostel

Sharavati hostel (Women’s QBS hostel) A.K.A “Sharav” is adjacent to the central library and right across from the Vindhya mess, and is indeed at an ideal location in IIT(M). Named after the river Sharavati, it has been a part of the IIT-M landscape since late 2001 and was funded exclusively by the Deshpandes - an alumni couple. It has more than 360 rooms and inhabitants from the B.Tech, Dual Degree, M.A., M.Sc., M.B.A and Ph.D. programs. According to its website, Sharav is known for its cleanliness and ambience, with manicured lawns and its own little pebble garden, and stands apart from the other hostels with its hexagonal layout. With its warmth and congenial spirit, it truly is home to those within (Sharavati Hostel, 2012).

Nithya (QBS girl from Andra Pradesh) – Introduction on Nithya!

“I love my hostel and I care for my hostel. This is my next home after my home.”

The women’s hostel functions differently when compared to the men’s hostels. Girls share their rooms till the third year, and then they have an option to have a roommate or to live alone. Nithya lives in Sharavati hostel, which is very close to the administration building of IIT(M). The two women’s hostels are adjacent to each other and clearly separated by their vicinity to the men’s hostels.

Initially when Nithya moved into IIT(M) she suffered from homesickness, but eventually accepted the new surroundings. She confessed that she is closer to her aunt than her mother and has never lived away from home till she joined IIT(M). She does not go home to AP quite often;
rather her family visits her frequently. She has many friends and her closest friend is from her home town in AP, and she also mentioned that she has friends from all over India.

At one point in our interview, Nithya was thrilled to share her hostel activities.

“We have a lot of games. I am a cadet in the National Cadet Corps (NCC). I play cricket and footer (football) for my hostel. I also play chess and carom.”

As a NCC cadet she has attended a few camps, and she mentioned that even her NCC advisors cared about her grades in this campus. They advised her not to go for NCC certification as it will affect her grades and she agreed to their concerns. Nithya explained to me in detail about the drama behind women and hostel leadership, and how there are student secretaries for everything in this campus.

“There is lot of politics in election, events, and hostel. The North Indian vote for Northeis (their own people), and these people who get elected have influence on others.”

Nithya seemed frustrated about the politics and mentioned that some candidates get these positions even without proper communication skills:

“IIT cannot do anything to avoid this politics and favoritism in the selection criteria of event coordinators and Secretaries. These elections are mostly fixed, and if they are not fit for the positions they should not get the job. People get selected effortlessly, and hardworking people do not get any positions. We are all used to it by now.”

Nithya mentioned that she is competing to become a Saarang coordinator for hospitality and the sales and distribution department. She mentioned that eight girls have applied, and only two girls will be selected. She even knows the girls who will be selected for the hospitality positions since these positions are fixed. But she is hopeful about the sales and distribution coordinator position:

“My chances are less but my sales and distribution interview went really well, and I am keeping my fingers crossed.”
According to her, time management is everything, and opened up that she needs to get better at it, not to mention that she was late by an hour to both our interviews. She feels that students can excel in multiple areas:

“In this campus I have met 9.0 CGPA students who are very active in extra-curricular activities. So it is not true that people can be good only in one thing. I feel it is all about time management, and obviously I am not good at that.”

According to her, people with very good CGPA, who are called “muggies” in IIT(M), do not participate in any activities compared to the students who are involved in a lot of activities and leadership roles who will get the preference during placement for jobs. She was also candid about the fact that not everything is about resume and job placement,

“It is not always true that everything we do here is for job or resume building. We do it also for our own interest. I play violin, just for my interest, but not to put that in my resume.”

Like other interviewees, she was clear that only non-academic, extra-curricular activities will get her the much desired status and reputation in this campus.

“It’s a given that if you are an event coordinator you will have a minimum of 7 CGPA, since that is the minimum eligibility. So I prefer being a 7.8 CGPA coordinator than being a 9.8 CGPA stud. Being a cod is also fun and at least to do something rather than studying all the time. People are actually jealous of cogs in this campus.”

Like Shankar, Nithya also aspires to become the alumni affairs secretary for her hostel in her third or fourth year.
Chapter 6: Emerging Themes from Hostel Stories

Introduction

Various thematic findings relating to high hostel spirit, importance of student leadership positions, dependence on peer groups and peer pressure, uneven faculty-student interactions, academic survival tactics and its effects, test-prep skills, issues pertaining to campus facilities, self-doubts, fears and deficits shared by IIT(M) students, resentment towards quota students and the quota system, and the extreme competitive nature of IIT(M) students will be revealed in this chapter. The chapter will conclude with the identification of two extremely different streams and how they co-exist within the student population at IIT(M).

Hostel Spirit Among QBS and GCS

Consistently during the interviews QBS portrayed high levels of spirit, commitment and dedication towards their hostel compared to GCS at IIT(M). The various extra-curricular events, activities and competitions surrounding the hostel seemed more attractive to QBS who were more involved in social and non-academic agenda than GCS who were more inclined towards academic endeavors at IIT(M).

Most QBS hostels in IIT(M) were a busy place on the weekends, and QBS tend to take advantage in most hostel events. QBS Guru’s adoration for his hostel was clearly evident during the interviews and at many instances he confessed his true love for his hostel. “We have inter-hostel events, and the hostel spirit is really high in IIT. Even now I am wearing Jamuna hostel shirt. I would like to graduate from this hostel.”

QBS girl Nithya also affirmed her hostel sprit by stating, “I love my hostel and I care for my hostel. This is my next home after my home.” Raja who is also a QBS from the (SC)
scheduled caste category showed his hostel involvement by saying that “I play for my hostel, more than the events, and just cheering for the hostel is the best part in college life.”

Another QBS Shankar defined his hostel experience by saying “There is lot of hostel spirit and lot of rivalry between hostels for games and sports. The hostel experience is a very beautiful experience.” Shankar also believed that since he had minimum freedom and social agenda in his intermediate high school life, he is now enabled with all the freedom in his hostel life to make-up for the lost time in his social life.

“In my grades 11 and 12 there were so many wardens who will wake me up, make me go to school and forcefully make us study, but here nobody will say anything if any time in class you want to go home, you can go home, play sports for hostel or watch movies.”

Venkat (GCS) stated that most GCS at IIT(M) are local students like him and tend to leave home on weekends eventually missing out on a lot of weekend on-campus activities.

“When I started there was no big difference for me because I am in Chennai localite. I did not have a problem of homesickness, and it was a natural surrounding for me. I left to home on most weekends.”

The lack of extensive comments or quotes about their hostels from GCS showed that they were not keen on hostel spirit or participating extensively in hostel activities. These inactions clearly portrayed that they were not looking to create a hostel-based educational experience is their tenure at IIT(M). The contrast between both groups about their hostels and how QBS accepted their hostel as their second home compared to GCS who showed indifference towards their hostel which substantiates that QBS has more hostel spirit than GCS at IIT(M).

**Adequate and Inadequate Campus Facilities**

Most QBS touched on issues relating to on-campus bus frequency, monotonous hostel food, overpriced on-campus departmental store, unclean and unfriendly service at the on-campus private restaurants, restricted lab hours, and insufficient infrastructure at IIT(M). Most GCS in
this study revealed a general sense of acceptance regarding the aforementioned issues compared to the QBS in this study.

At this juncture, it is very important to recognize the changing demographics of IIT(M) where most QBS tend to stay on campus on weekends compared to a decade ago where most students went home on weekends. Most QBS who were interviewed consider IIT(M) as their second home and went home once or twice in a semester, whereas most GCS students go home on the weekends. GCS did not blame the IIT(M) administration and Venkat believed that the facilities in this campus are abundant and more facilities will spoil the students rather than enhance their educational experience.

When I asked about the hostel food on campus, Nithya (QBS) opened up and said (cried):

“Pleeeeeeese don’t ask. It is just horrible (hostel food). We formed a group of friends just to hang-out and to skip hostel food. This food is tasteless especially for South Indians where we like it spicy. This food is ideal for sugar/BP (diabetic/blood pressure) patients who will love it.” “I think we need a good restaurant in this campus.”

Consistently most QBS like Guru, Shankar, Raja and Nithya spoke about issues pertaining to food, the on-campus departmental store, on-campus private restaurants, and bus services. Shankar believed the necessity for a good on-campus restaurant and mentioned “we need a good restaurant in this campus. The mess food (hostel food) is horrible. So if there is a multi-cuisine restaurant here it will help us.”

Raja believed that the local bus staff at IIT(M) were very inconsistent with their services. “The other thing I dislike is the campus bus frequency. It is up to the driver to decide when he wants to go and where he wants to go.” He also shared his disappointment about IIT(M) administration and student leaders and mentioned that they have no intentions of fixing any of the issues which have plagued this campus over decades.
“There is a General Secretary Position (Student Body President) for the entire institution, and every year these Gensec candidates promise to do changes within these campus facilities, but nothing gets done.”

Further, Raja also believed that the labs and the infrastructure of IIT(M) had controlled lab hours and inadequate manpower to keep them operational whenever he wanted to use the facilities.

Consistently during the interviews most GCS students seemed very optimistic about the campus facilities. Venkat (GCS) mentioned that:

“In general all facilities are good. We have internet facilities, shopping, and everything here in this campus. Even if you don’t have a laptop you can always go to the Dept. and use the computer 24 hours a day.”

Giri (GCS) claimed that “I like the labs and the infrastructure. I like the campus very much,” and Venkat believed that “Most of them (Facilities) are good compared to most of the Indian colleges,” and in regards to food and other facilities he mentioned:

“It is certainly not like home food, but from what I hear from my other friends in other colleges I feel our food is pretty good. We have everything here. We have a swimming pool, a gym, a stadium, and lot of restaurants so everything is here in this campus.”

It was evident that the expansion in the quota system has vastly contributed to the ever changing campus diversity at IIT(M). With the growth in diversity, the needs of the student population has also changed immensely. Observations and interviews revealed that the IIT(M) administration is not excessively concerned about some of the campus issues, and unfortunately students get used to such services and facilities over time.

Importance of Student Leadership Among QBS and GCS

Interviews revealed that student leadership positions were extremely important for QBS compared to GCS who were more concerned about their academic excellence agenda at the institution. QBS interviewees revealed that they desire rigorously for campus/hostel/event
leadership positions and to fill their resume with non-academic leadership activities which they believe will fetch them a well-paid job after graduation. Most QBS interviewees expressed that whether it was a nominated student leadership position or an elected student leadership position, regionalism (electing their own people) and favoritism took precedence over real talents and qualifications. Campus leadership in IIT(M) is definitely more significant to QBS compared to GCS who tend not to worry too much about taking part in non-academic activities.

Nithya revealed that “It’s all about contacts; the more you have contacts, your chances are more.” Numerous QBS reflected such resentment towards the student leadership selection process, which established their priority and importance towards such leadership positions.

Another QBS interviewee Guru also confirmed by saying:

“General Secretary of the institution recommends somebody and that person will be a coordinator for the event. What can I do about it? There is always politics in those selections of event coordinator / volunteer positions.”

Some of the positions hugely sought by QBS are the IIT(M) General Secretary (student body president), sports secretary, cultural secretary, and alumni secretary. Favoritism, politics, and recommendation in the selection process was clearly upsetting most QBS chances in acquiring such positions that are so significant to them in their journey at IIT(M).

During data collection, Shankar seemed interested in filling his resume with numerous non-academic activities and believed that those accomplishments will get him a good job after graduation.

“If you participate in all other activities, your resume will be very big. Our resume will be filled with all extraordinary things.”

A QBS interviewee, Shankar, made it clear that the leadership positions will bring a social status on campus and strongly believed that an individual’s networking skills among the student community will help in attaining such a leadership position.
“Social status is a key issue here in this campus.” “It is not what you know; it is who you know that makes you a leader in this campus.”

Compromising on academics to dedicate more time for campus leadership seemed acceptable among QBS. Favoritism in concurrence with the desire for social status reinforces the belief that “what you know” is less important than “who you know.” It ends up reinforcing the divide between academics and social activities among QBS and GCS. During our interview, Nithya opened up and confessed:

“I prefer being a 7.8 CGPA (Event) coordinator than being a 9.8 CGPA stud (studious scholar). Being a COD (coordinator) is also fun and at least to do something rather than studying all the time. People are actually jealous of CODS in this campus.”

Nithya also believed that these student leadership selection processes are biased and most leadership selections are pre-determined. She further stated that ineligible candidates getting selected for such positions are very common in IIT(M).

“These elections are mostly fixed, and if they are not fit for the positions, they should not get the job. People get selected effortlessly, and hardworking people do not get any positions. We are all used to it by now.”

A GCS interviewee, Jai, also recognized the disparity in the student-leadership selection process at IIT(M), and during the interview he referred to QBS as “Minority” students.

“Some students get partiality (favoritism) in selection for events, especially the minority students here when there is any team selection. They give preference to their own people and friends because they stick in their own group.”

Apart from sharing his views about the selection process, Jai did not seem very ambitious in acquiring such a leadership position. When I questioned him further, Jai revealed his true feelings towards these positions and viewed them as a distraction from his academic endeavors at IIT(M).
Most GCS are known to strive in the academic arena at IIT(M) and believe in academic excellence through learning and classrooms. With academics in mind, GCS interviewee Vijay mentioned:

“This is the first time in my life I am seeing so many facilities, and I am really happy that I am a part of it. And hopefully I will manage both (academic and non-academic activities).”

Interviews revealed that “status in non-academic activities” is more important to QBS compared to “status in academic activities” for GCS. Vijay’s concern to manage academics and extra-curricular activities in a balanced approach certainly shows his seriousness towards educational values, which are consistent with the other GCS interviewees at IIT(M).

Peer Groups and Peer Pressure

Data suggests that QBS form peer groups and depend on those comfort groups immensely in their institutional career at IIT(M). In the case of GCS, the dependence levels on their peers were not as significant as the QBS.

Most QBS preferred to spend a lot of time with students from their own region and state. Guru (QBS) confirmed this when he mentioned: “Most of my friends are from AP and that is because in this campus most of the students are from AP.” Guru also mentioned that whenever he had doubts in academics, “I will ask my friends. Somebody will help me.”

The various academic and non-academic group activities of the QBS population at IIT(M) described that they are extremely dependent on each other. QBS help each other immensely and tend to form their own social groups compared to the GCS. Guru(QBS) also stated that:

“All the hostel mates will be like family, will be like good friends, very good friends. They will help me whenever I have to go to a railway station or buy something they will come with me.”
Interviews revealed that QBS find support and comfort mostly from their peers for most of their problems and issues at IIT(M). Shankar (QBS) believed that good relationships with senior students also come to the rescue in time of crisis and indicated:

“Just speaking to my friends, I find the solution from most of my college problems.” “Seniors teach a lot. I have been to many seniors’ rooms so many times, and one senior made me help him to shift rooms, and finally he took me out to treat me with his friends, He was a very nice guy, and he is a very good friend of mine.”

Observations revealed most QBS at IIT(M) preferred friends who spoke the same language and students who originated from the same region as theirs. Shankar revealed that most of his friends are from his region in India, “90% of my friends are from Andhra Pradesh.”

“Birds from the same feather flock together” is no exception with the case of QBS in IIT(M). Forming friends based on the same region, similar language, social status, academic and non-academic interests is common among QBS in IIT(M). Nithya admitted that her friends help her with academics as well and stated “Living with my friends is the best part, and it is very different from school life. We study together like a family.”

A GCS, Jai, mentioned that he liked “spending time with my friends, lecturers, chats, discussions, and doing fun projects.” However, other than some incidental remarks about friendships, not many GCS revealed any data to conclude that peer-group dependency was as strong as the QBS at IIT(M).

Faculty – The Approachable and Unapproachable Claims

Students approaching the faculty and vice-versa at IIT(M) were perceived in two different perspectives within the student community. Most of the QBS interviewees in this study stated that IIT(M) faculty were not easily approachable and stated that contacting the faculty was the last resort to find the solution for their academic concerns. Most of the GCS in this study
acknowledged that faculty at IIT(M) are welcoming and give students numerous opportunities to reach out in times of doubts and academic concerns.

During interviews, most QBS believed that IIT(M) professors are very busy professionals and approaching them for doubts and questions is like disturbing them from their active schedule. Nithya (QBS) revealed that her faculties were very busy individuals, and it was not possible for them to devote time to individual student interactions.

“I didn’t know that the faculty would be this busy, and that is the only thing which I find as a big difference, and it is also not possible for IIT faculty to concentrate on every student because they are busy with their own life.”

This image about faculty was consistent and widespread all over campus with the QBS interviewees. When Shankar (QBS) shared his thoughts on his faculty, he mentioned that faculty had no intentions or interest in learning their names or any details about their students at IIT(M):

“This place is very poor with personal relations between faculty and students. Only my ID card faculty know that I am his student.”

Shankar further questioned, “What is the fun in this when the personal touch is missing?” He also stated, “Rather than finding a mentor (professor), I would go to a senior.”

Scared of embarrassment in front of his peers or in fear of annoying the faculty, Guru (QBS) seldom participated in classroom proceedings:

“If we ask a question he will say something. He will definitely reply for that, but it won’t be that convincing, and if we ask again and again they will say the same thing. You don’t want to irritate the professor by asking so many questions.” “The students won’t ask.”

It was clearly evident that the faculty - QBS relationship was mostly one way communication. Shankar also confirmed and stated that “They (faculty) don’t elaborate (with doubts) that much and clarify up to the mark (basic level). They don’t have time to answer your complete doubt,” and believed that it was difficult to understand the faculty response in class.
“Sometimes we cannot understand his (professor’s) high level answers because we don’t have as much knowledge as the professor.”

Compared to QBS, GCS believed that faculty was definitely approachable and accessible. A GCS, Giri, commented that:

“Most faculty are approachable. You can always e-mail them or call them if you have doubts, and most professors respond to your e-mail.”

Venkat (a local GCS) also mentioned that “Professors are very good with e-mail when we contact them.” Observations revealed that contacting professors through e-mail is more prevalent and common among GCS who generally own a laptop in the IIT(M) campus. Venkat acknowledged that IIT(M) faculty were busy individuals, but mentioned that most faculty answered his questions on time: “I feel the Professors are ready all the time to help us here.”

Further, he believed that it is the responsibility of the student to contact the professor and not vice-versa.

“I know a lot of students complain about professors’ not reaching out. It is the student’s responsibility to contact the professor and get their doubts clarified; if the student shies away from doing it, it is their problem.”

Venkat also mentioned that they try to find answers by themselves and at times when they cannot find the answer, they go to the faculty as a group.

“If we can find out the answers by ourselves, we need not trouble the faculty every time we have doubts; if not, we all go to the professor and ask doubts collectively.”

During the interviews, unlike QBS, GCS did not show any evidence of being scared for asking questions to their faculty. Jai, a GCS interviewee, showed optimism by saying that faculty interaction gets better over years at IIT(M).

“In the first year, we have 200 students in one class and this year they admitted 800 students. The second and third years it gets better. Professors get to know your name, and the personal interaction gets better in the third and fourth years.”
Interviews with QBS revealed that they did not believe in reaching out to faculty compared to the level GCS reached out to the faculty at IIT(M). Lack of optimism about faculty-student personal interaction getting better over years at the institution was observed with the QBS. Most QBS interviewed in this study consistently believed that faculty were unapproachable, and faculty-student relationships were always strained at IIT(M).

**Academic Strategies between QBS and GCS**

Involving academic survival tactics, it seemed more common among QBS interviewees compared to GCS who believed in attending classes regularly, originality with assignments, and systematic preparation for exams to succeed academically at IIT(M). Most QBS participants confessed they adapted to survival methods such as indulging in fake in-class attendance, replicating their peers’ assignments, and cheating in tests and exams.

A QBS interviewee Nithya claimed that “sometimes we feel like sleeping in and we will ask our friends to put proxy (fake attendance) in class.” Most assignments in IIT(M) are meant to be individual work, and during interviews it was evident that QBS openly shared their assignments with their peers. Raja confessed, “One person does the assignment and we all copy. We make small changes to make sure we don’t get caught.”

During interviews, replicating assignments seemed more common among QBS. Raja claimed that “most students cheat on assignments and especially on workshop assignments.” Most QBS believed that it was a hurdle to complete assignments and viewed it as a mere requirement for the class. Shankar confirmed the thought by sharing that most of the times the original work travels to many hostels where it will be copied, and finally the owner gets the assignment in the department.

“Most students cheat here. When I start the assignment here, it will stop in many places till the last hostel, and I will usually collect it in my department. Students are very smart when cheating on assignments. We change the order or words just to make sure we don’t get caught.”

According to Guru (QBS), “In most courses we have individual assignments only; one or two professors give group assignments.”
Sharing individual academic work and assignments between QBS seemed more common and was not perceived as a dishonest activity. Group assignments are forbidden by faculty at IIT(M), but most assignments are a group effort when it comes to QBS at IIT(M). Guru (QBS) confirmed this by stating: “One (student) will do the work and we will all copy from him, just to finish the homework.”

Confirming answers with classmates during the exam was a common practice among QBS and was not considered as severe or premeditated cheating. Shankar confessed to cheating in exams at IIT(M) “I did it, too. Especially in labs and workshops. We exchanged formulas and held more like discussions rather than pre-planned cheating.”

Guru shared his views and stated that “they (other students) don’t carry materials into the exam; mostly they just discuss to confirm answers. So usually it is not too severe. It is for confirmation.” Raja also confirmed the existence of cheating in exams and mentioned about the repercussions if the students get caught.

“Regarding the exams, some students do cheat in the exams, but if they get caught, the administration will take serious actions and could fail them for the course or for the entire year depending on the severity of cheating.”

When compared to QBS, GCS like Giri showed interest in finishing his assignments on time, always wanted his work to be unique from others, and stated that “Many people cheat on assignments but I don’t. I like my assignment to be different from others.”

During my interview with Venkat (GCS), he was surprised to learn that some students at IIT(M) do cheat in the exams. Venkat seemed speechless and nodded his head in disbelief during the interview about some IIT(M) cheating in their exams. Outside the classrooms within their peer groups, GCS tend to discuss assignments and projects, but definitely not to the level where one student does all the work and everyone else replicates the work. Conversations with Venkat
and Giri confirmed that GCS believed in originality and methodical preparation to succeed academically at IIT(M) compared to most QBS interviewees who believe in academic survival tactics at IIT(M).

**Test-Prep Skills among QBS and GCS**

Last-minute preparation for tests and exams was more widespread among QBS compared to GCS who believed in a methodical and disciplined approach. Procrastination due to excessive involvement in non-academic endeavors made QBS devote less time to tests and exams compared to GCS who constantly devoted time on a continual basis to tests and exams.

Studying the whole night before the exam seemed very common among QBS, and Nithya confessed that “*Most of my exam I do night-out. (Studying all night before the exam)*”

When Shankar was asked about his exam preparation schedule, he confessed that “*every 11th hour I start, and somehow I finish it.*”

In the case of Venkat (GCS), he practiced a long term approach and confirmed this by stating “*For the quizzes I start a week before, and for the final exam around two weeks before. I feel if we just listen in the class, it should be an easy task for preparing for exams.*” Similar to Venkat, Giri also believed in continual preparation over the semester and keeping up with class assignments and reading.

Most GCS interviewees revealed the need to compete academically compared to QBS at IIT(M). When Jai (GCS) was asked about his test preparation schedule, he confirmed by saying “*for the exams I studied regularly and usually I got serious one week before the exams.*” Last-minute preparations were not evident among GCS interviewees; instead they believed in overall readiness for quizzes and exams by attending, listening, and engaging in classroom proceedings over the semester.
Studying to Learn vs. Graduating to Earn

Learning based on memorization was a predominant practice followed by QBS at IIT(M) compared to most GCS who believed in higher-order thinking and listening to class lectures. For most GCS, “Studying to learn” was more important compared to the belief of most QBS which was “Graduating to Earn.” Interviews revealed that most GCS believed in competing academically, compared to QBS who wanted to fill their resume with non-academic achievements and to survive the academic rigor of IIT(M) graduating to yield a high-paying job.

QBS interviewee Shankar revealed that memorization was a technique practiced by many QBS in IIT(M), which they learned in their high school years.

“All we did was memorizing in high school. Just put it on the paper how much you can put on the paper and how much you memorize you get that much of a mark. This is exactly how we studied in 10th, 11th, and 12th.”

Shankar believed that thinking or creativity was not encouraged in his schooling years and here at IIT(M) “It is entirely different. We have to know and study because whatever is in the book, we never get in the exam; only the pattern we get in the exam.”

GCS Venkat believed in learning the concepts and stated that “They (faculty at IIT(M)) lead the foundation for us and teach us the concepts compared to schools which are exam-oriented.” Here the faculty emphasis is on learning rather than exam-oriented learning.”

During the interviews, it was evident that most GCS do not believe in memorizing. Giri believed that it was more hard work than intelligence, which makes him academically successful, and he also believed that thinking or creativity was definitely encouraged in this campus. “Here at IIT(M), it’s more hard work than intelligence.” And Venkat claimed that “The biggest difference from school to here is that we don’t have the concept of mugging (memorizing). Thinking is encouraged here.” Most of the GCS are capable of adapting to the new academic
environment at IIT(M) where thinking is stimulated compared to schools where memorizing is practiced. QBS found this transition to be difficult compared to GCS.

**Low Self-Esteem, Fears and Deficits**

During the interviews, evidence often suggested the existence of various aspects of deficit thinking among QBS at IIT(M). Self-deficit, fears and doubts about their capabilities and performance mostly in the academic arena was observed with some QBS and no such perspective was shared nor observed by any GCS interviewees in the data collection process.

Self-doubts about English language capabilities was clearly evident with Guru when he shared some comments about his interaction with his classmates “I don’t know much English. Actually there are many AP students I will talk to in Telugu (Native language of AP) and I am not improving that much in my English.” It is a general misconception that urban students have no communication issues when compared to students from rural areas in India; during our interview, Guru’s English was in-fact clear and comprehensible like other interviewees.

Guru also showed signs of fear about his language abilities and interaction in the classroom with his faculty. His assumption that the faculty might not like what he says in class and might embarrass him in front of his peers was confirmed when he stated: “If we say something wrong, they (professor) will not like it.” Language in the classroom seemed to be a common issue during the interviews.

Nithya’s statement about asking questions in class, “We feel inferior to ask such silly questions,” validates the existence of a self-deficit perspective at IIT(M)) where social and cultural differences among students are substantial.

Nithya also revealed the information that only some studious students ask questions in class, and most students refer to other sources or never get their doubts clarified.

“Only the toppers (high performers in class) and students who listen in class ask questions. Most students have doubts, but don’t ask, and sometimes they don’t even refer to other sources; they just let it go.”

During the interview with Nithya, it was revealed that there are differences between studious students (STUDS) and other students in the classroom at IIT(M). She mentioned:
“Generally we (similar QBS like her) don’t treat people differently here. Only some IIT students who scored very high treat people differently. These are the students who are called STUDS. I don’t like them personally. They are the only ones who differentiate among students. They will have similar friends, they are very few in number, and they probably come from rich and high-cultured families.”

A QBS interviewee, Raja, showed definitive signs of academic deficit during the interviews and mentioned, “For C language, I faced difficulty. The problem is with me.”

Most GCS who were interviewed showed no self-deficit about their academic setting at IIT(M) and revealed no signs of deficit thinking during the interviews.

**Resentment on Caste and Quota System**

Resentment about the quota system was observed mostly from QBS compared to GCS during the data collection process. With the exception of one GCS, most resentment over the sensitive quota system was conveyed by the QBS.

Nithya from the OBC category spoke openly about her opinion on how the system is heavily decreasing the qualifying marks for SC/ST students to get in IIT(M).

“They (SC/ST students) are treated as God. They don’t pay any hostel fees. They get 60% off from all the fees and their ranking in SC/ST category is a huge benefit for them. Some SC/ST students don’t even get ranks in the general category, but they get SC/ST rank and get admitted to IIT. After coming here they face many problems. Their rank itself shows that they did not have any intention to come here. They didn’t put up too much fight to come here; when they come here, they say it is too tough. But IIT cannot do anything about it.

Nithya also believed that IIT(M) does not have any intentions to help SC/ST students on an individual basis.

“Nobody is here to spoon-feed them (SC/ST students). IIT can’t and won’t. But it does develop individuality and most SC/ST students fight here by themselves after coming here.”

Raja from the SC category spoke openly about his opinions on how the system is heavily decreasing the qualifying marks for SC/ST students to get in IIT(M).
“The quota-system is too lenient in admitting QBS into the institution; for example, a lot of students who do not get rank in general category get rank in SC/ST category and get admitted to IIT. I think it is too much and it is not fine.”

Giri was the only GCS who expressed his resentment on the quota system by stating:

“I feel that it is making opportunities for other people fewer. It is not equal opportunity for everybody. I have a ST student who is my friend; he did not even get rank in the general category (All-India Ranking), but he got a two digit rank in his category, and he is studying computer science here.”

Social Competition over Academic Competition

Starting from IIT-JEE preparation, aspirants are instilled with the quality to compete against each other. After they join IIT, his/her beliefs on competing are further institutionalized and encouraged leading to QBS and GCS competing in social and academic venues within the institution.

Nithya mentioned that “3.9 lakhs (390,000) took JEE when I applied and only 10,000 students got in.” A common theme which cut across most themes in this study was the intense competitive nature of IIT(M) students in various arenas. Competition plays out differently for QBS and GCS in the following areas: social vs. academic; student leadership; hostel spirit (voting for best hostel); exam preparation, and participation in social activities. Data indicates that QBS focus on social competition compared to GCS who primarily focus on academic competition.

During the interviews, a QBS interviewee, Nithya, stressed that IIT(M) students compete for everything: “There is a huge competition for everything (in IIT(M)), and I want to say academic competition also exists.” The above quote spells out that her world is completely filled with non-academic activities with the emphasis on “everything,” which excludes academic endeavors at IIT(M). In her mind, academics is not a part of everything, and the social journey means more to her when compared to academic undertakings at IIT(M). Similar reflections from
other QBS such as Guru, Shankar, Raja and Suresh made it explicit that QBS in IIT(M) compete extensively in social activities.

Hostel spirit and rivalry between hostels for games and sports, especially for cricket games, are a huge ritual on the campus and happens in every even semester. Observations revealed the true hostel spirit of QBS during an inter-hostel sporting event compared to GCS. T-shorts, pom-poms, display boards, and numerous artifacts came into the picture when an inter-hostel cricket match took place on campus. QBS interviewee Shankar revealed that his cheer-leading voice (screaming during events) is a weapon to prove his hostel spirit to the rest of the hostels. Being part of a team (mostly non-academic) is very important for most QBS who consider it to be a resume builder in their professional development.

Voting for the best hostel in Facebook is one of the classic examples of QBS hostel spirit and competitive nature in a non-academic venue. Figure 12. is a screenshot of a Facebook page shared by QBS Guru where students are given a chance to vote for the best hostel at IIT(M). Even though these elections have no face-value or significance, the hostel spirit and pride associated with being voted the best hostel is very important for a QBS in IIT(M).
In contrast to QBS, GCS students Venkat, Giri, Jai and Vijay clarified that they took their academic competition seriously. Academic peer interaction between GCS is sometimes limited due to heavy academic competition. Among GCS, key ideas and vital information may not be discussed openly in groups, which might act as the edging factor in distinguishing GCS academic performance. Most GCS do not compete when it comes to non-academic activities, leadership positions and sporting activities. They tend to envision non-academic activities as a huge distraction to their educational mission at IIT(M).

During interviews, most GCS did not portray any eagerness for non-academic activities. Irrespective of the quota category, every freshman in his or her first year on the campus is required to serve in one of the three organization: NSS (National Service Scheme), NSO (National Sports Organization) and NCC (National Cadet Cops). Other than revealing the above
information, GCS interviewees maintained a unanimous silence in regards to social and cultural events and participation in such events. Other than academics, GCS competed in participating in “Shaastra” (technology-related event) where they can portray their academic, intellectual, and research skills.
Chapter 7: Conclusions

Introduction

This chapter will elaborate on the summary analysis from the previous chapter. Findings and conclusions from the various themes will also follow in this chapter. Identification of social and academic streams and the co-existence of the streams will also be discussed in this chapter.

All institutions have a campus-based “social life” and a campus-based “academic life”. The social stream consists of students who are tightly coupled to the campus-based social life (and loosely coupled to the campus-based academic life), whereas the “academic stream” is the opposite. The harmonized co-existence of QBS and GCS along with their activities at IIT(M) proves the presence of social and academic streams similar to Tinto’s formal and informal model within the institution. Strong patterns of investiture socialization practices allow both the streams to exist together within the institution.

<table>
<thead>
<tr>
<th>Themes</th>
<th>QBS – Social Stream</th>
<th>GCS – Academic Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hostel Spirit</td>
<td>Extremely important</td>
<td>Mild to moderately present</td>
</tr>
<tr>
<td>Importance of Student Leadership</td>
<td>Extremely favored</td>
<td>Not favored /considered a distraction</td>
</tr>
<tr>
<td>Peer Groups and Peer Pressure</td>
<td>Extremely dependent</td>
<td>Somewhat dependent</td>
</tr>
<tr>
<td>Faculty</td>
<td>Unapproachable</td>
<td>Approachable</td>
</tr>
<tr>
<td>Doubts, Fears and Deficits</td>
<td>Existing</td>
<td>Non-existent</td>
</tr>
<tr>
<td>Academic Survival Tactics</td>
<td>Common and prevalent</td>
<td>Non-prevalent</td>
</tr>
<tr>
<td>Test-Prep Skill</td>
<td>Last minute preparations / Easy way out</td>
<td>Methodical preparations</td>
</tr>
<tr>
<td>Studying to learn vs.</td>
<td>Importance to non-academic activities</td>
<td>Importance to academic learning</td>
</tr>
<tr>
<td>Graduating to earn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Facilities</td>
<td>Inadequate</td>
<td>Adequate</td>
</tr>
<tr>
<td>Resentment on caste and quota system</td>
<td>High among QBS</td>
<td>Somewhat existent among GCS</td>
</tr>
<tr>
<td>Competition at IIT(M)</td>
<td>Favor non-academic competitions</td>
<td>Favor academic competition</td>
</tr>
</tbody>
</table>

*Figure 13. Thematic Analysis of Social and Academic Streams*
QBS (Social Stream): Social Achievement Valued over Academic Achievement

The various themes that emerged from the interviews with QBS and their hostel life in IIT(M) had one common implication; most QBS are engrossed in the “Social” phenomenon of their life at IIT(M). Consistently during the interviews with the QBS, scholastic activities were secondary compared to non-academic goals or accomplishments. Importance for hostel events,
leadership, and hostel spirit was found to be very high among QBS. Language differences prevented QBS from asking questions in class and made them feel inferior academically and consequently making their focus on social activities over academic activities. Based on the data, learning methods among QBS included memorization and sometimes cheating in assignments and tests. Hostel Leadership seemed to be a high priority and competition for hostel leadership positions took importance over academic endeavors.

**GCS (Academic Stream): Academic Achievement Valued over Social Achievement**

The various themes that emerged from the interviews with GCS and their hostel life in IIT(M) had one common implication; most GCS agreed on the importance of the “academic” facets of this institution. Consistently during the interviews, GCS exhibited an adjusting attitude towards issues that were a struggle for QBS. The common trend observed among GCS was the manner in which they readily accepted the academic culture, pressure and the learning exposure IIT(M) offered. Higher order thinking and methodical learning practices took precedence compared to test taking ability and survival tactics in the academic arena of IIT(M) among GCS. In most instances, GCS portrayed minimum levels of hostel spirit and a lack of urge to participate and compete for leadership in social events and activities in IIT(M). GCS believed the need for social undertakings in IIT(M), but did not perceive the non-academic accomplishments as a personal/professional development tool portrayed by the QBS population.

**Enablers That Keep Streams Separate**

Some of the common themes that prevailed between the academic stream and social stream population at IIT(M) were language differences, previous educational experiences, institutional practices like roll-call, peer pressure, co-existence of previous educational exposure in IIT(M), normative relative grading system and the refusal to discuss the quota system among
QBS and GCS. These enablers helped the streams to live together while keeping their individual identity separate within the student community at IIT(M). These enablers acted as the characteristics that allowed the difference among social and academic stream population to co-exist while within IIT(M).

<table>
<thead>
<tr>
<th>Prior Experience</th>
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</thead>
<tbody>
<tr>
<td>Background Preparation: Test-Preparatory vs. Rigor</td>
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<tr>
<td>Language Differences</td>
</tr>
<tr>
<td>Technical</td>
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<tr>
<td>Faculty Interactions: Not Approachable vs. Approachable</td>
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<tr>
<td>Academic Self-Efficacy: Deficit vs. Confident</td>
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<tr>
<td>Managerial/Administrative</td>
</tr>
<tr>
<td>Normative Relative Grading System</td>
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<tr>
<td>Campus Facilities</td>
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<tr>
<td>Hostel</td>
</tr>
<tr>
<td>Non-Random Hostel Assignments</td>
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<tr>
<td>Limited Services and Lack of Socialization</td>
</tr>
<tr>
<td>Roll-Call Process</td>
</tr>
<tr>
<td>Peer Groups and Peer Pressure</td>
</tr>
</tbody>
</table>

*Figure 15. Factors that Keep the Streams Separate*

**Co-Existence of Previous Educational Exposure Under One System**

The various educational backgrounds QBS and GCS brought into IIT(M) certainly impacted the academic and social approaches in different ways in the educational endeavors at the institution. Right from preparatory schools, social-stream students had a modeled textbook-oriented syllabus along with test-based advancement and were made to believe that education was all about “jumping hoops” and crossing one hurdle at a time. Education in the minds of the academic-stream population was instilled to believe that it was a knowledge-gaining experience rather than clearing tests and surviving exams.
Roll-Call Process as an Enabler

Both QBS and GCS viewed the entire roll-call process as an accepted initiation practice at IIT(M). A common sense of acceptance to minimum hazing or ragging was evident among both groups of students. The acceptance level of roll-call processes between QBS and GCS was synchronized and both groups asserted that the process helped them overcome their initial institutional fears about IIT(M) and helped them gain valuable friendships on campus.

During interviews, QBS Guru mentioned, “Roll-call helped me. Initially I was shy; I used to feel very shy and all. I didn’t use to speak to others so after getting there, they made me to speak something, tell me something so I got used to it. I found a lot of friends through ragging and afterwards I found many other friends.” QBS student Raja also confirmed that “I went through ragging which helped me with interaction with seniors and my classmates.” Most QBS interviewees admitted that hazing exists, but was tolerable in IIT(M) and helped them get close with their seniors who eventually helped them in their journey at IIT(M).

GCS Giri confirmed that the roll-call hazing was mild in his case and suggested that “The guy who has been ragged (hazed) the most will get more friends and almost in a month he will be very close to the seniors. Usually the seniors ask the freshmen to do some small chores and it is never a big deal.” Another GCS, Vijay, confirmed the thought by stating “Right after we got admitted, we had roll-call with our seniors and a little bit of ragging, but soon that helped and we became good friends.”

The roll-call ritual organized by the IIT(M) hostel management happens for ten days in the first semester. Attendance for freshmen is mandatory for the duration of roll-call that happens during the events after the classes. After the initial ten days, it could be two academic semesters of mild to rigorous hazing (ragging) by the upper-classmen. Data did not reveal any differences
in different hostels, among the two streams. Tragic and devious effects of hazing in Indian higher-educational institutions have been reduced tremendously since the early 2000’s. The government has introduced many stringent laws to protect freshmen’s safety and security within the institutions.

Following is a passage from the IIT(M) regulations regarding ragging (hazing) laws on campus.

“**R.13.4 Ragging of any dimension is a criminal and non-bailable offense in our country. The current State and Central legislations provide for stringent punishment, including imprisonment. Once the involvement of a student is established in ragging, the offending student will be dismissed from the Institution and will not be admitted into any other Institution. Avenues also exist for collective punishment, if individuals can not be identified in this inhuman act. Every senior student of the Institute, along with the parent, shall give an undertaking every year in this regard and this should be submitted at the time of enrollment.**” (Indian Institute of Technology, Madras, 2012)

**Institutional Practices - The Lack of Institutional Socialization**

Amidst all the external and internal pressure over the expansion of the quota system in IIT(M), observations revealed that there was relative harmony in spite of the big differences in these two groups. The reason was that they self-segregate and then focus on different issues, so they do not compete on the same areas. The hostels provided the alternative environments for the QBS. Due to the lack of academic and counseling services from IIT(M) administration the harmonized institutional existence of QBS and GCS was indirectly supported at the institution. Peer groups led the socialization practices within IIT(M) and helped to ensure that the student groups stayed separate during their time at the institution. Grouping the students based on their background and keeping them engaged with numerous activities was one of the institution’s ways of maintaining this balance. Several non-academic activities that include social, cultural, literary and sporting events were conducted round the year. Observations confirmed that hostels were labeled based on the various characteristics of its residents. As discussed in chapter Four,
starting from the presence of security guards, location of the hostel, visitor logs, hostel rankings based on academic and non-academic events, etc., portrayed the background of every hostel in IIT(M).

**Coding/Tracking within IIT(M)**

Organizational tracking and coding of QBS students based on origin, caste, academic rank, hostel allocation and department by the IIT(M) administration was evident in various subtle forms within the institution. Studies performed to investigate “Does Educational Tracking Affect Performance and Inequality?” concluded that early institutional tracking increases educational inequality (Hanushek & Wößmann, 2006). Self-coding and labeling was widely practiced among QBS while referring to GCS as “Studs” and “Muggies.”

Nithya (QBS) reported “*People with very good GPAs are called MUGGIES.*” “*IIT students who scored very high are called STUDS.*”

IIT(M) has produced thousands of scholars and successful graduates who excel in various fields of technology around the world (Indian Institute of Technology, Madras, 2012). In 2006, when the bill was passed to increase the admission spots for QBS, internal resistance within the IIT(M) administration was well known to the public. Many administrators from IIT(M) openly commented and criticized the 27 percent OBC category for IIT’s.

In the last few years, IIT(M) has found ways to circumvent the system through tracking and by keeping the incoming students separated based on their identity. Observations revealed that hostels do not have an equal mix of QBS and GCS. IIT(M) kept the streams away from each other, and socialized them separately based on their backgrounds. Through such separation IIT(M) found it convenient to manage the sudden increase in their student population. Observations confirmed the co-existent nature of both streams where they rarely competed against each other. While academic stream students were busily engaged in academic and
classroom activities, social stream students were concerned more towards non-academic competition and cultural endeavors.

In an extremely harsh political environment where quota expansion is in its peak, the goal of the institution was to maintain the original identity of the institution. Other than keeping the streams separate within the institution, IIT(M) has drastically increased the intake of students into the institution. In an interview to the media, Dr. Bhaskar Ramamurthi, who is Director of the IIT(M), mentioned,

“We have increased our intake by 50 per cent from 5,500 and are marching towards the 8,000 level. Tenders have been awarded and we have started construction. The buildings will be ready in 18 months. We have also worked out a master plan so there is no problem in accommodating over 8,000 students.”

QBS and GCS students bring different values into the institution, and by keeping them detached, the IIT(M) administration may believe that the values do not get fused and the proper stability and identity between the social stream and the academic stream is maintained.

**Relative Grading System**

IIT(M) is known for its relative grading practices and normative relative grading system. The grades of the entire class depended on the top performers and even an average score could end up getting an above average grade and vice-versa. According to the administration, keeping the >9 CGPA (GCS) and <8 CGPA (QBS) separated helps in institutional harmony. Interviewees acknowledged that faculty at IIT(M) are lenient in giving “B’s” compared to “A’s” to maintain the balance and harmony in the classroom.

**The Refusal to Discuss the Quota System among QBS and GCS**

With the vast expansion in the quota system, most interviewees at IIT(M) chose to maintain silence over this sensitive policy issue. Observations revealed that the expansion was impacting every single individual on campus and certainly changing the campus demographics in a vast manner, and still most interviewees chose not to comment over the quota policy by the
government. Except in a few instances during one-on-one interviews, the general silence from interviewees proved a strong sense of precaution in their language and attitude towards the policy. When GCS Venkat shared his opinion on the quota increase in IIT(M), he mentioned:

“When I started there was only 9% quota for OBC. Now it is 27% so I really don’t have many ideas about that.”

When questioned about differential treatment of QBS on campus arose, a QBS interviewee Shankar mentioned:

“Never. I don’t see any in this campus. Only in my previous coaching center in Narayana I saw some, but here we are all IIT(M) students. People do not separate here, and they extend their heart and friendship. Even for SC/ST students, there are no barriers or restrictions and no one treats anybody separately.”

The “refusal to discuss” about expansion of the quota system was overwhelmingly observed between both the streams during the interviews and acted as an enabler that helped the streams live together while keeping their individual identity separate within the IIT(M) community.
Chapter 8: Implications

Introduction

The theoretical implications of the various themes discussed in the previous chapters will be discussed in this chapter. Implications were made based on Schein’s theory of organizational culture along with Tinto’s dimensions model that helped the researcher identify the two distinct orientations: social vs. academic within the IIT(M) student population. Probing questions from the interviews led to the outcome of various themes in the previous chapters. This chapter will discuss the various themes in terms of Schein’s artifacts, espoused value and underlying assumptions. The theoretical outlook of organizational socialization and levels of culture helped to identify the numerous sub-cultures within the streams in this study. Overlaying Schein with Van Maanen proved the existence of deficit, stigma and social stratification within the institution.

Organizational socialization perspective along with the existence of social stratification, deficit thinking and stigmatization within the social stream population at IIT(M) will also be discussed in this chapter.

Academic vs. Social (Tinto’s Model)

Although Tinto’s model elaborates about institutional departure of students, in this research the model helped to identify the co-existence of QBS and GCS along with their values within the IIT(M) student population. The diverse background, various skill sets and abilities, and prior schooling experience that QBS brings to the institution acts as the foundation for their intentions, goals and commitments at IIT(M). Their high enthusiasm in formal extra-curricular activities and extreme dependence on informal peer-group interactions clearly demonstrates that they are more socially integrated in the “campus-based social life.” QBS are not integrated into the academic part of the system as much (as evidenced by their distance from the faculty).
Comparable to QBS, the family background, various skills sets and abilities, and prior schooling experience GCS brings to the institution increases their formal academic performance and informal faculty/staff interactions and clearly demonstrates that they are more academically integrated into the system.

The passion for social competition among QBS and intensity for academic competition among GCS helped identify the existence of two different communities within the IIT(M) student population. The QBS who favor hostel leadership over academics, strong influence from peer groups, unconstrained hostel spirit and academic survival tactics that confirmed their intentions towards a social agenda and non-academic endeavors at IIT(M).
The GCS who favored academic competition, comfortable interactions with faculty and minimum participation in extra-curricular activities tactics confirmed their intentions towards an academic agenda and academic endeavors at IIT(M).

Data showed that the concept of “personal development” to a social-stream student and academic-stream student in IIT(M) was extremely different. GCS preferred academic and academic-related exposure compared to QBS who preferred social, cultural and sporting extra-curricular exposure. Personal development for a QBS was about building his/her resume with laurels in non-academic events compared to a GCS who built their resume with academic achievement and learning. While both groups believed in career development and building a resume, GCS seemed more academically vested compared to QBS who leaned more towards social agendas and activities. Tinto’s model explained that both groups of student remained integrated into and committed to the institution, but for different reasons. The model also suggests that the students in the two streams have different models of development (including different learning styles and different goals), that will be elaborated in the following themes.

**Schein’s Levels of Culture**

Most QBS displayed strong levels of social values through extreme non-academic competition, intense hostel spirit and aspiration for hostel leadership, dependence on peer groups, minimum faculty interactions, and self-doubts and deficits on their academic capabilities, presence of academic survival tactics, and resentment of the quota system.

In contrast most GCS displayed strong levels of academic values through intense academic competition, weak hostel spirit and lack of aspiration for hostel leadership positions, minimum dependence on peer groups, strong faculty interactions and confidence in their academic capabilities and absence of academic survival tactics and lack of resentment about the
quota system. These sets of actions acted as the espoused values that differentially impacted the
two streams of student populations at IIT(M). Both the academic and social streams had different
sets of underlying assumptions, and numerous sets of behaviors around human relationships and
the nature of knowledge that helped the researcher identify the various sets of values portrayed
by social and academic-stream students. Most academic-stream students hailed from urban cities
and wealthy families and were exposed to numerous external sources for knowledge and
academic opportunities that the social stream students lacked. As a result, socialization based on
their previous educational background helped these streams co-exist in harmony and maintain
their individual set of values within the institution.

In this study, Schein’s model of various levels of culture helped identify the various
inactions by IIT(M) administration to accommodate the expanding QBS at IIT(M). Numerous
pieces of evidence suggesting peer dependency among the social stream population in the early
stages at IIT(M) proved the existence of peer socialization and the non-existence of re-
socialization measures adopted by the IIT(M) administration to accommodate QBS within the
institution.

Based on Tinto’s model and Schein’s levels of culture model, looking at the underlying
assumptions of the two sub-cultures allowed an understanding of their different behaviors. The
artifacts, espoused values and underlying assumptions of both the sub-cultures are discussed
below.
<table>
<thead>
<tr>
<th>Schein’s Level of Culture</th>
<th>Theme</th>
<th>QBS</th>
<th>GCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifact</td>
<td>Participation in hostel Activities</td>
<td>Active</td>
<td>Not Active</td>
</tr>
<tr>
<td>Artifact</td>
<td>Enthusiasm in hostel Leadership</td>
<td>Present</td>
<td>Not Present</td>
</tr>
<tr>
<td>Artifact</td>
<td>Peer Groups</td>
<td>Existent</td>
<td>Non-existent</td>
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<td>Artifact</td>
<td>Test Preparation</td>
<td>Cheating</td>
<td>Methodical Prep</td>
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<td>Artifact</td>
<td>Campus Facility</td>
<td>Inadequate</td>
<td>Adequate</td>
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<td>Espoused Value</td>
<td>Hostel Spirit</td>
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<td>Espoused Value</td>
<td>Student Leadership</td>
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<td>Espoused Value</td>
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<td>Social Competition</td>
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<td>Underlying Assumptions</td>
<td>Studying to Learn</td>
<td>Not Believed</td>
<td>Believed</td>
</tr>
<tr>
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<td>Graduating to Earn</td>
<td>Believed</td>
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<td>Self-Doubts and Fears</td>
<td>Exist</td>
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<td>Exist</td>
<td>Does not Exist</td>
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<td>Underlying Assumptions</td>
<td>Deficit perspective on Others</td>
<td>Does not Exist</td>
<td>Exist</td>
</tr>
<tr>
<td>Underlying Assumptions</td>
<td>University is for social experience</td>
<td>Strongly Believed</td>
<td>Not Believed</td>
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</tbody>
</table>

**Figure 17.** Themes Based on Schein’s Level of Culture among QBS and GCS

**Professional Development: Jumping Through Hoops to Get to a Career vs. Building Career Skills**

“Jumping through hoops” as a short-cut (a short-term orientation) in the educational arena has worked before for QBS in their past educational endeavors, and it still seemed to be working at IIT(M). Most QBS believed in the replication of peer’s work on individual assignments and preferred the last-minute preparation for exams. Most QBS in IIT(M) attended
IIT-JEE coaching centers where they were taught how to complete the IIT-JEE with ease. Most QBS seemed to look at exams and quizzes as a mere testing tools and a challenging hurdle that they were trained to overcome.

A QBS, Raja, confessed, “I cheated on an assignment last week where the professor gave me 20 questions. I did 16 of my own and copied four because it was the same type and it had too much calculation.”

The intentions of most academic-stream students were to enhance their careers by gaining knowledge and actual learning at IIT(M). In the case of most academic stream students, data revealed that they preferred a total semester approach. Attending classes regularly and listening in class seemed fundamental to most GCS who were trained to believe that education alone will help in advancement and personal development of their careers. Unlike QBS, most GCS cleared IIT-JEE by studying on their own instead of relying on fast-track coaching centers. In the case of GCS, they viewed exams and quizzes as progressive tools for career development (long-term orientation) and academic exposure.

**Learning: Memorization vs. Higher Order Thinking**

Memorizing terms, phrases and definitions without learning the concept for exam purposes was one of the intentions reported and a widely used survival tactic of most QBS at IIT(M). Data revealed that QBS were good at procrastinating and finishing assignments at the final moment. A test-oriented curriculum and over-populated public schools in India have trained the QBS to master this academic-survival technique right from their early academic careers that they still use at IIT(M). GCS interviewees believed that a systematic academic approach prepared them efficiently to face the academic challenges of IIT(M). Educational background
from schools where learning and creativity was encouraged over memorization, make GCS believe in the idea of “Studying to learn” and not just to pass tests.

**Examination Preparation: Cheating vs. Studying**

Most QBS interviewees believed that it is acceptable to replicate their peer’s work on assignments and did not find it deceitful or unethical. Most of them confessed that they have cheated to complete individual assignments that are not meant as group work. This common practice was widely evident during the interviews among QBS. Some QBS attested that discussing answers “just to confirm” during exams was also prevalent in IIT(M) and they did not find it unsettling in their learning experience at IIT(M).

Using a systematic learning approach in dealing with assignments and exams seemed more common among GCS interviewees. Due to the intense competitive pressure in academics among GCS, using a peer-based approach was not very common among these academic stream constituents. No evidence of cheating in assignments and exams was observed among GCS. Sharing knowledge or resources with their GCS peers aired with a sense of caution and fear, a fear that their peer might excel or score better than they would.

**Background Preparation: Test-Preparatory vs. Rigor**

A huge emphasis was laid on test taking abilities of an individual in order to secure admission at this prestigious institution. The IIT-JEE encourages test-preparatory skills and through the fast-track coaching centers, most QBS have mastered the art of test taking and memorization. This skill set continues to help them in IIT(M), and they find this approach familiar compared to the rigorous academic preparation that GCS believe in.

Scared of short-cuts in academics, most GCS believe in hard work and thoroughness. Most GCS find the class lectures and assignments as a valuable learning tool in their academic
journey at IIT(M) compared to QBS who find them as a hurdle in their college life. Spending long hours in the library and computer-labs writing assignments and systematic preparation for future tests seemed more common among GCS. Educational rigor was more evident in GCS compared to procrastination and survival techniques adopted by QBS.

**Faculty Interactions: Not Approachable vs. Approachable**

Fear of being embarrassed in front of their peers prevented many QBS from approaching their faculty for academic concerns. In some instances, lack of personal touch and interaction with the faculty prevented the QBS from approaching the faculty. An overall sense of portraying the faculty as “unapproachable” was more evident among QBS at IIT(M).

In the case of GCS, they revealed a greater level of comfort in approaching the faculty for academic reasons. Approaching the faculty within a reasonable amount of time before the due date of the assignment or exam proved more fruitful for GCS, compared to some QBS who waited till the last moment to approach the faculty.

**Academic Self-Efficacy: Deficit vs. Confident**

Self-deficit and doubts about academic capabilities and performance was definitely evident with some QBS interviewees. English language capabilities, inferior feelings about asking silly questions, and blaming themselves for an academic short-fall portrayed a lack of confidence on some QBS’s parts and contributed to a deficit approach.

On the other hand, GCS portrayed an overall sense of confidence about the system by approaching their faculty, employing systematic academic preparation and experiencing intense academic competition. They showed a general assurance in the educational system and believed in the academic learning process at IIT(M).
Organizational Socialization by Van Maanen & Schein

The purpose of Van Maanen & Schein’s perspective in this study was to identify the various re-socialization methods practiced by IIT(M) among the newcomers to prescribe norms and values till they performed their roles efficiently and exhibited commitment to the institution.

Informal Socialization

Observations and interviews did not indicate any major “re-socialization” for either sub-groups to a great degree and did not exhibit a significant amount of role transitions both into and within an institution. Findings indicated that there were no formal mechanisms that influenced the two streams, but there were numerous informal mechanisms that differentiated the streams (e.g., through the hostels in terms of social life and through the informal interactions with peers and faculty in terms of the academic life).

Teaching in the classroom is a form of socialization and IIT(M) puts a lot of time and resources into classroom socialization. However, this classroom socialization from the institution is not important for IIT(M) student development, especially in the case of QBS who are more socially inclined compared to academic accomplishments. In the case of IIT(M), it was the responsibility of the existing students to socialize the newcomers that made the process merely peer-oriented and self-dependent. Other than some routine proceedings in the beginning of the semester, IIT(M) neither has the resources nor time to engage new students in socializing and re-socializing activities. Student hostels played a key role in the socialization process with tools such as the roll-call (hazing) process, added peer pressure, group culture, regionalism, language, common and competing events, social activities, and hostel leadership roles.
Investiture Socialization

Out of the six dimensions of Van Maanen and Schein’s organizational socialization, an extensive pattern of investiture socialization processes was clearly evident in the study. The espoused values of GCS and QBS are allowed to co-exist in the institutional level. Initially it was assumed that IIT(M) covertly forced QBS to abandon their previous educational practices and required them to adapt to the new learning methods and academic customs. However, from an in-depth analysis, QBS are not forced nor required to lose their past practices; rather, they are encouraged to practice their past behaviors in the institution. Competing for non-academic cultural activities and leadership positions, dependence on peer groups, minimum faculty interactions, self-doubts and deficits on their academic capabilities and the presence of academic survival tactics were some of the practices observed within the QBS subgroup. Earlier discussion on prep schools revealed that QBS brought IIT(M) memorization tactics, syllabus-oriented curriculum and an expectation that their social life would be based on campus.

Competing for academic activities, lack of aspiration towards hostel-leadership positions and hostel spirit, minimum dependence on peer groups, strong interactions with the faculty and difference in academic tactics were some of the practices that GCS brought into IIT(M), which proved the existence of an investiture-socialization culture. A self-referential culture predominant among QBS and their peer groups (informal) led the socialization practices within IIT(M) and helped to ensure that the student groups stay separate during their time at the institution, which ultimately reinforced an investiture culture.

Social Stratification, Deficit Perspectives, and Stigmatization Among QBS at IIT(M)

The findings from this research identified the presence of stigmatization, social stratification, and deficit thinking within the QBS population at IIT(M). These three theories
assisted the researcher in answering the question “why” QBS prefer the social stream over academic stream at IIT(M). The following section will discuss how these findings fit with the other theories of this study.

**Social Stratification**

Based on Parsons’ Model (1951), this study intended to examine the existence of social stratification among IIT(M) students and the differential ranking of individuals who compose a given social system and their treatment as superior or inferior relative to one another in socially important respects. Interviews revealed numerous incidents of differential ranking of individuals through resentment towards the QBS community. Anger against and within the QBS attested the existence of caste-based stratification and ranking at IIT(M).

During interviews, many QBS from the OBC category shared their resentment towards QBS from SC/ST (Scheduled Caste /Scheduled Tribe) category and Raja, a SC student, also shared his resentment towards other SC students.

With the exception of GCS Giri and Jai who referred to QBS as the “Minority,” most differential ranking of individuals on a caste-based quota system was conveyed by the QBS. Nithya (OBC) shared her bitterness when she commented about SC/ST students in IIT(M) who do not pay hostel fees and get preferential admission criteria based on their caste. Raja (SC) shared his resentment towards fellow SC students when he commented that the system is heavily decreasing the qualifying marks for SC/ST students to get in IIT(M). Subtle institutional practices through coding and hostel allocations re-enforce social stratification in IIT(M) at various levels. Interviews revealed numerous evidence of differential ranking of individuals through resentment towards the QBS community. Anger against and within the QBS attested the existence of caste-based stratification and ranking at IIT(M).
The fact that the admission process at IIT(M) is based on caste, reinforces the existing caste system and encourages social differences through an investiture approach of students carrying forward their previous background into IIT(M).

**Deficit Perspective**

Through in-depth interviews and numerous interactions, this study has identified various levels of deficit thinking among QBS at IIT(M). “Deficit theory blames the individual’s social, cultural, or economic environment as being depraved and deprived of elements necessary to achieve the behavior rules (role requirements) which are needed to succeed academically (Valencia, 1997).” This model looked at diversity in lifestyle, language and ways of learning, therefore considering the effects of deficit theory that was essential for this study.

Guru’s (OBC) self-doubts with his English-language capabilities along with his fears about irritating the faculty, Nithya’s (OBC) assumptions about feeling inferior in asking questions of faculty, and Raja’s (SC) self-deficit perception when he blamed himself for his academic shortcomings confirmed the presence of deficit thinking among QBS at IIT(M). These individuals portrayed a lower self-esteem and considered that the problem was with them rather than institutional roles, instructional practices, organizational structures, etc. Academic deficits were more prominent among those interviewed compared to social and cultural deficits.

The presence of institutional tracking and organizing students based on their background through hostel allocations and lack of institutional re-socialization further helped to understand the demeaning effects of labeling QBS at IIT(M). Some QBS portrayed a lower academic self-efficacy and considered that the problem is with them rather than institutional roles, instructional practices, or organizational structures. Academic deficits among QBS were more prominent, compared to social and cultural deficits.
**Stigmatization**

This study intended to investigate the presence of stigma within QBS in IIT(M). Data revealed that some QBS suffered the most with managing their social identity that interfered in fulfilling the role requirements of public and academic interaction. Forming their own peer groups, approaching friends for academic doubts rather than faculty, academic and social self-deficit perspectives and resorting to academic survival tactics were some of the methods through which QBS portrayed stigma towards the high academic expectations and rigorous nature of IIT(M). Further, the various administrative practices such as tracking and coding through hostel allocations and stream-based partition reinforced the existence of stigma among QBS in the institution. The fact that the admission process at IIT(M) is based on caste, reinforces the existing caste system and encourages social differences through an investiture approach of students carrying forward their previous background into IIT(M).

**Banks’ Key Concepts**

The purpose of Banks’ perspective in this study was to examine the background of IIT(M) students based on key concepts in terms of origin, race, language, ethnicity, income levels and previous educational equity, and the relationship of their performance and success at this public institution. Interviews revealed some aspects of Banks’ key concepts associated to origin and previous background of students but failed to identify the cultural variances between the social and academic stream population at IIT(M). Language issues within the institution among QBS, especially with the faculty, brought out some key issues in this study. Language issues established the presence of stigma and deficit in this study among the QBS subculture.
**Fisher’s Three-Stage Model**

The lack of re-socialization within the student community from the institution showed that the students were extremely dependent on informal socialization practices. Fisher’s three-stage process of socialization (“anticipatory socialization,” “accommodation, encounter, initial confrontation and adjustment,” and “role management, change and acquisition, mutual acceptance, adaptation and metamorphosis stage”) was not clearly evident during the data-collection process. Interviews and observations revealed that peer-student socialization practices and hostel life was important to QBS, and academic endeavors were important to GCS. Overall the data failed to identify how both streams moved through various stages of Fisher’s process of socialization at IIT(M) making this perspective insignificant in this study.

**Socialization Analysis**

Based on the observations and interviews from this study, the following section is a possibility of the changes that IIT(M) may consider in the near future.

**The Changing Reputation of IIT(M)**

There is no doubt that the institution is largely unchanged in terms of its core activities of teaching and learning. The system has always been an examination system and with the current changes, it is just more obvious. The reputation of IIT may be changing but the institution may not. In the eyes of an employer, a decade ago, the IIT(M) student who joined the institution was trained to a set of values that revolved around academia and academic core competencies. With the vast expansion of the quota system the social stream population is socializing the institution in a different pattern. Currently, social agendas, and activities surrounding non-academic interests have more importance to most IIT(M) students. Following in the footsteps of their peers or seniors who look, act, talk, and behave like them is relatively effortless compared to re-
socializing themselves to achieve success and glory in the academic arena at IIT(M).

Collectivism among QBS in non-academic social endeavors seemed predominant than academic activities. Various social, cultural, and sporting activities organized by the student population are overseen by the DSO (Division of Students) and endorsed by this office. The DSO seldom involved themselves in the operational side of the events. Social-stream students were the major driving force when it came to socializing newcomers into campus, and the IIT(M) administration does not want to change the culture that keeps the students engaged and occupied. IIT(M) could change the ongoing culture by providing incentives to students to engage in maintaining their academic edge of the institution. IIT(M) is allowing the students to bring their external values and the backgrounds into the institution and through peer-orientation students preach the set of values to the newcomers and socializing the campus in a different way.

“What We Have Is An Examination System And Not An Education System.” (Times Of India, 2011)

The Joint Entrance Exam is an exam of test-taking skills and ability. Once when a prospective IIT student masters these techniques, after that, it is easy to enter IIT. The big question is “Will it help them survive the rigorous academic pressure and challenges IIT(M) throws at them?”

The IIT curriculum/credit requirements for graduation (Annexure: A) does include numerous tests and exams; but they also move beyond classrooms, exams, and textbooks. Students who gained entry through mastering these test-taking skills may be missing a balanced educational experience. Due to the co-existence of social and academic streams, IIT(M) will still continue to produce top graduates, but the fear of mediocrity among IIT graduates is close to imminent.
Infosys (multi-national software company) co-founder Mr. N.R. Naraynamurthy, who is also an alumnus of the IIT educational system, raised a question about IIT Graduates recently. He said, “Thanks to the coaching classes today, the quality of students entering IITs has gone lower and lower. They somehow get through the IIT-JEE. But their performance in IITs, at jobs or when they come for higher education in institutes in the US is not as good as it used to be.”

IIT(M) will still continue to produce some of the top graduates in India, but the best performers may become fewer in numbers, and the current trend seems to be the increasing urge for non-academic accomplishments. Fighting for non-academic leadership positions in cultural and social events seems to be increasing and that may lead to lower levels of competition for academic accomplishments. Sooner or later, IIT(M) might be seen as “just another engineering college.” Currently, many students resort to getting average grades and doing minimum work. Misled by fellow comrades, students assume that social status within IIT(M) for non-academic events will make them successful and yield them successful jobs. IIT(M)’s reputation as a just another engineering college might spread to employers and recruiters, and they may seek graduates elsewhere. Private universities and partially-funded institutions are on the rise in India, and their world-class facilities along with a challenging curriculum might make their graduates more favorable when it comes to campus-interviews and the job market.

2003 IIT(M) Graduate vs. 2013 IIT(M) Graduate

Due to the immense increase in the quota system, class size at IIT(M) has almost doubled in the last decade. Giri stated that there are “200 students for one professor.” “The intake is being increased year after year.”
IIT(M) faculty are under more pressure to manage and educate students. A 2003 graduate had less distractions and rivalry with non-academic activities and competed merely in academics and intellectual activities, compared to a 2013 graduate.

Recent graduates who managed to secure lucrative jobs based on their networking skills and IIT(M)’s past reputation are creating an assumption in the minds of current QBS that this formula will continue to work. Guru (QBS) mentioned that “only these extra-curricular activities give us an edge in our resume for good jobs. I am OK because I will be graduating from this place and not one of the new IITs.” If this trend continues, sooner or later, academic performance might be secondary compared to non-academic popularity within the institution. Most QBS are trending towards lower academic standards with a belief that on-campus popularity and prestige will make them successful. The situation is alarming and relying on IIT(M)’s past reputation may not lead them to a sound and positive future. These days, a 2012 QBS is under intense peer pressure to participate in non-academic activities such as sports, cultural activities, and social events, which make a huge difference in their educational experience and the quality of the outgoing IIT student in recent times. There is a tremendous difference between the past and present IIT Madras student, and one day, the reputed competitive edge of IIT(M) might not exist at all.

**Reinforcing the Caste System**

Caste is one of the predominant criteria of admission at IIT(M), and the lack of re-socialization commitment from the institution merely replicates the various differential rankings of individuals they bring into the institution. Hostels and academic departments operate as the feeding ground in reinforcing the hierarchy, and student peers emphasize the caste system through various activities. Organizational coding between students based on origin, caste, academic rank, and department by the IIT(M) administration supports the class hierarchy in the
social system. Further, the hostel allocations by the institution prove and encourage the existence of social class and stratification on campus and reinforces social differences.

**Recommendations**

IIT(M) administrators and faculty should focus on meaningful socialization practices to accommodate the expanding QBS base at IIT(M). They should recognize the fundamental difference between both streams and encourage students to come out of their peer dependence at the hostels and the institution. Some of the meaningful programs include: developmental “student centered” academic advising, institutional involvement in more formal socialization practices, random hostel assignments, more open support services for QBS, dependence on peer groups and peer pressure, faculty and staff training, and better campus facilities. Training faculty and staff about the expanding diversity at IIT(M) and making faculty more approachable to the entire student population will help to enhance the student experience in their journey at the institution. Encouraging the social-stream population to compete more in academics and academic-related activities will aid them to focus more on academic endeavors and help in their graduation rates. The institution should also recognize the competitive nature of IIT(M) students and train students to maintain a balanced approach towards academics and social activities.

Numerous complaints about on-campus food-service operations/options were observed during data collection, and the institution should interfere in the operations to provide better services. IIT(M) should also assist in forming student groups that will help improve the educational experience of QBS at IIT(M), and orienting freshmen about the importance of academic culture at IIT(M) rather than leaving it to peer groups and peer orienteers.

These recommendations may help create meaningful socialization programs that will help QBS gain better educational equity in the institution and not just peer-based survival techniques that are practiced at IIT(M). Serving students unaffectedly will eventually aid in higher graduation rates among QBS at IIT(M).

The theoretical implications of this study may add to the existing literature about the minority students in a higher educational system, particularly QBS in an Indian public
educational system. The findings from this research identifies the presence of two streams (social and academic streams) within the students at IIT(M). Existence of stigmatization, social stratification, and deficit thinking within the student population especially among the QBS was clearly evident in the institution. The results of this study has attempted to provide a better understanding of the student population of IIT(M) that predominantly admits QBS and helps to provide more meaningful services to the diverse student population.

**Future Study**

This study identified the existence of social and academic streams at IIT(M) based on various issues relating to hostel spirit, student leadership, peer groups, doubts and deficits, faculty-student interactions, academic survival tactics, test-prep skills, and competition among students at IIT(M). This study also identified the lack of institutional re-socialization that led to a co-existence of social and academic streams and how they maintained their individual identity within the institution. Further research can be done to explore the effects of the co-existence in a long-term process and observe how well students move through in various stages at the institution. Traces of institutional coding and labeling of students based on their previous background was observed. Further studies could substantiate the presence of tracking and coding by examining operational policies and practices of the IIT(M) administration. The results of this study identified the presence of deficit thinking, stigma, and social stratification perspectives among QBS in IIT(M). The next step in this process would be to learn and identify the extended effects of the aforementioned perspectives among the QBS in public and private higher educational institutions and also to compare both streams to GPA within the institution.

This study could be replicated at other IIT’s which admit QBS based on the expanded 49.5% quota policy. This study can also be done in other public higher education institutions such as Indian Institute of Management, which also admits QBS. A study on graduation rates among QBS and GCS in Indian higher educational institutions could help to understand the effectiveness of quota policy in Indian higher education. Identifying future employment trends
after graduation among QBS could also help to identify the effectiveness of quota policy in India.

Having the opportunity to observe and understand QBS behaviors at IIT(M) from an observer’s standpoint has made a huge impact on our understanding on the quota system in Indian higher education and an overall knowledge on how the system works in India. Personally, this study has made a huge impact in the researcher’s educational career and life. This research process has made the investigator a better researcher and an individual who is much more thoughtful towards students from various backgrounds in higher education. Through observations and interviews, a great deal was learned about student behaviors at IIT(M). The presence of the social and academic stream along with the various issues concerning the student’s academic journey at IIT(M) was a unique personal experience. Identification of issues such as dependence on peer groups, importance of student leadership, doubts, fears and deficits among the QBS students, academic survival tactics followed by QBS, and issues relating to campus facilities has given the researcher a better understanding of the higher educational institutions in India. The various functions of IIT(M) helped the researcher understand and help students in higher educational institutions around the world.


Webliography References


Organizational Chart of IIT Madras. (2012). Retrieved from www.iitm.ac.in


APPENDICES
July 19, 2011

To: Thyagarajan Ammachadram
Leadership & Counseling

Re: UHSRC #110707C
Approval Date: July 18, 2011

Category: Approved Continuation Expedited Research Project

Title: "Support Services to Quota-Based Students in Public Higher Educational Institutions in India."

The Eastern Michigan University Human Subjects Review Committee (UHSRC) has completed their review of your continuation for a previously approved expedited project. I am pleased to advise you that your research continuation has been approved in accordance with federal regulations.

Renewal: Expedited protocols used to be renewed annually. If the project is continuing, please submit the Human Subjects Continuation Form prior to the approval expiration. If the project is completed, please submit the Human Subjects Study Completion Form (both forms are found on the UHSRC website).

Revisions: Expedited protocols do require revisions. If changes are made to a protocol, please submit a Human Subjects Minor Modification Form or new Human Subjects Approval Request Form (if major changes) for review (see UHSRC website for forms).

Problems: If issues should arise during the conduct of the research, such as unanticipated problems, adverse events, or any problem that may increase the risk to human subjects and change the category of review, notify the UHSRC office within 24 hours. Any complaints from participants regarding the risk and benefits of the project must be reported to the UHSRC.

Follow-up: If your expedited research project is not completed and closed after three years, the UHSRC office will require a new Human Subjects Approval Request Form prior to approving a continuation beyond three years.

Please use the UHSRC number listed above on any forms submitted that relate to this project, or on any correspondence with the UHSRC office.

Good luck in your research. If we can be of further assistance, please contact us at 734-487-0042 or via e-mail at human.subjects@emich.edu. Thank you for your cooperation.

Sincerely,

Deb de Laski-Smith, Ph.D.
Interim Dean
Graduate School
Administrative Co-Chair
University Human Subjects Review Committee
Interview Questions Appendix B

Which part of India are you from? Why did you choose IIT(M)?

Were you admitted to IIT through the reservation (quota) system? How did you find the admission process?

Were you anxious or nervous to join IIT? Why?

Why did you choose to study the course (MAJOR) you are studying?

How did you perform in your high school? How do you find the IIT curriculum to be?

Can you explain IIT education compared to your previous educational experience?

Did you find it difficult to adjust to IIT’s academic process? Why?

Did you readily mingle with IIT’s tradition and culture? How?

Were your expectations about IIT fulfilling after you joined the institution?

Do you find IIT faculty easy to approach and talk to? Can you give examples?

How do you find the IIT study load? Can you expand on your answer?

Do you ever feel home sick? How often do you go home?

Can you describe your hostel experience here at IIT?

Can you please explain about your first few months here at IIT?

How did you find your initial classes here at IIT?

How do you prepare for classes, are you part of a study group? Please elaborate?

Can you describe your friends, who are they, where they are from?

What are your thoughts on IIT’s support services and campus facilities? What would you change?

How is the food at the hostel? Can you give examples?

How do your classmates treat you? Do you feel comfortable? Can you explain your answer?
How would you describe your social experience at IIT? Explain?

Have you ever felt isolated or neglected on this campus? Why?

What is the highest level of education by any family member in your family?

What is your annual household income?

What was the medium (Language) of education in your high school? Do you have any language barriers here at IIT? Explain?

How do you find the faculty and staff of IIT? Are they helpful in career counseling and job related guidance?

Are you satisfied with the extra-curricular activities IIT offers?

Would you recommend IIT to a friend or relative?

What does your education mean to you?

How does your family view your education?

Can you describe any particularly difficult or traumatic experiences in your IIT life?

How would you describe your fit in IIT culture?

To what extent do you consider yourself active in student community of IIT?

What do you like most about the IIT? Why?

What do you dislike most about IIT? Why?

How could IIT facilities be improved?

Is there anything else you’d like to say about your life at IIT that wasn’t covered in these questions?

Do you have anything to add?

Is there anything I should have asked?

How did the interview feel for you?
In-depth and Probing questions

Tell me more about your experience with ............? Can you explain your answer?

Can you tell me a bit more about the last time you experienced that or felt that way?

Can you give me a specific example of that?

Do you personally feel that way?

Is that something you have experienced?

Can you tell me more?

Can you expand on your answer?

Can you explain your answer?
Informed Consent Appendix C

I willingly give my consent to participate in one or more interviews as part of a dissertation research project conducted by Thyagarajan Ammachathram (researcher) and supervised by Dr. David Anderson at Eastern Michigan University. I understand the components of this study and voluntary participation as noted below:

**Purpose of the Research**
This research study seeks to explore the extent of support services provided to the QBS at IIT(M) and how it impacts their survival in this institution.

**Procedure**
My participation involves an initial interview comprised of responding to questions about my perceptions and experiences as an IIT(M) student. The initial interview will last about 60 minutes; follow-up interviews may be requested and conducted as necessary to clarify responses from the initial interview. All interviews will be audio and video recorded. Resulting audio/video files will be transcribed. Audio/video and text files will be securely stored on the researcher’s protected (by password and security software) laptop computer. Back-up copies of the audio files will be burned to compact discs and securely stored in a locked compartment owned and housed by the researcher.

**Voluntary Participation**
My participation in this research study is voluntary. I may withdraw or discontinue my participation at anytime without consequence. I have the right to decline to answer to any question and I am under no obligation to continue my participation in an interview. If I decide at any point after the interview that I do not wish to participate, my audio/video and text files and transcripts will be destroyed and no material from the interviews will be used and subsequently destroyed. I understand that my continued participation in the study is based on my willingness and that significant new findings developed during the course of research may change my willingness to continue participation.

**Confidentiality**
My participation in this research study includes the designation of a pseudonym to protect my identity and other distinguishing features (e.g., age, gender, institutional affiliation, etc.) will remain confidential and will not be included in any reporting information. Audio/video and text files will be securely stored by the researcher. Only the researcher will have access to the transcripts generated from the interviews. A separate list of corresponding pseudonyms to research participants will be filed and secured in a different locked compartment owned and housed by the researcher.

**Expected Risks**
My participation involves a less than minimal foreseeable risk. Should such reflection of my perceptions and experiences invoke any emotional or mental distress, referral information to the following mental health providers—EMU's Counseling Clinic and EMU's Psychological Services—will be made available to me.
**Expected Benefits**
My participation in this study may offer the opportunity to consider and articulate, without restriction, my experiences and perceptions. The personal reflections arising from the interviews can contribute to my development of meaningful insight about my experiences and others about the QBS in IIT(M).

**Use of Research Results**
Results from this exploratory study will be reported in the resulting dissertation (document) and other appropriate publications (e.g., journal articles). My personal identity, associated institution and other distinguishing features will not be included in any reports and publications.

I have read all of the above information, comprised of research procedures, potential risks, and likely benefits of participating in this study. I fully understand the content and meaning of the information provided. My questions to date have been answered.

Printed Name of Research Participant
__________________________________________________________

Signature of Research Participant
__________________________________________________________
   Date________________

If you have any questions about this research study, please contact:

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If you have any concerns or further questions about this study, please contact:

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This research protocol and informed consent document has been reviewed and approved by the Eastern Michigan University Human Subjects Review Committee for use from ____________ to ____________ (date). If you have questions about the approval process, please contact Dr. Deb de Laski-Smith (734.487.0042, Dean of the Graduate School and Administrative Co-chair of UHSRC, human.subjects@emich.edu).
ANNEXURES
Credit Requirements for Graduation at IIT(M) Annexure A

1. Semester-wise Credit Requirements

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AE Aerospace Engineering
BT Bio-technology
CH Chemical Engineering
CE Civil Engineering
CS Computer Science & Engineering
EE Electrical Engineering
EP Engineering Physics
ME Mechanical Engineering
MM Metallurgical & Materials Engineering
NA & OE Naval Architecture & Ocean Engineering
The Institutes of Technology Act, 1961 Annexure B

[as amended by Institutes of Technology.] (Amendment, Act, 1963.)
Indian Institute of Technology, Powai, Bombay – 400 076
THE INSTITUTES OF TECHNOLOGY ACT, 1961

ARRANGEMENT OF SECTIONS

CHAPTER I
PRELIMINARY
SECTIONS
Short title and commencement.
Declaration of certain institutions as institutions of national importance.
Definitions.

CHAPTER II
THE INSTITUTES
Incorporation of Institutes.
Effect of incorporation of Institutes. Powers of Institutes.
Institutes to be open to all races, creeds and classes. Teaching at Institute. Visitor.
Authorities of Institutes. Board of Governors.
Term of office of, vacancies among, and allowances payable to members of Board.
Functions of Board.
Senate.
Functions of Senate. Chairman of Board.
Director.
Deputy Director. Registrar.
Other authorities and officers.
SECTIONS
Pension and provident fund. Appointments. Statutes.
Statutes how made.
Ordinances.
Ordinances how made.
Tribunal of Arbitration.

CHAPTER III
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Establishment of Council.
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Chairman of Council.
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CHAPTER IV
MISCELLANEOUS
Acts and proceedings not to be invalidated by vacancies. etc.
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Transitional provisions.
THE SCHEDULE

THE INSTITUTES OF TECHNOLOGY,
ACT, 1961
No. 59 of 1961
[as amended by Institutes of Technology (Amendment) Act, 1963]
An Act to declare certain institutions of technology to be institutions of national importance and to provide for certain matters connected with such institutions and the Indian Institute of Technology, Kharagpur.
Be it enacted by Parliament in the Twelfth Year of the Republic of India as follows:-

CHAPTER I
PRELIMINARY

(1) This Act may be called the Institutes of Technology Act 1961.
(2) It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint, and different dates may be appointed for different provisions of this Act.

Whereas the objects of institutions known as the IIT, Bombay, *the college of Engineering and Technology, Delhi,* the IIT, Kanpur and the IIT, Madras are such as to make them institutions of national importance, it is hereby declared that each such institution is an institution of national importance.

In this Act, unless the context otherwise requires, -
(a) "Board", in relation to any Institute, means the Board of Governors thereof;
(b) "Chairman" means the Chairman of the Board;
(c) "Corresponding Institute" means, -
(i) in relation to the society known as the IIT, Bombay, the Indian Institute of Technology, Bombay;
*(ia) in relation to the known society as the College of Engineering & Technology, Delhi, the IIT, Delhi.
(ii) in relation to the society known as the IIT (Kanpur) Society, the IIT, Kanpur, and
(iii) in relation to the society known as the IIT, Madras, the Indian Institute of Technology, Madras;
(d) "Council" means the Council established under sub-section (1) of section 31;
(e) "Deputy Director", in relation to any Institute means the Deputy Director thereof;
(f) "Director", in relation to any Institute means the Director thereof;
(g) "Institute" means any of the Institutions mentioned in section 2 and includes the Indian Institute of Technology, Kharagpur, incorporated under the IIT (Kharagpur) Act, 1956;
(h) "Registrar", in relation to any Institute, means the Registrar thereof;
(i) "Senate", in relation to any Institute, means the Senate thereof;
(j) "Society" means any of the following societies registered under the Societies Registration Act, 1860, namely:-
(i) the IIT, Bombay;
*(ia) the College of Engineering and Technology, Delhi;
(ii) the IIT, (Kanpur) Society;
(iii) the IIT, Madras;
(k) "Statutes and Ordinances" in relation to any Institute, mean the Statutes and Ordinances of
the Institute made under this Act.

CHAPTER II
THE INSTITUTES

(I) Each of the Institutes mentioned in section 2 shall be a body corporate having perpetual
succession and a common seal and shall, by its name, sue and be sued.
*(IA)* The College of Engineering and Technology, Delhi, shall on such incorporation; be called
the IIT, Delhi.

(2) The body corporate constituting each of the said Institute shall consist of a Chairman, a
Director and other members of the Board for the time being of the Institute.

On and from the commencement of this Act:-

(a) any reference to a society in any law (other than this Act) or in any contract or other
instrument shall be deemed as a reference to the corresponding Institute;

(b) all property, movable and immovable; of or belonging to a society shall vest in the
corresponding institute;

(c) all the rights and liabilities of a society shall be transferred to, and be the rights and liabilities
of the corresponding Institute; and

(d) every person employed by a society immediately before such commencement shall hold his
office or service in the corresponding, Institute by the same tenure, at the same remuneration
and upon the same terms and conditions and with the same rights and privileges as to pension,
leave, gratuity, provident fund and other matters as he would have held the same if this Act had
not been passed, and shall continue to do so unless and until his employment is terminated or
until such tenure, remuneration and terms and conditions are duly altered by the Statutes:
Provided that if the alteration so made is not acceptable to such employee, his employment
may be terminated by the Institute in accordance with the terms of the contract with the
employee or, if no provision is made therein in this behalf, on payment to him by the Institute
of compensation equivalent to three months’ remuneration in the case of permanent employees
and one month’s remuneration in the case of other employees.

(I) Subject to the provision of this Act, every Institute shall exercise the following powers and
perform the following duties, namely:

(a) to provide for instruction and research in such branches of engineering and technology,
sciences and arts, as the Institute may think fit, and for the advancement of learning and
dissemination of knowledge in such branches;

(b) to hold examinations and grant degrees, diplomas and other academic distinctions or titles;

(c) to confer honorary degrees or other distinctions;

(d) to fix, demand and receive fees and other charges;

(e) to establish, maintain and manage halls and hostels for the residence of students;

(f) to supervise and control the residence and regulate the discipline of students of the Institute
and to make arrangements for promoting their health, general welfare and cultural and
corporate life;

(g) to provide for the maintenance of units of the National Cadet Corps for the students of the
Institute;

(h) to institute academic and other posts and to make appointments thereto (except in the case
of the Director);

(i) to frame Statutes and Ordinances and to alter, modify or rescind the same;

(j) to deal with any property belonging to or vested in the Institute in such manner as the
Institute may deem fit for advancing the objects of the Institute;

(k) to receive gifts, grants, donations or benefactions from the Governments and to receive
bequests, donations and transfers of movable or immovable properties from testators,
donors or transferors, as the case may be;

(i) to co-operate with educational or other institutions in any part of the world having objects
wholly or partly similar to those of the Institute by exchange of teachers and scholars and
generally in such manner as may be conducive to their common objects; 

(m) to institute and award fellowships, scholarships, exhibitions, prizes and medals; and 

(n) to do all such things as may be necessary, incidental or conducive to the attainment of all or any of the objects of the Institute.

2) Notwithstanding anything contained in sub-section (1), an Institute shall not dispose of in any manner any immovable property without the prior approval of the Visitor.

(1) Every Institute shall be open to persons of either sex and of whatever race, creed, caste or class, and no test or condition shall be imposed as to religious belief or profession in admitting or appointing members, students, teachers or workers or in any other connection whatsoever.

(2) No bequest, donation or transfer of any property shall be accepted by any Institute which in the opinion of the Council involves conditions or obligations opposed to the spirit and object of this section.

All teaching at each of the Institute shall be conducted by or in the name of the Institute in accordance with the Statutes and Ordinances made in this behalf.

(1) The President of India shall be the Visitor of every Institute.

(2) The Visitor may appoint one or more persons to review the work and progress of any Institute and to hold inquiries into the affairs thereof and to report thereon in such manner as the Visitor may direct.

(3) Upon receipt of any such report, the Visitor may take such action and issue such directions as he considers necessary in respect of any of the matters dealt with in the report and the Institute shall be bound to comply with such directions.

The following shall be the authorities of an Institute, 

a Board of Governors; 

a Senate; and 

Such other authorities as may be declared by the Statutes to be the authorities of the Institute.

The Board of an Institute shall consist of the following persons, namely:-

the Chairman, to be nominated by the Visitor; 

the Director, ex officio, 

(c) one person to be nominated by the Government of each of the States comprising the zone in which the Institute is situated, from among persons who, in the opinion of that Government, are technologists or industrialists of repute; 

(d) four persons having special knowledge or practical experience in respect of education, engineering or science, to be nominated by the Council; and 

(e) two professors of the Institute, to be nominated by the Senate. 

Explanation:- In this section, the expression "zone" means a zone as for the time being demarcated by the All-India Council for Technical Education for the purposes of this Act.

(1) Save as otherwise provided in this section the term of office of the Chairman or any other member of the Board shall be three years from the date of his nomination.

(2) The term of office of an ex officio member shall continue so long as he holds the office by virtue of which he is a member.

(3) The term of office of a member nominated under clause (e) of section 11 shall be two years from the 1st day of January of the year in which he is nominated.

(4) The term of office of a member nominated to fill a casual vacancy shall continue for the remainder of the term of the member in whose place he has been nominated.

(5) Notwithstanding anything contained in this section, an outgoing member shall, unless the Council otherwise directs, continue in office until another person is nominated as a member in his place.

(6) The members of the board shall be entitled to such allowances, if any, from the Institute as may be provided for in the Statutes but no member other than the persons referred to in clauses (b) and (e) of section 11 shall be entitled to any salary by reason of this sub-section.
As per Institutes of Technology (Amendment) Act 1963.

Terms of office of, vacancies among, and allowances payable to, members of Board.

(1) Subject to the provisions of this Act, the Board of any Institute shall be responsible for the
general superintendence, direction and control of the affairs of the Institute and shall
exercise all the powers of the Institute not otherwise provided for by this Act, the Statutes
and the Ordinances, and shall have the power to review the acts of the Senate.

(2) Without prejudice to the provisions of sub- section (1), the Board of any Institute shall-
(a) take decisions on questions of policy relating to the administration and working of the
Institute;
(b) institute courses of study at the Institute;
(c) make Statutes;
(d) institute and appoint persons to academic as well as other posts in the Institute;
(e) consider and modify or cancel Ordinances;
(f) consider and pass resolutions on the annual report, the annual accounts and the budget
estimates of the Institute for the next financial year as it thinks fit and submit them to the
Council together with a statement of its developments plans;
(g) exercise such other powers and perform such other duties as may be conferred or imposed
upon it by this Act or the Statutes.

(3) The Board shall have the power to appoint such committees as it considers necessary for
the exercise of its powers and the performance of its duties under this Act.

The Senate of each Institute shall consist of the following persons; namely:-
(a) the Director, ex officio who shall be the Chairman of the Senate;
(b) the Deputy Director, ex officio,
(c) the professors appointed or recognized as such by the Institute for the purpose of imparting
instruction in the Institute;
(d) three persons, not being employees of the Institute, to be nominated by the Chairman in
consultation with the Director; from among educationists of repute, one each from the fields of
science, engineering and humanities; and
(e) such other members of the staff as may be laid down in the Statutes;

Subject to the provisions of this Act, the Statutes and the Ordinances, the Senate of an Institute
shall have the control and general regulation, and be responsible for the maintenance, of
standards of instruction, education and examination in the Institute and shall exercise such other
powers and perform such other duties as may be conferred or imposed upon it by the Statutes.

(1.) The Chairman shall ordinarily preside at the meetings of the Board and at the Convocations
of the Institute.

(2) It shall be the duty of the Chairman to ensure that the decisions taken by the Board are
implemented.

(3) The Chairman shall exercise such other powers and perform such other duties as may be
assigned to him by this Act or the Statutes.

(1) The Director of each Institute shall be appointed by the Council with the prior approval of the
Visitor.

(2) The Director shall be the principal academic and executive officer of the Institute and shall
be responsible for the proper administration of the Institute and for the imparting of instruction
and maintenance of discipline therein.

(3) The Director shall submit annual reports and accounts to the Board.

(4) The Director shall exercise such other powers and perform such other duties as may be
assigned to him by this Act or the statutes or Ordinances.

The Deputy Director of each Institute shall be appointed on such terms and conditions as
may be laid down by the Statutes and shall exercise such powers and perform such duties as
may be assigned to him by this Act or the Statutes or by the Director.

(1) The Registrar of each Institute shall be appointed on such terms and conditions as may be laid
down by the Statutes and shall be the custodian of records, the common seal, the funds of the Institute and such other property of the Institute as the Board shall commit to his charge.

(2) The Registrar shall act as the Secretary of the Board, the Senate, and such committees as may be prescribed by the Statutes.

(3) The Registrar shall be responsible to the Director for the proper discharge of his functions.

(4) The Registrar shall exercise such other powers and perform such other duties as may be assigned to him by this Act or the Statutes or by the Director.

The powers and duties of authorities and officers other than those hereinbefore mentioned shall be determined by the statutes.

For the purpose of enabling the Institutes to discharge their functions efficiently under this Act, the Central Government may, after due appropriation made by Parliament by law in this behalf, pay to each Institute in each financial year such sums of money and in such manner as it may think fit.

(1) Every Institute shall maintain a fund to which shall be credited -
   all money provided by the Central Government;
   all fees and other charges received by the Institute;
   all money received by the Institute by way of grants, gifts, donations, benefactions, bequests or transfers, and
   all money received by the Institute in any other manner or from any other source.

(2) All moneys credited to the fund of any Institute shall be deposited in such Banks or invested in such manner as the Institute may, with the approval of the Central Government, decide.

(3) The Fund of any Institute shall be applied towards meeting the expenses of the Institute including expenses incurred in the exercise of its powers and discharge of its duties under this Act.

(1) Every Institute shall maintain proper accounts and other relevant records and prepare an annual statement of accounts, including the balance-sheet, in such form as may be prescribed by the Central Government in consultation with the Comptroller and Auditor-General of India.

(2) The accounts of every Institute shall be audited by the Comptroller and Auditor-General of India and any expenditure incurred by him in connection with such audit shall be payable by the Institute to the Comptroller and Auditor-General of India.

(3) The Comptroller and Auditor-General of India and any person appointed by him in connection with the audit of the accounts of any Institute shall have the same rights, privileges and authority in connection with such audit as the Comptroller and Auditor-General of India has in connection with the audit of the Government accounts, and, in particular, shall have the right to demand the production of books, accounts, connected vouchers and other documents and papers and to inspect the offices of the Institute.

(4) The accounts of every Institute as certified by the Comptroller and Auditor-General of India or any other person appointed by him in this behalf together with the audit report thereon shall be forwarded annually to the Central Government and that Government shall cause the same to be laid before each House of Parliament.

(1) Every Institute shall constitute for the benefit of its employees, including the Director in such manner and subject to such conditions as may be prescribed by the Statutes, such pension, insurance and provident funds as it may deem fit.

(2) Where any such provident fund has been so constituted, the Central Government may declare that the provision of the Provident Funds Act, 1925 shall apply to such fund as if it were a Government Provident Fund.

All appointments on the staff of any Institute, except that of the Director, shall be made in accordance with the procedure laid down in the Statutes, by -
   the Board, if the appointment is made on the academic staff in the post of lecturer or above
or if the appointment is made on the non-academic staff in any cadre the maximum of the pay scale for which exceeds six hundred rupees per month;
by the Director, in any other case.

Subject to the provisions of this Act, the Statutes may provide for all or any of the following matters, namely :
(a) the conferment of honorary degrees;
(b) the formation of departments of teaching;
(c) the fees to be charged for courses of study in the Institute and for admission to the Examinations of degrees and diplomas of the Institute.
(d) the institution of fellowships, scholarships, exhibitions, medals and prizes.
(e) the term of office and the method of appointment of officers of the Institute;
(f) the qualification of teachers of the Institute;
(g) the classification, the method of appointment and the determination of the terms and conditions of service of teachers and other staff of the Institute;
(h) the Constitution of pension, insurance and provident funds, for the benefit of the officers, teachers and other staff of the Institute;
(i) the Constitution, powers and duties of authorities of Institute;
(j) the establishment and maintenance of halls and hostels;
(k) the conditions of residence of students of the Institute and the levying of fees for residence in the halls and hostels and of other charges;
(l) the manner of filling vacancies among members of the Board;
(m) the allowances to be paid to the Chairman and members of the board;
(n) the authentication of the orders and decisions of the board;
(o) the meetings of the Board, the Senate, or any Committee, the quorum at such meetings and the procedure to be followed in the conduct of their business;
(p) any other matter which by this Act is to be or may be prescribed by the Statutes.

(1) The first Statutes of each Institute shall be framed by the Council with the previous approval of the Visitor and a copy of the same shall be laid as soon as may be before each House of Parliament.
(2) The Board may, from time to time, make new or additional Statutes or may amend or repeal the Statutes in the manner hereafter in this section provided.
(3) Every new Statute or addition to the Statutes or any amendment or repeal of a Statute shall require the previous approval of the Visitor who may assent thereto or withhold assent or remit it to the Board for consideration.
(4) A new Statute or a Statute amending or repealing an existing Statute shall have no validity unless it has been assented to by the Visitor.

Subject to the provisions of this Act and the Statutes, the Ordinance, of each Institute may provide for all or any of the following matters namely :-
the admission of the students to the Institute;
the courses of study to be laid down for all degrees and diplomas of the Institute;
the conditions under which students shall be admitted to the degree or diploma courses and to the examinations of the Institute, and shall be eligible for degrees and diplomas;
the conditions of award of the fellowships, Scholarships, exhibitions, medals and prizes;
the conditions and mode of appointment and duties of examining bodies, examiners and moderators;
the conduct of examinations;
the maintenance of discipline among the students of the Institute; and
any other matter which by this Act or the Statutes is to be or may be provided for by the Ordinances.

(1) Save as otherwise provided in this section, Ordinances shall be made by the Senate.
(2) All ordinances made by the Senate shall have effect from such date as it may direct, but
every Ordinance so made shall be submitted, as soon as may be, to the Board and shall be considered by the Board at its next succeeding meeting.

(3) The Board shall have power by resolution to modify or cancel any such Ordinance and such Ordinance shall from the date of such resolution stand modified accordingly or cancelled, as the case may be.

(1) Any dispute arising out of a contract between an Institute and any of its employees shall, at the request of the employee concerned or at the instance of the Institute, be referred to a Tribunal of Arbitration consisting of one member appointed by the Institute, one member nominated by the employee, and an umpire appointed by the Visitor.

(2) The decision of the Tribunal shall be final and shall not be questioned in any court.

(3) No suit or proceeding shall lie in any court in respect of any matter which is required by sub section (1) to be referred to the Tribunal of Arbitration.

(4) The Tribunal of Arbitration shall have power to regulate its own procedure.

(5) Nothing in any law for the time being in force relating to arbitration shall apply to arbitrations under this section.

CHAPTER III

THE COUNCIL

(1) With effect from such date as the Central Government may, by notification in the Official Gazette, specify in this behalf, there shall be established a central body to be called the Council.

(2) The Council shall consist of the members, namely :-

- the Minister in-charge of technical education in the Central Government, *ex officio*, as Chairman;
- the Chairman of each Institute, *Ex officio*;
- the Director of each Institute, *Ex officio*;
- the Chairman, University Grants Commission, *Ex officio*;
- the Director-General, Council of Scientific and Industrial Research, *Ex officio*;
- the Chairman of the Council of the Indian Institute of Science, Bangalore, *Ex officio*;
- the Director of the Indian Institute of Science, Bangalore, *ex officio*;
- three persons to be nominated by the Central Government, one to represent the Ministry concerned with technical education, another to represent the Ministry of Finance and the third to represent any other Ministry;
- one person to be nominated by the *All-India Council for Technical Education*;
- not less than three, but not more than five, persons to be nominated by the Visitor, who shall be persons having special knowledge or practical experience in respect of education, industry, science or technology;
- three Members of Parliament, of whom two shall be elected by the House of the People from among its members and one by the Council of States from among its members.

3) An officer of the Ministry of the Central Government concerned with technical education shall be nominated by that Government to act as the Secretary of the Council.

(1) Save as otherwise provided in this section, the term of office of a member of the Council shall be three years from the date of his nomination or election, as the case may be.

(2) The term of office of an *ex officio* member shall continue so long as he holds the office by virtue of which he is a member.

(3) A member of the Council referred to in clause (h) of sub-section (2) of section 31. shall hold office during the pleasure of the Central Government.

(4) The term of office of a member elected under clause (k) of sub-section (2) of section 31 shall expire as soon as he ceases to be a member of the House which elected him.

(5) The term of office of a member nominated or elected to fill a casual vacancy shall continue for the remainder of the term of the member in whose place he has been nominated or
elected.

(6) Notwithstanding anything contained in this section an outgoing member shall, unless the Central Government otherwise directs, continue in office until another person is nominated or elected as a member in his place.

(7) The members of the Council shall be paid such traveling and other allowances by the Central Government as may be determined by that Government, but no member shall be entitled to any salary by reason of this Sub-section.

(1) It shall be the general duty of the Council to co-ordinate the activities of all the Institutes.

(2) Without prejudice to the provisions of sub. section (1), the Council shall perform the following functions, namely:

- to advise on matters relating to the duration of the courses, the degrees and other academic distinctions to be conferred by the Institutes, admission standards and other academic matters;
- to lay down policy regarding cadres, methods of recruitment and conditions of service of employees, institution of scholarships and freeships, levying of fees and other matters of common interest;
- to examine the development plans of each Institute and to approve such of them as are considered necessary and also to indicate broadly the financial implications of such approved plans;
- to examine the annual budget estimates of each Institute and to recommend to the Central Government the allocation of funds for that purpose;
- to advise the Visitor, if so required, in respect of any function to be performed by him under this Act; and
- to perform such other functions as are assigned to it by or under this Act.

(1) The Chairman of the Council shall ordinarily preside at the meetings of the Council.

(2) It shall be the duty of the Chairman of the Council to ensure that the decisions taken by the Council are implemented.

(3) The Chairman shall exercise such other powers and perform such other duties as are assigned to him by this Act.

(1) The Central Government may make rules to carry out the purposes of this Chapter.

(2) In particular and without prejudice to the generality of the foregoing power, such rules may provide for all or any of the following matters, namely:-

- the manner of filling vacancies among the members of the Council;
- the disqualifications for being chosen as, and for being, a member of the Council;
- the circumstances in which, and the authority by which, members may be removed;
- the meetings of the Council and the procedure of conducting business thereat;
- the traveling and other allowances payable to members of the Council; and
- the functions of the Council and the manner in which such functions may be exercised.

CHAPTER IV
MISCELLANEOUS

No act of the council, or any Institute or Board or any other body set up under this Act or the Statutes, shall be invalid merely by reason of –

- any vacancy in, or defect in the Constitution thereof, or
- any defect in the election nomination or appointment of a person acting as a member thereof, or
- any irregularity in its procedure not affecting the merits of the case.

If any difficulty arises in giving effect to the provisions of this Act, the Central Government may, by order published in the Official Gazette, make such provision or giving such direction not inconsistent with the purposes of this Act, as appears to it to be necessary or expedient for removing the difficulty.
Notwithstanding anything contained in this Act,-
the Board of Governors of an Institute functioning as such immediately before the
commencement of this Act shall continue to so function until a new Board is constituted for
that Institute under this Act, but on the Constitution of a new Board under this Act, the
members of the Board holding office before such Constitution shall cease to hold office;
*The staff committee constituted in relation to the College of Engineering and technology,
Delhi and any Academic Council constituted in relation to any other Institute before the
commencement of this Act shall be deemed to be the Senate constituted under this Act until a
Senate is constituted under this Act for that Institute;
until the first Statutes and the Ordinance are made under this Act, the Statutes and
Ordinances of the IIT, Kharagpur as in force immediately before
the commencement of this Act shall continue to apply to that Institute and shall, with the
necessary modifications and adaptation also apply to any other Institute, in so far as they are
not inconsistent with the provisions of this Act.

39.
(1) The IIT (Kharagpur) Act, 1956 is hereby repealed.
(2) Notwithstanding such repeal, the provisions of the said Act set out in the Schedule shall
continue to have effect.
Provided that in the said provisions, the expression, "this Act" means the said provisions,

THE SCHEDULE
(See section 39)
Provisions of the IIT (Kharagpur) Act, 1956, continued in force.
Whereas the objects of the institution known as the IIT at
Kharagpur in the district of Midnapore in the State of West Bengal are such as to
make the Institution one of national importance, it is hereby declared that the
institution known as the IIT, Kharagpur, is an institution
of national importance.
In this Act, unless the context otherwise requires,-
"Board" means the Board of Governors of the Institute;
"Chairman" means the Chairman of the Board;
"Director" means the Director of the Institute;
"Institute" means the Institute known as the IIT, Kharagpur,
icorporated under this Act.
(1) The first Chairman, the first Director and the first members of the Board who shall be
the persons appointed in this behalf by the Central Government, by notification in the
Official Gazette, and all persons, who may hereafter be - come or be appointed as
officers or members of the Board, so long as they continue to hold such office of
membership, are hereby constituted a body corporate by the name of the Indian Institute
of Technology, Kharagpur.
(2) The Institute shall have perpetual succession and a common seal, and shall sue and be
sued by the said name.
(1) Subject to the provisions of this Act, every person who is permanently employed in
the IIT at Kharagpur immediately before the commencement
of this Act shall, on and from such commencement, become an employee of the Institute
and shall hold his office or service therein by the same tenure, at the same remuneration
and upon the same terms and conditions and with the same rights and privileges as to
pension, leave, gratuity, provident fund and other matters as he would have held the same
on the date of commencement of this Act if this Act had not been passed.
(2) Notwithstanding anything contained in sub- section (1) the Institute may, with the prior
approval of the Visitor, alter the terms and conditions of any employee specified in sub-section
(i), and if the alteration is not acceptable to such employee, his employment may
be terminated by the Institute in accordance with the terms of the contract with the employee or, if no provision is made therein in this behalf, on payment to him by the Institute of compensation equivalent to three months' remuneration.

(3) Every person employed in the IIT at Kharagpur other than any such person as is referred to in sub-section (1) shall, on and from the commencement of this Act become an employee of the Institute upon such terms and conditions as may be provided for in the Statutes, and until such provision is made, on the terms and conditions applicable to him immediately before such commencement.
Joint Entrance Examination Syllabus Annexure C

Mathematics Syllabus

Algebra

Algebra of complex numbers, addition, multiplication, conjugation, polar representation, properties of modulus and principal argument, triangle inequality, cube roots of unity, geometric interpretations.

Quadratic equations with real coefficients, relations between roots and coefficients, formation of quadratic equations with given roots, symmetric functions of roots

Arithmetic, geometric and harmonic progressions, arithmetic, geometric and harmonic means, sums of finite arithmetic and geometric progressions, infinite geometric series, sums of squares and cubes of the first n natural numbers.

Logarithms and their properties

Permutations and combinations, Binomial theorem for a positive integral index, properties of binomial coefficients

Matrices as a rectangular array of real numbers, equality of matrices, addition, multiplication by a scalar and product of matrices, transpose of a matrix, determinant of a square matrix of order up to three, inverse of a square matrix of order up to three, properties of these matrix operations, diagonal, symmetric and skew-symmetric matrices and their properties, solutions of simultaneous linear equations in two or three variables

Addition and multiplication rules of probability, conditional probability, independence of events, computation of probability of events using permutations and combinations

Trigonometry

Trigonometric functions, their periodicity and graphs, addition and subtraction formulas, formulas involving multiple and sub-multiple angles, general solution of trigonometric equations.

Relations between sides and angles of a triangle, sine rule, cosine rule, half-angle formula and the area of a triangle, inverse trigonometric functions (principal value only).

Analytical geometry

Two dimensions: Cartesian coordinates, distance between two points, section formulas, shift of origin.
Equation of a straight line in various forms, angle between two lines, distance of a point from a line. Lines through the point of intersection of two given lines, equation of the bisector of the angle between two lines, concurrency of lines, centroid, orthocentre, incentre and circumcentre of a triangle

Equation of a circle in various forms, equations of tangent, normal and chord

Parametric equations of a circle, intersection of a circle with a straight line or a circle, equation of a circle through the points of intersection of two circles and those of a circle and a straight line.

Equations of a parabola, ellipse and hyperbola in standard form, their foci, directrices and eccentricity, parametric equations, equations of tangent and normal.

Locus Problems

Three dimensions: Direction cosines and direction ratios, equation of a straight line in space, equation of a plane, distance of a point from a plane.

Differential calculus

Real valued functions of a real variable, into, onto and one-to-one functions, sum, difference, product and quotient of two functions, composite functions, absolute value, polynomial, rational, trigonometric, exponential and logarithmic functions.

Limit and continuity of a function, limit and continuity of the sum, difference, product and quotient of two functions, l'Hospital rule of evaluation of limits of functions

Even and odd functions, inverse of a function, continuity of composite functions, intermediate value property of continuous functions.

Derivative of a function, derivative of the sum, difference, product and quotient of two functions, chain rule, derivatives of polynomial, rational, trigonometric, inverse trigonometric, exponential and logarithmic functions.

Derivatives of implicit functions, derivatives up to order two, geometrical interpretation of the derivative, tangents and normals, increasing and decreasing functions, maximum and minimum values of a function, applications of Rolle's Theorem and Lagrange's Mean Value Theorem.

Integral calculus

Integration as the inverse process of differentiation, indefinite integrals of standard functions, definite integrals and their properties, application of the Fundamental Theorem of Integral Calculus.
Integration by parts, integration by the methods of substitution and partial fractions, application of definite integrals to the determination of areas involving simple curves.

Formation of ordinary differential equations, solution of homogeneous differential equations, variables separable method, linear first order differential equations

Vectors

Addition of vectors, scalar multiplication, scalar products, dot and cross products, scalar triple products and their geometrical interpretations

**Chemistry Syllabus**

Physical chemistry

General topics: The concept of atoms and molecules; Dalton's atomic theory; Mole concept; Chemical formulas; Balanced chemical equations; Calculations (based on mole concept) involving common oxidation-reduction, neutralization, and displacement reactions; Concentration in terms of mole fraction, molarity, molality and normality.

Gaseous and liquid states: Absolute scale of temperature, ideal gas equation; Deviation from ideality, van der Waals equation; Kinetic theory of gases, average, root mean square and most probable velocities and their relation with temperature; Law of partial pressures; Vapor pressure; Diffusion of gases.

Atomic structure and chemical bonding: Bohr model, spectrum of hydrogen atom, quantum numbers; Wave-particle duality, de Broglie hypothesis; Uncertainty principle; Quantum mechanical picture of hydrogen atom (qualitative treatment), shapes of s, p and d orbitals; Electronic configurations of elements (up to atomic number 36); Aufbau principle; Pauli's exclusion principle and Hund's rule; Orbital overlap and covalent bond; Hybridization involving s, p and d orbitals only; Orbital energy diagrams for homonuclear diatomic species; Hydrogen bond; Polarity in molecules, dipole moment (qualitative aspects only); VSEPR model and shapes of molecules (linear, angular, triangular, square planar, pyramidal, square pyramidal, trigonal bipyramidal, tetrahedral and octahedral).

Energetics: First law of thermodynamics; Internal energy, work and heat, pressure-volume work; Enthalpy, Hess's law; Heat of reaction, fusion and vapourization; Second law of thermodynamics; Entropy; Free energy; Criterion of spontaneity.

Chemical equilibrium: Law of mass action; Equilibrium constant, Le Chatelier's principle (effect of concentration, temperature and pressure); Significance of DG and DGo in chemical equilibrium; Solubility product, common ion effect, pH and buffer solutions; Acids and bases (Bronsted and Lewis concepts); Hydrolysis of salts.
Electrochemistry: Electrochemical cells and cell reactions; Electrode potentials; Nernst equation and its relation to DG; Electrochemical series, emf of galvanic cells; Faraday's laws of electrolysis; Electrolytic conductance, specific, equivalent and molar conductance, Kohlrausch's law; Concentration cells.

Chemical kinetics: Rates of chemical reactions; Order of reactions; Rate constant; First order reactions; Temperature dependence of rate constant (Arrhenius equation).

Solid state: Classification of solids, crystalline state, seven crystal systems (cell parameters a, b, c, a, b, g), close packed structure of solids (cubic), packing in fcc, bcc and hcp lattices; Nearest neighbors, ionic radii, simple ionic compounds, point defects.

Solutions: Raoult's law; Molecular weight determination from lowering of vapor pressure, elevation of boiling point and depression of freezing point.

Surface chemistry: Elementary concepts of adsorption (excluding adsorption isotherms); Colloids: types, methods of preparation and general properties; Elementary ideas of emulsions, surfactants and micelles (only definitions and examples).

Nuclear chemistry: Radioactivity: isotopes and isobars; Properties of a, b and g rays; Kinetics of radioactive decay (decay series excluded), carbon dating; Stability of nuclei with respect to proton-neutron ratio; Brief discussion on fission and fusion reactions.

Inorganic Chemistry

Isolation/preparation and properties of the following non-metals: Boron, silicon, nitrogen, phosphorus, oxygen, sulfur and halogens; Properties of allotropes of carbon (only diamond and graphite), phosphorus and sulfur.

Preparation and properties of the following compounds: Oxides, peroxides, hydroxides, carbonates, bicarbonates, chlorides and sulfates of sodium, potassium, magnesium and calcium; Boron: diborane, boric acid and borax; Aluminium: alumina, aluminium chloride and alums; Carbon: oxides and oxyacid (carbonic acid); Silicon: silicones, silicates and silicon carbide; Nitrogen: oxides, oxyacids and ammonia; Phosphorus: oxides, oxyacids (phosphorus acid, phosphoric acid) and phosphine; Oxygen: ozone and hydrogen peroxide; Sulfur: hydrogen sulfide, oxides, sulfurous acid, sulfuric acid and sodium thiosulphate; Halogens: hydrohalic acids, oxides and oxyacids of chlorine, bleaching powder; Xenon fluorides; Fertilizers: commercially available (common) NPK type.

Transition elements (3d series): Definition, general characteristics, oxidation states and their stabilities, color (excluding the details of electronic transitions) and calculation of spin-only magnetic moment; Coordination compounds: nomenclature of mononuclear coordination compounds, cis-trans and ionization isomerisms, hybridization and geometries of mononuclear coordination compounds (linear, tetrahedral, square planar and octahedral).
Preparation and properties of the following compounds: Oxides and chlorides of tin and lead; Oxides, chlorides and sulfates of Fe²⁺, Cu²⁺ and Zn²⁺; Potassium permanganate, potassium dichromate, silver oxide, silver nitrate, silver thiosulfate.

Ores and minerals: Commonly occurring ores and minerals of iron, copper, tin, lead, magnesium, aluminium, zinc and silver.

Extractive metallurgy: Chemical principles and reactions only (industrial details excluded); Carbon reduction method (iron and tin); Self reduction method (copper and lead); Electrolytic reduction method (magnesium and aluminium); Cyanide process (silver and gold).

Principles of qualitative analysis: Groups I to V (only Ag⁺, Hg²⁺, Cu²⁺, Pb²⁺, Bi³⁺, Fe³⁺, Cr³⁺, Al³⁺, Ca²⁺, Ba²⁺, Zn²⁺, Mn²⁺ and Mg²⁺); Nitrate, halides (excluding fluoride), sulfate, sulfide and sulphite.

Organic Chemistry

Concepts: Hybridization of carbon; Sigma and pi-bonds; Shapes of molecules; Structural and geometrical isomerism; Optical isomerism of compounds containing up to two asymmetric centers, (R,S and E,Z nomenclature excluded); IUPAC nomenclature of simple organic compounds (only hydrocarbons, mono-functional and bi-functional compounds); Conformations of ethane and butane (Newman projections); Resonance and hyperconjugation; Keto-enol tautomerism; Determination of empirical and molecular formula of simple compounds (only combustion method); Hydrogen bonds: definition and their effects on physical properties of alcohols and carboxylic acids; Inductive and resonance effects on acidity and basicity of organic acids and bases; Polarity and inductive effects in alkyl halides; Reactive intermediates produced during homolytic and heterolytic bond cleavage; Formation, structure and stability of carbocations, carbanions and free radicals.

Preparation, properties and reactions of alkanes: Homologous series, physical properties of alkanes (melting points, boiling points and density); Combustion and halogenation of alkanes; Preparation of alkanes by Wurtz reaction and decarboxylation reactions.

Preparation, properties and reactions of alkenes and alkynes: Physical properties of alkenes and alkynes (boiling points, density and dipole moments); Acidity of alkynes; Acid catalyzed hydration of alkenes and alkynes (excluding the stereochemistry of addition and elimination); Reactions of alkenes with KMnO₄ and ozone; Reduction of alkenes and alkynes; Preparation of alkenes and alkynes by elimination reactions; Electrophilic addition reactions of alkenes with X₂, HX, HOX and H₂O (X=halogen); Addition reactions of alkynes; Metal acetylides.

Reactions of benzene: Structure and aromaticity; Electrophilic substitution reactions: halogenation, nitration, sulphonation, Friedel-Crafts alkylation and acylation; Effect of o-, m- and p-directing groups in monosubstituted benzenes.
Phenols: Acidity, electrophilic substitution reactions (halogenation, nitration and sulphonation); Reimer-Tieman reaction, Kolbe reaction.

Characteristic reactions of the following (including those mentioned above): Alkyl halides: rearrangement reactions of alkyl carbocation, Grignard reactions, nucleophilic substitution reactions; Alcohols: esterification, dehydration and oxidation, reaction with sodium, phosphorus halides, ZnCl2/conc.-HCl, conversion of alcohols into aldehydes and ketones; Aldehydes and Ketones: oxidation, reduction, oxime and hydrazone formation; aldol condensation, Perkin reaction; Cannizzaro reaction; haloform reaction and nucleophilic addition reactions (Grignard addition); Carboxylic acids: formation of esters, acid chlorides and amides, ester hydrolysis; Amines: basicity of substituted anilines and aliphatic amines, preparation from nitro compounds, reaction with nitrous acid, azo coupling reaction of diazonium salts of aromatic amines, Sandmeyer and related reactions of diazonium salts; carbylamine reaction; Haloarenes: nucleophilic aromatic substitution in haloarenes and substituted haloarenes - (excluding Benzyne mechanism and Cine substitution).

Carbohydrates: Classification; mono and di-saccharides (glucose and sucrose); Oxidation, reduction, glycoside formation and hydrolysis of sucrose.

Amino acids and peptides: General structure (only primary structure for peptides) and physical properties.

Properties and uses of some important polymers: Natural rubber, cellulose, nylon, teflon and PVC.

Practical organic chemistry: Detection of elements (N, S, halogens); Detection and identification of the following functional groups: hydroxyl (alcoholic and phenolic), carbonyl (aldehyde and ketone), carboxyl, amino and nitro; Chemical methods of separation of mono-functional organic compounds from binary mixtures.

Physics Syllabus

General: Units and dimensions, dimensional analysis; least count, significant figures; Methods of measurement and error analysis for physical quantities pertaining to the following experiments: Experiments based on using vernier calipers and screw gage (micrometer), Determination of g using simple pendulum, Young's modulus by Searle's method, Specific heat of a liquid using calorimeter, focal length of a concave mirror and a convex lens using u-v method, Speed of sound using resonance column, Verification of Ohm's law using voltmeter and ammeter, and specific resistance of the material of a wire using meter bridge and post office box.

Mechanics: Kinematics in one and two dimensions (Cartesian coordinates only), projectiles; Circular motion (uniform and non-uniform); Relative velocity.
Newton's laws of motion; Inertial and uniformly accelerated frames of reference; Static and
dynamic friction; Kinetic and potential energy; Work and power; Conservation of linear
momentum and mechanical energy.

Systems of particles; Center of mass and its motion; Impulse; Elastic and inelastic collisions.

Law of gravitation; Gravitational potential and field; Acceleration due to gravity; Motion of
planets and satellites in circular orbits.

Rigid body, moment of inertia, parallel and perpendicular axes theorems, moment of inertia of
uniform bodies with simple geometrical shapes; Angular momentum; Torque; Conservation of
angular momentum; Dynamics of rigid bodies with fixed axis of rotation; Rolling without
slipping of rings, cylinders and spheres; Equilibrium of rigid bodies; Collision of point masses
with rigid bodies.

Linear and angular simple harmonic motions.

Hooke's law, Young's modulus.

Pressure in a fluid; Pascal's law; Buoyancy; Surface energy and surface tension, capillary rise;
Viscosity (Poiseuille's equation excluded), Stoke's law; Terminal velocity, Streamline flow,
Equation of continuity, Bernoulli's theorem and its applications.

Wave motion (plane waves only), longitudinal and transverse waves, Superposition of waves;
progressive and stationary waves; Vibration of strings and air columns. Resonance; Beats; Speed
of sound in gases; Doppler effect (in sound).

Thermal physics: Thermal expansion of solids, liquids and gases; Calorimetry, latent heat; Heat
conduction in one dimension; Elementary concepts of convection and radiation; Newton's law of
cooling; Ideal gas laws; Specific heats (Cv and Cp for monatomic and diatomic gases);
Isothermal and adiabatic processes, bulk modulus of gases; Equivalence of heat and work; First
law of thermodynamics and its applications (only for ideal gases). Blackbody radiation:
absorptive and emissive powers; Kirchhoff's law, Wien's displacement law, Stefan's law.

Electricity and magnetism: Coulomb's law; Electric field and potential; Electrical Potential
energy of a system of point charges and of electrical dipoles in a uniform electrostatic field,
Electric field lines; Flux of electric field; Gauss's law and its application in simple cases, such as,
to find field due to infinitely long straight wire, uniformly charged infinite plane sheet and
uniformly charged thin spherical shell.

Capacitance; Parallel plate capacitor with and without dielectrics; Capacitors in series and
parallel; Energy stored in a capacitor.
Electric current: Ohm's law; Series and parallel arrangements of resistances and cells; Kirchhoff's laws and simple applications; Heating effect of current.

Biot-Savart law and Ampere's law, magnetic field near a current-carrying straight wire, along the axis of a circular coil and inside a long straight solenoid; Force on a moving charge and on a current-carrying wire in a uniform magnetic field.

Magnetic moment of a current loop; Effect of a uniform magnetic field on a current loop; Moving coil galvanometer, voltmeter, ammeter and their conversions.

Electromagnetic induction: Faraday's law, Lenz's law; Self and mutual inductance; RC, LR and LC circuits with d.c. and a.c. sources.

Optics: Rectilinear propagation of light; Reflection and refraction at plane and spherical surfaces; Total internal reflection; Deviation and dispersion of light by a prism; Thin lenses; Combinations of mirrors and thin lenses; Magnification.

Wave nature of light: Huygen's principle, interference limited to Young's double-slit experiment.

Modern physics: Atomic nucleus; Alpha, beta and gamma radiations; Law of radioactive decay; Decay constant; Half-life and mean life; Binding energy and its calculation; Fission and fusion processes; Energy calculation in these processes.

Photoelectric effect; Bohr's theory of hydrogen-like atoms; Characteristic and continuous X-rays, Moseley's law; de Broglie wavelength of matter waves.

**Syllabus for Aptitude Test in B. Arch. & B. Des.**

Freehand drawing: This would comprise of simple drawing depicting the total object in its right form and proportion, surface texture, relative location and details of its component parts in appropriate scale. Common domestic or day-to-day life usable objects like furniture, equipment, etc., from memory.

Geometrical drawing: Exercises in geometrical drawing containing lines, angles, triangles, quadrilaterals, polygons, circles etc. Study of plan (top view), elevation (front or side views) of simple solid objects like prisms, cones, cylinders, cubes, splayed surface holders etc.

Imagination and aesthetic sensitivity: Composition exercise with given elements. Context mapping. Creativity check through innovative uncommon test with familiar objects. Sense of color grouping or application.

Architectural awareness: General interest and awareness of famous architectural creations - both national and international, places and personalities (architects, designers etc.) in the related domain.
RULES AND REGULATIONS FOR HOSTEL RESIDENTS

1. ACCOMMODATION

a. IIT(M), is a residential Institute and hence all students are required to reside in the hostels. As such, every student who has been admitted to the Institute is required to pay hostel seat rent, hostel admission fee (Rs. 100/- for a regular semester and Rs. 50/- for summer), Establishment "A" charges, In patient health insurance premium and the prescribed hostel mess deposit. The payment to be made by demand draft and in favor of Chairman, Council of Wardens, IIT Madras, payable at Chennai, or by POS (Point of Sales) machine using SB I, ATM / Debit Card. Mess deposit is refundable only at the end of the course of study.

b. Statutorily, hostel accommodation is available to B.Tech. / M.Sc. /M.A. / Dual Degree / Preparatory Course (P.C.) Student will have a right of occupation of a room during vacation. But he / she may be permitted to stay on request if he / she is doing any course work / project work / Institute work / hostel work. As per Senate ordinance, such residents are required to pay Rs.50 /- for summer vacation.

c. Dual degree students will be treated as B.Tech. students for the first three years of their program and as M.Tech students for the remaining two years.

d. Hostel accommodation is available to M.Tech. / MBA students for a maximum length of stay of four Semesters / Eight quarters only. They can retain the rooms during vacation.

e. Hostel accommodation is available to M.S. and Ph.D. scholars throughout the year, subject to a maximum of 3 years for M.S. Scholars and 5 years for Ph.D. Scholars. M.S. and Ph.D. scholars shall vacate the hostel, even in the middle of the semester, once they are relieved from the Institute. However, they have to pay Establishment "A" and "B" charges for the entire semester.

f. Students / Scholars belonging to any category not specifically mentioned above will be given accommodation only if they are full time registered students. The hostel management is the final authority in such matters.

g. Hostel accommodation may be provided to project staff who are registered for the working towards a research degree at the Institute based on their request for a limited period, which could be extended, if rooms are available. They are required to pay in advance room rent, Establishment Charges "A" and "B" and any other charges as decided by the hostel management. The project staff residing in hostels are governed by the same rules applicable to regular students of the Institute. Project Staff availing hostel accommodation are not eligible for HRS / CFA and should keep the Institute / IC & SR / Co ordinator informed about the same. With the approval of competent authorities some hostel accommodation is also given to Project Staff
2. **CONDITIONS OF ALLOTMENT**

a. At the time of admission of student and project staff into the hostel and at the beginning of every year, each resident is required to submit a duly completed personal data form in the hostel office. A Passport size photograph is to be affixed in the personal data form and the telephone number of the parent with STD code, if available, must be provided. Local Guardian's address and phone number if available must be provided. E-mail of the parent (where applicable) should also be provided. Any change of address / telephone number of the parent / local guardian, at any point of time, has to be intimated to the hostel office in writing, at once.

b. The hostel management will generally provide minimum furniture and fittings for each room consisting of one cot, table, chair, ceiling fan with regulator and, if available, a tube light fitting.

c. Rooms once allotted to the students for an academic year will not be changed except on special situations.

d. The hostel management, if, in case of non-availability of rooms, can allot more than one person per room.

e. If the status of any student changes during the period of stay in the hostel, he / she is required to inform the Warden / hostel office immediately and should vacate the hostel, if the hostel management finds that he / she is not eligible for hostel accommodation.

f. The students are entitled for accommodation in the hostel as long as they are full time registered students. Accommodation will not be provided to any student whose registration is cancelled. Any student who is not associated with the Institute in some or other capacity (such as project staff) will automatically cease to be a member of the hostel.

3. **EXEMPTION FROM RESIDENCE IN HOSTEL**

a. Students who wish to seek exemption from residence in the hostels, will have to make specific application separately for every semester to the Dean Students, in the prescribed form, available at the Office of the Dean Students. Based on the genuineness of the circumstances cited by the student and the number of students residing in the hostel, a student may be exempted from residing in the hostels by the Dean Students. However, they are required to pay hostel Establishment "A", in patient health insurance (varies from year to year) to the Institute even if they reside in the quarters allotted to the students / reside outside the campus.

b. Married students / Research scholars / QIP scholars, who are provided quarters in the campus, are not exempted from hostel stay and rental / establishment charges need be paid to the Institute. However, such students will have to apply for an "exemption to stay in the hostels" to the Dean Students in the prescribed form. In case they are allotted a room in the hostel in the first instance,
the charges are payable for one semester even if they vacate the hostel in the middle of the semester. In such cases, hostel accommodation is provided to the student and not to the spouse or children.

c. If any student is denied a room in hostels by the hostel management due to paucity of rooms, then a complete exemption for payment of charges to hostel management may be granted to the student by the Dean Students till such time accommodation is made available. At present, such a situation does not exist.

4. **CODE OF CONDUCT**

a. All residents are required to maintain standards of behavior expected to students of prestigious institution such as IIT Madras. They are expected to behave courteously and fairly with everyone, both inside and outside the campus.

b. All residents are required to carry their valid Identity Cards / Smart Cards issued to them by the Institute.

c. All the students are expected to be back in the hostels before 11.00 pm. If any students wishes to be away from the hostel during weekend, holidays or any other time, he / she has to take prior permission from the Warden.

d. Rooms are allotted to each student on his / her personal responsibility. He/she should see to the upkeep of his / her room. Hostel and its environment. Students should bring to the notice of the hostel office all routine maintenance works (Civil and Electrical), if any, to be carried out in their rooms. At present, the hostel management has provided every hostel with ceiling fans / Tube lights / starter, capacitor and such accessories to address and simple electrical maintenance required by the hostel.

e. Students should co - operate in carrying out maintenance work and vacate their rooms completely when the hostel management requires the rooms for this purpose. On such occasions, the management will try to provide alternate accommodation. If any maintenance work is to be carried out when the room is under occupation, it is the occupant's responsibility to make the room available for the same.

f. The students should not screen pirated / unauthorized / unlicensed movies in their computers and common rooms. Any violation will be dealt severely. Punishment for the same will be decided by authorities.

g. The resident of a room is responsible for any damage to the property in the room during his / her occupancy of that room and will be required to make the good the damage if any. He / she is required to fill in the inventory of the furniture and other items available, at the hostel office and hand over the furniture and other materials in good conditions when he / she changes / vacates the room / hostel.
h. The resident shall not move any furniture from its proper allotted place and also not damage it in any way. If there are any additional items other than the above belonging to the hostel in a room, the occupant of the room shall hand them over to the Warden, failing which he / she will be charged a penalty as decided by the Warden.

i. The resident shall not remove any fittings from any other room and get them fitted in his / her room.

j. The residents shall not paste any posters / pictures etc., on the walls, doors, windows and shelves. A fine amount proportional to the damage shall be levied by the Warden for the damage caused.

k. Ragging of students admitted to the Institute is totally banned. Any violation of this by the students will be dealt with very severely. The punishment will be severe / harsh (as per the latest law prevailing in the state), and can lead to expulsion from the hostel and the Institute.

l. Smoking and consumption of alcoholic drinks and / or narcotic drugs in the hostel premises is strictly prohibited. Student shall not enter the hostel premises in intoxicated state and should not possess such materials. Severe action will be taken if any resident is found to violate this, resulting in expulsion from hostel and rustication from the Institute.

Hostel zone is smoke - free zone in the Institute. Students should not smoke either inside or outside the hostel premises as well as in the hostel sector.

m. Abnormal activities of any nature, causing disturbance to the neighbors should not be carried out in the room.

n. Residents should not participate in any anti-national, anti-social or undesirable activity in or outside the campus. The visit of a girl / woman / lady, other than a student of IIT-M with a valid ID, to the boys’ hostel is restricted to common areas such as dining hall, common room and lounge. Boys / men are not allowed in girls’ hostel. However parents / legal guardians can visit a girl’s hostel and meet the resident in the common room.

5. GUESTS

a. A guest of a resident may be permitted to stay in hostel for not more than a week by the Chairman, Council of Warden on the payment of necessary charges, at the office of the Chairman, as fixed by the hostel management from time to time. The guest can be permitted only if the permission is obtained prior to entertaining the guest in the room. For this purpose every person other than resident of the hostel will be considered as a guest for definition.

b. Entertaining unauthorized guests will be dealt with severe punishment including expulsion from the hostel.
c. No overnight guest are permitted in a student's room without permission of the Warden / Chairman, Council of Warden. No person of the opposite sex either guest or otherwise shall be permitted to stay overnight in any part of the hostel.

6. VISITOR

a. All visitors to the hostel including the parents / guardian will have to make necessary entries in the visitors book available at the hostel entrance with the security guard.

b. Visit of men students to the women's hostel is restricted to the timings 7.00 a.m. to 9.00 p.m.

c. The girl students of IIT-M alone are permitted to visit the room of boy's student for academic purpose provided they deposit their ID card with the hostel security and sign up in the visitors notebook. No girl / women visitor including sisters are allowed entry into a boy's room in a hostel and vice-versa. The visit is restricted to the hostel office / visitors hall / dining hall. Parents / guardians of the students, however may be permitted by the Warden to visit the room of their ward during the visiting hour, namely 7.00 am to 9.00 pm. Visitors, which includes parents, cannot stay overnight without prior permission.

7. BOARDING

a. All the residents are necessarily full boarders of the hostel concerned. Accommodation alone is not available in the hostels except in a few genuine cases, as decided by the Chairman, Council of Wardens.

b. Mess rebate will be considered only when a resident is away on academic reasons / Medical grounds for more than ten days continuously and above, with prior approval of the Head of the Department, the Warden and Chairman, Council of Wardens. Without advanced intimation, mess rebate will not be given.

c. An advance mess fee of Rs.8,000/- per semester is collected and adjusted against monthly dues as displayed in the notice board. It is the responsibility of the student to collect the details of his / her mess dues from the hostel office, if the bill displayed in the individual hostel are not sufficiently clear. Payment of mess bill has no connection with receipt or otherwise of scholarship. A fine of Rs.250/- is charged for non - availability of sufficient funds in the account. The fine amount is liable to change from time to time. The mess facilities may be stopped to the defaulter.

d. Boarders shall behave properly in the dining halls and shall follow proper dress code. Entry into the dining hall is on production of ID / Smart Card / Mess Card.

e. Mess bill will be displayed on the 15th of every month.
8. **USE OF APPLIANCE**

   a. The use of electrical appliance such as immersion heaters, electric stove / heaters / Electric Iron are forbidden in any of the rooms allotted for residence. Private cooking in the hostel / student's room is strictly forbidden. Such appliances, if found, will be confiscated and a fine will also be imposed.

   b. The use of audio system which may cause inconvenience to other occupants are not allowed. The use of personal TV, VCR and VCD / DVD is prohibited.

   c. Use of personal computer by a resident for academic purpose is permitted. The PC should not be used for objectionable purposes including watching movies / playing games.

   d. When the students go out of their room they should switch off all the electrical / electronic appliances, and keep it locked (at all times). Violation will attracts suitable penalty and punishment as decided by the authorities.

   e. Students should not meddle with the PCs kept at the common room, Network switches, which are installed in the hostel.

   f. Centralized laundry facility is located at Brahmaputra hostel basement. All the resident of the hostels may avail the facility of washing/ironing of the clothes. Dhobies are not encouraged in the hostel.

9. **COLLECTIVE RESPONSIBILITIES**

   a. General damage of the hostel properties will be the collective responsibilities of all residents and they will be required to make good such damage, if the students who caused the damage could not be identified.

   b. Resident should not indulge in practices / activities, which may endanger their own personal safety as well as others.

   c. Residents shall be personally responsible for the safety of their belongings.

   d. Residents are required to obey all traffic rules inside the campus.

   e. Residents are duty bound to report to the Warden / Assistant Warden in case they notice of any unwanted incidents or undesirable activity going on in the hostel or on the campus.

   f. Residents are required to park the cycles only in the space provided for them, in an orderly manner. It is the responsibility of the resident to register their bicycle with the security section. All cycles must bear the token issued by the security section. No cycles should be parked at the entrance or in the corridors.
g. Use of powered vehicle by students has been banned. Residents violating this rule are liable for punishment. Powered vehicles brought to campus will be handed over to the police.

h. Students should not arrange any function or meeting within the hostel or outside or within the Institute campus without specific permission of the Warden / Concerned Authorities.

i. Students should not arrange any picnic outside without specific permission of the Warden / Authorities concerned.

j. Residents are required to be conscious of the environment in which they live by keeping it clean, healthy and presentable. Students should not throw litter indiscriminately and should not use "use and throw plastic" items.

k. Students should take prior permission from the Warden, before taking any belongings out of the hostel.

l. The resident of the hostel are responsible for the safe - keeping of their personal belongings. They are advised to keep under lock all valuable items such as laptop, Mobile Phone etc. Please lock the room when you are out even for a short period.

m. Days scholars using powered vehicle are allowed to park the vehicle in the designated place near the Central workshop. Students residing in quarters and students of ward of employees are also not allowed to use powered vehicle in the hostel zone.

n. Students should not take utensils from mess like plate / spoon / cuttories to their room. Fine will be charged for violations.

o. Students should not bring any pet animal into the rooms / mess halls or encourage such practice.

p. The rules for using internet facilities in the hostels have been changed by the Senate. Internet will be shut down from 1.00 am to 5.00 am every day for all users. First year students are not permitted to use internet facilities in the hostel during the first semester.

q. Any complaints / suggestion regarding food and water should be brought to the immediate attention of the Warden / Asst. Warden / General Secretary / Mess Secretary for corrective action.

r. The consumption of fast food / packed food delivered to the hostel room by outside / unapproved agencies is not encouraged.

In any case, irresponsible disposal of food items outside the hostel room will attract monkey and is not encouraged.
10. RIGHTS OF HOSTEL MANAGEMENT

Any breach of these rules will invite an enquiry that should be conducted by the hostel management. If the student is found guilty, then the hostel management will take disciplinary action that it deems fit. Depending on the case the management reserves the right to take direct disciplinary action, amounting to expulsion, at short notice, from the hostel.

The hostel management reserves its right to change these rules from time to time keeping the students informed through general circulars displayed on the hostel notice boards.

OUR CAMPUS IS BEAUTIFUL WITH DIVERSE FLORA AND FAUNA.
HELP US TO KEEP IT CLEAN AND GREEN.

Rules and Regulations Consent Form

I/We have read the Rules and Regulation for Hostel Residents and understood them. I/We hereby agree to abide by these rules.

Parent’s Name: _____________________________________________

Name of the Student: _____________________________________________

Address: ________________________________

Pin Code: _____________________________________________

Date: __________________________

Signature of the Student __________________________

Signature of the Parent / Guardian __________________________

(required for fresh students being admitted to the UG program)

Note: The above particulars are to be filled up and submitted in the hostel office at the time of admission. The student should not leave any particulars blank.

I/We have read the Rules and Regulation for Hostel Residents and understood them. I/We hereby agree to abide by these rules.

Parent’s Name: _____________________________________________

Name of the Student: _____________________________________________

Address: _____________________________________________
Pin Code : ________________________________

Date : __________________________

Signature of the Student __________________

Signature of the Parent / Guardian (required for fresh students being admitted to the UG program) __________________

Note: The above particulars are to be filled up and submitted in the hostel office at the time of admission. The student should not leave any particulars blank.
CIRCULAR - SELECTION PROCESS FOR CORE GROUP OF SAARANG – 2011

- Applications in prescribed form are invited for CORE positions by the Dean Students’ office. Any student can apply for one or more posts.

- The positions are:

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- The application format is given below. To apply, e-mail your applications to casl@iitm.ac.in AND casa@iitm.ac.in. Also, a hard-copy of the application has to be submitted to Dean Student’s office. Apply on or before 5 PM on Friday the 13th August, 2010.

- The CORE Committee of SAARANG 2010 will recommend the candidates.

- This list of recommended candidates will be made public to all students through notice boards and any complaints regarding recommended candidates can be addressed to Dean Students or Advisor Cultural.

- The final selection of the CORE Group for Saarang 2011 will be held by a committee chaired by the Dean of Students and consisting of Advisor Cultural, the core group of Saarang 2010 and the newly elected Executive Wing.

- For B.Tech., Dual degree, M.A., M.Tech., M.B.A., and M.Sc., students, the candidate must have a minimum CGPA of 7.0 out of 10 and should not have U or W or I in the grade sheet by the date of filing the application. The aspirants should have completed credits at the average rate specified in the Senate, so as to complete the course in 8, 10 or 4 semesters respectively, as the case may be. Also candidates should have successfully completed the NCC, NSO and NSS to become eligible for Saarang core-ship.
For M.S. and Ph.D. research scholars, the aspirant should have cleared satisfactorily all the subjects for which he or she has registered for, and should have received the scholarship amount uninterruptedly as evidence of having maintained satisfactory progress in research.

Advisor Cultural         Dean Students

Cc: All the Hostel Residents through their respective Wardens for display in the notice board

The Director - for kind information

Saarang 2011 CORE Application Form
CORE Position applied for: (tick whichever is applicable)

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</tr>
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</table>

Name:                                                                 Contact No.:  
Nick:                                                                    E-mail ID:  
Roll No.:                                                              CGPA: (grade card copy to be enclosed)  
Room No, Hostel:                                                      Preference CORE:

1. One candidate can apply for more than one core-ship. In that case kindly indicate your preference number.
2. Use a separate form for each position.
3. Please use extra sheets if necessary.

1. What according to you were the drawbacks of this department? Suggest feasible solutions in order to avoid them this year. Also, mention the plus points of this department last year?
2. What is your vision for the next year for this department?
3. Why do you think you are the right person for this post and please list out your credentials.

(please sign here)
Name:                                                                 Date:
THE IMPACT OF QUOTA-BASED SYSTEM AT IIT(M)