CHAPTER-VII

Social and Political Perspective of College Youths
Introduction

The advent of modernization has led to a close interaction between state and society. The state is increasingly playing a significant role in influencing social institutions like marriage, family, kinship, caste and religion. Individuals in a modern democratic set-up are expected to play the role of responsible citizens. They are supposed to have broader identities and perspectives of social, economic and political life of the country. A nation’s progress and development depends on the extent of its citizens, especially youth in general, college youth in particular identify themselves with its problems, programmes and policies. Motivation for human action in terms of strikes, rallies, protests, pressure groups springs from identifications and perspectives. Those who identify themselves with and have broader perspectives participate actively in public life.

Edward Shils (1968) in his article “Students, Politics, and Universities in India”, points out that students in India lack broader perspectives of public life. Therefore, their agitations are short-lived. Higher education is not goal oriented. According to Shils, it has made the individual student and the student community as a whole feel less a part of the mainstream of Indian society.

Identifications and Perspectives

Identifications and perspectives refer to linking oneself with external entities, subjects, values and ideologies. This subject could be explained by using the concept of “Empathy”.

Sociologists have stressed the importance of a citizen’s identification or empathy as an important ingredient of modernization. In a broad sense,
the term ‘empathy’ means ‘If I were you’. In other words, it means: What would have happened if I were in your position. It means looking at our problems from their point of view of others not only from our point of view. Daniel Lerner (1958) defines empathy as capacity to project oneself into another’s role. Allport (1954) and Strunk (1957) also concluded that role-taking or putting oneself in the other fellow’s place was an important dimension of modernization. According to Udai Parik (1960), empathy is the ability to perceive the mood and feelings of another person.

An individual’s and group’s social perspectives are very significant in the life of a nation. A country can progress, prosper and develop, when its citizens, especially its youth in general and college youth in particular, identify social, regional (state) and country’s (nation) problems as their problems. Motivation for action stems from one’s social perspectives.

Edward Shils (1968) in his article “Indian Students: Rather Sadhus than Philistines” points out that students in India are not revolutionaries but are innocent people. They themselves do not act with any ideology but are being exploited by outside elements. This is because they are isolated and alienated from the mainstream. Their social perspectives are narrow.

**College Students and Social Perspectives**

Identification and awareness of the needs and problems of the area – village, state and nation in which the youths live, should be considered an integral part of dynamic youth-hood.

**Changing Social Perspectives of Youths in India**

Youths played a significant role in securing freedom for India. A number of youths over India responded to the call given by Gandhi, Nehru, Vallabhbhai Patel and laid down their lives while fighting with British. But the whole situation was different. Youths from elite background reacted positively to drive out the external enemy viz., the British. But the situation
after Independence is different. Nation builders have to fight with internal vested interests.

Independence brought new values and ideologies, rights and responsibilities. The adoption of a Constitution based on the principle of mass welfare has accorded priority to the development of the weaker sections.

It is important to point out that the Government of India relied on education as the most single instrument to bring about changes in Indian society. Accordingly, various Education Commissions and Committees set up after the Independence like the Radhakrishnan Commission (1948) and the Kothari Commission (1964-66) strongly emphasized on the need for equalization of educational opportunities. The National Policy on Education (NPE) 1986 and Programme of Action (POA) 1992 also sought to remove inequalities based on gender, race, religion, region or caste together with an improve of quality.

With the expansion in education and educational facilities at all levels, there has been an extraordinary increase in enrolment. Schools and colleges flooded with students from different socioeconomic background, especially BCs, SCs and STs and rural areas.

Student and youth organizations have sprung up. Studies on youth organizations show that youths in modern India show that they are actively involved in public activities. Reduction in voting age has further enabled youths to organize themselves as a group to reckon with. A study by Ambarao Uplaonkar (1998) revealed that rural youth have developed a broader perspective of the social, economic and political problems of India. However, the degree of ‘Social Perspective’ seems to vary by castes.

Forward castes seem to have a broader perspective than those from backward castes.

7.1 Identification of Social Problems

Objectives

The objectives of the section are:

1. To know the degree of social perspective – identification of social problems,
2. To know if the degree of social perspective is related to the respondents’ faculty,
3. To know if the degree of social perspective is related to the respondents’ caste background, and,
4. To know if there are any differences in the degree of social perspectives of Forward Class and Backward Class respondents of the Arts and Science & Commerce faculties.

Review of Literature

There is a dearth of research works on college students’ political involvement. Quite long back Karnani and Ojha (1948) wrote on “What is Wrong with the Student Movement in India?”. They found that students’ movement was not organized and goal-oriented. These movements were controlled by political parties rather than by student organizations and leaders.

Altbach (1968) wrote on “Student Politics in Bombay”. He found students were not politically matured. They were not acquainted with political parties and their objectives. Altbach (1966) in his article “The Transformation of the Indian Student Movement” found that student movement in India was sectarian and temporary. Fischer (1963) wrote on “The University Students in South and South-East Asia”. He found that university students were drawn from upper socioeconomic background. They were interested in their career rather than tackling issues of education.
A similar article was written by Lipset (1964), “University Students and Politics in Under-developed Countries”. Lipset too found that students’ politics in underdeveloped countries had limited vision of socioeconomic problems prevailing in under-developing countries.

Shinde (1972) made a study of “Political Consciousness Among College Students”. The sample constituted degree college students of Kolhapur City, Maharashtra. The findings revealed that a majority of the students were politically conscious. For example they are aware of political parties and leaders.

**Meaning of Social Perspective**

The phrase “Social Perspective” refers to awareness of the socioeconomic problems and issues pertaining to India and Indian society. It means awareness of social issues in national and international background. For example, caste and community issues dealt with from national integration point of view.

**Indicators of Social Perspective**

The following indicators are used to operationalize the concept of “Social Perspective”.

1. Casteism
2. Communalism
3. Regionalism
4. Corruption
5. Poverty
6. Price rise
7. Atrocities on women
8. Untouchability
9. Atrocities on the SCs and STs.
Methodology

The respondents were asked to tick as many points as they wished. Those who ticked more than 7+ items were given 3 marks. Similarly, those who ticked 4+ were given 2 marks. Finally, those who ticked up to 3 and less were given 1 mark. Total scores of each individual were added and percentages were computed. They are given in table below:

Table-7.1.1
Respondents Scores of Social Perspectives

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Rate</th>
<th>No.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>High</td>
<td>164</td>
<td>26.00</td>
</tr>
<tr>
<td>2.</td>
<td>Moderate</td>
<td>252</td>
<td>40.00</td>
</tr>
<tr>
<td>3.</td>
<td>Low</td>
<td>214</td>
<td>34.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>630</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Data presented in Table-7.1.1 show that only 26 per cent of respondents have ticked 7+ items. Out of 630 respondents only 100 or 16 per cent ticked all the nine (09) items. As per the data, only a small percentage of the sample are aware of the major problems of the country. Except the SCs and STs, nobody ticked the item ‘atrocities on SCs and STs. This perhaps shows that the non-SCs and STs do not have any concerns about them. Of the high scorers, a majority identified casteism, corruption, price rise, poverty as major problems.
Data further show that 40 per cent of the respondents have perceived between 4 and 6 items. They are casteism, corruption, poverty, price rise, atrocities on women and untouchability. This moderate group has shown limited social perspective. Their vision does not extend to more issues.

The data further show that 34 per cent of the respondents have ticked only 4-items. It means they have a poor or low level of identification of social issues. They identified mostly SC and ST problems, poverty and price rise.

It could be concluded that college students, under investigation have a limited social perspective.

**Faculty and Social Perspective**

The aim of this section is to know whether there is any relationship between the respondents’ faculty and degree of social perspective. To be specific, the aim is to know:
1. Whether the Arts faculty students have lower level of social perspective, and,
2. Whether the Science and Commerce faculties have higher level of social perspective.

**Hypotheses**

Science and Commerce faculties respondents have a higher degree of social perspective than those from the Arts.

It is argued that students’ faculty influences their social perspective. For example, the Arts faculty courses such as sociology, economics, political science, and humanities – languages do not call for serious and hard work. Most students do not attend classes thinking that these subjects could be studied at home. Obviously, they do not come in contact with students, teachers and books. This limits students’ vision and perception. On the other hand, Science and Commerce students have to be serious and hard working. They will have to broaden their perception in order to plan for their career related subjects, advertisements, and jobs.

**Table-7.1.2**

<table>
<thead>
<tr>
<th>Faculty and Social Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratings</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>High</td>
</tr>
<tr>
<td>Moderate</td>
</tr>
<tr>
<td>Low</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

\[\chi^2=139.97 \quad \text{df}=2 \quad \text{CC}=0.43 \quad \text{Significant at 5% level}\]
Data presented in Table-7.1.2 show that a relative majority (40%) of the Science and Commerce as against 10 per cent of the Arts respondents had a high degree of social perspective. It means a greater proportion of the Science and Commerce respondents had identified more number of social problems. On the other hand, only 10 per cent of the Arts respondents did so. It means the Science and Commerce students have a broader perspective of social problems.

![Figure-7.1.2](image)

**Faculty and Social Perspective**

Data further reveal that a relative majority (46%) of the Science and Commerce respondents and 34 per cent of the Arts had moderate level of social perspectives. It means, a moderate proportion of the respondents (college students), under investigation, had concerns about social problems. It could be said that college students are not totally isolated and alienated. They are moving from tradition to modernity. However, the effect of faculty could be clearly seen when a majority (54%) of the Arts respondents had low social perspective. It means they are unable to identify major social problems. This shows that college education is facilitating youth
development in college youth drawn from the upper socio-economic strata. To conclude, college education, as expected is not helping the poor and disadvantaged.

Caste and Social Perspective

This section aims to know whether respondents’ caste background has any significant influence on his/ her social perspective. Caste is an integral part of the Indian society. It has its own ideology and philosophy. It stands for pollution and purity.

Forward castes such as Brahmins, Kshatriyas and Vaisyas have enjoyed a high social status for the last several thousand years. They have been associated with the ruling class. They have been also associated with freedom movement. Obviously, their social perspective is very high. They have a high self-image and self-identity. It may be noted that human behaviour is the product of social perspective.

There are non-Brahmin higher castes, such as Lingayats, Okkaligas, Reddys, Kayasthas, who have emerged as dominant castes. They are power elites in their respective states. The SCs and STs, other backward castes, who were otherwise low in Indian society, have improved their status, since Independence. But their social perspective is not as high as that of the forward castes.

The objectives of the section are:
1. To know whether the higher castes have higher social perspective,
2. To know whether the backward castes have lower/ moderate social perspective.
Hypotheses

1. A greater proportion of the forward castes have higher social perspective,
2. The backward castes are in between moderate and low levels of social perspectives.

Data presented in Table-7.1.3 reveal that 50 per cent of the forward caste as against 15 per cent of the backward caste respondents have high level of social perspective.

Table-7.1.3
Caste and Social Perspectives

<table>
<thead>
<tr>
<th>Rating</th>
<th>Forward Caste</th>
<th>Backward Caste</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>High</td>
<td>100</td>
<td>50.00</td>
<td>64</td>
</tr>
<tr>
<td>Moderate</td>
<td>70</td>
<td>35.00</td>
<td>182</td>
</tr>
<tr>
<td>Low</td>
<td>30</td>
<td>15.00</td>
<td>184</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.00</td>
<td>430</td>
</tr>
</tbody>
</table>

\(\chi^2=97.53\) \hspace{1em} df=2 \hspace{1em} CC=0.37 \hspace{1em} Significant

A majority of the forward caste have identified all the nine problems. Majority of them stressed casteism, communalism, corruption, poverty, etc. A casual discussion with such students revealed that they had knowledge of the country. They were aware of Kashmir issue, Chinese aggression. They were aware of national leaders. On the other hand, only 15 per cent of the backward castes had identified most of the items. Their knowledge of the country and states seemed limited.

Data further revealed that 35 and 42 per cents of the forward castes and backward castes, respectively, had moderate level of social perspective. It means, 25 to 42 per cent of the college students from both forward castes and backward castes have a moderate social perspective. They have some knowledge of the events and problems of the country.
But significantly, 43 per cent of the backward class respondents had low level of social perspective. It shows they could not even identify a few social problems. This is because they come from a poor social background.

To conclude, caste background of the college students has a significant influence on their formation of personality.

**Faculty, caste and social perspective**

The aim of this part is to know the influence of caste on the social perspective of the respondents in the context of their faculty background. To be specific, the aim is to know whether the forward caste and backward caste students from the Arts background differ in their attitude towards social perspective. Similarly, it is intended to know whether the respondents from the forward castes and backward castes from the Science and Commerce background differ in their attitude towards social perspective.
Table-7.1.4  
Social Perspective, Faculty by Caste

<table>
<thead>
<tr>
<th>Rating</th>
<th>Arts faculty</th>
<th></th>
<th>Science and Commerce faculty</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Forward caste</td>
<td>Backward caste</td>
<td>Total</td>
<td>Forward caste</td>
<td>Backward caste</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>High</td>
<td>25</td>
<td>36</td>
<td>5</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Moderate</td>
<td>35</td>
<td>50</td>
<td>65</td>
<td>29</td>
<td>100</td>
</tr>
<tr>
<td>Low</td>
<td>10</td>
<td>14</td>
<td>156</td>
<td>69</td>
<td>166</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
<td>226</td>
<td>100</td>
<td>296</td>
</tr>
</tbody>
</table>

χ²=94.98; df=2; CC=0.49; Significant  
χ²=189.85; df=2; CC=0.60; Significant  
χ²=306.48; df=2; CC=0.57; Significant
Hypothesis

Caste has a significant influence on the social perspectives of the respondents when the effect of faculty background is controlled.

Data presented in Table-7.1.4 show that 36 and 2 per cents of the forward castes and backward caste students, respectively, from Arts faculty have high level of social perspective. Data show that caste factor among the Arts students does not seem to play any visible role in influencing the respondents’ social perspective. It means the forward caste students are aware of a majority of the social problems. Interestingly, 69 per cent of the backward caste respondents with Arts faculty have scored low level of social perspective. It means low or poor castes and Arts faculty are associated with each other. It could be said that caste factor is working through Arts faculty, thereby affecting the development of the youth from poorer sections.

Data further show that 88 and 9 per cents of the forward caste and backward caste students, respectively, from Science and Commerce faculties have scored high level of social perspectives. A majority of the forward caste students with Science and Commerce faculty have identified a majority of social problems. The main reason is that Science and Commerce students are likely to be career minded. There vision is likely to be broad and wide. They are likely to be progressive and migration-minded.

However, 67 per cent of the backward caste students with Science and Commerce faculty have scored moderate level of the social perspective. This indicates their development, it shows, their vision is transforming.

It could be stated that caste and faculty are linked with each other and influence one’s personality formation.
Summary and Conclusion

This part of the chapter has dealt with the social perspective of college youth. The aim is to know their content and scope of social vision-identification of social problems; political parties and political leaders. Mainly, the investigation intends to know if college students social perspective varies according to one’s caste. The whole aim is to examine whether caste influences college students’ personality development in the context of college education.

Findings

1. College education viewed in terms of faculties analyzed independently has no influence on the identification of social problems.
2. Respondents’ caste background viewed as an independent variable has a significant influence on identification of social problems.
3. An important findings is that caste viewed in relation to college education is also important in influencing identification of social problems.

The investigation is mainly concerned with the part played by caste in influencing or moulding the personality development of the college youth.
7.2 College Youth and Political Perspective

Identification of Political Leaders

Introduction

With Independence, a new era of modernization was launched in India. It adopted a Parliamentary form of democracy based on adult franchise. Political power was decentralized to common people. The State is being governed by political representatives elected by the voters.

Political Leaders and their Significance

A leader is one who leads a group. Leaders play a very important role in society. They motivate, direct and organize people and resources and facilitate in attaining goals. It is argued that leaders are born, while other says they are made out of circumstances.

In a democratic society political leadership is an essential and integral part of the state. There are two types of leaders (1) political, and (2) non-political. Political leaders are those who are members of a political party. They organize its followers to attain political goals. They mobilize masses for rallies, processions, strikes, bandhs, etc. In the present investigation a political leader is understood as one who is elected by the people (MLA, MP) acted as a minister, CM, PM, etc.

Methodology

The respondents were provided with a couple of names of elected representatives who became national, state and local leaders at different points of time for their contributions and sacrifices in social, educational and political fields. They are:

i) National Leaders

1. Nehru
2. Lal Bahadur Shastri
3. Indira Gandhi
4. Rajeev Gandhi
5. Morarji Desai
6. A.B. Vajpai
7. L.K. Advani
8. Devegouda
9. Mallikarjun Kharge
10. Sonia Gandhi
11. Manmohan Singh

ii) State Leaders
1. Nijalingappa (Former Chief Minister of Karnataka)
2. Veerendra Patil (Former Chief Minister of Karnataka)
3. Devaraj Arsu (Former Chief Minister of Karnataka)
4. Devegouda (Former Chief Minister of Karnataka)
5. Ramkrishna Hegde (Former Chief Minister of Karnataka)
6. S.M. Krishna (Former Chief Minister of Karnataka)
7. B.S. Yedurappa (Former Chief Minister of Karnataka)

iii) Local Leaders
1. M.V. Rampure (Former President of HKE Society, Gulbarga)
2. Qamarul Islam (MLA, MP)
3. S.K. Kanta (MLA and Minister)
4. Vaijanath Patil (MLA and Minister)

**Method of Scoring**

The respondents were asked to tick as many leaders as possible. Three (3), two (2) and one (01) marks were given to national, state and local leaders, respectively.

Scores of all the respondents were arranged in a descending order and divided into high, moderate and low.
Table-7.2.1
Identification of Political Leaders

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Rate</th>
<th>No.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>High</td>
<td>252</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>Moderate</td>
<td>252</td>
<td>40</td>
</tr>
<tr>
<td>3.</td>
<td>Low</td>
<td>126</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>630</strong></td>
<td><strong>100.00</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Awareness of Political Leaders

A sense of awareness of one’s environment in which one lives is an important feature of modernization. It indicates one’s integration with one’s environment. Awareness on the part of college youth of political leaders, of issues, ideologies and programmes constitutes political knowledgeable has been defined as the degree to which an individual comprehends facts essential to his functioning as an active and effective citizen.

Figure-7.2.1
Identification of Political Leaders
It denotes mental experience of every kind. Thus, political awareness is the mental experience of political issues and programmes of leaders.

This part of the chapter seeks to study the degree of awareness of political leaders is not merely to know their names, it means knowing and becoming familiar with the image of political leaders, their activities and contributions. Political awareness determines political role. Lack of political awareness determines political role. Lack of political awareness makes room for exploitation of the ignorant at the hands of politically powerful. It is needless to say that large masses in India have due to lack of political awareness, been exploited at the time of elections by vested interest1.

Data presented in Table 7.5 show that 40 per cent of the sample have identified a high percentage of political leaders. It means a greater proportion of the respondents have identified national, state and local leaders. College youth seem to have poor perspectives of political life. The data further show that another 40 per cent of the sample had moderate level of identification of political leaders. It means only 40 per cent of the respondents had identified mostly state and local leaders. Only 20 per cent of the sample had no knowledge of national leaders. Even they did not know names of leaders like Jawaharlal Nehru, Lal Bahadur Shastri, Indira Gandhi, Vajpaie, etc.

Data also revealed that most of the sample had poor knowledge about names of political leaders. Most of the college youth were not aware

of local leaders who worked for the development of the region\(^2\). Such students were mostly women and drawn from minority background.

It could be stated that political awareness viewed in terms of identification of names of political leaders, is very low. This may reveal their political perspective.

**Faculty and Identification of Political Leaders**

This section of the chapter deals with the influence of college education on the identification of political leaders. Education in general and college education in particular may be said to play a critical role in making college students to come in contact with political leaders, parties and political developments. With the advent of Independence, the Government of India has opened a large number of schools and colleges for the benefit of common young men and women. With the reduction in the voting age from 21 to 18 years, youth, especially, college youth have become active in politics. Political parties are enrolling youths above 18 years as party members. A large number of youth wings of political.

**Table-7.2.2**

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Arts faculty</th>
<th>Science &amp; Commerce faculty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>86</td>
<td>29.00</td>
<td>166</td>
</tr>
<tr>
<td>Moderate</td>
<td>100</td>
<td>34.00</td>
<td>152</td>
</tr>
<tr>
<td>Low</td>
<td>110</td>
<td>37.00</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>296</td>
<td>100</td>
<td>334</td>
</tr>
</tbody>
</table>

\(\chi^2=104.34\) \hspace{1cm} df=2 \hspace{1cm} CC=0.38 \hspace{1cm} Significant at 5% level

\(^2\) For example, Local leaders like Vaijanath Patil, Kanta who fought for Article 371J for the development of Hyderabad–Karnataka Region.
Data presented in Table-7.2.2 show that 50 per cent of the Science and Commerce students had higher level identification of political leaders. On the other hand only 29 per cent of the Arts students are less prone to know about political leaders. It was observed that most Arts students were engaged in earning a living. They seldom took interest in political events. It would be further seen that 34 per cent of Arts students as against 46 per cent of the Science and Commerce students had moderate level of identification of leaders. That means Science and Commerce students had higher level of identification of leaders. They identified 4-6 leaders. Finally, Arts students had very low level of identification i.e., 37 per cent of Arts students had identified only 1-4 political leaders, while only 4 per cent of Science and Commerce students identified 1-4 political leaders.

**Figure-7.2.2**

Faculty and Identification of Political Leaders

Analysis of the above data shows that political perspective of the respondents was very poor. This was more so with regard to Arts students compared to Science and Commerce students. The data reveal that youth development among Arts students is very low. Such youth are not likely to make any positive contribution to national development.
To Sum Up: An attempt was made to know the political perspective of the respondents under investigation. It was found that Science and Commerce students had higher level of political perspective.

**Caste and Identification of Political Leader**

It has been consistently contended that caste in India is an important variable that influences one’s social, economic, political perspectives. Higher castes have been in politics since centuries. They have actively played an important role in freedom movement. In Karnataka, higher castes have fought against the Nizam in securing freedom for Hyderabad-Karnataka region (Poddar, 2013).

Since Independence, higher castes have become more active in politics than even before. An important development is that castes are competing with each other to capture power (Bhatt A, 1963; 1975; Harrison, 1962; Leach, 1969; Manor, 1977; Nandi, 1963; Omvedt, 1974; Srinivas, 1962). Caste and communities have formed political parties and pressure groups. In the following analysis, an attempt is made to know whether there is any association between caste and levels of identification of political leaders. The hypothesis is that forward castes have a broader political perspective than backward castes.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Forward Caste</th>
<th>Backward Caste</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>High</td>
<td>120</td>
<td>60.00</td>
<td>132</td>
</tr>
<tr>
<td>Moderate</td>
<td>60</td>
<td>30.00</td>
<td>192</td>
</tr>
<tr>
<td>Low</td>
<td>20</td>
<td>10.00</td>
<td>106</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.00</td>
<td>430</td>
</tr>
</tbody>
</table>

$\chi^2=51.28$  \( df=2 \)  \( CC=0.27 \)  Significant at 5% level
It could be seen from the above table that 60 per cent of the forward castes as against 30 per cent of backward castes have had high level of identification of political leaders. It means a majority of the forward caste respondents had identified 8-10 names of political leaders. They identified names like (1) Pandit Nehru, (2) Indira Gandhi; (3) Lal Bahadur Shastri; (4) Morarji Desai; (5) Vajpai, etc. They were also aware of the leaders like Mahatma Gandhi, Jaya Prakash Narayan, etc.

**Figure-7.2.3**

**Caste and Identification of Political Leaders**

![Bar chart showing the comparison between forward and backward castes in terms of high, moderate, and low knowledge of political leaders.]

On the other hand, only 30 per cent of the backward caste students knew a couple of national leaders.

Interestingly, 45 per cent of the backward caste students had moderate knowledge of political leaders. But they knew more about State leaders than national leaders. They identified 5-7 political leaders. Very few knew about national leaders like Jaya Prakash Narayan. Muslim and women students had very poor knowledge of political leaders. But a 30 per cent of forward caste students had moderate knowledge of political leaders.
They had a good knowledge of political leaders. Brahmin, Lingayat, Jain and Reddy students had good knowledge of national, state and local leaders. Data further show that 25 per cent of BC students had no knowledge of political leaders. They had identified only 1-2 national leaders. Majority of them were innocent and indifferent.

In a short, forward caste students had a broader political perspective than backward caste students who mostly constituted OBCs, minorities and SCs and STs. The conclusion one can draw is that forward caste students are emerging as youths while the BC are lagging behind.

**Caste, Faculty and Identification of Political Leaders**

It has been found in earlier sections that faculty and level of identification of political leaders are associated with each other. Likewise, it was also found that respondents caste and level of identification of leaders are positively associated with each other. But it is not clear whether caste and level of identification of political leaders are associated within and across faculties.

The objectives of the section are as follows:

1. To know whether the respondents’ caste is associated with the level of identification of political leaders of within Arts faculty.
2. To know whether the respondents’ caste is associated with the level of identification of political leaders within Science and Commerce faculties, and,
3. To know whether the respondents’ caste is associated with the level of identification of political leaders across the faculties.
Table 7.2.4
Caste, Faculty and Identification of Political Leaders

<table>
<thead>
<tr>
<th>Rating</th>
<th>Arts faculty</th>
<th></th>
<th>Science and Commerce faculty</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Forward caste</td>
<td>Backward caste</td>
<td>Total</td>
<td>Forward caste</td>
<td>Backward caste</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>High</td>
<td>35</td>
<td>50</td>
<td>51</td>
<td>23</td>
<td>86</td>
<td>29</td>
</tr>
<tr>
<td>Moderate</td>
<td>20</td>
<td>29</td>
<td>80</td>
<td>35</td>
<td>100</td>
<td>34</td>
</tr>
<tr>
<td>Low</td>
<td>15</td>
<td>21</td>
<td>95</td>
<td>42</td>
<td>110</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
<td>226</td>
<td>100</td>
<td>296</td>
<td>100</td>
</tr>
</tbody>
</table>

\( \chi^2 = 20.67; \ df = 2; \ CC = 0.26; \text{ Significant at 5% level} \)

\( \chi^2 = 19.92; \ df = 2; \ CC = 0.24; \text{ Significant at 5% level} \)

\( \chi^2 = 38.01; \ df = 2; \ CC = 0.24; \text{ Significant at 5% level} \)
Hypotheses to be tested are as follows

1. Caste and level of identification of political leaders are positively associated when the effect of Arts faculty is controlled.
2. Caste and level of identification of political leaders are positively associated with each other when the effect of science and commerce faculties is controlled, and
3. Caste and level of identification of political leaders are associated with each other between faculties.

Caste, Arts Faculty and Identification of Political Leaders

The aim of this section is to know whether the respondents’ caste and level of identification of political leaders among the students of Arts faculty. The aim is to know whether faculty has any influence on the level of identification of political leaders.

Data presented in Column-1 (Arts faculty) reveal that 50 per cent of the Forward Caste as against 23 per cent of the Backward caste students had high level of identification of leaders. It means even among the Arts students, forward caste students had high political perspective as they identified 7-10 leaders. But a small proportion of the Backward caste students did so.

But 35 per cent of the Backward caste students had moderate level of identification. It means a sufficient proportion of Backward caste students had some knowledge of political leaders. However, 42 per cent of the Backward caste students had a poor knowledge of political leaders. Most of them were not aware of names of a few national leaders.

The above analysis show that Arts faculty as such does not make much difference to the level of identification of political leaders.

Data presented in Column-2 viz., Science and Commerce show that 62 per cent of the forward caste students as against 43 per cent of the
backward caste students had high level of identification of leaders. It means even among Science and Commerce students, caste plays an important part in moulding respondents’ political perspective.

However, it is also clear that 55 per cent of Backward caste students had moderate level of identification of political leaders. It means Backward caste students with Science & Commerce faculty were developing a better political perspective. They are transforming themselves into a developing youth-hood.

A comparison of level of identification of political-leaders of forward caste and backward caste students of the Arts and Science & Commerce faculties shows that forward caste students in both Arts and Science & Commerce faculties have high level of identification of leaders was high. It means respondents’ caste (religion and sex) influences one’s perspectives in life regardless of their educational background.

**Summary and Conclusion**

The aim of this section was to know the political perspective of college students under investigation. To be specific, the aim is to know the influence of caste on the political perspective of the college students as measured in terms of identification of political leaders at national, state and local leaders – MLAs and MPs. The respondents were asked to mark names of as many MLAs and MPs. Thosw who marked 7-10 names were given 3-points, those who marked 4-6 were accorded 2-points and those who marked 1-3 were given 1-mark. Total marks added and respondents were grouped high, moderate and low.

An analysis of faculty and level of identification of political leaders showed that Science & Commerce students had higher level of identification of political leaders.
Likewise, data also revealed that, forward caste students compared to backward caste students had a higher level of identification of political leaders. But backward caste students had a higher percentage of moderate level of identification of political leaders.

An attempt was also made to know whether caste had any differential influence on the level of identification of political leaders of Arts and Science and Commerce faculties. It was found that caste status made a significant difference to the level of identification of political leaders irrespective of faculty background.

7.3 College Youth and Social Perspective: Political Participation

With the acceptance of parliamentary system of democracy based on adult suffrage, the people of India are being faced with a new system of political life hitherto unknown in the past. The people, are responsible citizens, are called upon to make crucial decisions in electing their representatives to assemblies and parliament to preside over the destiny of India. This according to Palmer, has been “the great testing ground of the adaptability and workability of universal adult suffrage in free and secret elections in under-developed countries, whose people are most illiterate, tradition bound, unaccustomed to the idea as well as the practice of voting, and unfamiliar with the way and tenets of democracy”.

Chabra and Jones (1980) has expressed similar views. Indeed active participation of the people in political activities such as voting campaigning, mobilization, participation in strikes, protests, etc. have become a basic requirements in modern democracies. Chabra and Jones (1980) have argued that public involvement in democratic process like voting are important elements in democracy.
College Youth and Democracy

Youth in general and college students in particular, as responsible citizens, play an important role in democracy. For example, they can take active part in elections by campaigning for candidates and political parties and mobilize votes. So much so, their participation in political programmes has become a crucial factor in democratic set-ups. Therefore, it is important to study the role of college youth in contemporary democracy. It should be stressed that the role of college youth in democracy has become much more important in view of the recent modification effects in the voting age by reducing it from 21 years to 18 years. It should be meted that the reduction of voting age from 21 years to 18 years has been raised the political status of the youths and empowered them to assert their power.

College Youth and Political Participation

Political participation is an essential condition for the successful functioning of democracy. According to Das (1991): Political participation is vital to the proper functioning of a democratic policy. It provides vitality and creative energy to the political process in the country. It is tyranny and works as a means of articulating collective wisdom. It facilitates the involvement of the people in the affairs of the state and helps in the promotion of stability and order in the system. According to Vokey: “When the vote is low this almost always means that socially and economically disadvantaged groups are not being properly represented in government. Low rate of voting with absence of organization of lower status groups means that they will be receptive to the wishes of the more privileged, participatory and organized strata (1961; 526-28).

Political participation by the members of a society is one of the important conditions for the fulfillment of a democratic system. According to Lipset (1973), the greater the changes in the structure of the society that a governing group is attempting to introduce, the more likely the leadership is
to desire and even require a high level of participation by citizens. In short, democracy is effective political participation by the masses.

**Meaning of Political Participation**

In a simple sense, political participation refers to taking interest in political activities and programmes. According to Hazary: “Political participation is a broad concept, which embodies different forms, levels and degrees of intensity. Thus, reading about politics, taking part in political discussions, voting, active work in political parties or organizations set up by them, seeking or holding a political office, participation in agitations and movements are different forms of political participation” (1982: 124).

According to Das, Political participation means a process whereby one influences the authoritarian allocation of values for a society, which may or may not take place through the government decisions (1991: 308). According to Sidney Verba, political participation refers to “Acts by those not formally empowered to make decisions the acts being intended to influence the beahviour of those who have such decisional powers (1967: 55). However, Myron Weiner uses the concept the to refer to any voluntary action, successful or unsuccessful, organized episodic or continuous, employing legitimate or illegitimate methods intended to influence the choice of public policies, the administration of public affairs, at any level of government, local or national (1971: 164).

It may be borne in mind that the concept of political participation, as voluntary action, according to Weiner, cannot be useful in the context of Indian society, where the democratic process is gaining momentum. The term in the present study is used to refer to the act of participation rather than to the motives behind it. It may be further pointed out that political participation of college youth is studied in terms of:

1. Voting,
2. Attending public functions related to local, state and national issues,
3. Campaigning, canvassing, demonstration with placards,
4. Participating in and submitting to authorities concerned memorandum, letters, etc.,
5. Participating in strikes, gheraos, rasta rako, etc.
6. Listening to radio and or watching TV issues related to politics.

The respondents were asked to tick one of three options viz., (1) very often (2) often and (3) rarely. Three, two and one very given to the first second and the third, respectively. Total marks of the individual respondents were added together and grouped high moderate and low. They are presented in table below:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Rate</th>
<th>No.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>High</td>
<td>284</td>
<td>45.00</td>
</tr>
<tr>
<td>2.</td>
<td>Moderate</td>
<td>220</td>
<td>35.00</td>
</tr>
<tr>
<td>3.</td>
<td>Low</td>
<td>126</td>
<td>20.00</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>630</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Data presented in Table-7.3.1 show that less than 50 per cent (i.e., 45%) of the respondents had high ratings of political participation. It means almost all indicators were ticked by them. A majority of the respondents had cast their votes in the last election. More than 50 per cent of the respondents had participated in strikes and listened to radio and watched TV regarding political issues.
Data further show that 35 per cent had moderate political participation rate. It means they participated in about 6-7 items. But the majority had cast their votes. Similarly, a majority listened to radio and watched TV on political issues. Interestingly, only 20 per cent of the respondents had rare political participation. Uplaonkar (1998) in his ICSSR sponsored research project: Rural youth in Modern India found that rural youth were conscious of the importance of voting, elections, etc. Sharma (1971) in his article “Social Background and Outlook of Student Activities”. Its Bearing on Disquiet Campus” found that college students were conscious of political events in the country. In short, college students, under investigation, are conscious of politics, political leaders, parties, etc.

**Faculty and Political Participation**

The aim of this section was to know if there is any association between the respondents’ faculty and political participation rate. The
assumption is that the Science and Commerce students have higher political participation rate than those from Arts faculty. The reason is that the Science and Commerce students have higher job need and, therefore, are interested in public participation. On the other hand, Arts students are interested in any means of caring rather than in public development.

Table-7.3.2
Faculty and Political Participation

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Arts faculty</th>
<th>Science &amp; Commerce faculty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>High</td>
<td>120</td>
<td>40.00</td>
<td>164</td>
</tr>
<tr>
<td>Moderate</td>
<td>100</td>
<td>34.00</td>
<td>120</td>
</tr>
<tr>
<td>Low</td>
<td>76</td>
<td>26.00</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>296</td>
<td>100</td>
<td>334</td>
</tr>
</tbody>
</table>

\[\chi^2=11.76 \quad df=2 \quad CC=0.14 \quad \text{Significant at 5\% level}\]

Data presented in Table-7.3.2 show that there is not much difference in the political participation of rate of the Arts and Science and Commerce faculty studies as the latter had 50 per cent, compared to 40 per cent of the former. It is also clear that the difference in the political participation of the respondents from both faculties was at moderate and low levels. It could be said that from our data, college education does not seem to socialize students for political participation. Respondents’ political participation rate is perhaps influenced by other factors other than education.
Caste and Political Participation

This section aims to know whether caste status is associated with political participation. To be specific, whether the higher caste tend to evince more interest in political activities and events than lower castes.

Caste and Politics

It is normally believed that with the introduction of democracy in India, caste, religion or regionalism or similar sectarian systems will take background seat. But this has not happened. Prior to Independence played a local role. But after Independence it is playing a national and international role.

The more recent analysis of caste in contemporary India suggest that caste is undergoing a change (Srinivas 1962; Gould, 1963; Beiteile, 1965). In this process, some aspects of the nature and functions of caste have declined in their significance while others have been newly added. For example, norms of ritual purity and the caste-based division of labour are declining, especially in urban areas, in their importance. On the other hand, in terms of new or continuing functions, caste is beginning to play a crucial
role in the operation of educational, occupational, political and bureaucratic institutions and it has become a major source of mobilization of individuals and groups for political or social action.

Caste members have become conscious of their identify. Different caste groups are coming together and forming a political party. In short, political participation is taking place on caste lines. Upper castes such as Brahmans, Kshatriyas, Vaishyas, Jains and Lingayats (in Karnataka) are more active in politics than the lower castes.¹

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Forward caste</th>
<th>Backward castes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>High</td>
<td>110</td>
<td>55.00</td>
<td>174</td>
</tr>
<tr>
<td>Moderate</td>
<td>70</td>
<td>35.00</td>
<td>150</td>
</tr>
<tr>
<td>Low</td>
<td>20</td>
<td>10.00</td>
<td>106</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
<td>430</td>
</tr>
</tbody>
</table>

χ²=22.73 df=2 cc=0.19 Significant

Data presented in Table-7.3.3 show that a majority (55%) of the forward caste students had higher political participation rate. It means they participated in the political dimensions of political participation. However, 40 per cent of the backward caste had high rate political participation. It means the Backward Castes are not far behind the Forward caste as far as rate of political participation.

¹ Note: The Congress has its base in OBC, SCs and STs, Minorities, while the BJP is rooted in upper and middle castes.
Interestingly, the forward caste and backward caste respondents did not differ with regard to the moderate rate of political participation. With regard to low rate of political participation, the backward caste students are more than 25%, the forward caste 10%. It may be stated that although the forward caste students’ rate of political participation is higher than the backward, nevertheless the data show that the backward caste students are becoming conscious of the political events occurring in the country since independence.

**Caste, Faculty and Political Participation**

In previous pages, an attempt has been made to know (1) whether there is any association between the respondents’ faculty and his/ her political participation, and (2) the respondents’ caste and his/ her political participation rate. The data have shown that both the variables (faculty and caste) are associated with political participation rate. However, it is important to know whether the respondents’ caste has any significant association with one’s rate of political participation rate when the effect of faculty is controlled.
Objectives

The objective of the section was to know whether there is any association between caste and the respondents’ political participation in the context of his/her faculty background.

Specific objectives:

- To know whether caste is associated with the respondents’ political participation rate of Arts students,
- To know whether caste is associated with respondents’ political participation rate of Science and Commerce students, and,
- To know whether caste is associated with the respondents’ rate of political participation across the faculties.

Hypothesis

The main hypothesis to be tested was: Caste status and the rate of political participation are positively associated when the effect of faculty is controlled.

1. Caste, Arts Faculty and Political Participation Rate

It could be seen from the data presented in Table 7.3.3 that 57 per cent of the forward caste students as against 35 per cent of the backward caste have had high rate of political participation. But backward caste students had 35 per cent as against 27 per cent of the forward castes. But 30 per cent of the backward caste students as against 16 per cent of the forward caste had low political participation rate. It is clear from the data that forward caste students with Arts faculty had higher rate of political participation. Data with regard to the Science and Commerce students show that forward caste students had higher edge over backward caste students as 57 per cent as against 41 per cent from backward caste. With regard to moderate political participation, backward caste students had slight better performance. On whole, caste status does seem to have associated with college students’ political participation.
### Table 7.3.4

**Caste, Faculty by Political Participation**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Arts faculty</th>
<th></th>
<th>Science and Commerce faculty</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Forward caste</td>
<td>Backward caste</td>
<td>Total</td>
<td>Forward caste</td>
<td>Backward caste</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>High</td>
<td>40</td>
<td>57</td>
<td>80</td>
<td>35</td>
<td>120</td>
<td>40</td>
</tr>
<tr>
<td>Moderate</td>
<td>20</td>
<td>27</td>
<td>80</td>
<td>35</td>
<td>100</td>
<td>34</td>
</tr>
<tr>
<td>Low</td>
<td>10</td>
<td>16</td>
<td>66</td>
<td>30</td>
<td>76</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
<td>226</td>
<td>100</td>
<td>296</td>
<td>100</td>
</tr>
</tbody>
</table>

\( \chi^2 = 11.6; \text{df}=2; \text{CC}=0.19 \) Significant at 5% level

\( \chi^2 = 2.57; \text{df}=2; \text{CC}=0.09 \) Not significant at 5% level

\( \chi^2 = 12.09; \text{df}=2; \text{CC}=0.14 \) Significant at 5% level
Respondents’ caste status seems to be associated with their political participation rate across faculties. To conclude, caste status is rated to one’s personality development.

Concluding Remarks

This section has tried to know the political perspective of the college students under investigation. Political perspective was studied by taking account 6 political dimensions – voting, campaigning, etc.

1. Faculty and Political Participation

Data revealed that respondents’ political participation rate was associated with caste and faculty. The data further revealed that the effect of caste was associated with political participation rate both among the Arts and Science and Commerce students.

Summary and Conclusion of the Chapter

This chapter has dealt with College Youth and Social Perspective. This is done in terms of identification of (1) Social Problems; (2) Political Leaders, and (3) Political Participation. The aim is to know their vision of life in India. The aim was to know the scope of identification of college youth. It is important to know whether present college youth are national minded. For example, what is their scope of identification of social problems, political leaders and political participation. The chapter also aims at knowing whether there are differences in the social perspectives of college youth on caste and faculty lines.

1. Identification of Social Problems

Identification of social problems is an important dimension of college youths personality. They were provided as many as nine social, economic and political subjects to be marked. Selection of the subject was arbitrary. Subjects like: Casteism, communalism, regionalism, corruption, poverty, rising prices, atrocities on women, untouchability and atrocities on
the SCs and STs. Students were asked to tick as many subjects as they wished. Those who ticked 1-3, 4-6 and 7-9 were given 01, 02 and 03 marks, respectively. Total scores of individuals were added up and were grouped into high, moderate and low.

The identification of social problems rate was 26 per cent. It means a small proportion of the respondents identified all the problems. Forty per cent had identified 6-7 problems. Thirty four per cent were low in identifying major problems. It means college students’ social perspective was very poor.

Similarly, the social perspective of college youth in terms of identification of political leaders and political participation revealed a poor knowledge.

Data also revealed that respondents’ caste and social perspectives were related. However, education in terms of faculties and social perspectives were also related to some extent. The major findings was that caste has a deep effect on the social perspective rate within and across faculties. In short, caste even today is a major source of socialization of the youth. College education does not have much effect on the development of youth-hood. Modern education far from developing youth in general, is helping youth from forward castes.
CHAPTER-VIII

Summary and Conclusion
CHAPTER-VIII
SUMMARY AND CONCLUSION

Introduction

Statement of the Problem: The Emerging College Youth

College students have emerged as a distinct body of individuals with the continuation, expansion and consolidation of higher education (degree colleges) after Independence by the Government of India. The increasing enrolment of students in degree colleges has them made a force to reckon with. For example, in 1950-51, there were 1537 colleges, while in 1990-91 there were 7121 colleges.

One may raise a question whether this growth in degree colleges and student enrolment is being prepared and converted into a powerful youth force by the present system education to address the problems of the nation. The argument of the thesis is that since the system of education continues to be colonial in nature and character and since education continues to be the means to political goals, mere expansion of colleges and enrolment of the students do not serve any declared goals.

Review of Literature

There is no adequate literature on youth development with a focus on college students, although there are studies which reflect the educational and occupational aspirations of college students.

Hollingshead (1947) set out to study the social behaviour of high school adolescents in Elmtown Home State, Middle Western, USA during the school year 1941-42, to determine whether the observed behaviour of the adolescents was related to position their families occupied in the community’s social structure. Holingshed concluded class values and patterns of behaviour working through the family and neighbourhood sub-
culture not only set the stage upon which the child acts, but they also provide with ways acting and with definitions of action. Sewell and Associates (1969, 1970) tested the hypothesis that levels of educational and occupational aspirations of both sexes are associated with the social status of their families when the effect of intelligence is controlled.

Other writers have concerned themselves with the educational and occupational aspirations of students in terms of their sex roles (Augrist and Almsquist, 1975).

B.G.Desai (1967) had made a descriptive study of high school students in Baroda district. Vimal Shah and Tara Patel (1977) made a survey of post-matric SC and ST students in Gujarat.

Ambarao Uplaonkar (1988) studied PUC students. The aim was to know the effect of social background on the occupational aspirations of the respondents.

**Objectives and Hypotheses**

The main objective of the thesis was to analyze whether higher (college) education is acting as an agent of socialization for students, vis-a-vis their caste background in making them choose their life goals thereby facilitating the process of youth development.

**Specific Objectives**

The specific objectives of the study were as follows:

6. To know the socioeconomic background of the respondents and whether there was any relationship between their socioeconomic background and their caste on the one hand and faculty on the other.
7. To know the educational background of the respondents and whether there was any association between their educational background and caste.

8. To study the respondents’ educational and occupational choices and their relationship with their caste on the one hand and faculty on the other.

9. To study the respondents’ marital and familial choices and their relationship between their caste on the one hand and faculty on the other.

10. To know the respondents’ social perspective and its relationship with their caste on the one hand and faculty on the other.

**Hypotheses**

1. A majority of the respondents are drawn from a low socioeconomic background and there is a relationship between their socioeconomic background and caste on the one hand and socioeconomic background and faculty on other.

2. Equal proportion of the respondents are likely to be found in Arts and Science & Commerce faculties but the traditional association between caste and faculty is not likely to be found.

3. The educational and occupational choices of the respondents are likely to be low and they are likely to be influenced more by caste than by faculty.

4. The marital and familial choices are likely to be low and they are likely to be influenced more by caste than by faculty.

5. The social perspective of the respondents is likely to be low and it is likely to be influenced more by caste than by faculty.

**Universe and Methodology**

The study was conducted in Gulbarga City, Gulbarga District in Karnataka during 2009 and 2013. All the degree colleges, both government
and aided located in Gulbarga city were considered for the study. In all 630
students from the final semester were selected for investigation. Data were
collected by administering a closed-cum-open-ended questionnaire. The
investigator had discussion with a randomly selected students on their
choices and goals.

Socioeconomic Background

Most respondents were young. Boys and girls were equally
distributed. A majority (68%) of the students were from the backward
castes. A majority (78%) were also Hindus. Rural and urban students
constituted 60 and 40 per cents, respectively. Most parents were illiterate
and were working as labourers.

Educational Goals and Occupational Choices

1. Educational Goals

An analysis of the goals of the respondents show that only 16 per
cent had high goals. It means only 16 per cent wanted to pursue PG
education. Thirty two (32%) per cent wanted education up to graduation.
But a majority (52%) had no goals. They were attending college to spend
time.

A further analysis of the data show that 63 per cent of the Arts as
against 43 per cent of the Science & Commerce respondents had no goals at
all. It appears that college education in general and Arts courses in
particular are not related to the needs of youth.

Data furnished with regard to respondents’ caste (Table 4.3) reveal
that a greater per cent (35%) of the forward caste students had high goals of
education, while only 10 per cent of the backward caste did so. A majority
(55%) of the forward castes, as against 21 per cent of the backward castes
had medium goals of education. The influence of caste on the goals of
education is clearly witnessed as 72 per cent of the backward castes had low goals of education. It is clear that caste has a significant part in influencing goals of education.

A further attempt was made to know whether the respondents’ caste status makes any difference to the goals of education when the effect of faculty was controlled. It was found that caste influenced the respondents’ goals of education in both Arts and Science & Commerce faculties.

**Occupational Choices of College Students**

Occupational choice constitutes an important part of youth development. A successful choice of occupation facilitates for marriage and family.

An analysis of the occupational choice revealed that 24 per cent of the sample had high occupational goals – professional, bureaucratic, 28 per cent, medium – clerical, skilled business and 48 per cent low – agriculture, petty jobs, labour, etc. Roughly, 50 per cent had no clear perception of occupation.

Data presented in this regard show that Science & Commerce students had more high and medium levels occupation. A majority of the Arts students had low occupations. It appears students’ faculty has some relationship with their occupational choice.

Data collected with regard to the relationship between caste and occupation reveals that forward castes have more high and medium occupations, while the backward castes have had more low occupations. It means one’s caste background plays a significant role in socializing occupational goals.
A further analysis of the influence of caste on the respondents’ occupational choice when the effect of faculty is controlled, showed that caste and occupational choice were associated in both faculties. It means caste is important in socializing one’s occupational values of college students.

**Marriage and Family**

Attitudes towards marriage and family are indications of youth development. Youth with social and psychological maturity (awareness, responsibility) tend to marry at a later age (after 25 years) when they start earning. Similarly, they tend to have an independent, small and nuclear family.

**Age at Marriage**

Age at marriage marks the beginning of social and biological entry of the youth into married life. Lower (below 16 years) or higher (beyond 30 years) age at marriage has serious implications for youth development. A lower age at marriage deprives young men and women their adolescent period of social, physical, biological and educational development. Marriage follows pregnancies, deliveries of children, etc. Early marriage imposes familial responsibilities. In short, age at marriage is related to youth development.

Respondents were asked to state as to when they wished to marry. Thirty (30%) per cent of the respondents had a clear idea of the age at marriage. They said they would marry only when they completed their education and started earning a living.

But 40 per cent were not clear about the age at which they would marry. Another 30 per cent were dependent on their parents. In short, the respondents were not clear about the age at marriage.
Data collected to know whether there was any association between the respondents’ attitudes towards the age at marriage and faculty revealed that Arts and Science & Commerce faculties did not make much difference to the attitudes towards the age at marriage.

Similarly, data with regard to the association between the respondents’ caste and their attitudes towards the age at marriage revealed that more forward castes than backward castes were clear about the age at marriage. This indicates that backward caste students are less likely to attain youth-hood at an appropriate age.

**Caste, Faculty and Age at Marriage**

An attempt to know the influence of caste on the attitude towards the age at marriage when the effect of faculty was controlled, was made. The data revealed that caste was important in influencing the respondents’ attitude towards the age at marriage in both Arts and Science & Commerce faculties.

**Choice of Life Partner**

The degree of freedom given to youths to choose their life-partner is an indication of the social recognition accorded to them. In the traditional Indian society, the family constituted the basis of social life. Recognition was accorded to the individual as a member of the family and not apart from it. Thus, the individual functioned more as a member of family than as an individual self. It was intended to know whether the respondents intended to make:

1. Self-choice without the consent of the parents,
2. Self-choice with the consent of the parents,
3. Parents’ choice without the consent of the respondent
Choice of Life-partner Score

Choice of life-partner score revealed that 40, 30 and 30 per cents of the respondents made self-choice, self-choice with parents’ consent and only parents’ choice, respectively. The data clearly indicate that a greater percentage of students are making self-choice, self-choice with parents’ choice. It appears there is a growing autonomy in college students. This is an indication of youth-hood.

Choice of Life-partner

An analysis of the choice of life-partner revealed that faculty in terms of Arts and Science & Commerce did not make much difference to the attitude of the respondents towards the choice of the life partner. For example, 43 per cent of the Science & Commerce had marked self choice, while 36 per cent of the Arts, had done so. With regard to ‘self-choice in consultation with parents’ and only ‘parents choice’, there were no worth differences in the attitudes of the respondents of the faculties. It can be stated that education in terms of faculties does not seem to be associated with the respondents’ attitude towards the choice of life-partner.

Choice of Life-Partner and Caste

An attempt was made to know whether one’s caste background influenced one’s attitude towards the choice of life-partner. Data collected in this regard revealed that 50 per cent of the forward castes as against 35 per cent of the backward had marked ‘self-choice’. It is clear that forward caste students have developed a greater degree of autonomy in deciding the life-partner. The influence of caste on one’s attitude towards the choice of life-partner when the effect of faculty was controlled was analyzed. The finding was that caste made a significant effect on students’ attitude towards choice of life-partner in both faculties. It could be said that one’s caste background has a greater influence in developing youthhood than one’s college education.
**Preference for Family**

Preference for family reflects one’s degree of autonomy or youthhood. Nuclear family stands for freedom and autonomy. Joint nuclear family stands for a combination of both nuclear and joint family. Joint family stands for preference for traditionalism, value for old and resistance for change.

Data collected in the regard showed that 50 per cent of the respondents opted for joint nuclear family. Thirty (30%) per cent wanted to live in nuclear joint family, while 20 per cent wanted to live in joint families. Data show that college students are preferring a compromise family.

1. **Preference for Family and Faculty**

An attempt was made to know whether preference for family and faculty were related with each other. Data revealed that 44 per cent of the Science & Commerce as against 13 per cent of the Arts students wanted to live in nuclear families. Most of the Arts students wanted to live in nuclear-joint and joint families. Education in terms of Science & Commerce, seems to influence one’s attitude towards family.

2. **Preference for Family and Caste**

This section deals with the relationship with the type of family and caste. The assumption is that forward castes tend to live more in nuclear than in joint families.

Data collected in this regard reveal that 65 per cent of the forward castes as against 14 per cent of the backward castes wished to live in nuclear families. However, 62 per cent of the backward castes wished to
live in joint nuclear families. It shows even the backward caste students are changing the attitude towards family.

3. **Preference for Family, Caste and Faculty**

This section wanted to know whether one’s caste influenced one’s preference for family when the effect of faculty was controlled. Data collected in this regard showed that caste influenced the respondents’ preference for within and across faculties.

**College Youth and Social Perspective**

Youth in modern society are supposed to play a radical role in bringing about a change in society. This is possible when society in general and education in particular train them for change. In India education, a colonial legacy, cannot bring about a revolutionary change.

Significant changes are possible when the youth, especially college students, have a broader perspective. The term ‘perspective’ refers to identifications, which in turn, refers to linking oneself with external entities, subjects, values and ideologies. It refers to awareness of the socioeconomic problems and issues pertaining to India and Indian society. It also refers to social, economic and political problems engulfing the world. Perspective refers to viewing of local problems in the context of global perspective.

Social perspective is viewed in terms of (1) Identification of social problems; (2) Political leaders and (3) Political participation.

1. **Identification of Social Problems**

The following subjects or issues are used to operationalize the concept of social perspectives: (1) casteism; (2) communalism; (3) regionalism; (4) corruption; (5) poverty; (6) price rise; (7) atrocities on women; (8) untouchability; (9) atrocities on SCs and STs.
Respondents were asked to tick as many as they wished. Those who ticked more than 7, 4 and 3 were given 3, 2 and 1 marks, respectively. Their total scores were grouped into high, moderate and low. According to the data, 40 per cent had moderate, 34 per cent low and 26 per cent high. It means 40 per cent of the respondents marked more than 7 problems.

1. **Identification of Social Problems and Faculty:** Data collected in this regard showed that the Science & Commerce students had identified more social problems than Arts students.

2. **Identification of Social Problems and Caste:** Data collected in this regard showed that forward caste students had a broader social perspective than the backward caste.

3. **Identification of Social Problems, Caste and Faculty:** Analysis of the data revealed that caste status influenced identification of social issues within and across the faculties.

**College Youth and Political Perspective**

Political perspective in terms of awareness of political leaders is an indication of youth development. The respondents were given a couple of national, state and local leaders.

They were asked to tick as many leaders as they wished:

i) **National Leaders**

1. Nehru
2. Lal Bahadur Shastri
3. Indira Gandhi
4. Rajeev Gandhi
5. Morarji Desai
6. A.B.Vajpai
7. L.K.Advani
8. Devegouda  
9. Mallikarjun Kharge  
10. Sonia Gandhi  
11. Manmohan Singh  

ii) State Leaders  
12. Nijalingappa (Former Chief Minister of Karnataka)  
13. Veerendra Patil (Former Chief Minister of Karnataka)  
14. Devaraj Arsu (Former Chief Minister of Karnataka)  
15. Devegouda (Former Chief Minister of Karnataka)  
16. Ramkrishna Hegde (Former Chief Minister of Karnataka)  
17. S.M.Krishna (Former Chief Minister of Karnataka)  
18. B.S.Yedeurappa (Former Chief Minister of Karnataka)  

iii) Local Leaders  
19. M.V.Rampure (Former President of HKE Society, Gulbarga)  
20. Qamarul Islam (MLA, MP)  
21. S.K.Kanta (MLA and Minister)  
22. Vaijanath Patil (MLA and Minister)  

Data collected in this regard show that 40, 40 and 20 per cents scored high, moderate and low respectively. It means the proportion of identifying more political leaders was high.

1. Faculty and Identification of Political Leaders  

Data collected in this regard reveal that Science & Commerce students had higher rating of identification of political leaders. For example, 50 per cent of the Science & Commerce students, compared to 29 per cent of Arts students had high ratings. Even the moderate rating was higher (46%) than the Arts (34%) students. In short, faculty seems to make an effect on the identification of political leaders.
2. **Caste and Identification of Political Leaders**

This section aims to know the effect of caste on the identification of political leaders. The hypothesis to be tested is: Forward caste students tend to have more high ratings of identification of political leaders.

Data collected in regard show that 60 per cent of the forward caste as against 30 per cent of backward caste students had high ratings of identification of political leaders. But 45 per cent of the backward caste students, as against 30 per cent of the forward caste students had moderate ratings. It means backward caste students are not lagging behind. On the whole, forward caste students have a broader political perspective.

3. **Identification of Political Leaders, Faculty and Caste**

This section aims to know the effect of caste on the identification of political leaders when the effect of faculty is controlled. Data collected in this regard show that forward caste students have scored higher ratings in both Arts and Science & Commerce faculties. In short, college students’ caste status seems to be more important in socializing student personality than college education.

**College Youth and Political Participation**

In this study, the term ‘social participation’ includes political participation also.

Political participation is an essential condition for the successful functioning of democracy. It facilitates the involvement of the people in the affairs of the state and helps in the promotion of stability and order in the system. In simple senses, political participation refers to taking interest in political activities and programmes. The following indicators were used to measure the degree of political participation:

1. Voting,
2. Attending public functions related to local, state and national issues,
3. Campaigning, demonstration with placards,
4. Participating in and submitting to authorities concerned memorandums, letters, etc.
5. Participating in strikes, gheraos, rasta rako, etc.
6. Listening ratio and watching TV issues related to politics.

The respondents were asked to tick one of the three options viz.,
1. Very often
2. Often, and
3. Rarely

Three (3), two (2) and one (1) marks were given to: very often, often and rarely, respectively. Total marks of the individual respondents were added together and grouped into high, moderate and low. The data reveal that 45, 35 and 20 per cents had ratings high, moderate and low respectively.

A majority of the respondents exercised their votes in the last three years. They also participated in canvassing, etc. It appeared that the respondents were aware of political events.

1. Faculty and Political Participation

The aim of this section was to know whether faculty and the rate of political participation were related with each other. The hypothesis was that Science & Commerce students were more politically active than Arts students.

Data collected in this regard showed that Science & Commerce students had little higher political participation than Arts students.
2. **Caste and Political Participation**

   This section deals with the association between the respondents’ caste and rate of political participation.

   Data collected in this regard showed that forward caste students had higher ratings of political participation than backward caste students. It was also found that backward caste students are fast becoming part of political development.

3. **Political Participation, Faculty and Caste**

   The aim of this section was to know whether caste and political participation were associated with each other when the effect of faculty was controlled. The data revealed that caste had a visible effect on political participation within and across faculties.

   It may be concluded that college education due to colonial character is not as a powerful agent of socialization for modern goals as the government expected. On the other hand, college students’ caste background continues to socialize one's personality development.

   Forward caste college students are attaining youthood much faster than backward caste students. They are more likely to reap the benefits of modernization than the backward caste students. Obviously, college education needs a rehauling to suit the needs of the non-elite masses.