

Socio Economic Profile of Scheduled Caste Students in Secondary Education-A Sociological Study

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ABSTRACT: *Education is a real weapon to lead a life in this challenging and competitive society. Every human have his own aspirations in his life which is basically fulfilled by the education. The new sectors and upcoming skilled based jobs have been impacting on the educational system. The present paper entitled “socio-economic profile of scheduled caste students in secondary education: a sociological study” seeks to probe empirically into the students studying in secondary education in Mysore city. This paper analyses the social and economic conditions of the students. The main objective of the study is to bring out the reality of the socio-economic conditions of scheduled caste students especially in secondary education system. The sample size of the present study is three hundred and simple random sampling method has been used to collect the primary data and it is also supported by the secondary sources.*

KEYWORDS: gender, scheduled caste, secondary education, socio- economic, student.

I. INTRODUCTION

It is widely accepted that the process of education begins right from the birth and continues throughout life. Some believe that education begins even earlier than this, as evidenced by some parents' playing music or reading to the baby in the womb in the hope it will influence the child's development. The word 'education' is often used to refer solely to formal education. However, it covers a range of experiences, from formal learning to the building of understanding through day to day experiences. Ultimately, all that we experience serves as a form of education. Individuals can receive informal education from a variety of sources like family members and society that have a strong influence on the informal education of the individual. The term "education" is derived from the Latin word *educare* meaning "leading out" or "leading forth". This reveals one of the theories behind the function of education- of developing innate abilities and expanding horizons.

Education as a discipline encompasses teaching and learning specific skills. Practicing teachers in the field of education use a variety of methods and materials in their instruction to impart curriculum. There has been a number of literatures in the field of education that addresses these areas. Such literature addresses the facets of teaching practices to include instructional strategies, behaviour management, environmental control, motivational strategies, and technological resources. However, the single most important factor in any teacher's effectiveness is the interaction style and personality of the teacher, for the quality of their relationships with the students provides the impetus for inspiration. The best teachers are able to translate good judgment, experience, and wisdom into the art of communication that the students find compelling. It is their compassion for varied human qualities, passion, and the creativity of potential that assists teachers to invigorate students to higher expectations of themselves and society at large.

The goal of education is the growth of potential that assists teachers to invigorate students to higher expectations of themselves and the society. Fundamentally, the imparting of culture from generation to generation promotes a greater awareness and responsiveness through social maturity to the needs of an increasingly diversified society.

II. THE CONCEPT OF SECONDARY EDUCATION

Since independence there has been considerable expansion in the infrastructural development of secondary education in our country. A secondary level is a continuation of elementary level and only about 22 percent attend secondary schools and more than half of them pass out of the elementary schools do not join secondary classes. This situation compares unfavorably with the existing even in some developing countries. In the present pattern secondary level consists of four classes, from IX to XII. In the past 10th class/matriculation/S.S.L.C. was considered as terminal. But today the terminal point is shifted to the 12th class. The objective of secondary education is to provide such general education so as to equip the students with basic knowledge in all

subjects and skills in some fields to enable them to pursue the life of their own. The knowledge and skills thus acquired should be potent enough to act as a preparation and stimulus for the student to pursue higher academic or technical course. Thus, secondary education should be both terminal and continuing.

III. REVIEW OF LITERATURE

Singh (1984) conducted a study of creativity in relation to adjustment, frustration and level of aspiration. The random sampling procedure was used to select 600 male students of classes IX and X from literacy and scientific groups of the secondary schools of Agra city. Burchinal et al. (1958) studied the personality adjustment among 256 fifth graders from rural and small town schools, in relation to their socio-economic status of the family. The analysis of their responses on Rogers test of personality development indicated a tendency for higher status of children to show fewer signs of maladjustment. But, the children whose factors had the highest level of educational attainment showed more signs of personality maladjustment.

Sewell and Haller (1959) examined the relationship between social status and the personality adjustment of 1462 children in grades four to eight, living in an urban Midwestern community, having a whole range of social status levels. Lower class children, it was reported, seemed to have more concern over the status of their family in the community as well as their achievement in school. They also exhibited a greater tendency to reject their family and to display nervous behaviour.

IV. METHODOLOGY

The study was undertaken to analyze the socio-economic conditions of Scheduled Caste students in Mysore city. Equally primary and secondary data have been used to complete the objective of the study. The macro aspects of the study is based on the published and unpublished works on the subject etc. absolutely in the study, books, journals and bulletins are used to collect data. The primary data was collected by administering the controlled questionnaire and interview-schedule in secondary schools. Three hundred SC students were chosen through random sampling method. The sample statistical tools like percentages and averages used to analyze the data.

V. OBJECTIVE OF THE STUDY

In view of the present study intends to address the following objectives as the main objective of the present paper is to identify the socio-economic conditions of the scheduled caste students studying in secondary education in Mysore city of Karnataka state.

VI. RESULTS AND DISCUSSION

Social profile of the students presents an integrated personality of the respondents studied. The portrait which is based on Socio-economic, personal background is considered as an important variable in any field of social science research, particularly research students with this scientific usage and intention to attempt is made here to provide a social profile of the scheduled caste students of secondary education, these personal and social variables are considered to be explanatory variable in the analysis of the study.

Table 1.1: Age Distribution of the Respondents

Age	Respondents	Percent (%)
13 Years	103	34.3
14 Years	100	33.3
15 Years	97	32.3
Total	300	100.0

The analysis of the date indicates that, the respondents are almost distributed equally in three age groups about 35 (34.3) percent of them are of 13 year of age and one third of them that is 33.33 percent are of 14 years of age and remaining 32 (32.3) percent of them are of 15 years of age this fact may be attributed to the fact that, the researcher has chosen the respondents equally from three classes that is VIII, IX and X standard, so the distribution of respondents in the age group is equally distribute. The distribution of the respondents equally in three categories of age indicate that, in the recent days the scheduled caste persons are admitting their children to the schools at the proper age and there is no break or drop-outs among the scheduled caste students.

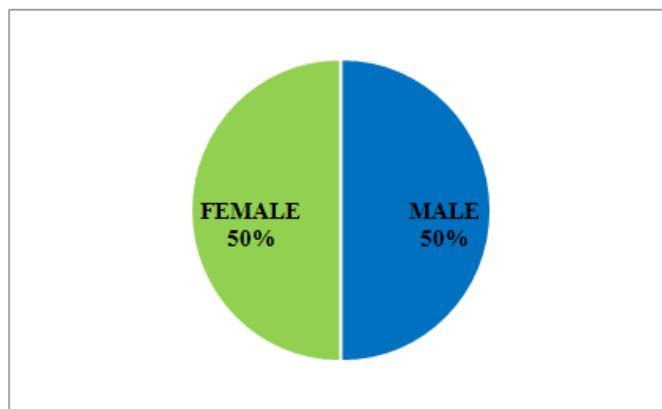


Fig 1.0: Gender Representation of the Respondents

The data relating to the gender of the respondents indicate that, the respondents are equally distributed with regard to gender to maintain the sex ratio the respondents are chosen intentionally an equal bares with regard to gender.

Table 1.2: Rural Urban Background of the Respondents

Rural Urban Background	No. of Respondents	Percentage (%)
Rural	53	17.7
Urban	247	82.3
Total	300	100.0

It is significant to note that, a very small minority group say about 18(17.7) percent of the respondent come from rural background whereas an overwhelming majority of the respondents come from urban background this analysis of the data indicates that proportion of rural scheduled caste students for securing secondary education. Contrary to the above argument the analysis of the data on the education indicate that the level of fathers' education is considerably low. It is observed from the data that the fathers of about 90 (91) percent of the respondents and mothers of about 95(94) percent respondents have low level of educational attainments.

From this study it is quite natural that in consonance with the findings of father's education, the findings relating to father's Occupation indicates that an overwhelming majority of the respondents (76.3 percent) have father's manual Occupational background. Only about 10 (9.7) percent of the fathers respondents who are in government service, about 12 percent of the father respondents are in private service and only one percent of the father respondents are in business filed and finally some proportion of the father respondents are professional. It is evident from the data that as many as 77(76.3) percent of the fathers respondents are manual workers and further the analysis of the data indicates that the respondents come from low occupational family background.

The findings on the Occupation of the respondent's fathers portray the real pictures of scheduled caste people of this most of the country. After being independent, our country has not achieved its goal to uplift bring the downtrodden people to the main stream. It shows the hard truth that even the strict reservation policy has failed to uplift bring them from their lower position the situation is an alarming. Our must thick hare for the other alternative avenues to bring them to the main stream of the development.

VII. CONCLUSION

The scheduled caste students did not differ significantly from that of the other castes in their rural background and the medium of instruction. The scheduled castes by and large continue to pre-dominant in their traditional occupation of agriculture/slavery. It is the urban area that they have gained most in the salaried employment sector. The scheduled castes continue their traditional occupation in the rural areas. The study clearly focused on the socio-economic conditions of the scheduled caste students in secondary education. The rural-urban factor doesn't seem to have much difference among these students. With the above factors it is clear that the parental educational background is very low which may negatively affect on the students for completion of their secondary education. Motivation from the parents is one of the primary requirements for children's to get success in their life.

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