

CAMPUS ADAPTATIONS OF ENGINEERING UNDERGRADUATES BY SOCIAL CATEGORY OF CASTE

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Abstract: The study aims to empirically test the relationship between types of campus adaptations across social category of caste among engineering undergraduate B. Tech students pursuing a four-year study at Indian Institute of Technology (IIT's) and National Institute of Technology (NIT's) in India.

Method: - The Multivariate Analysis of Variance (Manova) test was run with SPSS vs. 21 to compare the student's campus adaptations of IIT's and NIT's by student's academic year level. Multistage random sampling with n = 1420 students were selected comprising of Multistage random sampling with n = 1420 students were selected comprising of general category of students (n = 924), scheduled caste students (n = 94), scheduled tribe students (n = 50), other backward class students (n = 255) and (n = 97) of students who did not associate themselves to any of the social category of caste.

Result: - In academic adaptation, general category and scheduled caste students had positive outcomes with negative outcomes in scheduled tribe and other backward classes. In Social Adaptation, scheduled caste and other backward classes had positive outcomes with general category and scheduled tribe category having negative outcomes. In physical – psychological adaptation, only general category of students had positive outcomes with negative outcomes in scheduled caste, scheduled tribe and other backward class. Finally, at institutional adaptation, only other backward classes had positive adaptation with general category, scheduled caste and scheduled tribe category having negative outcomes.

Conclusion: - Campus adaptations do vary across social category of caste influencing student's experiences at IIT's and NIT's.

Keywords: academic, social, physical – psychological, institutional campus adaptation, race, social class.

1. INTRODUCTION

Caste education syndrome (Verma, 2013) depicts access to higher education as a social justice issue (Gray, 2013). Campus racial climate impacts students academic outcomes (Lascher & Offenstein, 2012) with academic, social, and psychological dimensional measures being invariant across race-ethnicity (Young & Litzler, 2013). College adjustment and transitions that vary by race of students (Strayhorn, Johnson, & Barrett, 2013) create campus cultures that fosters success among racially diverse students (Felder, 2013). The critical race theory of colour blindness and racial coding impacted faculty perceptions of high achieving male college students (Comeaux, 2013). Further educational privatisation has influenced access to higher education among scheduled castes students (Bhoi, 2013) where still equality of opportunity remains a distant ideal for student discriminated by race (N. Gupta & Pooja, 2014). Moreover higher education stratification in the reproduction of social inequality in the labour market (Triventi, 2013) indicates that minority students are systematically underrepresented in four year institutions (X. Wang, Liu, Zhang, Shi, & Rozelle, 2013) thereby diversifying nature of socio economic diversity, racial diversity and cross class interaction (J. J. Park &

Denson, 2013). The reservation policy and Indian Constitution (Jangir, 2013) need to gear up for slow rate of growth of students of minority race in engineering (Kaba, 2013) as across stages of science and engineering education (Garrison, 2013) student perceptions of discrimination on campus (Gokce, 2013) and subsequent repercussions of education on employment (Gatchair, 2013) remains ignored.

There is a need to increase representation of underrepresented minority race in engineering education by enhancing their participation rate (Salto, Riggs, Delgado De Leon, Casiano, & De Leon, 2014). Students of colour and race thrive for success in different pathways of undergraduate education (Schreiner, 2014). Students of race find it difficult to adjust to college environments (Ritter & Roth, 2014) with resulting student satisfaction varying by race (Strayhorn & Johnson, 2014).

Academic success outcomes differs among students of race (Crisp, Taggart, & Nora, 2014). The caste discrimination prevails in higher education where scheduled castes are marginalised (Parul, 2014). As of recent caste exclusion observed in engineering admission in Karnataka (Rajasenan, 2014) of representation of other backward classes in higher education (Thakur, 2014) reveals that inter racial campus environments impacts campus environments (Lowe, Byron, & Mennicke, 2014) with social class inclusive of ethnicity affecting college experiences of students (E. Kim, 2014). Unequal returns to academic credentials acts as a hidden dimension of race and class inequality in higher education (Wildhagen, 2014) and it goes without saying that inclusion of students of race cultivates diversity (S. Jones, 2014)

In short, race impacts diversity discourses on campus (Hikido & Murray, 2015a) . Diversity and inclusion on campus varies by students of race and ethnicity as underrepresented groups in higher education (Trolan, 2015) reflect an observed difference noted in indigenous students obtaining tertiary education (Lumpur, 2016). This could essentially be set across by social class, ethno cultural adaptation, and masculinity ideology affecting college students well-being especially that of minority race (Ojeda, Piña-Watson, & Gonzalez, 2016).

The student population at institute of national importance in the field of engineering and technology as per all India Survey reports from 2011 – 2016 are as follows: -

Four Year B.Tech Student Population by Social Category of Caste								
Academic year	Scheduled caste		Scheduled tribe		Other backward castes		Muslim	
	Male	Female	Male	Female	Male	Female	Male	Female
2011 – 12	20793	6000	8239	2005	62343	16587	6712	1285
2012 – 13	23838	6011	10300	2422	74673	16644	8118	1490
2013 – 14	27598	6674	10983	2598	74003	17556	9864	1795
2014 – 15	30817	7953	12391	2942	88612	22095	11929	2230
2015 – 16	30932	8041	11974	3086	90298	23137	11876	2222
Academic year	Other Minority		Foreign Students					
	Male	Female	Male	Female				
2011 – 12	5275	2783	1946	375				
2012 – 13	5146	2474	1788	311				
2013 – 14	6136	2871	2433	496				
2014 – 15	7489	3158	2141	379				
2015 – 16	7773	3071	2964	589				

The study seeks to analyse the relationship among social category on campus adaptations of students with the following research question and research objective: -

Research Question: - What makes campus adaptations of academic, social, physical - psychological and institutional attachment be unique across caste criteria of students?

Research Objective: - To examine variance among campus adaptations of academic, social, physical psychological and institutional across caste criteria of students.

2. CAMPUS ADAPTATIONS

2.1 Academic Adaptation:

Academic adjustment is gendered among students of minority race (Kiang, Supple, Stein, & Gonzalez, 2012). The earning benefits of majoring in engineering academics is only among high achieving minority students of race (Melguizo & Wolniak, 2012) indicating that ethnic difference persists as perceived career barriers (Lipshits-Brazilier & Tatar, 2012). The factors influencing career choice among students of race are the family; the ability of the learner self to identify higher preferred career choice; and teacher (Shumba & Naong, 2012). Grades however seem to impact minority student success in long run (Slovacek, Whittinghill, Flenoury, & Wiseman, 2012) as predictors of learning differs by students of race (Lundberg, 2012). Further the representation of faculty of minority race in higher education is low (F. Henry, Choi, & Kobayashi, 2012) and such racialised faculty (C. E. James, 2012) especially women of minority race in engineering (W. Y. Lee, Guyden, & Watkins, 2012) have lower motivation to engage in research activities impacting persistence in higher education (Lechuga, 2012). This could also have a ripple effect on- understanding students' experience of transition from lecture mode to case-based teaching (Roy & Banerjee, 2012). Moreover students of race witness participatory challenges and experiences in career choices in academics (Fletcher & Cox, 2012) as the role of ethnicity impacts academic performance of college students (Rienties, Beusaert, Grohnert, Niemantsverdriet, & Kommers, 2012)

Career trajectories relies on individual traits like race (K. N. Kim, 2013) where ethnic differences in precollege mathematics impacts engineering pathways (You, 2013) but e – learning tools could emerge as a major rescue for progress in academic performance of minority race students (J. Johnson & Galy, 2013) enhancing overall academic achievement (Nesbitt, Baker-Ward, & Willoughby, 2013) in near future. Students of race felt disconnected from teachers and process of education (West, 2013) as strength and liability of faculty of race in institutions (Philip, 2013) relies on campus racial climate determining faculty satisfaction at four year institutions (Victorino, Nylund-Gibson, & Conley, 2013). College experience differs by race impacting merit or academic performance (J. J. Park & Liu, 2014) the academic performance of other backward class students at universities (Lens, 2014) reveals that race impacts academic performance (Malcolm & Mendoza, Stewart, 2014) and that career choice are tokenised in particular occupational field chosen by race and not by ability (Poon, 2014). To fuel achievement among students of race, academic motivation differs among students of race (K. Cokley, 2014) with social inclusive teaching in higher education affecting retention, bridging social incongruity (Thomas & Heath, 2014). In short, unequal access impacts differential consequences in academic achievement (Agirdag, Yazici, & Sierens, 2015) rendering the fact that ethnicity and schooling influences learning (P. Yarnold, 2016) with long-term engagement and identity-in-practice determines underrepresented youths in engineering (Rahm & Moore, 2016).

2.2 Social Adaptation: -

Social class differences impacts social integration among students in higher education (Rubin, 2012). Race-related diversity experiences in lifelong learning impacts undergraduate intercultural sensitivity and interracial bridging towards social capital (Tamam, 2012) contrary racial minority students access to college relies on social capital (Museus & Neville, 2012). Further rural youths educational barriers are race ethnicity (Irvin, Byun, Meece, Farmer, & Hutchins, 2012) as it deters their technical communication (M. F. Williams & Pimentel, 2012) also with the context of work for students as student identities and work roles get evolved overtime (Stebbleton, 2012).

Race and ethnicity shape engineering identity among women of minority race and colour (Alonso, 2012) as stereotype threat has a significant positive effect on the likelihood of women, minorities as they no longer feel threatened from these negative stereotypes (Beasley & Fischer, 2012). The low socio economic status among minority race impacts gendered racism (Perry, Pullen, & Oser, 2012) perceptions of racially diverse campus climate impacts sense of belonging among students of race in engineering (D. R. Johnson, 2012a) pre college exposure to racial diversity shapes the impacts of college inter racial interactions (N. a. Bowman & Denson, 2012). Thus social support by race especially for students of minority race impacts retention (Baker & Robnett, 2012a) with academic and local church collaboration impacts prepares diverse students of minority Christian community into academia (Ecklund, 2012)

Culture and ethnic community impacts achievement of students of race (Cerezo & Chang, 2013). Cultural identity and perceived barriers deter college-going beliefs and aspirations among minority students of race (L. M. Gonzalez, Stein, & Huq, 2013). The problem of acculturation among students of race impacts psychosocial and academic adjustment in college students (Basanez, Dennis, Crano, Stacy, & Unger, 2013). Hence creating campus cultures fosters success among racially diverse students (Howard-Hamilton & Holmes, Felder, 2013). Inter racial friendship impacts structural diversity in college (J. J. Park & Kim, 2013). The stereotypes are associated with students from distant place are friendly and unfriendly (Ruble & Zhang, 2013) with expectation of campus racial climate on college students inter racial interaction (Tamam, Idris, Tien, & Ahmad, 2013). Campus climate, ethnic group cohesion and cross cultural interaction impacts undergraduate students sense of belonging by race (Maramba & Museus, 2013) where campus life has extended to become online where the social media inflicts discrimination based on perceptions of race (Tynes, Rose, & Markoe, 2013). Further teenagers ethnic identity (Zhiyenbayeva et al., 2013) relies on gendered feminism treaded on college pathways of race (S. M. Ovink, 2013) revealing coping difficulty with gendered racial micro aggressions especially among women students of race (J. A. Lewis, Mendenhall, Harwood, & Browne Hunt, 2013). Added on rural and urban students have diversified adaptation owing to teachers attitude and social support (Lan, Liu, & Hsu, 2013)

Racial identity impacts academic performance of students (Stewart, 2014). The autonomy and engagement that authenticates women of colour of race (Rose et al., 2014) into personal and contextual variables related hopes to work among undergraduate students from underrepresented backgrounds (M. N. Thompson, Her, & Nitzarim, 2014). Interracial friendship impacts self segregation (Y. K. Kim, Park, & Koo, 2014) moulding interpersonal climate of learning among students of race (Lundberg, 2014) with student organisations or clubs facilitating interracial climate on campus (J. J. Park, 2014) making learning communities determine goal development among students of minority race (Lorch, 2014). But often minority students are deterred by language proficiency (Hwang, Lawrence, Mo, & Snow, 2014). Further college should have culturally responsive approach to attract college pathways for students of minority race or colour (Welton & Martinez, 2014) as social class shapes selves fuelling inequality (Stephens, Markus, & Phillips, 2014) with race masculinity impacts experiences of students on campus (Sweeney, 2014)

Racial socialisation or inter group interaction impacts academic motivation (Byrd, 2015a) where cross-racial interaction, close interracial friendship impact college student outcomes (Bowman & Park, 2015). The awareness of social inequities and enactments of diversity, can function as catalysts for campus cross-racial interaction. (Sulé, 2015) with bilingual students' sociocultural learning and cultural assets at institutions determining student success of race (Borrero, 2015). The cultural factors predict academic motivation among students of race (Piña-Watson, López, Ojeda, & Rodriguez, 2015) significantly highlighting that diverse cultures can impact their social life in higher education and college adjustment - peer relation impact first generation college students of minority race (Burgos-Cienfuegos, Vasquez-Salgado, Ruedas-Gracia, & Greenfield, 2015). Thus social and ethnic origin breeds educational inequalities (Grigoras, 2015) while social class explains students mobility (P. R. Yarnold, 2015) with time and money only explaining social class differences in students towards social integration at university (Rubin & Wright, 2015) among visibility of minority groups of race (Henry, 2015).

2.3 Physical – Psychological Adaptation: -

2.3.1 Physical Adaptation:- Race and ethnic diversity impacts campus safety (Stotzer & Hossellman, 2012). The perceptions and experiences of women student on safety in campus differed by race where most often they witnessed chilly climate (Kelly & Torres, 2006). This is fuelled by hate crimes on campus (Rebecca Stotzer & Hossellman, 2012) along with alcohol and other drug use among sexual minority college students (Manning, Pring, & Glider, 2012) creating incivility and hostility on campus especially towards students of race by drugged and alcoholic students (Woodford, Krentzman, & Gattis, 2012). Further social life correlates gender to casual sexual activity (Lyons, Manning, Longmore, & Giordano, 2015) with ethnicity having its toll even on weight status among students (Chang & Halgunseth, 2015) reveals that dietary practises of students varied by racial and ethnic differences in the home food environment (Ranjit, Evans, Springer, Hoelscher, & Kelder, 2015). Added to this stress impacts self esteem resulting in eating disorder among students of race adversely affecting their health (Claudat, White, & Warren, 2016).

2.3.2 Psychological Adaptation: -

Education impacts intergroup attitudes (Wodtke, 2012). Social cognitive career theory and theories of environment fit predict adjustment of engineering students vary by ethnicity (Lent et al., 2013) and it is well sought out that students of

race have differed perceptions of themselves and others (R. G. Gonzalez, 2012). Understanding personal goals of minority students of race facilitates academic and psychosocial development in college students (Wood & Palmer, 2013) with emotional and behavioural problems among adolescent students differs by students race and sense of belongingness to institute (Georgiades, Boyle, & Fife, 2013). Further race and ethnicity impacts stress leading to depression among minority students of race (Arbona & Jimenez, 2014) especially of current times where campus life is moving online and online racial discrimination and online stress and had a significantly more negative view of campus racial climate (Tynes et al., 2013).

Sociocultural competence impact the development and delivery of socio emotional learning among students of race (Garner, Mahatmya, Brown, & Vesely, 2014) where social networking sites impact students acculturation stress and psychological well being among student of race (Park, Song, & Lee, 2014). The psychological and experiences at campus climate affects students academic and social integration on campus especially of sexual minority students (Woodford & Kulick, 2014). This is reflected on Bean and Eaton's Psychological Model of Retention where stress influences students persistence of race in campus (Johnson, Wasserman, Yildirim, & Yonai, 2014). Hence social cognitive and self construal factors influence well being of students of race at college (Ezeofor & Lent, 2014) though at times self efficacy of underrepresented students is low (Enriquez, Pong, Ozer, Ha, & Jiang, 2014) focusing that counselling programs should aim at mental health status of minority students (Smith, Chesin, & Jeglic, 2014).

In brief, ethnicity impacts psycho social adjustment (Chang & Halgunseth, 2015) where ethnic identity in ethnic group association results in discrimination impacting depressive symptoms (Brittian et al., 2015). social exclusion thus enhances the ability to manage others emotions (Cheung & Gardner, 2015) where self perceived feeling of marginalisation by students of race on campus (Wilson, Wilson, & Chamberlain, 2015) are very much dependent on cognitive factors that predict academic motivation among students of race (Piña-Watson et al., 2015).

2.4 Institutional Adaptation: -

Structural inequality in distribution of resources among stratified universities or institutions of higher learning exists (Davies & Zarifa, 2012). Quality education provision, teacher quality, retention of staff, quality of service provision leadership and community involvement impacts attendance of students of race (Jorgensen, 2012). Thereby creating conditions of mattering to enhance persistence of minority race students in institutions (Palmer, Maramba, Palmer, & Maramba, 2012) require institutional norms need to function with minimum racist (S. R. Harper, 2012). Racial aggressions are also seen among college students at dining halls (Harwood, Hunt, Mendenhall, & Lewis, 2012). Interracial dining experience predicts students perception on racial climate at campus (Lowe, Byron, Ferry, & Garcia, 2013) revering that race are significant determinants of students food choices on a college campus (Boek, Bianco-Simeral, Chan, & Goto, 2012). Implicit stereotype threat that results in attrition among women and minority students of race in engineering (Beasley & Fischer, 2012) reveals retention of underrepresented group (minority race) in engineering affects students success (Millward, Turner, & van der Linden, 2012). Hence ethnicity and race impacts institutional access (Nunez & Crisp, 2012) and race impacts students retention (Baker & Robnett, 2012b)

Race in high school (Hardie & Tyson, 2013) impacts choice of institution type in higher education (Stearns, Jha, & Potochnick, 2013) eliciting students experiences in elite institutions (Hinz & Braxton, 2014). Institutional barriers to diversity persist in inclusion efforts (Elliott et al., 2013) with thrust efforts on recruitment and retention of students of native minority race in higher education institutions (Mosholder, Waite, & Goslin, 2013). The college persistence thus of minority students of race differs among ethnic students of minority race (Rigali-Oiler & Kurpius, 2013) impacting their academic achievement (Boyras et al., 2013).

Institutional support predicts learning among students of race (Lundberg, 2014) where cross racial interaction and inter racial interactions is influenced students by institutional characteristics and participation in student organisation (Bowman & Park, 2014). The students' racial identification preferences also seem to change between the time they enter and leave college. (Harper, 2014) Institutional responses to social inclusion (Kilpatrick & Johns, 2014) with retention of minority students of race in higher education is vital (Samuel & Scott, 2014). Student involvement in ethnic student organizations also has its civic outcomes even after graduation (Bowman, Park, & Denson, 2014). Thus race impacts choice of institutions (Squire & Mobley, 2014). Race is celebrated leading towards institutional diversity persisting in multiracial spaces (Hikido & Murray, 2015b). Institutions may have on individuals' race frames or colour blind frames impacting diversity (Warikoo & de Novais, 2015) leaving its embracement on skill development by race having its

replicated effect on admissions into selective institutions (Roksa & Arum, 2015). In short, students commitment to institution is fundamental to academic success and it varies by race (Ansong, Chowa, & Masa, 2016).

The study proposes the following research hypothesis: -

H₁: - Campus adaptations of academic, social, physical – psychological and institutional environments do not vary among undergraduate students by caste criteria.

H_{1a}: - There is a significant difference among undergraduate in campus adaptations of academic, social, physical – psychological and institutional environments by caste criteria.

3. METHODS

2.1 Participant: - The reference population were undergraduate 4-year B. tech students enrolled on a regular study mode at IIT's and NIT's. A total of 1460 students participated with 1420 of valid responses for an overall 97.26 percent participation rate after deducting the questionnaire that contained empty answers. Data was collected for 20 weeks across institutions of IIT's and NIT's. Of the 1420 undergraduate respondents on their social category, 65.07% were general category students, 6.61% scheduled caste students, 3.52% scheduled tribe students and 17.95% other backward class students. Rest 6.83% of students were not willing to identify themselves with any social category or caste.

2.2 Sampling: - Probability sampling technique with multistage sampling followed by cluster sampling in identification of institutes of IIT's and NIT's was adopted. This is followed up with stratified sampling in sample choice of undergraduate students' population and simple random in collecting data from the chosen student population stated above.

2.3 Instrument and Procedure: - The survey was conducted using a structured online questionnaire with reference to student's campus and non - campus email accounts. At all times, the students were informed of the anonymous, confidential, and voluntary nature of their participation and any doubts that arose were clarified.

2.4 Measures: - All the 21 items in the questionnaire were measured with rating on a five-point Likert scale ranging from "1 = strongly disagree" to "5 = strongly Agree". Reliability and validity of the questionnaire was tested

4. DATA ANALYSIS

Multivariate analyses of variance (MANOVA) were conducted to asses' age group differences in campus adaptation. This was followed by discriminant analysis to determine the nature of effect of campus adaptations by each age group. There are several assumptions behind a MANOVA, including multivariate normality, linearity of relationships, low influence of univariate and multivariate outliers, homogeneity of variance– covariance matrices and an absence of multicollinearity. Each assumption was tested, and no serious violations were noted.

Table 1						
Pearson Correlation						
Campus Adaptation	1	2	3	4	M	SD
1.Academic Adaptation	1.00				2.60	.702
2.Social Adaptation	0.576	1.00			2.72	.755
3.Physical – Psychological Adaptation	0.522	0.573	1.00		2.28	.771
4.Institutional Adaptation	0.573	0.613	0.790	1.00	2.14	.784
Note :- n = 1420 .Correlations greater than 0.05 are statistically significant (p < 0.5)						

A Pearson product moment correlation analysis, that examined the relationship between campus adaptations revealed correlations greater than 0.05, hence statistically significant

4.1 Descriptive Statistics: -

Table 2								
Distribution of difference in dimensions of campus adaptations								
Caste Category	Academic		Social		Physical - Psychological		Institutional	
	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev
General (n = 924)	2.57	0.696	2.71	0.738	2.28	0.766	2.11	0.768
Scheduled caste (n = 94)	2.76	0.777	2.90	0.773	2.39	0.772	2.27	0.835
Scheduled Tribe (n = 50)	2.57	0.642	2.71	0.847	2.21	0.771	2.14	0.888
Other Backward castes (n = 255)	2.61	0.662	2.70	0.774	2.28	0.782	2.19	0.793
Indian (n=19)	2.78	0.765	2.53	0.879	2.07	0.904	2.20	0.914
Atheist (n = 10)	2.38	1.059	2.56	0.594	1.98	0.607	2.02	0.511
Humanity (n=9)	2.37	0.616	2.26	0.818	1.86	0.300	1.80	0.793
Not Applicable (n= 59)	2.75	0.781	2.88	0.744	2.42	0.810	2.28	0.799
Total (n=1420)	2.60	0.702	2.72	0.755	2.28	0.771	2.14	0.784

Source: - Research Survey Data

The mean in the descriptive statistics indicate that among undergraduate B.Tech students, students enjoyed high level of social adaptation irrespective social caste category, with general category (M = 2.71, SD = 0.78) scheduled caste (M = 2.90, SD = 0.773) scheduled tribe (M = 2.71, SD = 0.847) other backward castes (M = 2.70, SD = 0.774) atheist (M = 2.56, SD = 0.594) and not applicable (M = 2.88 SD = 0.744). it was observed however that for students who did not wish to associate themselves with caste category like being called Indian and humanity had higher academic adaptation (M = 2.78 , SD = 0.765) and (M = 2.37, SD = 0.616)

However students had lower level of institutional adaptation with general category (M = 2.11, SD = 0.768), scheduled caste (M = 2.27, SD =0.835) scheduled tribe (M = 2.14, SD = 0.888) other backward castes (M = 2.19, SD = 0.793) humanity (M = 1.80, SD = 0.793) and not applicable (M = 2.28 , SD = 0.799) . It is observed students who did not want to associate themselves with social caste category like Indian and atheist had low level of physical – psychological (M = 2.07, SD = 0.904) and (M = 1.98, SD = 0.607) adaptation.

Further within Academic Adaptation, students whose stated themselves as indians had high level of impact on adaptation (M = 2.78 , SD = 0.765) and humanity had low level of adaptation (M = 2.37 , SD = 0.616)

In Social Adaptation, scheduled caste category students had high level of impact on adaptation (M = 2.90, SD = 0.773) and students who recognised themselves to be out of caste as humanity impacted in low level of adaptation (M = 2.26, SD = 0.818)

In Physical – Psychological adaptation, students who felt that caste category did not apply to them and called themselves as not applicable had high impact on level of adaptation (M = 2.42, SD = 0.810) and students who considered themselves as humanity impacted in low level of adaptation (M = 1.86 , SD = 0.300)

In Institutional adaptation, not applicable had high impact on students level of adaptation (M = 2.28, SD = 0.779) and humanity impacted on students low level of adaptation (M =1.80, SD = 0.793)

Overall, across campus adaptations and fathers educational level groups, students had high level of social adaptation (M = 2.72, SD = 0.755) and low level of Institutional adaptation (M = 2.14, SD =0.784). However within social caste category, had high level of social adaptation (M = 2.90, SD = 0.773) and humanity had low level of institutional adaptation (M = 1.80, SD = 0.793).

4.2 Inferential Statistics: -

The Box’s M value of 98.499 indicates test of assumption of equality of covariance matrices are roughly equal as assumed with $p = 0.050$ ($p \geq 0.001$).

Using Manova test statistic of Pillai's Trace, there was a non-significant effect of students social category on students campus adaptations of Academic, Social, Physical – Psychological and Institutional environments ($V = 0.026$, $F(28, 5648) = 1.320$ and $p = 0.120$) $(p > 0.05)$.

Using Manova test statistic of Wilk's Lambda, there was a non-significant effect of students social category on students campus adaptations of Academic, Social, Physical – Psychological and Institutional ($\Lambda = 0.974$, $F(28, 5081) = 1.321$ and $p = 0.120$) $(p > 0.05)$.

Using Manova test statistic of Hotelling's trace, there was a non-significant effect of students social category on students campus adaptations of Academic, Social, Physical – Psychological and Institutional ($T = 0.026$, $F(28, 5630) = 1.322$ and $p = 0.120$) $(p > 0.05)$.

Using Manova test statistic of Roy's largest root, there was a significant effect of students social category on students campus adaptations of Academic, Social, Physical – Psychological and Institutional ($\Theta = 0.013$, $F(7, 1412) = 2.702$ and $p = 0.009$) $(p < 0.05)$.

The univariate test statistic with Levene's test of equality of variances for each of the dependent variable is non significant with academic adaptation of 0.141, social adaptation of 0.910, physical – psychological adaptation of 0.382 and institutional adaptation of being close to 0.461 enabling the assumptions of homogeneity of variance being met.

However separate univariate analysis on the outcome too revealed non significant effect of students social category status on academic, Physical – Psychological, and institutional adaptation with $F(7, 1412)$ and F values of (1.755) (1.404) and (1.239) with p values above 0.05 i.e. ($p = 0.093$) for academic adaptation, ($p = 0.199$) for social adaptation, and ($p = 0.278$) for Physical – Psychological adaptation. But it had a significant effect of social adaptation with F value of (1.945) and p value of (0.059) $(p < 0.05)$.

Further the between – subjects SSCP matrix indicates that the sum of squares for the error SSCP matrix are substantially bigger than in the model (or academic year) SSCP matrix, whereas absolute values of cross products are fairly similar. This pattern of relationship indicates that the relationship between dependent variables is significant than individual dependent variables themselves. Thus to determine the nature of effect of generation status among dependent variables Manova is followed with discriminant analysis.

The first discriminant function explained 51 % of the variance with canonical $R^2 = 0.013$; the second discriminant function explained 38.2 % of the variance with canonical $R^2 = 0.010$; the third discriminant function explained 7.1% of the variance with canonical $R^2 = 0.002$; the fourth discriminant function explained 3.8 % of the variance with canonical $R^2 = 0.001$ indicates that the variance in the canonical derived dependant variable was associated for social category.

In combination these discriminant functions significantly discriminated the social category groups. Be it either the first, second, third or fourth discriminant function did not significantly differentiate the social category groups, with the first function $\Lambda = 0.974$, $\chi^2(28) 36.948$, $p = 0.120$ ($p > 0.05$); the second discriminant function $\Lambda = 0.987$, $\chi^2(18) 18.144$, $p = 0.446$ ($p > 0.05$); the third discriminant function $\Lambda = 0.997$, $\chi^2(10) 4.020$, $p = 0.946$ ($p > 0.05$) and the fourth discriminate function $\Lambda = 0.999$, $\chi^2(4) 1.400$, $p = 0.844$ ($p > 0.05$) indicating lack of discrimination among social categories.

The correlations between outcomes and the discriminant functions revealed that academic adaptation loaded highly on second function ($r = 0.912$) indicating it contributed more to the social category group separation (Bragman, 1970) than the relatively fair high loading in positive relationship with third function ($r = 0.406$) and fourth function ($r = 0.015$) with negative relationship with first function ($r = -0.047$).

Social adaptation loaded highly on second function ($r = 0.807$) indicating it contributed more to the social category group separation than the relatively high loading in positive relationship with first function ($r = 0.462$) with negative relationship in the third function ($r = -0.337$) and fourth function ($r = -0.144$).

Institutional adaptation loaded highly on second function with ($r = 0.749$) indicating it contributed more to the social category group separation than the relatively fair high loading in positive relationship with fourth function ($r = 0.594$) with negative relationship in the first function ($r = -0.010$) and third function ($r = -0.295$).

Lastly, Physical and Psychological adaptation loaded highly on fourth function with ($r = 0.656$) indicating it contributed more to the social category group separation than the than relatively fair high loading in the first function ($r = 0.500$) second function ($r = 0.563$) and third function ($r = 0.053$)

4.3 Findings: -

The students of general social category group had positive outcomes in academic (0.047) and Physical – psychological (0.013) adaptation with negative outcomes on social (-0.044) and institutional (-0.002) adaptation.

The students of scheduled caste category had positive outcomes in academic (0.066) and social (0.255) adaptation with negative outcomes in Physical – Psychological (-0.001) and institutional (-0.056) adaptation.

The students of Scheduled tribe category had all negative outcomes in academic (-0.103) social (-0.007) Physical – psychological (-0.101) and Institutional (-0.058) adaptation

The students of other backward castes (OBC's) had positive outcomes in social (0.027) and institutional (0.048) adaptation with negative outcomes in academic (-0.104) and physical – psychological (-0.035) adaptation

The students who preferred not to referred to any caste category i.e the other category included students referring to themselves as Indians had positive outcome in social (0.0176) physical –psychological (0.174) with negative academic (-0.728) and Institutional (-0.034) adaptation; students who referred to themselves as atheist had negative outcomes in all be it academic(-0.330) social (-0.229)physical – psychological (-0.297) and institutional (-0.137) adaptation; students referring to humanity had positive outcomes in physical –psychological (0.145) adaptation with negative outcomes in academic(-0.454) social (-0.451) and institutional (-0.112) adaptation; lastly students considering castes as not applicable had positive outcomes in academic (0.060) social (0.230)Physical –psychological (0.007) and institutional (0.018)adaptation.

In brief the alternate hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected at $p < 0.05$.

5. CONCLUSION

Campus adaptations vary across student social category of caste among engineering undergraduate students where overall students of scheduled caste category highest negative physical – psychological adaptation (-0.0021).

6. IMPLICATIONS

Indian society at large ruled by social categories of caste is often creamed that reservation alone sets up environments of campus for downtrodden social category like scheduled caste, scheduled tribe and other backward castes. This isn't the virtual scenario as once into campuses of higher education by these downtrodden social classes, the scenario of adaptability to campus is much more accustomed to strange annihilation that eventually deters student's persistence at campuses of higher education.

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