CHAPTER VII

SUMMARY AND CONCLUSION

This study has made a sincere attempt to understand the educational problems and occupational aspirations of scheduled caste students. Today the scheduled caste college students have high educational and occupational aspirations, though since centuries the scheduled caste people have been suffering from educational and occupational discrimination. With all the facilities and encouragement given by the Government they are trying to better their social status.

The socio-economic conditions of the scheduled castes today is the result of historical unfair treatment by the upper caste Hindus. The untouchables were subjected to various types of humiliations before they came to enjoy the same social and economic privileges along with the other castes of India after independence. Untouchables were kept out of the framework of the varna system. The ever increasing conservatism of the four fold caste system gave a stability to the phenomenon of untouchability which prohibited them from getting even a meagre education. Hence, they became the victims of illiteracy and ignorance and suffered social disabilities. Consequently, the scheduled castes have remained socially, economically and educationally backward as compared to the other castes in Indian society. Moreover a large number of untouchables are residing in rural area where even today rural society being conservative, untouchability is to some extent still practiced, even though the practice of untouchability is acknowledged as a crime. Untouchability and other such in human practices have compounded the problems faced by scheduled castes particularly in rural India. Such practices have conspired to keep them from rising up in society to claim a better social and economic status.

It is an established fact that Hindu sacred literature is man made. The upper caste Hindus proposed a class system based on the ground of
birth in a particular family and advocated it strongly through the sacred Hindu religious books. The main reason behind the strict caste system seems to appear that the caste Hindus wanted non-interference from the untouchables in their trade and occupation. It cannot be denied that the foremost disability of the scheduled caste stems from the nature of their occupation. The most degrading, filthy and laborious occupations were carried out by the members of low castes since centuries. Therefore today the scheduled caste want to change their traditional occupations. But it is a problem form psychological point of view. Since passing from occupation to occupation and from one economic and political status to another changing the established and often very rigid habits is difficult, because a form of behaviour which is suitable for one occupation may be unsuitable for another. It requires social adjustment and acceptability into the mainstream of socio-economic life.

The majority of respondents in the present study are of the opinion that they want to change their traditional occupations. The present generation does not want to follow the traditional occupations and that is the reason they are studying in colleges, though their parents are still under the mainstream of traditional occupations. Their children are first generation to acquire education. Hence they are quite aware of the difficulties associated with traditional occupations. Thus the main hypothesis of the study is proved that is the scheduled caste college students have high educational and occupational aspirations which they want to realise through acquiring good education. Today it is true, society is changing very rapidly and the educated person wants to identify himself as an educated and professional one. This is the same with scheduled caste students also who would like to achieve success and social mobility through the advantage of obtaining higher education.

Education is the essential pre-requisite for the around development of any community, economically, socially and culturally. But this is not easy for scheduled caste people who have to overcome many obstacles became they were denied education and free
occupational mobility. Hence the scheduled caste group is still facing educational and occupational problems.

Traditionally the scheduled castes are engaged in menial occupations with no right to education. During British rule they had some open avenues for modern secular education and occupations. At the time of independence the Constitution provided special facilities for their education and employment. Although their progress is marginal, the scheduled castes have since the past fifty years are making a slow but steady progress in the field of acquiring education. In most families they happen to be the first generation to be educated. Hence, an attempt is made in this research study to draw attention towards the educational and occupational problems of scheduled castes.

Today the educational gap between the scheduled castes and the rest of society is still very wide. It is due to various factors. Due to poverty the dropout rate among them in primary level is high. A majority of the parents are illiterates and do not give much importance to educate their children. Due to lack of proper guidance from parents who are not aware of the importance of education, they are attending schools at a later age than upper caste children. A majority of scheduled caste students are of rural background, where the educational facilities are not easily available. The parents are not economically sound and as such have to send their children to other places for their education. Though scholarships are provided to them by the Government, it is not sufficient and not available at the proper time. These are some notable and basic problems of their education.

Apart from educational problems the scheduled caste students also face occupational problems. The parents of the present student generation are illiterate and still follow traditional occupations. It means education leads to the abandonment of caste based occupations and opens avenues for occupational advancement. The educated scheduled caste students believe that higher the education the higher is the status
of occupations. This is the conclusion arrived from data available in this study. The present study reveals that the scheduled caste students are going in for education to improve their life by discarding traditional occupations which their parents are engaged in.

Therefore, educational advancement of the scheduled castes continues rapidly because through such efforts they alone attain upward social mobility. During this transitional period the scheduled caste students certainly face a variety of social problems. On the one hand there is the still unsolved question of their social acceptability by caste Hindus while on the other, they lack the self-confidence to rise above their social origins. For those who have moved up the social ladder somewhat through occupational mobility, the problem of adjustment is still acute. Since they cannot completely and quickly break away from their own community background, they face the problem of adjusting with those who are still uneducated and backward. The first generation learners among the scheduled caste are thus confronted with both the generation gap and the culture gap which together make adjustment all the more difficult. At times they become socially alienated from their own community while still not being accepted by the upper caste society.

Even toady among scheduled castes education has not spread evenly. To avoid the socio-economic problems of these sections and to better their living conditions, one must first improve the conditions of work with payment of better wages in their traditional occupations. This will eradicate the poverty of the illiterate parents who are still engaged in doing menial jobs both in urban and rural areas. Better wages can make them economically independent and also improve their health and standards of living. This can lead to better social awareness among parents who can realise the importance of educating their children. Better socio-economic conditions have long term implications as their school going children can be healthy being brought up in better hygienic conditions. Then there will be less drop out rate among such children, especially girls. For them there will be no need to leave school to help
their parents in order to supplement the family income. The schemes of scholarships, freeships and provision of books should continue and be further strengthened to cover the maximum number of deserving cases.

The educational level of the parents is equally important to improve the educational performance of the children. So far as the present study is concerned the educational level of both father and mother is one of illiteracy. Therefore the academic performance of the respondents is very low. Because it is an accepted fact that the family is an important agency which encourages the educational performance of its children. The present study shows that the educational level of the parents being low, they are unable to guide their children’s education. The respondents who are having illiterate parents are unaware of the course of further education they should choose. It indicates a lack of proper guidance and encouragement from their parents. Respondents from educated families on the contrary are more conscious about higher education and what courses they should take after graduation.

Thus the hypothesis that higher the educational level of the parents, better is the awareness of scheduled caste college students concerning educational and occupational opportunities is proved right.

The enrolment of scheduled caste students is high in the Arts faculty, as compared to Science and Commerce. This is due to the ignorance and illiteracy of the parents. There is close relationship between the educational level and the type of family. In the rural background the family has stronger tie and not the educational level. Since the students in this study mainly come from uneducated rural families, they are not very confident of taking up Science and Commerce courses. They feel that these courses are difficult and require much effort, tuition and guidance from educated elders in the family. They are diffident about taking such courses, while Arts course they feel requires less effort and is more easy to get through. Therefore there are more number of respondents in the Arts faculty. For them naturally the
avenues of employment are limited as they are disqualified from taking professional courses such as medicine, engineering and technological courses which have better salary and higher social prestige. Consequently Arts faculty students have to depend on government reserved jobs.

The scheduled caste have also suffered from religious disabilities. For centuries they were not allowed to have land and business of their own. They hardly participated in the political matters for centuries. The lower castes had to face increasing unemployment which resulted from the setback to village crafts and industries in the wake of growing mechanisation and industrialisation leading to extreme poverty and dependence on upper castes for livelihood. They were not given any place in politics, administration and the general governance of India. Political rights and representation were denied to them. One other point of basic significance is that inspite of being treated as untouchables, they have always worked for and among the higher caste Hindus, and have therefore shared much of the common culture. The problem of their integration with the society is hence just one of giving them equal opportunity and status.

A better solution seems to be to improve their working conditions, both from the hygienic and economic angles and to help raise the prestige of the occupations which traditionally have had the lowest status. For example it makes a lot of difference when a street side barber can, with some little investment, open a small hair-cutting saloon, or when a cobbler instead of sitting on street corners repairing shoes for paltry sums of money has a regular shop, even a modest one, where shoes can be repaired as well as made indigenously. Thus working conditions in their own traditional occupations have to be so improved and perhaps mechanised that their unhygienicness and filthiness can be got rid of, leaving little rational reasons for "pollution" through their contact. After all these essential services exist in the more industrialized societies also, but those who perform them work differently and are not
looked upon as doing a 'dirty' job. Thus the traditional occupations of scheduled castes are loosing their pollution and dirtiness in urban areas. Hence, the nature of traditional occupations are changing but yet to improve.

The above discussion is enough to show the educational and occupational problems of scheduled castes. The educational problems are confronted by the students, while the traditional occupational problems are concerned with the parents of the respondents. The students are at the cross roads between traditional occupations of their parents while jobs are on the basis of their own academic achievement. This is a dilemma between ascribed and achieved statuses.

The main and significant results of the present study are as shown below.
A. Socio-economic background
B. Educational performance and occupational aspirations
C. Educational problems.

A. FINDINGS PERTAINING TO SOCIO-ECONOMIC BACKGROUND OF THE RESPONDENTS

An understanding of the socio-economic background of the respondents is very necessary to understand the nature and nurture of the respondents. It helps to understand the psychological condition of the respondents and also to assess the capacity towards academic achievement and the degree of self-confidence of the respondents. Hence the results pertaining to socio-economic background are discussed here.

Most of the students in the present study are slightly below average in their respective classes. Also the respondents are slightly older than their upper caste classmates. This higher age phenomenon is mainly the result of starting their education late. Lack of encouragement forces them to go to schools at a later age, as the parents are ignorant and illiterate.
It is found that the female students are under represented. It could be due to lack of awareness for sending girl children for higher education. Moreover it is also due to the early marriage practice among low caste people. Girls are also required in doing domestic work and looking after siblings. Their drop out rate is still quite high. Hence their representation in this study is quite low.

Contrary to general expectations most of the scheduled caste students are unmarried. It is possible that in their case, as in the case of the general population, education raises the age at marriage. Perhaps otherwise they might have decided to marry early. However education prevents early marriage as it creates an aspiration for better vocations.

Most of the scheduled caste students are Hindus. Only a small proportion of students are Buddhist, who have converted following the trend set by Dr. B.R. Ambedkar.

Regarding the parents educational level, the study shows that a majority the parents both mother and father, are illiterate. From this data it is evident that the scheduled castes were not aware of the importance of education earlier. But recently they have become aware of the significance of education and are sending their children to schools.

A majority of the parents of the respondents work as coolies, which is a result of utter poverty, illiteracy and ignorance. They are working as landless labourers which points to the existence of social and economic bondage in one or the other form. This is because the scheduled castes were not allowed to own their own land and were denied social rights until recently. Even today many Jamindars and Landlords object when the scheduled castes send their children to schools and colleges. Perhaps they are afraid that they will loose control over their bonded servants.

As far as native place of the respondents is concerned, most of the scheduled caste respondents belong to rural areas and that they have migrated to urban areas for obtaining higher education. However, their parents are still working in rural areas.
The data shows that a majority of the respondents are staying in hostels. This is because the respondents are migrants from rural areas. Urban respondents have their homes in the city and they stay with their parents.

The nature of family background of the respondents shows that most of the students come from joint families. One reason as to why a majority of the respondents hail from joint family background could be because of their rural background as in India the joint family system is still preserved in the villages. However those with an urban background come from nuclear families. This follows the general trend.

Thus it is evident that a majority of respondents are from rural areas and from joint families. Also more number of respondents come from poor families who are backward, socially and economically.

2. FINDINGS PERTAINING TO EDUCATIONAL PERFORMANCE AND OCCUPATIONAL ASPIRATIONS

It is clear that education is the means for many achievements in human civilization. A better life has become possible only through development and the spread of education. Education has a marked influence on the future of an individual, hence education is often called the key to a bright future.

After independence in India with the formation of a new society, based on new democratic values, education has a very important role to play. In modern India the social responsibility of the educational system assumes great significance. In the present study the emphasis is on the educational performance and occupational aspirations of scheduled caste students. Since they were denied education they also had no choice of occupation until recently and had to follow the hereditary vocation of their father.

At the higher level of education there is specialization of education, which enables one to enter a profession of one’s liking. Hence the desire is to fulfill the aspiration of both education and occupation. In the past
the responsibility of a government was mostly the maintenance of law and order and defending the country from external aggression. Today however, a government is responsible for discharging many welfare activities for those people, particularly those who have remained backward and poor on account of denial of equal opportunities in the past, such as the scheduled castes and Tribes in India. This is the main foundation of India as a welfare state with a philosophy of state welfarism.

Hence the data was collected and the findings regarding the respondents is presented as follows.

High school education is an important stage in the life of a student. It provides a gateway for further education. The present study shows that the average SSLC performance of the respondents with urban background is better than rural respondents. This may be because the urban respondents enjoy better educational advantages and privileges than the rural respondents. As a result more number of respondents from rural background have made more than one attempt to pass their SSLC exam. The respondents from urban areas have generally passed the exam in the first attempt. This is because students from urban areas are academically better.

So far as the medium of education of the respondents is concerned most of the rural area students have offered Kannada medium while a majority of urban students have offered English medium. Hence, the respondents area of origin influences the students selection of medium of learning. Also the rural area students are generally not able to get a good quality of education as compared to urban area students. In the urban areas the number of English medium institutions are more. Further urban educational institutions are better equipped and the quality of education is also often better than rural institutions even today. Hence, a majority of rural students select Kannada medium. Moreover, rural colleges teach in Kannada medium rather than in English.
The family plays an important role in encouraging the respondents' educational performance. The data shows that for a large number of encouragement has come from their father, mother and siblings. It is evident that even today family is responsible in bringing up children and to educate them. Sometimes it is observed that the scheduled caste students face jealousy and hatred not only from the upper caste, but also from upper class scheduled castes. In this sample very few other people have encouraged scheduled caste respondents in their education.

There is a close relationship between family income of the respondent and their educational aspirations. The present study clearly shows that scheduled caste respondents who come from higher income groups are having better educational aspirations while those from lower income groups have low educational aspirations.

The occupational status of the parents also can influence their children's choice of educational faculty and occupation. The present study reveals the relationship between parents' occupation and educational aspirations of their children. The study shows that higher the father's occupation, higher is the educational aspirations of the respondents, while lower the father's occupation, lower is the educational aspiration of the respondents.

The family income influences the educational aspirations of the students. In this study also the family income of the respondents has an impact on their educational aspirations. That is, those from low income groups have not taken any decision about further education, while students from higher family income have decided to continue their education upto P.G. or Ph.D. From this it is clear that higher the family income, higher is the educational aspirations, than those with lower income. The respondents from low family income may sometimes aspire to do P.G. or Ph.D. or any other courses but, their economic condition does not allow them to pursue higher studies. Hence they tend to discontinue higher education after graduation and join jobs to supplement their family income.
There is also a relationship between parents' education and childrens' educational aspirations. The study reveals that the level of parents' education influences their childrens' education. The respondents who are having illiterate parents do not know much about further education. It indicates a lack of proper guidance and encouragement from their parents. Respondents who have educated parents are more conscious about further education. Some seem to be interested in P.G. level education and some in Ph.D. This indicates that proper guidance from parents does influence their children's educational aspirations to a great extent.

In modern society the educational attainment and economic conditions are inter-related. Today, although free education is being provided to the students the literacy rate among SC students is not increasing significantly. Moreover higher education needs financial support. For this financial assistance a majority of the respondents depend on both government scholarships as well as parents' help. This shows that often the scholarships provided to the students is not always sufficient. Often it also does not reach the students on time.

There is also a close relationship between family income and confidence of achievement of the respondents. The present study reveals that there is positive relationship between the economic aspect of the family and confidence to achieve the aspirations. Lower the economic level of the family, lower is the confidence, while higher the economic level of the family, higher is the confidence. After Independence, the state and central governments have implemented many welfare programmes for the development of the depressed classes. Scholarship facility is one among them. The present study has revealed that availability of scholarship is an inevitable part of their education. Moreover a majority of the respondents have shown awareness of scholarship facilities available to them.
Occupation is very essential for everyone to meet their needs and to lead a decent life. Those students who have high occupational aspirations also have high educational aspirations. The prestige of an occupation increases the aspiration of the respondents to achieve them. The present study indicates that a majority of respondents from all categories of income groups would like to take up a job, giving a good income, preferably in the government.

The educational level of the parents also has an impact on the type of occupational aspiration of their children. Every father wants his child to do better than him. Irrespective of parents' education the respondents prefer government jobs. The study has revealed that the Government is still the major provider of jobs for the respondents. This is because in semi-government and private sector the competition is stiff and also there is no reservation of jobs. Very few are confident of competing with the General Merit students for jobs in private firms. They also feel that they may not receive encouragement here.

There is also relationship between parents' occupation and type of occupational aspirations of the respondents. The study shows that irrespective of parents' occupation a majority of respondents aspire for government service. Many of them do not want to continue their traditional occupations, because they want to improve their standard of living.

The present study shows that a majority of respondents irrespective of the faculty want to join as lecturers in colleges and universities. Their aspiration is for a teaching post. A few respondents also wish to join I.A.S. K.A.S, and defense service. A majority of respondents however show a desire to join teaching service.

Due to industrialization, globalization and privatization government job opportunities are decreasing. Computers have reduced the use of manpower in all spheres. Due to this the opportunities in getting jobs in government sector is decreasing. Under such
circumstances the respondents opined that the occupational opportunities are becoming rare. As a result, some scheduled caste students who hail from poor families seem to show a lack of interest in their study. Hence, they again fail to compete with the rest of the society. A lack of self-confidence seems to appear as government job opportunities have narrowed down.

There is a close relationship between fathers' educational level and expected income from the job. The present study reveals that the respondents' expectations vary with the parents' educational level. Higher the educational level of the parent, higher is the aspired income of the respondent.

As technology develops in the world, the occupational opportunities are also decreasing. Therefore, migration is common for the purpose of getting jobs in different parts of the nation as well as abroad. Similarly, the knowledge of science and technology inevitably leads to migration in search of jobs. The study shows that despite their rural background, the respondents would like to get jobs in other parts of the country. Hence, the rural respondents are ready to go anywhere for work, which is inevitable for them as they are very poor. However, urban area respondents are not ready to go outside Karnataka even if jobs are available.

A large number of respondents who are good in their studies seem confident of getting the type of job that they aspire for. A majority of respondents seem to be confident of getting a job after their graduation. Though the opportunities are narrowing down and employment opportunities are becoming less, their confidence of getting jobs is again mainly due to the facilities of reservation in the government and semi-government sectors.

3. FINDINGS PERTAINING TO EDUCATIONAL PROBLEMS

A majority of rich and developed countries in the world have given much importance to educational development of its citizen. After
independence India too has given importance to its educational progress. Large amount of funds were allocated in the Five Year plans to improve the infrastructure to educate the masses in general and scheduled castes and scheduled tribes in particular. Social factors, economic factors, cultural factors and historical factors had made Indian education lag behind until recently.

In olden days it is a well known fact that the Brahmin caste was the only caste which was allowed to get the fruits of education. But during British Rule there was rivalry between Brahmins and the British. As a result attempts to spread education accelerated towards non-Brahmins. At the same time it may be remembered that since time immemorial the scheduled castes have suffered a lot due to denial of education.

At no stage did they have equal educational opportunities. Therefore the scheduled castes have remained socially, economically and educationally backward since the beginning of the caste stratification of Indian society.

The problems of scheduled caste students are not merely social, economical and educational. They are rather complex involving many factors. Since the beginning of caste stratification of Indian society the scheduled castes have remained not only backward but many were considered untouchables and discarded to the periphery of society. As a result they did not get education during ancient times.

Even today they have not achieved equality. Today the educational gap between the scheduled castes and the rest of society is still wide and the rate of improvement is slow. Moreover, even among the scheduled castes education has not spread evenly. In independent India efforts were made to uplift them which resulted in the launching of multipronged programmes. As a result they have achieved perceptible, though slow, positive change toward education.
Keeping all these points in mind, the findings regarding educational problems of scheduled caste college students in their is presented below.

A majority of scheduled caste students are staying in hostels as their native place is more than 50 km away from the college. It shows that the hostels are the backbone of rural scheduled caste students in their attempts to attain higher studies.

The present study shows that some respondents have to travel daily. However, among those travelling respondents, the majority are Arts faculty students who travel daily than Science and Commerce students. The travelling respondents face the problem of physical strain rather than mental strain. The data reveals that most of the Science and Commerce respondents either stay in hostels or hail from urban families.

The present study reveals that majority of scheduled caste respondents have got admission on the basis of reservation facility. The parents of such students are illiterates who have primary level education. Some students have got admission on the basis of merit of previous education. The parents of such students have education above high school level. Thus there is correlation between parents' education and children's educational performance.

The parents of majority of respondents are very poor. Majority of the parents belong to coolie families. The study reveals that there is relation between occupation of the parents and category of admission of students. A majority of children of coolies, agricultural labourers, sweepers and petty business parents are provided admission to colleges according to reservation policy. The children of better job holders have got admission on the basis of merit and influence. Thus the present study shows that the reservation policy is very essential to get admission in educational institutions and for job opportunities. Though the reservation policy is in force it has not still today percolated to the depressed and the poorest of the poor.
In the present study a majority of illiterate family students face economic problems like donations etc. But children of all categories of occupation face both economic as well as caste based problems like untouchability, purity and impurity etc. In fact, higher the level of education, higher is the awareness of caste status.

As the education level increases the concept of caste status increases. Thus majority of scheduled caste students are facing economic problem even today. It is due to culture of poverty. Today many families which are following low occupations are not ready to come out of such professions, because their style of life is completely interwoven with such occupations. However, it may be noted that the number of respondents who experienced caste based problems is very low. This shows that either the scheduled caste students have improved their status in the caste hierarchy by changing their style of life, or that the caste Hindus are changing their attitudes towards educated scheduled castes.

As it is clear that majority of scheduled caste students belong to poor family conditions, who are not in a position to buy all books, resulting in low educational performance. Lack of text and reference books often comes in the way of better educational performance. The respondents make use of library books. However, their educational performance is not very satisfactory. It may be due to non-availability of books to students. Hence, some scheduled caste college students are facing the problem of books, which are very costly and they are unable to buy them.

The study shows that a majority of scheduled caste students belonging to illiterate and primary level of education family are having friends within S.C. and S.T. only whereas remaining scheduled caste students are having friends from all caste students. It may be due to inferiority complex among respondents from poor rural families about their caste. It shows that the scheduled caste students even today are in the clutches of the practice of untouchability. As a result there develops a
concept of unity among Dalits. The researcher in informal interviews found that a majority of scheduled caste respondents orally said that the friendship of the upper caste students with them was only superficial and not from the bottom of the heart. They did not cultivate an intimate friendship with the scheduled caste students.

The friendship is often based on the status of the friends. Many times a poor student has friendship with poor students, while rich students with the rich. Hence the economic background also plays a significant role in the choice of friends. The present study shows that the respondents belonging to low economic status choose their friends from their own caste. But the scheduled caste respondents belonging to higher economic status have friends with non-scheduled caste students. This evidently shows that the economic aspect plays a vital role in choosing friends, irrespective of caste background.

There is also relationship between the native background of the respondents and the choice of friends. The present study shows that rural area respondents have friends of their own castes. But a majority of urban respondents have chosen their friends form upper castes and other castes. It is due to a secular attitude of urban area students where caste background does not play much of a role in choosing friends.

Every society is classified on the basis of one or the other criteria. Indian society is classified on the basis of caste system, which is based on the concepts of purity and pollution. It has further brought into practice the system of untouchability. As a result the scheduled caste students used to develop an inferiority complex. The present study shows that today a majority of scheduled caste students have not developed an inferiority complex. This means today they are not experiencing the evils of untouchability. It shows that the practice of untouchability is declining in modern days, except in rural areas where it still persists in one or the other form. Some students say that they experience an inferiority complex during certain times, while getting fee
concessions in college, while receiving Government scholarships and when choosing their friends when they have to refer to their sub-caste.

The study reveals that some scheduled caste students had experienced discrimination or exploitation by college administration. They experienced it during the commencing of curricular activities, such as ill-treatment during the time of admission, during times of competitions held by college on the event of Annual Day. They feel that they are not rewarded properly because they are scheduled caste students and thus experience psychological frustration.

It is the duty of Principal, lecturers and the bureaucracy to provide equal avenues to all students. Now-a-days lecturers are to some extent secular. The study shows that generally all the lecturers are very helpful and sympathetic towards all the students. But some rural students opined that the lecturers are not paying extra attention towards the scheduled caste students. During higher studies there is no spoon feeding as in schools. This may be the problem of the respondents from rural areas. The problem may also be due to the use of English language or lack of expressing capacity of the lecturers. Moreover in college teaching there is lecturing method but not teaching method. Therefore, rural students may fail to adjust with studies and teaching method. The study also reveals that a majority of students do not easily grasp the subject in the class room. This is one of the other reasons as to why rural respondents lag behind urban students.

The students belonging to Science faculty have some problem in understanding the lectures, but Arts and Commerce faculty students understand the subject matter without much difficulty. Science students fail to understand the subject matter because of inadequate explanation by lecturers. At the same time Arts students face the problem of language that is the medium of instruction being English language. However in many colleges Kannada is being used instead of English which is helpful to rural students.
If the student does not understand the subject which is difficult it may adversely affect his academic career. The respondents do not have frequent contact with the lecturers, they rarely go to meet their lecturers in order to get clarification. Infrequent contact between lecturers and respondents is another reason for bad performance.

SUGGESTIONS:

Since centuries the scheduled caste have been denied educational, social, cultural and economic opportunities. As a result in order to promote education the government of India is providing scholarship to scheduled caste and scheduled tribe students who depend upon scholarship facility provided to them. Today the dropout rate is quite high among scheduled caste students due to poverty. It is also a known fact that some scheduled caste students also work outside along with their studies. The study reveals that scholarship facility is necessary, because a majority of the respondents depend upon scholarship for their higher studies. Scholarship is the main source of their higher studies. If there is no scholarship facility very few scheduled caste student would find it possible to obtain education. Today they are provided scholarships without much difficulty. Sometimes, however they face problems. But it is also fact that the amount paid as scholarship is not sufficient to cover the expenses because their parents are economically very poor and are not in a position to provide higher education independently. Some respondents totally depended on scholarship for their education.

A majority of the respondents are not happy with the scholarship amount paid. It may be due to expensive higher education, where the price of books and equipments is very high and it is impossible for them to meet both ends. Therefore it is suggested that government should increase the amount of scholarships as the prices of commodities increase. Further the amount should reach the students on time and not delayed as it now happens.
It is evident that scheduled caste suffer from social, political and economic injustice. The power is in the hands of the dominant castes, which are socially, economically and politically powerful. The scheduled caste students today are taking an active part in college elections, through which they try to develop political awareness. It is a healthy sign from the point of developing a political awareness as most of them seem to be interested in day to day political matters.

The problems while getting education faced by the parents of the present generation were quite different. Moreover the educational problems faced by the first generation was more severe than the second generation. The children of uneducated parents are first generation educated. While the children of the educated are considered second generation educated. Today due to the current social situation in which the present generation is growing it is very differed form the social situation in which their parents have grown.

In the modern world industrialization privatization and computerization are affecting occupational opportunities. Due to above facts occupational avenues are decreasing and narrowing. Thus in a competitive era the scheduled caste students are aware that they would face many problems after the completion of their college education. Therefore generally scheduled caste students of the present day are mentally prepared to face open competition as it is becoming inevitable. They are quite aware of the socio-economic changes taking place and its implications.

Since the spread of education is found to be related to the socio-economic status of the parents, there seems to be need to tackle the problem of the parents’ status. However, since the socio-economic status depends in a large measure in societies like ours on education nothing short of a radical change in the social structure can break this vicious circle and help to improve the status of these groups. The initiative for this transformation has to come from themselves. But a paradox of a
situation is that such an action depends upon an adequate understanding of the situation which, in turn, depends upon the entry of the scheduled castes into non-traditional occupations. Until such time that the scheduled castes are ready, theoretically and practically, to demand and effect structural change, it becomes necessary to educate the parental generation about the ways in which structural transformation can be brought about.

More interest must be cultivated among Scheduled Caste students to take up Commerce and Science subjects. To-day scheduled caste students hesitate especially to take up science as they are afraid they will not do well in their studies. This is the main reason why they prefer the Arts faculty and only a negligence number go for Medical and Engineering special coaching in Science subjects is essential and higher amount in scholarships and better incentives should be made available to attract more scheduled caste students to Science faculty in colleges. This will decrease their dependence on government jobs.

Also Scheduled Caste graduates should be given more financial help and encouragement to go in for private entrepreneurship to set up small scale industries and businesses.

The children of scheduled castes, who are at present in educational institutions also seem to need extra help in their studies as they are academically backward. This fact has been borne out by the present study by their meagre representation in Science courses. A lasting remedy lines in the improvement of the culture of their families. This however, is a long drawn out process. In the short extra coaching and greater interest informally by the teachers seems to be necessary.

Jobs under the government are the over riding aspiration of the children of the scheduled castes. But since the government jobs are today limited and the number of educated scheduled castes is on the increase, the government will have to think seriously in terms of extending the reservation policy to the private sectors also very strictly.
Failure to do so might create frustration which may ultimately lead to a politically difficult situation.

The extension of the policy of the reservation to the private sector will temporarily ease the situation. Ultimately the members of the scheduled castes will have to be on their own. This is possible when they attain parity with others. But the attainment of parity with others is not in the realm of possibility because of the inegalitarian social structure that we have. A radical transformation of the social structure to ameliorate the lot of the scheduled castes is thus, clearly indicated by this study.