

**ACCESS, RETENTION AND EDUCATIONAL SOCIALIZATION
OF SCHEDULE CASTE AND SCHEDULE TRIBE STUDENTS: A
CASE STUDY OF TWO CENTRAL UNIVERSITIES OF INDIA**

SUMMARY

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Submitted by

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SUMMARY

INTRODUCTION

This study is of significant importance as it delves into the access, retention, and educational socialization of Schedule Caste (SC) and Schedule Tribe (ST) students at two central universities in India: Babasaheb Bhimrao Ambedkar University (BBAU) in Lucknow and Indira Gandhi National Tribal University (IGNTU) in Amarkantak. The chapter systematically presents the significance of the study, the statement of the problem, operational definitions of key terms, research questions, objectives of the study, delimitation of the study, research gaps, research methodology, selection of participants, tools used in the study, and the thematic analysis used to analyze the data, concluding with the major findings of the study.

SIGNIFICANCE OF THE STUDY

Based on a literature review, this study aims to give voice to and understand the educational socialization of schedule caste and schedule tribe students and their experiences in the university setting. The study epitomizes how stakeholders of the universities instruct the educational socialization process among the schedule caste and schedule tribe communities. It explains the student's needs and background characteristics to reach desired educational socialization outcomes. Students are subject to unique academic and social challenges, which affect their socialization and may ultimately affect their retention and success within the institution (Guiffrida, 2006; Guiffrida, 2008; Weidman, 1989). Similarly, the Centre for Policy Research in Higher Education-2017 (CPRHE) Policy Brief 1 on "Equalizing Access to Higher Education in India" reported that despite an improvement in the overall GER, disparities persist in economic, regional, social, locational, and social group disparities, adversely affecting students' access to higher education from low-income families, marginalized groups, and rural areas. This research study is significant for academics, policymakers, government stakeholders, and practitioners in the field of education. It focuses on the factors that contribute to or detract from the educational socialization of schedule caste and schedule tribe students in Central Universities of India, namely Babasaheb Bhimrao Ambedkar University and Indira Gandhi Tribal University. The knowledge gained through this study has practical implications for stakeholders: policymakers, teachers, and schedule caste/schedule tribe community members and social workers. It is argued that this would

help foster the improvement of policy initiatives and their effective implementation. Most importantly, it has brought a new way of looking at these issues that can be used to inform public debate.

STATEMENT OF THE PROBLEM

This research is entitled “**Access, Retention and Educational Socialization of Schedule Caste and Schedule Tribe Students: A Case Study of Two Central Universities of India**”

OPERATIONAL DEFINITIONS OF KEY TERMS

The operational definitions of the key term used are defined below:

❖ **Access-** In this study, access means the ability or opportunity for SC/ST students to enter, enrol, participate in, and benefit from educational opportunities offered by BBAU & IGNTU.

It may be studied with respect to

- Academic Access
- Physical Access
- Financial Access
- Social Access

❖ **Retention-**refers to the engagement and participation of SC/ST students in various aspects of academic and social endeavors at BBAU &IGNTU

❖ **Educational Socialization-**refers to the process through which schedule caste and schedule tribe students acquire knowledge, skills, understanding of self, internalize educational beliefs, personal beliefs, institutional beliefs, social values, and participation in curricular and co-curricular activities within the educational environment of BBAU & IGNTU.

❖ **Schedule Caste and Schedule Tribe Students-** refer to as mentioned in the constitution of India.

❖ **Central Universities-**refers to the Babasaheb Bhimrao Ambedkar University, Lucknow, Uttar Pradesh and Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh

❖ **Stakeholders-**refers to Deans, Heads, Teachers, schedule caste and schedule tribe students of the Babasaheb Bhimrao Ambedkar University, Lucknow, Uttar Pradesh and Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh

RESEARCH QUESTIONS

Q1. What are the key factors influencing the access of schedule caste and schedule tribe students at Babasaheb Bhimrao Ambedkar University, Lucknow and Indira Gandhi National Tribal University, Amarkantak?

Q2. What are the key factors influencing the retention of schedule caste and schedule tribe students at Babasaheb Bhimrao Ambedkar University, Lucknow and Indira Gandhi National Tribal University, Amarkantak?

Q3. What is the educational socialization process by which schedule caste and schedule tribe students of Babasaheb Bhimrao Ambedkar University, Lucknow and Indira Gandhi National Tribal University, Amarkantak gain knowledge, skills and understanding of self?

Q4. What are the various activities, beliefs, and values affecting educational socialization process of schedule caste and schedule tribe students of Babasaheb Bhimrao Ambedkar University, Lucknow and Indira Gandhi National Tribal University, Amarkantak?

Q5. How do schedule caste and schedule tribe students of Babasaheb Bhimrao Ambedkar University, Lucknow and Indira Gandhi National Tribal University, Amarkantak adopt personal and institutional beliefs to socialize in their respective institutions?

Q6. How do students of schedule caste and schedule tribe students describe and narrate their educational socialization experiences during their first year at Babasaheb Bhimrao Ambedkar University, Lucknow and Indira Gandhi National Tribal University, Amarkantak?

Q7. What are the roles of stakeholders at Babasaheb Bhimrao Ambedkar University, Lucknow and Indira Gandhi National Tribal University, Amarkantak, in the educational socialization process?

Based on the research gaps and the questions raised here, the study is bound by the following objectives:

OBJECTIVES OF THE STUDY

1. To identify the key factors influencing the access of schedule caste and schedule tribe students at Babasaheb Bhimrao Ambedkar University, Lucknow and Indira Gandhi National Tribal University, Amarkantak

2. To study the key factors influencing the retention of schedule caste and schedule tribe students at Babasaheb Bhimrao Ambedkar University, Lucknow and Indira Gandhi National Tribal University, Amarkantak.
3. To study the educational socialization process by which schedule caste and schedule tribe students of Babasaheb Bhimrao Ambedkar University, Lucknow, and Indira Gandhi National Tribal University, Amarkantak, gain knowledge, skills, and an understanding of self.
4. To study the various activities, beliefs, and values affecting educational socialization process of schedule caste and schedule tribe students of Babasaheb Bhimrao Ambedkar University, Lucknow and Indira Gandhi National Tribal University, Amarkantak.
5. To study how schedule caste and schedule tribe students of Babasaheb Bhimrao Ambedkar University, Lucknow and Indira Gandhi National Tribal University, Amarkantak, adopt the personal and institutional beliefs to socialize in respective institutions.
6. To study the process by which students of schedule caste and schedule tribe describe and narrate their educational socialization experiences during their first year at Babasaheb Bhimrao Ambedkar University, Lucknow, and Indira Gandhi National Tribal University, Amarkantak.
7. To study the Roles of Stakeholders at Babasaheb Bhimrao Ambedkar University, Lucknow and Indira Gandhi National Tribal University, Amarkantak in the Educational Socialization Process.

DELIMITATION OF THE STUDY

- The study is delimited to the two central universities of India, Babasaheb Bhimrao Ambedkar University, Lucknow, Uttar Pradesh, and Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh.

RESEARCH GAP

In light of the literature reviews, it can be seen that very few studies have been conducted on the higher education system, with emphasis given to access and retention covering central universities in India. However, there is hardly any study which is focused or conducted on the Educational Socialization of Schedule Caste and Schedule Tribes Students with special focus on two Central Universities of India that is Babasaheb Bhimrao Ambedkar University, Lucknow and Indira Gandhi National Tribal University

Amarkantak, established with the special focus on providing adequate to promote advanced knowledge and pay special attention to the promotion of educational and economic interest and welfare of the people belonging to the schedule castes and the schedule tribes. This research gap motivated the scholar to undertake Access, Retention and Educational Socialization of Schedule Caste and Schedule Tribes Students with special reference to central universities of India. By addressing this research gap, the study aims to contribute significantly to the existing body of knowledge, shedding light on the challenges and opportunities these students encounter in pursuing higher education and ultimately informing strategies for enhancing their educational experiences and outcomes.

The study raises the question: How do students of schedule caste and schedule tribe describe and narrate their educational socialization experiences? What are the roles of stakeholders in the educational socialization process? What factors influence the access and retention of schedule caste and schedule tribe students at Babasaheb Bhimrao Ambedkar University Lucknow and Indira Gandhi National Tribal University Amarkantak? A theoretical framework of Vincent Tinto's Retention Theory of Academic and Social Integration (1993) and the John C Weidman model of student socialization in higher education have been used to address these issues. To guide the study, this framework serves as a compass, guiding the researcher throughout the investigation, from formulating targeted questions during field data collection to informing the nuanced analysis and interpretation of the gathered data.

RESEARCH METHODOLOGY

Creswell (2014) emphasizes, "Research design involves the specific methodologies utilized throughout the research journey, encompassing activities like data collection, analysis, and report writing." In line with the study's context, the researcher chose to utilize a qualitative approach to attain the study's objectives. This choice is not just a methodological decision, but a reflection of the researcher's commitment to understanding the experiences of SC and ST students. However, the researchers chose to adopt a case study method to underscore the importance of understanding the contextual intricacies surrounding the experiences of individuals, groups, programs, or events (Baxter & Jack, 2008; Hatch, 2002; 2010; Yin, 2014). The researcher used a multiple-case study design under the case study method. Multiple case study research is a

qualitative methodology that allows researchers to contrast individual cases, represent a diversity of qualities and extremes to create depth, and understand a broad phenomenon without losing the individuality of the single case studies (Baxter & Jack, 2008; Thomas, 2011)

RESEARCH SETTING

The research was conducted at Babasaheb Bhimrao Ambedkar University (BBAU) in Lucknow and Indira Gandhi National Tribal University (IGNTU) in Amarkantak. Data was gathered from SC and ST students enrolled in various academic programs, including arts and science.

Rationale:

1. **Geographic Diversity:** BBAU is located in northern India and IGNTU in central India, providing a broader understanding of SC and ST students' educational experiences in different regions.
2. **Institutional Focus:** BBAU, a central university with a 50% reservation for SC/ST students, and IGNTU, serving primarily tribal communities, offer insights into how different institutional cultures affect the educational journeys of SC and ST students.

1.11 PROFILE OF THE STUDY

Table 1: Demographic Profiles of the SC/ST Participants

Participant .No	Participants BBAU							
	Name	Gender	Caste	Locale	State	Department	Course	Learner
01	Akash	M	SC	Rural	Uttar Pradesh	Sociology	PhD	First Generation
02	Rakib	M	ST	Rural	Rajasthan	Horticulture	PhD	First Generation
03	Vikash	M	SC	Rural	Uttar Pradesh	Education	PhD	Second Generation
04	Rohit	M	SC	Rural	Uttar Pradesh	Law	PG	First Generation
05	Tashi	M	ST	Rural	Uttar Pradesh	Economics	PhD	First Generation

06	Priya	F	SC	Rural	Uttar Pradesh	History	PhD	Second Generation
07	Puja	F	ST	Rural	Assam	Political Science	PG	First Generation
08	Sourav	M	SC	Rural	Uttar Pradesh	Hindi	PhD	First Generation
09	Shyam	M	SC	Rural	Himachal Pradesh	Physics	PhD	First Generation
10	Choden	F	ST	Rural	Bihar	Pharmacy	PhD	Elite Generation
Participants IGNTU								
1	Hena	F	ST	Rural	Orissa	Pharmacy	PhD	Elite Generation
2	Kajal	F	SC	Rural	Chhattisgarh	History	PhD	Second Generation
3	Meera	F	ST	Rural	Madhya Pradesh	Tribal Studies	PG	First Generation
4	Rashmi	F	SC	Rural	Uttar Pradesh	Education	PhD	First Generations
5	Lakpa	F	ST	Rural	Jharkhand	Physics	PhD	First Generations
6	Ashish	M	ST	Rural	Delhi	Political Science	PhD	First Generations
7	Sanjay	M	SC	Rural	Chhattisgarh	Geography	UG	First Generation
8	Sabina	F	SC	Rural	Maharashtra	Archaeology	PhD	Second Generation
9	Arif	M	ST	Rural	Madhya Pradesh	Chemistry	PhD	First Generation
10	Anu	F	SC	Rural	Madhya Pradesh	Sociology	PG	First Generation
TOTAL – 20 CASES OF SC/ST STUDENTS								

Table 2: Demographic Profiles of the Stakeholders

SI.No	BBAU	IGNTU
01	02 Deans- Arts stream	02 Deans- Arts stream
	01 Dean-Science stream	01 Dean-Science stream
02	02 Heads-Arts stream	02 Heads-Arts stream
	02 Heads-Science stream	02 Heads-Science stream

03	04 Teachers-Arts stream	04 Teachers-Arts stream
	02 Teachers-Science stream	02 Teachers-Science stream
Total	13	13
Grand Total	26 Stakeholders	

TOOL OF THE STUDY

The primary objective of this study is to explore the educational socialization process of schedule caste and schedule tribe students within and beyond their educational environments. "Qualitative research tools do not possess predetermined dimensions; instead, they are fluid and responsive to the emergent themes and insights revealed during the research process" (Charmaz, 2014). A diverse array of tools were employed to achieve comprehensive data and in-depth insights, including in-depth interviews, focus group discussions (FGDs), participant observations, and field notes (Creswell, 2007). Tool used in this study were:

- ✚ Semi-Structured Interview Guide regarding Educational Socialization for Students:
- ✚ Semi-Structured Interview Guide regarding Access and Retention for Students.
- ✚ Semi- Structured Interview guide regarding Educational Socialization, Access and Retention for Stakeholders (Dean/Head/Faculties)
- ✚ Focus Group Discussion for Students
- ✚ Observation and Field Notes

PROCEDURE OF THE EXPERIMENT DATA COLLECTION PROCESS

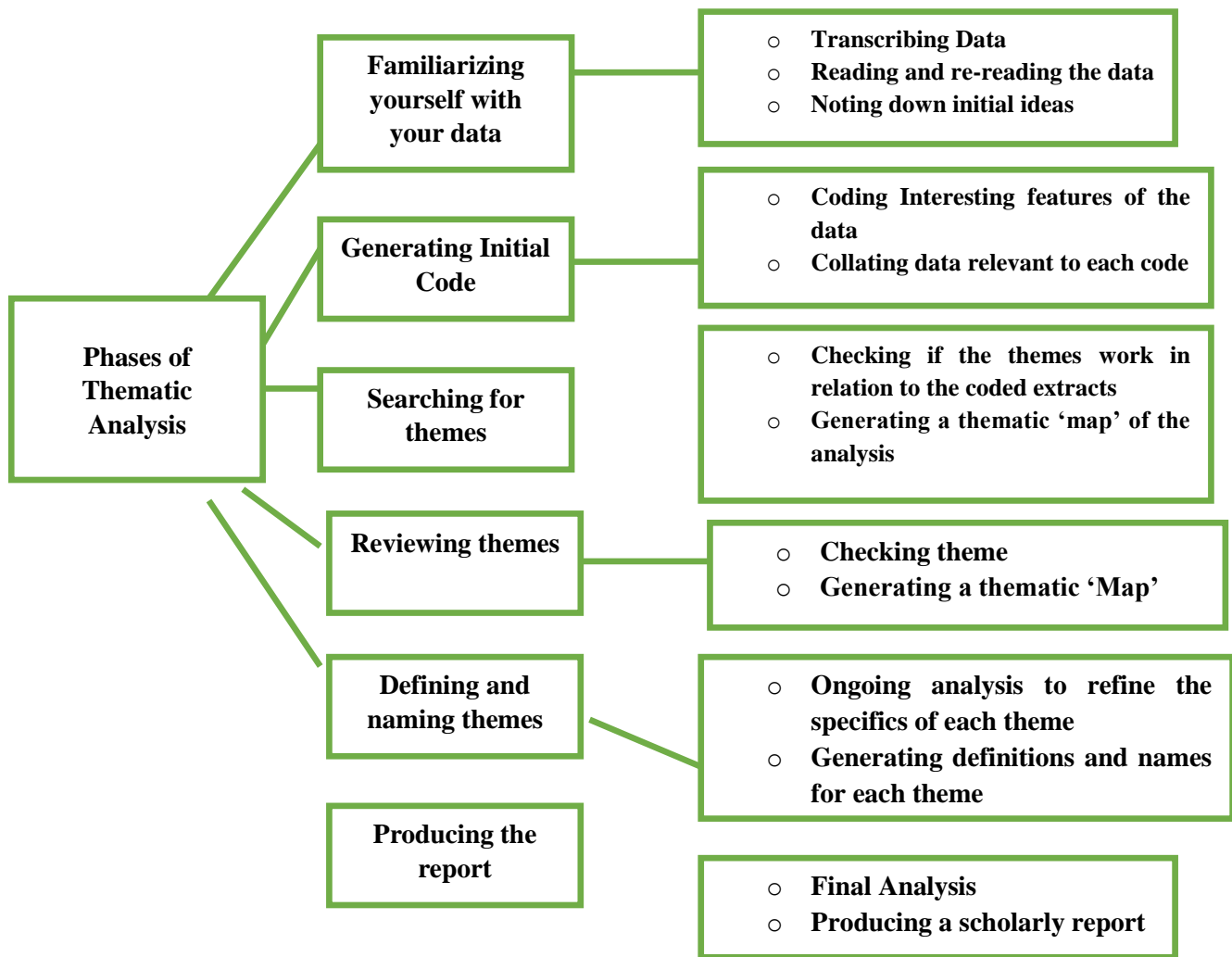
Table 3: Detail Information of the phases of Data Collection

Phases of Data Collection	CASE 1 Babasaheb Bhimrao Ambedkar University, Lucknow	CASE 2 Indira Gandhi National Tribal University, Amarkantak
Phase I	Visited the Department of Education, BBAU, Lucknow, for getting permission to enter the study area	Visited the Department of Education, IGNTU, Amarkantak, for getting permission to enter the study area
	Formal meetings with the heads of	Formal meetings with the heads

	the Department	of the Department
	Informal meeting with the key respondents	Informal meeting with the key respondents
	Visited the Setting to build rapport with the respondent	Visited the Setting to build rapport with the respondent
Phase II	Visited each Department of BBAU to collect more information about Schedule Caste and Schedule Tribe Students (to clear out first, second and elite learners)	Visited each Department of IGNTU to collect more information about Schedule Caste and Schedule Tribe Students (to clear out first-generation, second and elite learners)
	Getting consent paper signed by each of the respondents	Getting consent paper signed by each of the respondents
	Observation was conducted	Observation was conducted
	Semi-Structured Interviews with the respondents	Semi-Structured Interviews with the respondents
	Focus Group Discussion with the respondents	Focus Group Discussion with the respondents
Phase III	Interviews with key Informants Deans, Heads, Faculties	Interviews with key Informants Deans, Heads, Faculties

DATA ANALYSIS

The researcher employed thematic analysis to capture participants' impressions of their educational socialization, access, and retention experiences. Thematic analysis, characterized as a constant-comparative method, entails a systematic review of transcripts through repeated readings (Cavendish, 2011). This study adhered to Braun and Clarke's (2006) six-step framework for conducting thematic analysis to analyze the interview data. The steps involved in this process are as follows:



MAJOR FINDINGS AND DISCUSSION

✚ The study found a snowball access pattern among schedule caste and schedule tribe students at BBAU and IGNTU. These SC/ST students share and disseminate information within their locality, helping others to access these universities. *This finding was supported by a study by K. Sujatha (2002) on "Education among Scheduled Tribes", which discusses how community networks aid in improving access to education for tribal students. This finding was also supported by Manski (1993), who highlights how peer influence and networks impact educational outcomes. When students share information and experiences about accessing universities, it creates a ripple effect that can lead to higher enrollment rates among peers from similar backgrounds.*

✚ It was revealed that courses of study such as Tribal Studies, Archaeology, Law, Human Rights, and Horticulture were beautiful to SC/ST students at these

universities. *The Centre for the Study of Social Exclusion and Inclusive Policy (CSSEIP) at various universities supported this finding, highlighting that SC/ST students often choose courses where they feel a supportive and inclusive learning environment exists. This includes humanities and social sciences, where faculty members are known for their inclusive teaching practices.*

- ✚ It was found that the 50% reservation policy at BBAU facilitates more accessible admission for SC/ST students, enhancing their access to education. In contrast, students at IGNTU have a highlighted minimum level of representation from the central reservation policy of 7.5% and 15%, only
- ✚ It was also revealed that BBAU's practice of awarding medals (R D Sonkar Award) separately in the SC/ST category is an additional attraction for SC/ST students. This policy allows SC/ST students to earn medals in both the general and SC/ST categories, thereby increasing the university's appeal to them.
- ✚ It was found that the minimal fee structure for SC/ST students, particularly those from middle socioeconomic backgrounds, attracts them to study at central universities like these. This financial accessibility makes higher education more attainable for marginalized communities, encouraging enrollment and retention.
- ✚ It was found that the availability of large campuses with high-quality infrastructure and attractive and well-equipped buildings, including well-equipped auditoriums, multipurpose halls for seminars and workshops, ICT-equipped classrooms, and playgrounds, attracts SC/ST students considering enrollment in these universities. These facilities provide a conducive environment for learning, extracurricular activities, and overall student development, enhancing the universities' appeal to prospective students.
- ✚ It was found that the coaching facility for career advancement, such as the Residential Coaching Academy (RCA), which specifically prepares students for civil services examinations, coupled with hostel facilities available at BBAU, are major factors contributing to students' access to this university. These amenities support academic pursuits and cater to the holistic development and aspirations of students aiming for competitive exams like civil services.
- ✚ It was found that the Model Tribal School at IGNTU is specifically designed to cater to the educational needs of children from tribal families, providing strong access to education. This initiative aims to support and uplift the educational standards within tribal communities by offering a dedicated and conducive learning environment.

- ✚ It was observed that both BBAU and IGNTU universities provide quality and affordable hostel facilities for both boys and girls. The minimal hostel fees attract students to choose these universities. This affordability factor plays a significant role in students' decision-making process, ensuring they can access comfortable accommodations while pursuing their education.
- ✚ It was observed that a strong sense of belongingness significantly influences the attraction and choice of universities among SC/ST students. This sense of community and inclusion makes these institutions more appealing to them
- ✚ The study revealed that prejudices and stereotypes within the SC/ST community influence their preference for specific institutions. The perception of being accepted and valued at these universities plays a significant role in their decision-making.
- ✚ It was observed that ideological influence is a major factor in attracting SC/ST students to choose these universities. The alignment with the university's values and principles motivates them to enroll and stay.
- ✚ The provision of zero tuition fees in some courses at BBAU was noted as a significant attraction for SC/ST students. The financial relief these programs provide makes higher education more accessible to them.
- ✚ It was found that the presence of role models among SC/ST students motivates them to choose these universities. Seeing successful peers and mentors from similar backgrounds inspires them to pursue their education at these institutions.
- ✚ The involvement and support of non-teaching staff were significant in retaining SC/ST students. Their engagement creates a supportive environment, encouraging students to stay, complete their degrees, and consider continuing with further courses. *This finding was supported by Schreiner, Laurie A., Noel, Patricia M., Anderson, Ellen, and Cantwell, Lisa (2011): In "The Role of Student Affairs in Student learning," the authors discuss how student affairs professionals and other non-teaching staff are integral to student success. Their involvement in student development and support services plays a significant role in retaining students by addressing their personal, social, and academic needs.*
- ✚ The study revealed that cultural elements such as Kulgeet (university anthem) contribute to a sense of community and belonging, motivating SC/ST students to remain at the university, complete their degrees, and pursue additional academic endeavors.

- ✚ The research highlighted the importance of community bonding in retaining SC/ST students. The strong sense of community within the university fosters a supportive network, motivating these students to stay, complete their degrees, and continue their education with further courses. *This finding was supported by **Museus, Samuel D. (2014):** In "The Culturally Engaging Campus Environments (CECE) Model: A New Theory of College Success Among Racially Diverse Student Populations," Museus highlights that culturally engaging campus environments that promote community bonding and support networks are critical for the success and retention of minority students. He argues that these environments help students feel valued and connected, which enhances their overall college experience and persistence.*
- ✚ The availability and variety of extracurricular activities were identified as key factors in student retention. SC/ST students are motivated to remain at the university, complete their degrees, and engage in additional courses due to the enriching experiences offered by these activities. *This finding was supported by **Pascarella, Ernest T., & Terenzini, Patrick T. (2005):** In their comprehensive review, "How College Affects Students: A Third Decade of Research," Pascarella and Terenzini noted that extracurricular involvement has a positive impact on student persistence. They found that participation in these activities helps students develop skills, build networks, and feel more connected to their institution, all of which contribute to higher retention rates.*
- ✚ The study found that a sense of comfort and safety within the university environment is vital for retaining SC/ST students. The secure and welcoming atmosphere encourages them to stay, complete their degrees, and continue their academic journey with further courses. *This finding was supported by **Museus, Samuel D. (2014):** In "The Culturally Engaging Campus Environments (CECE) Model: A New Theory of College Success Among Racially Diverse Student Populations," Museus argues that culturally engaging and supportive environments that make students feel safe and valued are essential for their academic success and retention. He highlights that a welcoming atmosphere is particularly important for students from marginalized backgrounds.*
- ✚ It was found that a strong sense of group identity and cohesion among SC/ST students contributes to their retention. Their community's solidarity and collective support encourage them to stay, complete their degrees, and pursue additional academic pursuits. ***Guiffrida, Douglas A. (2006):** In "Toward a Cultural Advancement of*

Tinto's Theory," Guiffrida discusses the importance of cultural variables in student retention. He argues that group identity and cohesion within minority communities provide essential support systems that encourage students to remain in their educational programs and complete their degrees.

- ✚ It was found that SC/ST students develop knowledge through the conducive learning environment and available resources. Access to well-equipped classrooms, libraries, and technological resources supports their academic growth, enhances learning experiences, and facilitates a comprehensive understanding of subjects.
- ✚ It was found that SC/ST students enhance their knowledge through the curriculum and pedagogical approaches adopted by the university. Relevant and inclusive curriculum designs, innovative teaching methods, and culturally sensitive pedagogies cater to diverse learning needs, promote active engagement, and facilitate deeper learning among students.
- ✚ It was found that SC/ST students significantly enhance their knowledge through peer learning and interaction processes. Collaborative learning environments and mutual support among peers facilitate a deeper understanding of academic concepts and foster academic growth.
- ✚ It was found that faculty support and mentorship programs play a crucial role in SC/ST students' knowledge development. Personalized guidance and academic support provided by mentors enhance students' academic achievements and personal growth.
- ✚ It was found that integration of tribal knowledge and heritage into the curriculum enriches SC/ST students' educational journey. This inclusion preserves cultural identity, promotes appreciation for indigenous wisdom, and enhances their sense of belonging within the academic environment.
- ✚ It was found that SC/ST students develop skills through active participation in class discussions. Engaging in discussions enhances their communication skills, critical thinking abilities, and understanding of diverse viewpoints.
- ✚ It was found that SC/ST students hone their skills through participation in debates and discussions. These activities promote analytical thinking, confidence in public speaking, and the ability to articulate ideas effectively
- ✚ It was found that SC/ST students develop their identity through active engagement in academic pursuits. Academic achievements, such as excelling in coursework and research, contribute significantly to their self-esteem and sense of accomplishment.

- ✚ It was found that SC/ST students shape their identity through social engagement. Participating in social activities, interacting with peers, and forming meaningful relationships help them establish a sense of belonging and social identity within the university community.
- ✚ It was found that SC/ST students cultivate their identity through cultural engagement. Participating in cultural events, celebrating traditions, and embracing cultural heritage contribute to their self-awareness and pride in their cultural identity.
- ✚ It was found that SC/ST students develop their identity through political engagement. Involvement in student politics, advocacy for social justice issues, and participation in activism empower them to assert their political identity and contribute to societal change.
- ✚ It was found that SC/ST students assert and affirm their identity through various means. Expressing cultural pride, advocating for their rights, and challenging stereotypes are integral to their identity assertion and affirmation process.
- ✚ It was found that SC/ST students shape their identity through proactive student action. Engaging in initiatives, campaigns, and community service projects demonstrates their commitment to causes and values, influencing their self-perception and role within the university.
- ✚ It was found that SC/ST students draw inspiration for identity formation from social figures. Role models, leaders, and historical figures who advocate for social justice and equality inspire them to define their identity in alignment with these values.
- ✚ It was found that SC/ST students derive inspiration for self-formation from political figures. Role models in politics, such as leaders advocating for social justice and equality, inspire them to shape their identities aligned with these values. Political figures serve as guiding lights in their journey of self-discovery and identity development.
- ✚ It was found that SC/ST students' participation in sports activities significantly impacts their personal development. Engaging in sports fosters physical fitness, teamwork, and discipline among students, contributing to their well-being and social integration within the university community. This enhances their educational socialization process by promoting holistic growth and interpersonal skills development.
- ✚ It was found that participating in the celebration of birth and death anniversaries of pioneer social reformers positively influences SC/ST students. These events promote

awareness of social issues, inspire activism, and instil pride in their cultural heritage and societal contributions. Such engagements enhance their educational socialization process by nurturing a sense of social responsibility and historical consciousness. This finding was supported by Engagement in commemorations of social reformers promotes awareness of social issues and encourages students to take responsibility for societal change (Graham, 2010).

- ✚ SC/ST students' adherence to community culture impacted their socialization, promoting solidarity and cultural preservation within the university environment, thereby influencing their educational socialization.
- ✚ The emphasis on self-respect among SC/ST students bolsters their confidence and identity formation, contributing positively to their social integration and educational socialization.
- ✚ SC/ST students' confidence in their abilities was observed to enhance their participation and engagement in academic and extracurricular activities, facilitating their overall social development and educational socialization.
- ✚ The value of cooperation among SC/ST students was identified as promoting teamwork and collaborative efforts, nurturing a supportive environment conducive to mutual growth and educational socialization.
- ✚ The sense of belonging and collective identity ("we feeling") among SC/ST students strengthened their social bonds and solidarity within the university community, impacting their educational socialization.
- ✚ SC/ST students' emphasis on aligning education with personal values impacted their socialization, promoting a sense of purpose and integrity in their academic pursuits.
- ✚ Empowering SC/ST students through education was observed to enhance their confidence and capabilities, enabling them to achieve their goals and contribute meaningfully to society.
- ✚ SC/ST students' resilience in overcoming educational challenges was identified as crucial for their socialization, fostering perseverance and determination in achieving academic success.
- ✚ It was revealed that SC/ST students' belief in education's transformative power to shape a better society influences their socialization, instilling a commitment to societal progress and positive change.

- ✚ It was observed that SC/ST students' beliefs align with institutional beliefs, helping them socialize at the university and ensuring minimal conflict with personal beliefs. This fosters a cohesive environment where they feel supported and understood.
- ✚ It was found that symbols play a crucial role in fostering connectivity among SC/ST students. They serve as visual representations of shared identity and solidarity, promoting a sense of belonging and unity while aligning with institutional values and minimizing conflict.
- ✚ It was revealed that slogans and quotes act as rallying cries that connect SC/ST students, reinforcing aspirations for social progress and academic excellence while celebrating their cultural heritage. Their resonance with institutional values facilitates easy socialization without conflicting personal beliefs. *This finding was supported by (Swartz, 2012, "Symbolic Power, Politics, and Intellectuals: The Political Sociology of Pierre Bourdieu"). In his work on symbolic power, Swartz highlights how slogans and quotes can serve as powerful tools for social mobilization and identity reinforcement*
- ✚ It was found that SC/ST students express aspirations for personal and community advancement through education, driven by a desire for social mobility and empowerment. These aspirations are aligned with institutional goals, mitigate conflicts, and encourage integration. *This finding was supported by (Yosso, 2005, "Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth"). Her research on cultural wealth in education highlights how aspirations for social mobility and empowerment among marginalized students are often aligned with institutional goals, promoting integration and reducing conflicts It was revealed that family expectations often motivate SC/ST students to succeed academically and contribute to their communities. In harmony with institutional support, these expectations serve as sources of encouragement and responsibility, minimizing conflicting beliefs.*
- ✚ It was found that SC/ST students' profound reverence for Dr. B.R. Ambedkar shapes their academic pursuits and activism, aligning with institutional values of social justice and dignity. This alignment reduces conflict and enhances engagement in institutional life.
- ✚ It was revealed that the 50 Percent Reservation Policy ensures equitable access to higher education for SC/ST students, facilitating their enrollment and participation in

university life. This inclusive policy aligns with institutional values, minimizing conflicting beliefs.

- ✚ It was revealed that SC/ST students undergo significant language adjustments in their first year, adapting to the academic and social demands of the university environment. This adjustment is crucial for effective communication and academic success, contributing to their educational socialization.
- ✚ It was found that cultural adjustments play a pivotal role in the initial educational experiences of SC/ST students. Navigating cultural differences enhances their understanding of diverse perspectives and fosters inclusivity within the university community, promoting their educational socialization.
- ✚ It was found that the COVID-19 pandemic significantly impacted the educational journey of SC/ST students, leading to shifts in learning modalities and challenges in accessing resources. Adapting to online education highlighted the importance of digital literacy and resilience, influencing their educational socialization.
- ✚ It was revealed that peer relationships are crucial for SC/ST students in their first year, providing social support and opportunities for collaborative learning. Positive peer interactions contribute to their sense of belonging and academic motivation, fostering their educational socialization. *This finding was supported by Weidman's Theory: Weidman emphasizes the importance of peer interactions as a significant influence on students' socialization. Positive peer relationships contribute to social integration, which in turn enhances a student's sense of belonging and academic motivation.*
- ✚ It was found that strong teacher-student relationships positively influence the educational experiences of SC/ST students. Supportive interactions with faculty members enhance learning outcomes, academic engagement, and personal development, contributing to their educational socialization. *This finding was supported by Weidman's Theory: Weidman identifies faculty interactions as critical for academic and personal development. Supportive teacher-student relationships enhance students' educational experiences and outcomes.*
- ✚ It was revealed that student organizations play a vital role in the integration and advocacy of SC/ST students. These organizations offer platforms for leadership development, cultural expression, and addressing student concerns, enriching their university experience and facilitating educational socialization.

- ✚ It was found that stakeholders such as heads, deans, and teachers emphasize their role in socialization by providing exemplary role modelling and mentorship. Their guidance and support are benchmarks for SC/ST students, fostering their personal and academic growth.
- ✚ It was revealed that teachers significantly influence the socialization process of SC/ST students through their teaching methods and interpersonal interactions. Positive teacher influences contribute to a supportive learning environment and academic success.
- ✚ It was found that stakeholders recognize the importance of targeted and personalized support for SC/ST students. Tailored interventions address individual needs and challenges, enhancing their educational experience and social integration.
- ✚ It was revealed that stakeholders actively facilitate social interactions among SC/ST students, promoting collaboration and community building. These interactions enrich their university experience and foster a sense of belonging.
- ✚ It was found that stakeholders prioritize cultivating cordial student-teacher relationships. Positive rapport enhances communication, trust, and academic engagement among SC/ST students, supporting their socialization and learning.
- ✚ It was revealed that stakeholders advocate for cultural sensitivity and inclusive practices within the university. These initiatives create a welcoming environment for SC/ST students, honoring their cultural identities and promoting diversity.
- ✚ It was found that stakeholders champion inclusive initiatives that promote equity and access for SC/ST students. These efforts encompass policies, programs, and resources to foster their full participation and success.
- ✚ It was revealed that stakeholders strive to create a democratic and inclusive environment where all voices, including those of SC/ST students, are heard and valued. This promotes dialogue, respect, and collaborative decision-making.
- ✚ It was found that stakeholders believe in democratization through education, empowering SC/ST students with knowledge and skills for social and economic advancement. Education is seen as a tool for promoting equality and justice.

- ✚ It was revealed that stakeholders advocate for tailored learning approaches that accommodate diverse learning styles and needs of SC/ST students. Personalized education enhances engagement and academic success.
- ✚ It was found that stakeholders support the establishment of committees for oversight, ensuring accountability and continuous improvement in the socialization and educational support provided to SC/ST students. These committees monitor progress and address challenges proactively.

CONCLUSION

The study concluded that schedule caste and schedule tribe students at BBAU and IGNTU have a snowball access pattern, with students sharing information and experiences to help others access these universities. The quality of education updated curriculum, and supportive learning environments, such as Tribal Studies and Archaeology, attract these students. The 50% reservation policy at BBAU facilitates more accessible admission, while IGNTU has a minimum representation of 7% and 15%. Linguistic considerations, academic excellence, and bilingual language processes also attract students. The universities also offer remedial classes, robust mentoring programs, and access to extensive e-resources. The focus on employability and the university's vision aligns with SC/ST students' aspirations, promoting inclusivity, social justice, and educational empowerment. The minimal fee structure also makes higher education more accessible for marginalized communities. The study reveals that large campuses with high-quality infrastructure, well-equipped buildings, and coaching facilities, such as the Residential Coaching Academy and Model Tribal School at IGNTU, attract SC/ST students. These universities also provide affordable hostel facilities, support services, and transportation facilities. A sense of belongingness, caste consciousness, a fear-free environment, a non-hostile environment, and campus inclusivity are key factors in attracting students. Prejudices and stereotypes, ideological influence, cultural sensitivity, social activism, zero tuition fees, scholarships, and role models also significantly attract students. Student unions, student pressure groups, teachers' roles, and the presence of alumni success stories also contribute to the appeal of these universities. The prime location, accessibility, and support services are crucial in attracting SC/ST students to these institutions.

The study revealed that program mentorship, faculty involvement, research opportunities, career pathways, non-teaching staff engagement, cultural influence,

community bonding, extracurricular activities, comfort and safety, student organizations, self-motivation, ability to cope with challenges, academic support, positive social networks, group identity and cohesion, parental educational encouragement, financial support, shared values and beliefs, cultural similarity, and enriched infrastructural facilities are all key factors in retaining SC/ST students. The university's ideological environment, cultural sensitivity, community bonding, supportive student organizations, self-motivation, ability to cope with challenges, academic support, positive social networks, group identity and cohesion, parental educational encouragement, financial support, shared values and beliefs, cultural similarity, and enriched infrastructural facilities are all key factors in retaining SC/ST students. Effective reservation policies, tutoring and remedial classes also play a vital role in supporting student success. These factors contribute to the retention of SC/ST students at the university.

The study also concluded that SC/ST students' knowledge development is influenced by various factors, including a conducive learning environment, diverse resources, inclusive curriculum, peer learning, faculty support, experiential learning, digital learning platforms, reading quests, relevance of curriculum to SC/ST issues, incorporation of tribal knowledge and heritage, innovative teaching methods, peer mentoring, senior-student mentoring, group interaction, self-study, social circles, alumni networks, collaborative learning with peers, supportive faculty-student relationships, effective teaching methods, subject expertise, field visits, practical applications, and workshops and seminars. These factors contribute to their academic growth, personal growth, and success. Including tribal knowledge and heritage, innovative teaching methods, peer mentoring, and supportive faculty-student relationships also contribute to their knowledge acquisition.

The study also revealed that SC/ST students develop skills through active participation in class discussions, debates, seminars, research colloquia, presentations, teacher guidance, peer learning, social engagement, cultural activities, community engagement through NSS, diverse participation in extracurricular activities, and collaborative learning experiences. These activities enhance communication, critical thinking, analytical thinking, public speaking confidence, research and presentation skills, self-reflection, organizational skills, and self-reflection. These experiences prepare students for future professional endeavors.

The study found that SC/ST students develop their identity through academic engagement, social engagement, cultural engagement, political engagement, identity

assertion, student action, social integration, inclusivity, community support, student organizations, and inspiration from social and political figures. They assert their identity through cultural pride, advocating for rights, challenging stereotypes, and participating in initiatives. Social integration promotes inclusivity and community support, while student organizations provide leadership opportunities. Social figures and political figures inspire self-discovery and identity development.

The study concluded that participation in sports activities, cultural festivals, student unions, Foundation Day celebrations, presenting research papers at conferences, and attending academic seminars and lectures significantly impacts the personal development of SC/ST students. These activities promote physical fitness, teamwork, discipline, social responsibility, creativity, cultural identity, and community engagement. They also foster a sense of pride and loyalty, enhance leadership skills, and prepare students for future career opportunities. These activities contribute to their educational socialization process.

The study revealed that SC/ST students' belief in equal opportunity, community culture, self-respect, confidence, cooperation, and strong support significantly influence their socialization, fostering fairness, solidarity, and academic success. These factors contribute to their social integration and identity formation within the university environment.

The study concluded that SC/ST students' belief in personal transformation, alignment of education with personal values, empowerment, resilience, and the transformative power of education significantly influences their socialization. This belief promotes societal progress, cultural sensitivity, career aspirations, and critical engagement with societal issues, ultimately shaping their prospects.

The study found that SC/ST students' beliefs align with institutional beliefs, fostering a cohesive environment. Symbols, slogans, and quotes connect students, reinforcing aspirations for social progress and academic excellence. Family expectations, reverence for Dr B.R. Ambedkar, and the 50 Percent Reservation Policy promote inclusivity. The university anthem and inaugural culture also foster a sense of belonging. Institutional identity shapes students' pride, promoting mutual growth and reducing conflicts. Open dialogue promotes inclusivity and collaborative problem-solving.

The study concluded that SC/ST students face language, cultural, and online adjustments in their first year of university, which contribute to their educational socialization. The COVID-19 pandemic has impacted learning modalities, emphasizing

digital literacy. Peer relationships, strong teacher-student relationships, student organizations, and interdisciplinary curriculum integration are essential for holistic development. Access to support services enhances learning experiences.

The study also concluded that stakeholders like heads, deans, and teachers play a crucial role in socialization, providing exemplary guidance and mentorship. Teachers significantly influence the process, fostering a supportive learning environment. Stakeholders emphasize personalized support, facilitate social interactions, cultivate cordial student-teacher relationships, advocate for cultural sensitivity, inclusive practices, and democratization through education, and support the establishment of oversight committees for continuous improvement.

EDUCATIONAL IMPLICATION OF THE STUDY

The educational implications of the study have been identified as follows:

- This study will provide insights to policymakers, university administrators, and researchers regarding factors influencing the access, retention, and educational socialization of SC/ST students. It will guide the development of targeted admission policies, support systems, and educational programs, fostering an inclusive environment where SC/ST students can thrive academically and socially.
- This study will help to improve the quality of education for SC/ST students by informing targeted policies and programs. It will guide the implementation of inclusive teaching methods, culturally relevant curricula, and support systems like tutoring and mentorship. Additionally, it will aid in creating outreach initiatives for greater access to higher education among SC/ST communities.
- This study will offer educators insights into improving the curriculum by addressing the unique needs of SC/ST students. It can inspire the introduction of strategies that better cater to their diverse learning styles and backgrounds.
- This study may guide the creation of a framework for developing new curriculum designs emphasizing culturally responsive teaching, equity, and support for all students. This includes integrating SC/ST history and contributions, designing inclusive activities, and implementing targeted support mechanisms. These changes aim to foster a more engaging and supportive learning environment, promoting academic and social success for all students.
- This study will help teachers improve their strategies to groom the overall personalities of SC/ST students. By gaining insights from this study, teachers can

develop and implement more effective teaching methods and support systems that cater to the specific needs and challenges faced by SC/ST students.

- The research findings of this study can serve as a foundation for developing and implementing robust policies aimed at supporting marginalized students.
- This study will assist policymakers in developing structures to regularly monitor the socialization and cultural adjustment of marginalized students.
- This study may guide policymakers in creating an educational environment that respects and values cultural diversity, ultimately leading to a more equitable and supportive experience for SC/ST students.
- This study will assist policymakers in allocating better financial resources to develop both physical and human facilities that support marginalized students.
- This study will help universities develop initiatives to foster a culture of belonging, ensuring that marginalized students have a safe and supportive environment conducive to their personal and professional development.
- This study will help guide the development of extracurricular programs like leadership training, mentorship, and community engagement for SC/ST students, enhancing their personal growth and equipping them with essential skills for academic and social success.
- Teachers may use insights from this study to foster an inclusive classroom through culturally responsive teaching, collaborative learning, and opportunities for cultural expression.

SUGGESTIONS FOR FURTHER STUDIES

No research is ever truly complete; there is always room to further explore areas that remain unexplored. Each answer we obtain raises new questions. Access, retention, and educational socialization are vast topics. This study aimed to identify the factors affecting access, retention, and the educational process of SC/ST students. However, certain areas remain unexplored. Therefore, the suggestions for further study are:

- The study is delimited to the two central universities of India i.e., BBAU and IGNTU only. However, studies can be carried out in other Universities as well.
- Comparative studies can be conducted between specialized universities catering to marginalized communities and conventional universities.

- The participants of this study were SC and ST students only studies can be done with other participants as well.
- Further research can be carried out with different methodologies of research.
- In this study, the roles of stakeholders in the educational socialization process were primarily understood through the perspectives of heads, deans, and teachers. Further studies could expand this scope to include insights from parents, registrars, and vice-chancellors.