CHAPTER-VII

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

7.1. Introduction:

An attempt has been made in the first chapter, which is introductory in nature to spell out the objectives of the study and explain the sources of data and the methodology adopted.

The present investigation entitled "Problems and Challenges of Scheduled Caste Students in Pre-University (PU) Colleges: A Sociological Study of Koppal District." was conducted on a sample of 500 scheduled caste students studying in Pre-University course of four talukas i.e. Yalburg, Koppal, Gangavathi and Kustagi talukas of Koppal District in Karnataka state. Students were selected randomly from the four talukas viz. Yalburg, Koppal, Gangavathi and Kustagi of Koppal. All the available Scheduled Caste Pre-university students were taken into consideration. Both 290 boys and 210 girls were included in the sample. Stratified random sampling technique was applied for the selection of sample. The institutions were selected randomly and all the scheduled caste students presently studying the Pre-University course were the part of the sample. Before the collection of the data in each sample school, and interviewed their social status, conditions, problems and challenges of the students followed by the collection of information in colleges place.

Based on study objectives and hypothesis are as follows; to study the Pre-University Educational Developments in India and Karnataka, to analyse the educational performance and enrolment situations of scheduled caste students in India and Karnataka, to know about the socio-economic conditions of scheduled caste students in the study area, to describe the
problems faced by the scheduled caste students in Pre-University level, to assess the social discrimination of scheduled caste students in Pre-University colleges in Koppal district, to analyse the challenges faced by scheduled caste Pre-University students in the study area., to evaluate the effectiveness of the welfare programmes, such as reservation, scholarships, etc., provide to scheduled caste students to gain equality and social justice and to suggest and remedial measures for problems and challenges faced by students studying in Pre-University course in Koppal District.

Hypothesis are, the educational and economical background of the scheduled caste students is lower than other category students, the scheduled caste students are not discriminated in their colleges in terms of caste concept, Scheduled castes students are depressed due to their lower status in the society, highest percentage of scheduled caste students getting benefited from the welfare schemes of the government, Scheduled Caste College students Gender Parity Index increased in a healthy manner in India. Two types of data have been used in this study 1).primary and 2).secondary sources. The secondary source of data derived from Ministry of Human Resource Development Bureau of Planning, Monitoring & Statistics New Delhi. It provides consistent data for specified student’s educational developmental ratios. The other source of data were Statistical Abstract of Karnataka, Statistical out line of Karnataka, Economic survey, Karnataka At a Glance, District Planning Statistics issued by District Statistical Offices (DSO), and District Pre-university Education Board of Koppal District.

The study broadly covers a period of five years, i.e., from 2006-07 to 2010-11. The objectives of the inventory were explained to the students. Whole days were spent in each institution/colleges to collect the desired data form students. After collection of completed questionnaires. The data so
obtained was submitted for further statistical analysis using various statistical techniques like chi-square test and Independent Sample T-test for primary study purpose and for secondary level data, researcher used Panel Data Regression analysis, Breusch and Pagan Test, Hausman's Test, Wald criterion and Gini Ratio were used to test the hypothesis in India and study area. The following tools were used to achieve the objective of the study for secondary data variables of GER, GPI, GPHB, Results to find educational development and achievement of scheduled caste pre-university students in national level and test the primary level we are using various concept to find out relation with the help of chi-square, Independent t test are proved results above constructed hypothesis in the present research area.

The study comprises seven chapters, first, chapter introductory, second chapter presents, review of literature, third chapter, contains the profile of study area, while fourth chapter Educational Developments of Pre-University Scheduled Caste Students: An Overview, fifth Socio-Economic Characteristics of the Sample Students, sixth chapter contains, Problems and Challenges of Scheduled Caste Students and lastly, seventh chapter, summary of findings, suggestions and conclusion.

The second chapter deals with review of literature, pertaining to the various aspects of scheduled caste students. The review of literature is of great use since it provides a broad spectrum of scheduled caste students and highlights various issues relating to this socio-economic status of students. In addition, it will also enable us to formulate suitable methodological framework to realize the different objectives of the present study. A careful examination of the studies conducted on the subject so far brings out the need for comprehensive study covering various aspects such as, concepts of socio-economic status, national studies, social discrimination aspects, performance
scope for future development, problems and policy, suggestion of Scheduled caste Pre-University level students, this is because most of the studies reviewed by us concentrated on only one or two specific issues pertaining to the college level Schedule caste students. Further, a large number of studies are not empirical in nature and are generally based on observations of individual researchers. Our study aims to add to the existing literature by concentrating on some of the most neglected areas of research in this field which need empirical analysis.

The third deals with the profile the study area. This chapter has been divided into two parts. The first part presents the general profile of Koppal and part second represents the educational profile of Koppal district of Karnataka. The chapter outlines, such aspects of study area as location, land, population, occupational pattern, irrigation, land utilisation, cropping pattern, literacy, pattern of landholding, banking performance, transport and communication, industries in Koppal district. Considerable diversity in the socio-economic aspects has been observed in Koppal district. A comparative picture of the characteristics of Koppal district has therefore been reviewed.

The fourth chapter express the educational positions of Scheduled Caste Pre-University student in India and Karnataka also. It deals educational inequalities of scheduled caste student in pre-independency period, and educational expenditure in India with the help of Gini-Coefficient Ratio and Lorenz curve, Gross Enrolments Positions, Gender Parity Index, Girls per Hundred Boys, Results percentage of SCs and Hostel facilities in India. Hypothesis testing purpose researcher has used Panel Data Regression model to finds the student academic achievement level in our nations and lastly it deals with the Scheduled Caste Pre-University student’s educational positions in Karnataka state.
The fifth chapter studies the Socio-Economic Characteristics of the Sample Students of Pre-University scheduled caste students in study area. It explains boys and girls conditions were main thing in this chapter. In this context, an attempt has been made, to study the socio-economic characteristics of the sample Students with the help of filed study. The important findings of this chapter have been outlined below.

7.2. Findings:

1. 4042 boys and 3132 girls’ students enrolled in government colleges, 1849 boys and 1449 girls enrolled in Aided colleges PU course, and 1254 girls and 1637 boys are enrolled unaided colleges and overall colleges are 70 in 2011-12, it increased to 8873 (740 boys and 638 girls) in PUC-I\textsuperscript{1st} and 2379 (540 boys and 461 girls) in PUC II\textsuperscript{nd} of 73 colleges in 2013-13. Proved our hypothesis.

2. The majority of the Students fall under age group of 16 to 17 years i.e., 50.60%, 40.20% are from 18-20 years and only 09.20% under above 20 years in preceding district.

3. The Students Enrolments in Subjects at PUC level in the study area. Selection of subject was very important for future purpose education level of middle education stage. 60.4% of the scheduled caste students are selecting the Arts subject, 21.2% of the students have opted commerce subjects, 13.4% of the students have been selected Science subject and only 05.0% of the students are selecting technical course.

4. 83.0% (415 students) percentage of the sample pre-university students are coming from a Hindu religion i.e., Boys are 50.8% and Girls percentage was 32.2% in research area and only 17% (85 students) are from Christian community fall under 07.2% boys and 9.8% girls.
5. Majority of the students have belonging to Madiga communities (67.0%) followed by 43.4% are boys and 23.6% are Girls, 16.2% belongs to Holiya category of them 8.8 boys and 7.4 are girls. 44(8.8%) are belonging to Bhovi Caste of which 5.8% male 3.0% are from Girl student and 1% banzaar and 7% other caste female students enrolled pre-university course in reported district.

6. 76.2% (381 students) are living in nuclear families and 23.8% (119 students) are lived in joint families.

7. Large percent (69.2%) of the pre-university student are lived in villages of them 41.8% were boys and 28.2% are girls and 30.8% of the student lived in city/town place of which boys are 17.0% and girls are 13.8% percent in Koppal District.

8. 65.6% of the sample students staying at own house as well as rural and urban area and 34.4% of them stayed at Hostel, particularly 19.0% girls stayed in hostels in the study area.

9. 68.8% of students the families’ the major decision maker have their parents, 24.2% of students the families’ brothers are takers and only 07.0% takes family decision their sister to student educational and families situations.

10. 31.0% of the student's father are either or can just read and write with no formal education, 30.6% has got high school education, 13.2% studied college education, 10.2% of completed other type of education, 9.2% of them got primary education and only 5.8% who have completed degree college education.

11. 46.4% boys (232 students) and 27.4% (137 students) of the girls students parents have activated in caste based jobs and another
11.6% boys (58 students) and 14.6% of the girls (73 students) parents with agriculture as main occupation

12.54.6% of student family income range up to Rs.6000, 28.8% of the respondent's families' annual income was Rs.60000 to 12000, 13.2% of the families earn income of Rs. 120001 to Rs. 240000, more than Rs. 360000 income earned 2.4% of the students family and 5 (1%) sample students family income was Rs. 240001 to Rs. 360000 in the study area.

13.50.8% of the students family member saves of Rs.10,001 to 15,000, 25.8% of the students saves Rs. 15,001 to 25,000, 13.2% of the Scheduled Caste students families saves bellow 10,000 and only 10.2% of the sample family students saves above Rs. 25,000 annually.

14.50.2% of students economically not improved, 48.8% of the students enjoy the better situation in society and only 1% of the family in the study area enjoyed better social life in the society.

In chapter sixth, Problems and challenges of scheduled Caste Pre-University students in the study area have been analysed. Covering educational status, decimation in society, government welfare schemes, educational challenges and suggestions to improve the college's education in SCs.

The followings are the important findings given in this chapter.

1. About 38.2% responses have good responses other category student had maintained good relationships to Scheduled Caste students, 24.8% of the students faced the untouchability situations, 20.6% of the students alienated by students and teachers and 16.4% of the students have faced problems of poverty and feeling of inferiority.
2. 58.4% of the student studying a pre-university course in Govt colleges, 31.4% of the student studying in Un-Aided colleges and 10.2% of the students studying in Aided colleges.

3. 47.6% of the students getting individual attentions from teachers in pre-university colleges, 27.2% revealed from Scheduled Caste students second category comes from Recognition and acceptance from students i.e., 27.2% and 18.2% of the inverse response have from Lack of care and negligence, Only 9.0% of the students faced Discrimination and inequality the from teachers in the study district.

4. 70.6% of the students education purpose was to get employment in future, 18.2% of the students to studying for to get good marriage prospects and 11.2% of the students go to colleges to increase their knowledge in the district.

5. 86.8% of the girl's students to getting the education, 5.8% of them got adequate freedom from their community and only 7.4% of the girl's student's possessed socio-economic equality in SCs community in Koppal District.

6. Education of Girls in Scheduled Caste communities in Koppal district, 82.2% of the responses have come from to gain employment outside in a society, 5.8% of the girls students answered to know reading and writing, one and the same percentage was to change their lifestyle and other reasons in the study area i.e., 1.8%. and 10.2% of the students other reasons.

7. About 44.8% of the Scheduled Caste students have faced the restrictions of Discrimination by students and teachers, 22.6% of the students faced the restrictions of Untouchability in the colleges. 25.2% of the students have faced the Poverty and negligence
situations and merely 07.4% of the students have faced the other restrictions to avail the college’s education.

8. About 85.0% of the students secured the admission to Pre-University course purely based on merits and only 15.0% of the students got admission of Merit cum reservation quota.

9. About 65.8% of the Students Religion/Caste/Reservation was main criteria to choose pre-university course, 16.4% of the student's money is the main criteria to get Pre-University college admission, 10.4% of the students increase in employment was also one of the criteria to avail the admission and 7.4% of students have other criteria in that particular course.

10. 85.4% of the students father/mothers have been motivated to take up the present course and 14.6% of the response from to brother/sister side to take up the present Pre-University course.

11. 83.8% of the students studying with the help of their family members, 10.4% of the students other relatives are maintained the financial needs of the students and only 05.8% of the Welfare agencies/governments has gave them to financial supporting to Scheduled caste students.

12. 38.4% of the students good opportunities in private sector jobs, 55.4% of the responses have been from brighter prospects in government jobs and 06.2% are other mentioned other reasons.

13. 71.0% have been chooses the present course for anticipation of good income, 19.6% of them picking the course for the reason of hope to get name and fame and only 9.4% of the sample students have opted this course due to Anticipation to get secured job reasons in the study district.
14. 29.0% of the boys and 21.0% of the girls are fully regular, 13.0% of the girls highly regular than the boys student(6.2%), 17.0% of the boys and 6.8% of the girls students are somewhat regular and only 07.0% of the students have irregular attending the Pre-University colleges.

15. 56.0% of the boys and 32.2% of the Girls Scheduled Caste students have Depressed/Neglected the Pre-University education and 10.0% of the students have preferred/respected the education and 01.8% of the students have treated equal with others in Pre-University education system.

16. About 37.0% of the scheduled caste students faced due to illiteracy of parents, 26.8% of them faced poverty problems, 19.2% have faced family unemployment situations, 13.6% of the college students have faced their nurturing people migration and only 3.4% of them faced the social evils problems in the study area.

17. 32.8% of the boys and 21.4% of the girls are said that, attitude of other caste are Sympathetic and cooperative manner in Pre-University colleges, 10.6% of the boys and 16.0% of the girls responded no difference, 7.0% of the students to Heartedness and Hostility but 12.2% of them said that, other category students always maintain distance due to caste.

18. 45% of the boys students and 28.0% of the girls scheduled caste students have told that, teachers attitude to students in classes Sympathetic and cooperative nature and 13.0% of the boys and 14.0% of the girls students have been answered the teachers are in classes Heartedness and hostility nature towards students school achievements.
19. About 59.4% of the students have not stayed at hostel and 40.6% of the students are lived in hostel in study area.

20. 33.99% of the students have not satisfied from hotel boarding and lodging situations, 22.66% of the students have satisfied, 27.59 have replayed good answered, and 15.76 of the students told that best situation in hostel. But overall picture was not satisfied in the study area of the students.

21. 33.99% of the students have not satisfied from hotel boarding and lodging situations, 22.66% of the students have satisfied, 27.59 have replayed good answered, and 15.76 of the students told that best situation in hostel.

22. 47.29% of the students have faced Discriminated/ Alienated situations, 31.03% of the students have experience No difference/social situations, 17.24% of the students have untouchability and only 4.43% of the students have more cooperation in the study area. Among 500 samples 47.29% of the students have faced the discriminated or alienated situations in Koppal district.

23. 42.0% of the students have discriminated by upper community due to unclean occupation and food habits reasons, 40.0% of the students have spelled Untouchable caste by birth, 08.8% of the sample students have faced Poverty, illiteracy and ignorance situation, 7.4% of the students discriminated other reasons and only 01.8% of the students discriminated of physical features situations.

24. About 41.6% of the students did not believe in caste system and tantamount responses have form field study. 35.2% of the students have said that, Hierarchy based Hindu caste system, among 19.8% boys and 15.4% from girl’s side, 10.0% of the boys and 4.2% of the
girls students were said that, Modern Religion/Caste systems and 9.0% of the student believed in secular attitudes.

25. 37.6% of the boys and 23.8% of the girls have discriminated by educational Aspects, 37.6% of the students have been discriminated by Socio-economic and family aspects and only 1.0% of have discriminated by Religious aspects.

26. 49.6% of the boys and 32.2% of the girls students have told that, minimize the problem to education and good employment opportunities, 17.2% of the students have pinioned to Economic development and meagrely 1.0 percent of the students have told that, by marrying a non-SC/ST, on that such situations problems are minimized to scheduled caste pre-university students.

27. 27.8% of the boys and 17.4% of the girls have not developed, 13.4% of the boys and 11.2% of the girls students they don't know the impact on such Government programmes, 24.0% of the students situations has fully developed to government introduced several welfare programmes to Scheduled students and hardly ever 6.2% of the students have explained regarding the schemes has Developed to a greater extent in the study area.

28. 42.0% of the students discriminated by Unclean occupation and food habits of Scheduled caste pre-university students, 40.0% students have told that, Untouchable caste by birth situations, 8.8% of the students answered Poverty, illiteracy and ignorance situations of SCs, 7.4% of the students have told the other reasons and meagrely 1.8% of the students are says Physical features of Scheduled caste students in the study area.
29. 33.4% of the students differed from rise in socio-economic status, 35.2% of the boys and 20.0% of the scheduled caste Pre-University Girls students differed from increased in confidence at college levels, 4.2% of the boys and 3.8% of the girls have gradual equal attitudes from forward castes and only 3.4% of the students difference from upper caste to better interactions with forward castes in present research area.

30. 32.4% of the students future was not confident to get knowledge and employment, 31.6% of the students future life was fully confident to get knowledge and good employment, 18.4% of somewhat confident to get knowledge and employment and 17.6% of them can’t said to confidence about future life in present area of research.

31. 53.4% of the responses have from caste was curse to face the social discrimination and alienation, 35.2% of the Pre-University Scheduled caste students benefit to get the government welfare schemes in which highest responses have from girls side i.e., 24.6, 6.2% have from other reasons and only 5.2% of them said that don’t make any difference in life of Scheduled Caste Pre-University students in the reported area.

32. 64.4% of the students socio-economic equality is achieved, 21.6% of the students increased in atrocities on Dalits, 11.2% of the students have explained base for formulating caste less society and only 2.8% of the students have said that, Empowerment of Dalits in the study area.

33. 57.2% of the students have Raises percentage of reservation issues, 36.6% were revise castes and communities and 06.2% of them caste with incomes.
34. 50.8% of the student Less percentage of reservation to more communities in SC, 37.0% of the students have Stronger communities in SCs are benefited and reaming 12.2% of them answered Not deprived as all communities are getting benefits from the study area.

35. 41.00% of the students have answered that, only one time in life, 39.80% of the students have said that, Based on individual caste, and 19.20% of the students are saying increase in reservation percent in the study area.

36. 38.0% of the students explained to think to get converted into other religion/castes, 36.6% of the students express their dissatisfaction of caste due to Feel inferior and depressed situations, and 25.4% of the students depressed caste feeling to become rebellious and fight against caste systems.

37. 43.4% of the students have suggested that to control the atrocities and violence on scheduled castes to impose to rigorous punishment with fine, 24.8% of the students have suggests need to educate SC people on laws related to atrocities to nuanced with, 24.4% of the students have suggested that, SC people should be settled separately and 7.4% of the students suggest other thoughts to control the atrocities and violence on scheduled castes in the study area.

38. About 89.0% of the students have satisfied to reservation in education and employments, 9.2% of them have satisfied relaxation in passing marks and merely 1.8% of the scheduled caste Pre-University scheduled caste students have satisfied welfare schemes of Scholarships/financial assistance, etc.

39. 69.4% of the students still present days also they were fully backward, 23.6% of the students have due to Developing and developed positions.
and 07.0% of the students have fully developed their educational attainment in the Koppal district.

40.56.8% of the students have reservation extended to poor class in such communities, 27.8% of the students revision in reservation is needed to exclude such communities and 15.4% of the students reservation should be given to all.

41.44.4% of the students have suggested providing government facilities to develop the education status, 25.8% of the students suggests, to removal the Social Discrimination, 18.8% of the students suggests to awareness programmes on education, 5.8% of the sample students suggests the Providing Fellowships/ Scholarships at proper way and 5.2% of the students have suggest the co-operative nature of teachers and students.

7.3. SUGGESTIONS:

The theme of the study is mainly to examine the status of the Scheduled Castes in terms of education, occupation, economic, social and political statuses. Hence, the study gives the suggestions for the development of these bellow attributes.

1. To promote education in the rural areas as it is found from the study that comparatively more number of college students is acquiring education in urban areas than in rural areas.

2. The policy of protective discrimination will be successful only when the incumbents aware about the facilities provided. It is found from the study that Scheduled Castes are not aware of the various facilities provided to them. Hence, it is suggested that mass awareness programmes should be started. Various programmes/ schemes designed for the Scheduled Castes should be broadcasted in the
Television Channels in view of the high impact of the electronic media on the people.

3. Government should initiate steps immediately to launch a new programme that will facilitate compulsory and free education to all the Scheduled Caste children 10 + 2 level and given free education to higher educations.

4. Government should give the incentive to develop their educational status and improved their literacy level gross root levels.

5. To remove social disparities to and gave the free education to all girls students and motivate them to higher education’s and conducting free coaching class to Science students.

6. Special training should be given to college teachers for handling the Scheduled Caste students with special care and affection. Moreover, only those teachers, who hail from the Scheduled Castes, only be posted to the Schools located in the Scheduled Castes areas as these teachers know the depriving conditions of these castes and hence will act accordingly.

7. Adult literacy programmes should also need to be strengthened as the study finds that higher the education of the parents higher the education of the students.

8. The government should formulate a new policy so as to uplift the socio-economic level of the Scheduled Castes parents and to provide employment especially in the rural areas and develop the industries. The new policy would be nationalizing the lands at the first stage. Later, irrespective of caste, these lands have to be distributed to the group of farmers on co-operative basis enabling co-operative farming for which necessary inputs and implements would be provided by the
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educational development of the Karnataka as well as India to develop scheduled caste students, in general and educational development of the study district in particular. However, when state wise performance of scheduled caste students, one notices lot of discrepancies in the development of SCs education percentage was very low. While in certain things, the performance seems to be as anticipated, in other categories of students, progress does not appear to be promising. Discrepancies in development among scheduled caste students are due to the problem associated with each of the categories in course of their operations. These problems very in-depth and intensity from one category of students to the other. In order to enable the scheduled caste student in Pre-University level and remove their untouchability concept and government to improved welfare schemes contribute largely towards the educational development of the Karnataka and reduce their social situations there is a need for a through overhauling of the structure, and changes attitudes of other category people’s in a society, it has improved by their social status also developing and government should given scholarships/ incentives toward marginally deprived category students their situation was improvised on the lines recommended in the this thesis. This is especially true when one looks at the problem from the angle of a backward areas were people have no other alternative, except to fall back upon student’s development for developing the society.

7.5. Scope for Further Research:

The present research tries to bring out the SC educational situations with study achievements, socio-economic status and school environment among scheduled caste, in colleges. But any study, however, wide it may be, its scope cannot claim to be all inclusive and points out the scope for further investigation with other equally relevant variables.
In an attempt for solution of the problem, new problems arise. It is from this point of view, some suggestions are being made for further investigation of some of the important issues that seem to originate from the present work.

1. Similar studies may be conducted at higher education.

2. The study can also be conducted with the sample of pre-university college students.

3. The study can be conducted to compare with non-SCs caste students.

4. The study can also be undertaken to find the relationship and significance of difference among various problems.

5. Similar studies may also be taken to study the variables like socio-economic status, rural and urban etc.

6. A similar study can be conducted on a group of arts and science, commerce and technical education students.

7. A study of special group of students may be undertaken.