

## Analysis Of Rural Scheduled Caste Female Students In India: A Sociological Study

**Dr.S J Mahesha S/o Javaraiah**

Seegurvillegge

Ankpur (Post) Kattaya Hobali

Hassan taluk Hassan District

### Abstract

The present study is concerned with Scheduled Caste (SC) female students in higher education and its major focus is on socio-economic background. It is indeed difficult to point the social and educational status of women including untouchability throughout Indian history till the dawn of the independence on the canvas of a limited space. To analyze the Socio-economic background of the SC female students in higher education. The area of the study has been confined to Koppal City. The sample size of 250 students was drawn on the basis of simple random technique. The sample size was fixed in view of time and the availability of other resources. The major tool of collection of primary data has been the interview schedule. The primary data collected from the students have been supplemented by relevant secondary data. Majority (98.80) of students are distributed in the younger or middle age group only a small 1.20 percent is in the older age group. Out of 250 respondents, the overwhelming majority (97.20) is unmarried and only a negligible 2.80 percent are married. 234 (93.60%) respondents out of 250 belong to nuclear type families and a small 6.40 percent to extended families. Majority (60.40%) preferred Kannada as the medium of instructions for the present course. While more than one third (39.60%) preferred English. This study is basically exploratory in nature. As such it cannot make tall claims about the relevance of its findings. But the prime motive of the study is to see SC women are institutional problems of the SCs including how to remodel or redesign our institutional arrangements.

**Keywords:** Scheduled Caste, Female Students, Higher education, Socio-economic status, Educational benefits.

### • Introduction

The present study is concerned with rural scheduled caste female students in higher Education and its major focus is on socio-economic background. It is indeed difficult to point the social and educational status of women including untouchable throughout Indian history till the dawn of the independence on the canvas of a limited space. Female is half the world's population. They perform two-thirds of the world's work. They earn one-tenth of the world's income. They own one hundredth of the world's property. The world female is derived from the old French word 'female' and Latin word 'female' meaning a girl and its diminutive of female means women.

### • Statement Of The Research Problem:

Basically rural scheduled caste female students suffer from two great disadvantages, namely stigmatized caste status and subordinated and dependent sex status. Apart from these, they also suffer from innumerable socio-economic and cultural disabilities imposed upon them by the institutional arrangements like they family, the caste, the religion

etc., Overcoming all these adds, a small section of SC female students has entered into the domain of higher education. In fact, their educational problems and prospects constitute the major core of the present study. **S.N. Singh (1996)** in "Reservation Policy for Backward Classes". Discussed the status of Scheduled Castes/Scheduled Tribes and Other Backward Classes under the Government of India. The study also reported on several judgments' passed by High Courts and Supreme Court on issues regarding reservation system, specifically about the pros and cons of reservation system with respect to modern era.

**Jacob Aikara (1980)** conducted the study on "Scheduled Castes and Higher Education", with the sample being SC students of different colleges in Mumbai. The author studied the basic causes of the rates of drop-outs among students of SC community and non-SC community. Further, the study investigated the reasons among the students for discontinuing their studies. From the findings, it was revealed that students of SC community were considered inferior in terms of economic, occupational, educational and academics. The rate of stagnation and dropout was relatively higher among the students belonging to SC community than non-

SC community. For addressing the problem, it was suggested that the academic weakness of the students belonging to SC community could be met with special academic assistance like special coaching or additional lectures.

**Mahendra Kumar Meshram and V.J. Nandapurkar (2012)** in their study, “Educational Development of Scheduled Caste and Scheduled Tribe”, stated that education plays a vital role in the overall development. In this globalized world, accessibility and availability of education should be a part of every student’s life, including Dalits and those belonging to poor sections of society. Dr. Babasaheb Ambedkar emphatically raised the slogan of ‘Educate, Organize and Agitate. This slogan denotes that education can empower Dalits in today’s modern society. He emphasized that equal opportunities should be provided to all when it comes to education sector specifically. In the study conducted, it was observed that the SC students are suffering due to proper implementation of reservation system and negligence of Government mechanism. It is high time that the proper initiatives are taken to eradicate the problems that SC community is facing in educational sector.

• **Higher Education Scenario Among Sc In India**

In the context of educational development Article 46 and its clauses, Article 15 (4), Article 29 (2) of the Indian Constitution are the important articles. Article 46 states that, “The State shall promote, with special care, the education and economic interests of the weaker sections people, and in particular, of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation.” This article gives protection to the Scheduled Castes, Scheduled Tribes and weaker sections from social injustice and exploitation. The important clauses of the Article 46 are discussed here. The clauses mainly discuss the issue of financial responsibility of state and union government for the higher education of Scheduled Castes as stated below:

“Governments both Union and State shall be required to assume financial responsibility for the higher education of the Scheduled Castes and shall be required to make adequate provisions in their budgets. Such provisions shall form the first charge

on the Education Budget of the Union and State Governments.

The responsibility for finding money for secondary and college education of the Scheduled Castes in India shall be upon the State Governments and the different States shall make provisions in their budgets for the said purpose in proportion to the population of the Scheduled Castes to the total budget of the States.

**Table: 1**

**Caste distribution of the respondents**

Sl.No.	Castes	Respondents	Percentage
1	Adi Karnataka	68	27.2
2	AdiDravida	57	22.8
3	Lambani/Banjara	42	16.8
4	Bhovi	37	14.8
5	Korama/koracha	34	13.6
6	Dom/Dombara/Paidi/Pano	12	4.8
	<b>Total</b>	<b>250</b>	<b>100</b>

The rural-urban distribution of the SCs were concerned in Karnataka, 64, 17, 243 (74.93%) resided in rural area and 21, 46,687 (25.07%) in urban areas. Majorities of 27.7% of the respondents are belonging to Adi Karnataka caste group. 22.8% of the respondents are belonging to Adi Dravida caste group. 16.8% of the respondents are belonging to Lambani / Banjara caste group. 14.8% of the respondents are belonging to Bhovi caste group. 13.6% of the respondents are belonging to Korama/ Koracha caste group and only 4.8% of the respondents are belonging to Dom / Dombara /Paidi / Pano caste group.

**Table: 2**

**Distribution of the respondents by types of family**

Sl.No	Type of Family	Respondents	Percentage
1	Nuclear Family	234	93.6
2	Extended family	16	6.4
	<b>Total</b>	<b>250</b>	<b>100</b>

The above diagram indicates that 234 (93.60%) respondents out of 250 belong to nuclear type families and a small 6.40 percent to extended families. The foregoing analysis clearly shows that nuclear families are more numerous in the sample than those of the extended type.

**Table: 3**

**Fathers' Occupations' and Occupational Status**

Sl.No	Occupational status	Respondents	Percentage
1	Government Employ	7	2.88
2	Agriculture	118	47.2
3	Private Employ	52	20.8
4	Self Employ	61	24.4
5	Daily Wage	12	4.8
	Total	250	100

It can be observed from the above table that the majority of 47.20 percent of fathers belong to Agriculture. 24.40 percent of fathers belong to self employ. 20.80 percent of fathers belong to private employ. 4.80 percent of fathers belong to daily wages and only 2.88 percent of fathers government employ. It can be observed from the above table that the preponderant majority of 78.40 percent of fathers belong to poor income group while 15.20 percent of the fathers to high income group. A small 6.40 percent of fathers come under medium income group.

**Table: 4**

**Parents educational levels**

Sl. No.	Parents	Illite rates	Low education	Medium education	High education	Total
1	Father	66	62	57	48	233
		<b>(28.33)</b>	<b>(26.61)</b>	<b>(24.46)</b>	<b>(20.6)</b>	
2	Mother	112	63	57	12	244
		<b>(45.9)</b>	<b>(25.82)</b>	<b>(23.36)</b>	<b>(4.92)</b>	

It can be observed from Table, 9 that out of 233 father of the respondents, 28.33 per cent are illiterates; 26.61 percent are low educated; 24.46 percent are medium educated and 20.60 percent are high educated. Of the 244 mothers of the respondents, as many as 45.90 percent are illiterates; 25.82 percent are low educated; 23.36 percent are medium educated and only a small 4.92 are high educated.

**Table: 5**

**Types of houses**

Sl. No.	Types of House	Respondents	Percentage
1	Pucca House –RCC Building	60	24
2	Semi-Pucca House - brick wall	159	63.6

	with cement Plaster		
3	Kacha House-Thatched houses	31	12.4
	Total	250	100

It could be seen from Table.8 that a majority of(63.6%) of the respondents mentioned semi Pucca House followed by quite a considerable percentage(24) from puuca house such as RCC buildings and only 12.4% of the respondents in the sample mentioned kacha houses such thatched houses or huts table 10.

**• Conclusion**

This study is basically exploratory in nature. As such it cannot make tall claims about the relevance of its findings. But the prime motive of the study is to SC women are institutional problems of the SC including how is to remodel or redesign our institutional arrangements through a radical structural change with emphasis on equity and equality of women as par with men in all spheres of social life. Moreover, the insights emerging from the study point to the need for further research in the area. They could also be useful to the planners and policy makers to evolve new strategies for the educational development SC women

**• References**

1. A.K. Vakil, "Reservation Policy and Scheduled Castes in India", Ashish Publishing House, Delhi, 1975 and 1985.
2. Adams Bert, N & Sydie, RA (2002) Sociological Theory. New Delhi: Vistaar Publications.
3. Adisheshaiah, MS & Ramanathan, S (1974) Educational problems of scheduled castes and scheduled tribes in Tamil Nadu. Baroda: Society for Educational Research and Development.
4. Ahmad, Karuna (1974) Women's Higher Education: Recruitment and Relevance. Delhi. Vikas Publishing house.
5. Aikara, Jacob (1980) Scheduled castes and Higher Education: A study of College Students in Bombay. Poona: Dastance Ramachandra and Company.
6. Anand, Mily Roy and Yadav, Mona 2006 : "The Inclusion of S.C. Girls in Education : A Long Path Ahead", Social Change, vol. 36, no. 4, pp: 114 – 129
7. Andal, N (2002) Women and Indian Society. New Delhi: Rawat Publications.

8. Anirudh Prasad, "Reservation Policy and Practice in India", Deep and Deep Publication, Delhi, 1991.
9. B.K. Roy Burman, "Beyond Mandal and After", Mittal Publication, Delhi, 1992.
10. Banks, Olive, (1976) The Sociology of Education. New York: Schoken Books.
11. Brij Raj Chauhan, "Scheduled Caste and Education", Anu Publication, Delhi, 1975.
12. C. Parvathamma and Satyanaranyana, "Housing in Rural Karnataka", University of Mysore Arts Journal, No. XLIV, March and Sept., 1982, pp. 1-7.
13. Chandrasekaraiah, K (1971) Educational Problems of the scheduled caste in Dharwar and the Neighboring villages. Dharwar: Karnataka University.
14. Chitnis, Suma (1974) The Educational Problems of Scheduled caste and Tribes college students in Maharastra. Baroda: Society for Educational Research and Development.
15. D'Souza, Victor S (1980) Educational Inequalities among Scheduled Castes: A Study in the Punjab. Chandigarh: Punjab University Press.
16. Goyal, SK (1974) The study of Scheduled Caste students in East. Baroda: Society for Educational Research and Development
17. Gupta, NL (2000) Women Education Through the ages. New Delhi: Concept publishing Company.
18. Haroobhia Mehta and Hasmukh Patel, "Dynamics of Reservation Policy", Patriot Publishers, Delhi, 1991.
19. HiranmayKarlekar, "In the Mirror of Mandal: Social Justice, Caste, Class and the Individual", Ajanta Publication, Delhi, 1992.
20. Jacob Aikara, "Scheduled Castes and Higher Education", DastaneRamechandra and Co., RaviwarPeth, Poona, 1980.
21. Karlekar, Malvika (1975) Higher Education and Scheduled Castes. J. Higher Education, pp 179-87.
22. Kirpal, Viney, (1978) Higher Education for the Scheduled Caste and Tribes. Economic and Political Weekly, Vol. 13.
23. Lal, Sheokumar and NaharUmed Raj, (1978). Higher Education: Scheduled Castes and Tribes. Jodhpur: Jaisons Publications.
24. Omprakash, S (1986) Caste and Politics in Indian Education. New Delhi: Deep and Deep Publications.
25. R.G. Misra and GurviderKaur, "Reservation Policy and Personnel Selection", Uppal Publishing House, Delhi, 1990.

