CHAPTER V

HOSTEL AND EDUCATIONAL DEVELOPMENT OF THE SCHEDULED CASTE IN TIRUPATHI DIVISION IN CHITTOOR DISTRICT, ANDHRA PRADESH
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SUMMARY:

Disparities in education are noticable among different castes in Indian society, particularly among Scheduled Castes, who were assigned low status in society. Government after independence has been frantic in the removal of inequalities through protective discrimination and provision of concessions and facilities, to the socially deprived sections like the Scheduled Castes. Educational development of Scheduled Castes is given priority because, education is believed to bring about social, economic mobility among the deprived sections.

Studies made till now, to assess the educational status of Scheduled Castes, focussed on only one factor viz., increase in the school enrolment and tried to explain the educational advancement of Scheduled Castes in terms of equality of educational opportunity. These studies did not explain the qualitative changes accrued to the Scheduled Castes through the facilities of the Hostel.
The socio-economic variance in the home environment of the Scheduled Caste students has handicapped their studies. Consequently school could not be effective socialization agency, to pave way for educational equality. This has necessitated in the emergence of hostel facility, for it was perceived not merely as a shelter home to provide food, clothing and shelter, it was also to be reckoned as an alternative to the disadvantaged family, to socialize the inmates to form proper attitudes, aspiration, value orientation for their social emancipation.

The provision of hostel facility, needs an analysis as to whether there is any socio-economic variance which inhibits the disadvantaged sections in the utilization of hostel programme. Besides an analysis of the qualitative output of this institutional alternative would aid the efforts to bring in educational social parity.

With these ideas in background the present study the Educational Development among weaker sections (A study of Scheduled Caste Hostelers in Tirupathi Division in Chittoor district, Andhra Pradesh) is carried out.
The specific objectives of the present study are:

1. To examine the educational development among Scheduled Caste students by analysing enrolment and drop-out trends.

2. To analyse the socio-economic status of the scheduled caste students who utilize the hostel programme.

3. To examine the effectiveness of Hostel programme in retaining the Scheduled Caste students in the school system by analysing the number of years spent in hostel the inmates perception of hostel and the life in it.

4. To analyse the function of the hostel programme, by examining its socialization function in relation to the formation of attitudes, aspirations, awareness, value orientation and the degree of alienation if any amongst them.

The data were collected from 120 respondents, who were chosen at random from a stratified population of Scheduled Caste students in classes VIII, IX, X respectively. The sample drew a 10 per cent of
respondents from 15 per cent of hostels in Tirupathi division of Chittoor. Besides this, a 10 per cent sample each from a Residential School for Scheduled Caste girls and a 10 per cent sample of Non-hostelers were chosen for comparison.

The following are the major findings of the present study:

1. The enrolment data shows that the persistent efforts made by the authorities have remitted by way of increased enrolment of Scheduled Castes, increasing the equality of opportunity with other castes.

2. The dropout percentages have been curtailed to some extent, due to provision of hostels in the district for Scheduled Castes.

The description of the socio-economic characteristics of the inmates in hostels, residential schools and non-hostels reveals the following facts:

1. Girls are enrolled lesser in number in schools. Parallel to the National and the trend in the state. It was noticed in Tirupathi division that as the classes go higher, the Scheduled Caste dropping out also increases.
2. Hostelers and Residential Schoolers' age ranges mainly between 13 to 16 years of age.

3. The enrolment of class VIII students in the hostels is very low because of their detention at class VII inspite of the supplementary examinations.

4. The respondents come from families which have nuclear structure and joint families were not seen. However, few families with larger size were observed.

5. Of the respondents 70.83 per cent of them come from families which owned houses, and the houses have predominantly thatched roofing.

6. There is not such difference between the Scheduled Caste inmates in 90 per cent of the respondents come from families that have a family size of 4 to 8 members. 4 per cent of respondents come from families whose family size ranges in between 8 to 10.

7. In the families of the inmates of hostel, it was observed that 35.83 per cent of them have a per capita income ranging between ₹. 1500 above per year. Considering the
size of the families, the seasonal occupation of agriculture and 41.66 per cent being coolie labourers, this per capita income level is very low which only reflects poor standard of living and poverty.

8. Age at enrolment into the hostel is between 9 - 14 years, which means they are enrolled into class V, VI & VIII because it is only then children are older enough to stay away from their parents.

9. Among the inmates of hostel 64 per cent have had 3 to 6 years of stay in hostel which means their retention in the school system.

10. Among the inmates, 76 per cent of them make use of hostel are those who come from a radius distance of 3-15 kilo metres. It indicates that hostel has drawn most of the Scheduled Castes from the neighbouring villages.

11. The socio-economic index points out that, the hostel facility is made use of by Scheduled Castes from predominantly poor socio-economic background. The inmates of hostel come mostly from poor socio-economic
status, while Scheduled Castes in other institutions come from moderate socio-economic status.

The analysis of the socio-economic characteristics, in the light of the socio-economic index confirms the hypotheses formulated at the beginning of this chapter, viz.,

1. There is considerable socio-economic variance among those who make use hostels, residential school and the non-hostelers.
2. The retention of Scheduled Caste students in hostels is in relation to the socio-economic variance among the students who are admitted.

In the final analysis it is evident that the hostels facility is reaching the poorest of the poor. It has helped them to remain in the school system without dropping from it.

From the discussions of the two sections of this chapter on sociology of hostelers, the following observations are made.
SECTION - I :

A. EXTENT OF UTILIZATION :

1. Regarding the utilization facilities, it was observed that the inmates are not making use of the toilet facilities because they are either not provided or due to water scarcity. For bathing almost all the boys go out to wells and lakes.

2. Repetition and stagnation are noticed in smaller number of inmates.

3. Regarding their studies, Maths & English are the difficult subjects followed by Science and Hindi.

4. Most of the inmates depend exclusively upon school instructions. Their need for extra coaching is not looked into in the classes other than VII and X.

B. PERCEPTION :

1. Majority of the inmates of hostel felt that hostel has definitely aided them in their studies. The Residential schoolers do feel the same.
2. The inmates of hostel preferred to continue education even in the event of closure of hostel and some preferred to join some other hostel which only shows their eagerness to be in school system rather than dropping out. It only shows that hostel has been functional in their retention in the school system.

3. The opinion about warden is mostly as a person who is neither concerned nor indifferent is prevalent among the inmates of Hostel while Residential Schoolers rate their warden as very much concerned.

C. INTERACTIONS:

1. The friendship circle is limited to Scheduled Castes among inmates of hostlers and Residential Schoolers' and non-hostelers.

2. Reasons for friendship are mainly their caste only. Interactions with other castes occur only during leisure time and play time.

3. The seating in the class shows, deskmates of different are also from their own caste.
SECTION - II:

In conclusion, the sociological analysis of the hostelers in terms of the aspirations, attitudes, awareness and alienation of the respondents as against the Residential school, and the non-hostelers bring forth the following observations.

1. The analysis of the aspirations of the respondents show that the inmates' aspirations are better than that desired by the parents. This attributed to the peer group influence in hostel. Irrespective of the institutions, the aspirations of the inmates and that desired by their parents to some extent coincide.

2. The majority of the inmates of hostel have graduation as their educational aspirations and service occupation as their occupational aspirations. Scheduled Castes in other institutions viz., Residential School like prefer technical and professional education.

3. The aspirations of the parents and the respondents indicates the preference for the education of their wards and aspiring for a better occupation for them.
The analysis of their attitude shows that irrespective of the institutions in which they exhibit fair attitude and very fair attitude. The prevalent attitude amongst them reflects their perception that they are the discriminated group which needs preferential treatment through special privileges.

4. Their awareness shows that the problems of Scheduled Castes as perceived by the inmates shows that there is no variation among Scheduled Castes in different institutions. The order of their listing out of problems is as follows: illiteracy, 55.83 per cent, social disadvantage, 25.00 per cent, poverty 14.17 per cent, and unemployment 6.00 per cent.

The inmates ascribed their disabilities to their birth, followed by poverty and unclean occupations. Regarding awareness of redressal 44.17 per cent prefer redressal, while Residential Schoolers prefer to hit back. The rest desired to tolerate any atrocity. The reasons for their poor performance in their schools is due to the
poverty conditions, lack of interest and poor parental motivation.

5. The value orientation of the inmates shows that equality is the value preferred by 40.83 per cent on the money, happiness, equality and peaceful life are the values in the order of the preference.

6. The index of socialization and its analysis have shown that socialization on personal practices is mainly done at school followed by their homes. Hostel gets lesser scores than schools and homes. Hostel provides the least socialization because of it is ill-equipped to function effectively.

HYPOTHESES:

In the beginning of the chapter IV, the following hypotheses were formulated.

1. Hostels are viewed as 'charity homes'.
2. Welfare hostels have not taken the place of family in socialization.

In the light of the data presented and discussed in the course of the chapter, the hypotheses formulated have been accepted.
CONCLUSION:

After a sociological analysis of Scheduled Caste Hostelers and Residential Schoolers, Non-Hostelers, it can be concluded that, in their educational development hostels were provided as an input to increase enrolment and to stem dropout rates.

The data gathered in this regard points out that the enrolments of Scheduled Castes in all classes have gone up in the schools in the recent years. This is also confirmed by the co-efficient of equality obtained for Scheduled Castes vis-a-vis other castes.

The dropout percentages are more in lower classes than in higher classes. These two indicators of educational development points out to the fact that hostels have proved effective in increasing enrolment and stemming dropout rates particularly at the upper primary and secondary levels.

On the qualitative side of the educational development of Scheduled Caste hostels have made very little contribution. Socialization index points out that Hostels have not assured the role of functional alternative to the handicapped home environment. On the otherhand the traditional socialization
agencies namely—family and school continue to the primary socialization as agencies. In conclusion if the hostels were to be effective input in the educational development of Scheduled Castes. It needs to be strengthened in the areas of socialization, so that it performs socialization function effectively for the educational advancement of scheduled castes.