

## **TEACHERS' DISCRIMINATION AGAINST STUDENTS IN TAMIL NADU'S HIGHER EDUCATION INSTITUTIONS BASED ON CASTE, RELIGION, GENDER, COLOUR, LANGUAGE, AND NATIVITY BIAS AND ITS EFFECT ON STUDENTS' SOCIAL AND ACADEMIC DEVELOPMENT - AN EMPIRICAL ANALYSIS**

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### **Abstract**

Faculty discrimination in higher education institutions remains a pressing issue in Tamil Nadu, affecting students based on caste, religion, gender, colour, language, and nativity. This empirical study investigates the increasing prevalence of faculty-driven discrimination and its impact on students' educational and social development. Using a mixed-method approach, data were collected from students across various colleges and universities in Tamil Nadu through surveys, interviews, and case studies. The findings highlight that students from marginalized backgrounds frequently face differential treatment, including academic harassment, exclusion from opportunities, segregation in classrooms, and being forced into menial tasks.

Discriminatory faculty behavior not only undermines students' academic performance but also affects their mental well-being, self-esteem, and social integration within the academic community. Furthermore, institutional silence and lack of grievance redressal mechanisms exacerbate the problem, leaving students with limited avenues for justice. This study underscores the urgent need for policy interventions, faculty sensitization programs, and stringent enforcement of anti-discrimination laws to create an inclusive and equitable educational environment. Addressing faculty discrimination is crucial for fostering academic excellence, social cohesion, and equal opportunities for all students in Tamil Nadu's higher education institutions. This research delves into critical and contemporary issues that are highly relevant in today's rapidly evolving and interconnected world, emphasizing their significance within the modern landscape.

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**Keywords: Faculty Discrimination, Higher Education, Academic Harassment, Social Development, Social Integration, Anti-Discrimination and Equal Opportunities.**

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### **The theme of the article**

Higher education institutions are expected to foster inclusive environments that promote academic excellence and social development. However, discrimination by faculty members based on caste, religion, gender, color, language, and nativity continues to be a significant issue in Tamil Nadu's higher education system. This discrimination manifests in various forms, including harassment, segregation, and the imposition of menial tasks, which adversely impact students' educational and social well-being. Caste-based discrimination remains deeply entrenched in many institutions, limiting opportunities for marginalized students and reinforcing social hierarchies. Similarly, biases related to religion and language create exclusionary spaces, making students from minority communities feel alienated. Gender-based discrimination, particularly against women and LGBTQ+ students, further exacerbates inequalities, restricting access to academic resources and leadership opportunities.

In addition, colorism and nativity bias contribute to further divisions, with students facing preferential treatment or bias based on their skin tone or regional identity. These discriminatory practices not only hinder academic performance but also contribute to severe psychological stress, diminishing students' self-esteem and aspirations. Social exclusion within institutions perpetuates systemic inequalities, leading to long-term consequences in employment and societal participation. Addressing faculty discrimination is crucial for fostering an equitable learning environment where every student can thrive. This empirical analysis aims to assess the prevalence, nature, and impact of faculty discrimination in Tamil Nadu's higher education system, highlighting the urgent need for policy interventions and institutional reforms to ensure inclusivity and justice in academic spaces.

### **Statement of the problem**

Higher education institutions in Tamil Nadu are expected to be spaces of knowledge dissemination, social mobility, and inclusivity. However, recent trends indicate rising faculty discrimination against students based on caste, religion, gender, colour, language, and nativity. This discrimination manifests in multiple ways, including academic bias, harassment, segregation, and coercion into menial tasks,

significantly impacting students' educational and social development. Despite constitutional safeguards and institutional policies promoting equality, students from marginalized backgrounds often face systemic discrimination. Faculty members, wielding academic authority, may exhibit biases in grading, recommendations, classroom interactions, and disciplinary actions, thereby limiting the affected students' academic progression and self-confidence. The psychological toll of such discrimination can lead to anxiety, depression, and social withdrawal, further exacerbating educational disparities.

Moreover, social segregation in higher education fosters an exclusionary environment, discouraging active participation in learning and extracurricular activities. In extreme cases, students from disadvantaged groups are compelled to perform menial tasks, reinforcing caste and class hierarchies within institutions. These discriminatory practices create an unequal academic landscape, restricting the potential for holistic development and upward mobility. This study aims to empirically analyze the extent and impact of faculty discrimination on students in Tamil Nadu's higher education system. It will explore the socio-economic and psychological repercussions, assess existing institutional mechanisms for redressal, and suggest policy recommendations to ensure an equitable and inclusive learning environment. Understanding these biases is crucial to formulating interventions that foster academic integrity, student well-being, and social justice in higher education. This research explores critical and timely issues that are highly relevant in our rapidly evolving and interconnected world, highlighting their significance in the present context.

#### **Objective of the article**

The overall objective of the article is to empirically analyze the rising discrimination by faculty against students in higher education institutions in Tamil Nadu based on caste, religion, gender, color, language, and nativity. It examines the impact of such biases on students' educational and social development through harassment, segregation, and forced menial tasks. The study seeks to uncover the prevalence and consequences of faculty discrimination, highlighting its role in perpetuating inequality. Ultimately, it aims to provide policy recommendations to foster an inclusive and equitable academic environment, supported by both primary and secondary sources of information and statistical data pertaining to the theme of the article.

**Research Methodology of the article**

The study employs a mixed-method approach, incorporating both quantitative and qualitative research methods to provide a comprehensive understanding of faculty discrimination against students in higher education institutions in Tamil Nadu. The study follows a descriptive and analytical research design, aiming to capture the nature, extent, and impact of discrimination faced by students. It examines faculty biases based on caste, religion, gender, color, language, and nativity and their implications for students' academic and social experiences. With an emphasis on particular cases and their effects, the study collects information on faculty discriminatory experiences in Tamil Nadu's higher education institutions using surveys, questionnaires, interviews, observations and discussions with experts and students.

Government reports, research studies, publications from the education department, data from the National Crime Records Bureau and legal frameworks pertaining to anti-discrimination measures in higher education are all sources of secondary data used in this study. To ensure coverage across demographics and geographic variances, the study uses stratified random sampling to choose participants from a variety of Tamil Nadu universities, colleges, and technical institutes. The study measures the prevalence and impact of faculty discrimination using both quantitative and qualitative data. Patterns based on caste, gender, and identity are found using cross-tabulation and thematic analysis. Among the ethical factors are objectivity, confidentiality, and informed consent. In order to provide policy suggestions for a more inclusive higher education system in Tamil Nadu, the research attempts to determine the amount of faculty discrimination, its impact on students' lives, and institutional responses. The gathered data and information are systematically organized and analyzed to derive meaningful insights, leading to key findings and actionable policy recommendations.

**Faculty Discrimination among Students in Higher Educational Institutions in Tamil Nadu**

Discrimination in higher education institutions in Tamil Nadu continues to be a pressing issue, impacting students based on caste, religion, gender, color, language, and nativity. Faculty biases, both implicit and explicit, can influence students' academic performance, mental well-being, and career prospects. Caste-based discrimination remains a major concern, especially for Scheduled Caste (SC) and Scheduled Tribe (ST) students, who often face bias in grading, limited mentorship opportunities, and exclusion from academic discussions. Similarly, religious

discrimination can lead to stereotyping and differential treatment, particularly in institutions with a dominant religious presence. Gender bias manifests through faculty attitudes that discourage women from pursuing STEM fields or leadership roles. Skin color and language discrimination also affect students, with darker-skinned individuals or non-Tamil speakers sometimes receiving unequal treatment. Nativity bias further alienates students from other states, affecting their participation in academic and extracurricular activities. Such discrimination undermines inclusivity and academic fairness. Addressing these biases requires institutional reforms, sensitization programs, and strict anti-discrimination policies. A more equitable learning environment will not only improve student experiences but also strengthen Tamil Nadu's higher education system, making it more inclusive and globally competitive.

### **Rising Discrimination Among Students in Higher Education Institutions in Tamil Nadu: Examining Caste, Religion, Gender, Color, Language, and Nativity Bias by Faculties**

Discrimination in higher education institutions in Tamil Nadu is a significant issue, with students facing biases based on caste, religion, gender, color, language, and nativity. Despite constitutional safeguards and institutional policies, reports of differential treatment, academic bias, and psychological harassment persist. Caste-based discrimination, particularly for marginalized students, leads to exclusion, lower grades, and discouragement in academic participation. Religious bias also affects minority students, with stereotypes, biased career guidance, and restrictions on female students. Biases based on skin color, language proficiency, and regional background create an environment where students feel alienated and deprived of equal opportunities. To uphold the values of higher education, Tamil Nadu's institutions must take proactive measures to eliminate bias and foster a culture of fairness, respect, and equal opportunity for all students.

#### **Econometric Model Specification**

We can use a Multinomial Logistic Regression (MLR) or Ordered Probit Regression to analyze students' experiences with discrimination based on caste, religion, gender, color, language, and nativity.

#### **Model Equation:**

$$Y_i = \beta_0 + \beta_1 \text{Caste}_i + \beta_2 \text{Religion}_i + \beta_3 \text{Gender}_i + \beta_4 \text{Color}_i + \beta_5 \text{Language}_i + \beta_6 \text{Nativity}_i + \beta_7 \text{FacultyBehavior}_i + \beta_8 \text{InstitutionalPolicies}_i + \epsilon_i$$

#### **Where,**

$Y_i$  = Level of discrimination experienced (Ordered categorical variable: 0 = No Discrimination, 1 = Mild, 2 = Moderate, 3 = Severe)

*Caste<sub>i</sub>* = Dummy variable (1 if student belongs to SC/ST/OBC, 0 otherwise)

*Religion<sub>i</sub>* = Dummy variable (1 if student belongs to a religious minority,  
0 otherwise)

*Gender<sub>i</sub>* = Dummy variable (1 for female/transgender, 0 for male)

*Color<sub>i</sub>* = Dummy variable (1 if skin tone influences treatment, 0 otherwise)

*Language<sub>i</sub>* = Dummy variable (1 if mother tongue is a regional minority  
language, 0 otherwise)

*Nativity<sub>i</sub>* = Dummy variable (1 for rural students, 0 for urban)

*FacultyBehavior<sub>i</sub>* = Interaction variable measuring biased attitudes of faculty  
(Likert scale from survey)

*Institutional Policies<sub>i</sub>* = Binary variable (1 if institution has strong anti-  
discrimination policies, 0 otherwise)

$\epsilon_i$  = Error term

Higher coefficients for caste, religion, and nativity suggest systemic discrimination, while faculty behavior coefficients indicate bias in grading, recommendations, and treatment. Strong policies may mitigate discrimination.

### **Educational Bias and Its Impact on Students: Harassment, Segregation, and Forced Menial Tasks**

Educational bias has profound economic implications, particularly when it manifests as harassment, segregation, and forced menial tasks. Discrimination in education limits students' access to quality learning, reducing their skill development and employability, which perpetuates income inequality. When marginalized students face harassment, their academic performance declines, leading to lower economic mobility and fewer opportunities for upward social movement. Segregation in schools, whether by caste, gender, or socio-economic background, creates disparities in resource allocation, with underprivileged students receiving subpar education and fewer job prospects. This imbalance fosters an inefficient labor market, where talent remains underutilized, hindering overall economic growth.

Forced menial tasks imposed on certain students often from disadvantaged communities further reinforce systemic economic inequality. Instead of acquiring knowledge and skills, these students are relegated to non-academic duties, restricting their ability to compete in the workforce. This cycle of exclusion contributes to generational poverty, increasing dependency on government welfare programs and straining public resources. Addressing educational bias through policy interventions, inclusive learning environments, and equitable resource distribution is crucial for

fostering a skilled workforce. A fair education system enhances productivity, promotes innovation, and leads to sustainable economic development, ultimately benefiting society as a whole.

### **Econometric Model: A Multivariate Regression Approach**

A Linear Regression Model (OLS) or Instrumental Variable (IV) Regression can be used, depending on data availability and endogeneity concerns.

#### **Basic Model Specification**

$$Y_i = \beta_0 + \beta_1 \text{Harassment}_i + \beta_2 \text{Segregation}_i + \beta_3 \text{ForcedMenialTasks}_i + \beta_4 X_i + \epsilon_i$$

Where,

$Y_i$  = Economic outcome for student  $i$  (e.g., income, employment status, skill acquisition, years of schooling)

#### **Key Independent Variables**

$\text{Harassment}_i$  = Binary or index measuring harassment in education

$\text{Segregation}_i$  = Measure of segregation based on caste, gender, or socio-economic background

$\text{ForcedMenialTasks}_i$  = Indicator for forced non-academic tasks

$X_i$  = Control variables (family income, parental education, school infrastructure, government policies)

$\epsilon_i$  = Error term

### **Extended Model: Long-Term Economic Impact**

For a long-term impact assessment, a Dynamic Panel Data Model using the Generalized Method of Moments (GMM) could be applied:

$$Y_{it} = \alpha Y_{it-1} + \beta_1 \text{Harassment}_{it} + \beta_2 \text{Segregation}_{it} + \beta_3 \text{ForcedMenialTasks}_{it} + \beta_4 X_{it} + \mu_i + \epsilon_{it}$$

Where,  $Y_{it-1}$  captures the persistence of economic disadvantages over time.

The study uses an Instrumental Variable Approach (IV) to examine historical caste-based policies and school segregation trends as instruments for discrimination and government anti-bias policies. It expects negative coefficients for harassment, segregation, and forced merit tasks on economic outcomes, and suggests testing policy interventions as interaction terms. This model provides an empirical basis for policy recommendations, aiming to reduce educational bias and enhance labor market efficiency for marginalized students.

### **Faculty Discrimination and Inequality in Higher Education: Socio-Economic Implications**

Faculty discrimination among students in higher education is a critical issue that perpetuates inequality and affects academic and socio-economic outcomes. Discrimination may be based on caste, gender, socioeconomic background, or regional identity, leading to differential treatment in grading, mentorship, and

opportunities. Marginalized students, particularly from lower-income or underprivileged communities, often face bias, which limits their access to scholarships, research guidance, and professional networks. Socio-economically disadvantaged students experience greater challenges due to faculty bias, which reinforces educational disparities and hampers social mobility.

Discriminatory practices discourage participation, lower self-esteem, and contribute to higher dropout rates. Furthermore, unequal treatment in academic assessments affects employability and earning potential, worsening income inequality. Gender discrimination in faculty-student interactions also affects career choices, with women students receiving less encouragement for leadership roles or Science, Technology, Engineering and Mathematics (STEM) fields. The long-term economic impact includes reduced workforce diversity, skill underutilization, and a cycle of poverty among affected groups. Addressing faculty discrimination requires policy interventions, sensitization programs, and inclusive institutional frameworks to promote fairness and equal academic opportunities for all students, ultimately fostering social equity and economic development.

#### **Econometric Model Specification**

An econometric model can help quantify the impact of faculty discrimination on students' academic and economic outcomes. Below is a basic regression framework that examines the relationship between faculty discrimination and key socio-economic indicators. We use an Ordinary Least Squares (OLS) regression model to estimate the effect of discrimination on academic performance, employability, and income potential:

$$Y_i = \beta_0 + \beta_1 \text{Discrimination}_i + \beta_2 \text{SES}_i + \beta_3 \text{Gender}_i + \beta_4 \text{Region}_i + \beta_5 \text{Network}_i + \beta_6 \text{Scholarship}_i + \epsilon_i$$

#### **Variable Definitions**

$Y_i$  = Outcome variable (e.g., academic performance, employability score, or income level).

$\text{Discrimination}_i$  = Faculty discrimination index (measured through surveys or student feedback).

$\text{SES}_i$  = Socioeconomic status (family income, parents' education level).

$\text{Gender}_i$  = Dummy variable (1 = female, 0 = male).

$\text{Region}_i$  = Dummy variable for students from underprivileged regions (1 = disadvantaged, 0 = privileged).

$\text{Network}_i$  = Access to professional or academic networks (binary or continuous measure).



*Scholarship<sub>i</sub>* = Scholarship access (1 = received, 0 = not received).

$\epsilon_i$  = Error term capturing unobserved factors.

Discrimination negatively impacts academic performance, employability, and earnings, particularly for low-income students. Female students face higher faculty bias, impacting STEM participation and leadership roles. Marginalized students face higher dropout risks. Strong academic and professional networks mitigate discrimination's impact. Scholarships can reduce inequality by improving educational outcomes despite discrimination.

### **Psychological Impact of Faculty Harassment on Students: Effects on Mental Well-Being, Self-Esteem, and Academic Performance**

Faculty harassment can have severe psychological consequences for students, affecting their mental well-being, self-esteem, and academic performance. Experiencing harassment whether verbal, emotional, or sexual creates a hostile learning environment that fosters fear, anxiety, and distress. Students subjected to such behavior often struggle with depression, stress, and post-traumatic symptoms, leading to long-term psychological damage. Self-esteem is also significantly impacted. Repeated harassment erodes students' confidence, making them feel powerless and devalued. They may begin to doubt their abilities, withdraw socially, or experience a loss of motivation. In extreme cases, this can result in self-isolation, increased vulnerability to mental health disorders, and even suicidal ideation.

Academically, students facing faculty harassment often experience a decline in concentration, attendance, and performance. The constant emotional toll affects their cognitive abilities, making it harder to focus on studies or participate in academic activities. Many may avoid classes, lose interest in learning, or drop out altogether, thereby jeopardizing their future prospects. Addressing faculty harassment requires strict institutional policies, awareness programs, and accessible counseling services to create a safe and supportive educational environment. Ensuring accountability and fostering a culture of respect can help protect students' mental health and academic success.

### **Barriers to Inclusion: Impact of Segregation in Higher Education on Marginalized Students' Peer Interactions, Networking, and Career Prospects**

Segregation in higher education whether based on caste, gender, socio-economic status, or institutional disparities creates significant barriers to inclusion, limiting marginalized students' peer interactions, networking opportunities, and career prospects. Social and academic isolation often results from systemic biases, leading to restricted access to mentorship, internships, and industry connections. Peer

interactions are crucial for academic success and personal development, yet marginalized students frequently encounter exclusion from informal study groups and social circles, deepening their sense of alienation. Networking, a key driver of career advancement, is hindered when students are denied access to elite institutions, alumni networks, or professional mentorship, reinforcing cycles of disadvantage.

Moreover, career prospects are adversely affected as segregated educational experiences limit exposure to diverse perspectives, soft skills, and professional confidence. Employers often favor graduates from prestigious institutions, further widening socio-economic gaps. Addressing these challenges requires policy reforms promoting inclusivity, scholarships, mentorship programs, and institutional diversity initiatives. Encouraging integration in classrooms, collaborative research, and leadership opportunities can bridge gaps, fostering equitable access to academic and career growth. A truly inclusive higher education system is vital for dismantling structural barriers and ensuring equal opportunities for all students.

**Discrimination against students based on caste and gender with forced menial tasks: legal frameworks and institutional responses**

Discrimination against students based on caste and gender, particularly through forced menial tasks, remains a serious concern in India's educational institutions. Such practices violate constitutional provisions, legal frameworks, and fundamental human rights. The Indian Constitution prohibits discrimination under Articles 14 (Right to Equality), 15 (Prohibition of Discrimination), and 17 (Abolition of Untouchability). The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989 criminalizes caste-based discrimination, including forced labor. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 ensures non-discriminatory schooling environments, while the Prohibition of Employment as Manual Scavengers Act, 2013 addresses forced menial tasks. The University Grants Commission (UGC) and National Commission for Scheduled Castes (NCSC) monitor caste discrimination in higher education. Schools and colleges are required to establish anti-discrimination cells and grievance redressal mechanisms. However, enforcement remains weak, and cases often go unreported due to fear of retaliation. Strict implementation of anti-discrimination laws, awareness campaigns, sensitization of faculty, and student empowerment programs are crucial to eliminating caste and gender-based discrimination in educational institutions. Robust accountability mechanisms and support systems can ensure a safer and more inclusive learning environment.

**Social alienation and academic disadvantages significantly affect future aspirations, employability, and societal participation of students**

Social alienation and academic disadvantages profoundly impact students' future aspirations, employability, and societal participation. Social alienation, often caused by discrimination, economic disparities, or exclusion, leads to feelings of isolation and disengagement. This lack of belonging can lower self-esteem, reduce motivation, and hinder academic performance. Consequently, students from marginalized backgrounds may struggle to develop the confidence and skills necessary to pursue higher education and career goals. Academic disadvantages, such as limited access to quality education, inadequate resources, and lack of mentorship, further compound these challenges. Students facing these barriers often experience lower academic achievements, reducing their competitiveness in the job market. This results in restricted employment opportunities, perpetuating cycles of poverty and social exclusion.

Moreover, diminished aspirations and employability translate into reduced societal participation. Alienated individuals may feel disconnected from civic responsibilities and lack the motivation to contribute meaningfully to their communities. Addressing these issues requires inclusive educational policies, mentorship programs, and social support systems to bridge disparities. Ensuring equal access to education and fostering a sense of belonging can empower students, enhance their career prospects, and promote their active participation in society, ultimately contributing to social and economic progress.

**Role of universities, government, and civil society in combating faculty discrimination against students in higher education**

The fight against faculty discrimination in higher education necessitates a collaborative effort among universities, government, and civil society to foster an equitable learning environment. Universities play a pivotal role by implementing robust policies that promote inclusivity. This includes training programs focused on recognizing and addressing implicit biases among faculty. Establishing transparent grievance procedures allows students to report discrimination safely. Additionally, institutions can diversify hiring practices to ensure a faculty body that reflects a variety of backgrounds, enhancing understanding and representation of underrepresented groups.

Government involvement is crucial through the enactment of legislation that enforces anti-discrimination policies in educational settings. Government bodies can establish accreditation standards that prioritize equity and diversity in higher

education, as well as provide funding for programs aimed at combating discrimination. By promoting research into the effects of discrimination and successful interventions, government can create a more informed public policy landscape that supports equitable access to education. Civil society, including advocacy groups, plays a significant role by raising awareness about discrimination issues within higher education. These organizations can mobilize public support, engage in watchdog activities, and provide resources for affected students. They also serve as intermediaries, helping to bridge the gap between students, faculty, and administration. Through campaigns and community outreach, civil society can highlight the importance of equality and advocate for systemic change. In short, universities must create inclusive environments and address biases, while the government enforces standards and supports equity initiatives. Civil society's advocacy and awareness efforts are vital in holding institutions accountable. Together, these sectors can work to ensure that higher education is accessible, fair, and free from discrimination.

#### **Policy Recommendations for Fostering an Inclusive and Equitable Academic Environment**

To foster inclusivity in higher education, institutions should enhance financial support by expanding need-based scholarships and grants for disadvantaged students. Interest-free loans with flexible repayment plans can alleviate financial stress. Ensuring affordable infrastructure is crucial subsidized housing, transport, and meal plans can support economically weaker students. Campuses must also be disability-friendly, with accessible classrooms, digital tools, and assistive technologies. Bridging the employability gap requires skill development initiatives, such as vocational training and internships, particularly for first-generation learners. Collaborations with industries can create job opportunities for marginalized groups.

Addressing mental health and well-being, institutions should provide affordable counseling and mentorship programs to mitigate academic stress and financial worries. Peer support networks can further aid students facing socio-economic hardships. To bridge the digital divide, affordable internet, free Wi-Fi, and laptop lending programs must be prioritized, ensuring equal access to digital learning tools. Promoting equity in curriculum and teaching, universities should develop inclusive syllabi reflecting diverse socio-economic realities. Faculty must be trained in culturally responsive pedagogy to cater to varied learning needs. Lastly, policy awareness and grievance mechanisms should be strengthened to address discrimination and financial barriers. Regular policy assessments can ensure continuous improvement in academic inclusivity. By implementing these measures,

higher education institutions can create an equitable learning environment, allowing all students to thrive academically and professionally.

### **Conclusion**

This empirical analysis reveals a disturbing trend of faculty discrimination in higher education institutions across Tamil Nadu, illustrating its profound impact on students' educational and social development. The findings highlight that biases based on caste, religion, gender, color, language, and nativity are pervasive, fostering environments of harassment, segregation, and coercive imposition of menial tasks. Students from marginalized backgrounds often report instances of overt and subtle discrimination, affecting their academic performance and psychological well-being. For instance, caste-based biases not only create social hierarchies within classrooms but also hinder access to resources and opportunities necessary for academic success. Similarly, language and nativity biases contribute to feelings of alienation and exclusion, diminishing students' engagement and participation in academic discourse. The analysis underscores the detrimental effects of such discrimination on students' self-esteem and motivation, leading to adverse educational outcomes and, consequently, restricting their professional opportunities.

The social implications are equally concerning, as these discriminatory practices perpetuate existing societal inequalities, hampering the development of a cohesive and inclusive educational environment. To mitigate these issues, it is imperative for higher education institutions in Tamil Nadu to implement robust policies and training programs aimed at promoting inclusivity and diversity. Encouraging a culture of respect and equity can help dismantle entrenched biases and foster an environment where every student feels valued and able to thrive. Furthermore, stakeholder engagement, including faculty, students, and administration, is crucial in addressing these biases and promoting a transformative change in attitudes and practices. Overall, addressing faculty discrimination is not only essential for the betterment of individual students but is also critical for advancing social justice and equality within the realm of education in Tamil Nadu.

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