

ATTITUDE TOWARDS HIGHER EDUCATION BY THE SCHEDULED CASTE-AN ANALYSIS

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Abstract

Education especially higher education plays an important role for the development of any community. Due to the obstacles in literacy, education and like, the consciousness among those communities were poor. The study was focused on the attitudes towards higher education by the scheduled caste. It is found out that; the highly influencing factors were the ease of availability of institutions, availability of qualified teachers, expensiveness, time consuming and family background are the highly influencing factors.

Introduction

Education especially higher education plays an important role for the development of any community. It is important for the upliftment of human capital, especially the marginalized population's efficiency. Due to the obstacles in literacy, education and like, the consciousness among those communities were poor.

The level of higher education is determined by the size of the institutional capacity of the higher education system in the country. The size of higher

education in turn is determined by the following indicators;

1. Number of educational institutions universities and colleges.
2. Number of teachers.
3. Number of students.

The higher education system in India has shown a considerable change since the economic liberalization. Tremendous growths of professional and technical institutions, emergence of more deemed universities, proliferation of more private institutions is some among them. The fall back of arts subject is such an unavoidable feature

The education state of affairs in Kerala is far sophisticated than other states of India. The Kerala model of development owes its endorsed triumph to the accomplishment in the field of education and health. Most of the developmental changes had been occurred since independence. The state pursued a liberal higher education policy from 1956 through mid eighties in terms of quantitative expansion and access to higher education. Schools and colleges in Kerala are run by Government and Private trust. The schools in Kerala affiliated to

ICSE, CBSE, and Kerala State Education Board. Literacy: Kerala with its rich ethnicity of respecting womanhood had given due value to her rights and needs boosting her self esteem. In spite of its wide-ranging traditions, all have offered more scope and place for woman than they experienced elsewhere in India. While renewing the history of Kerala we could see her transformation into the front of the society. We pride ourselves on being a state with the highest literacy rate among the women, a state where female to male ratio is higher suggesting that there is fewer number of selective abortion or female infanticide. The Kerala evidence suggests that literate men have literate sons, but literate women have literate families. As per the norms of National Literacy Rate above 90% shall be treated a complete literacy. On this Kerala (90.86) was declared, a fully literate state on April 18th 1991. 87.86 percent of women in the state are literate which tremendously higher (33.7%) is than the National literacy rate of women. The break up rate and female literacy rates are 94.2% and 87.86% respectively. It seems that more than three fourth percent of the total population are literate and there exists not much inconsistency between male and female population. The female literacy rate was growing at 1.69 percent (1991-2001) as against the male literacy growth rate of 0.58 percent in the state of Kerala; some states are still lagging behind the level attained by Kerala in 1951. Higher education system in Kerala also had shown a tremendous change since 1990's. Increased establishment of self financing colleges, merging pre degree into higher secondary as plus two were some among them.

Measures adopted by the Government for Quality improvement in education.

For improving the quality of education, the government has undertaken various measures. The earliest were the District Primary education Programme (DPEP) followed by Sarva Siksha Abhiyan (SSA). Other measures were the Revision of curriculum and preparation of text books, teacher's empowerment, change in pedagogy, change in evaluation system, implementation of Information and Communication Technology (ICT), Vayichu Valaruka, Accent on English language, student police cadet and teachers' package. Those were shown a positive impact on higher education.

Objectives

1. To analyze the education preference of the scheduled caste.
2. To analyze the problems behind the lower higher education attainment by the scheduled caste.

Database and Methodology

The present study is an analytical one, used both primary as well as secondary data during 2014. The primary data were collected from 50 Scheduled Caste persons from Palakkad District selected randomly.

Review of Literature

DR. CHOUDHARY NAND KISHOR'S There is no significant distinction between the study habits and attitude of general category and scheduled caste students in their academic achievement. **SEDWAL**

MONA AND KAMAT SANGEETA (2008)

explains that the educational backwardness of scheduled caste arises because of four factors; the income of the household, parental education, home environment and school environment. **CHOUDHRY SUNIL KUMAR (2007)** Reservations in jobs and educational institutions and the provisions against discrimination is essential for the improvement of SC.

Analysis

Attitude towards higher education: Most of the samples revealed that, their higher education preference is biased in favor of non technical education. Mostly prefers arts subjects than science and like subjects.

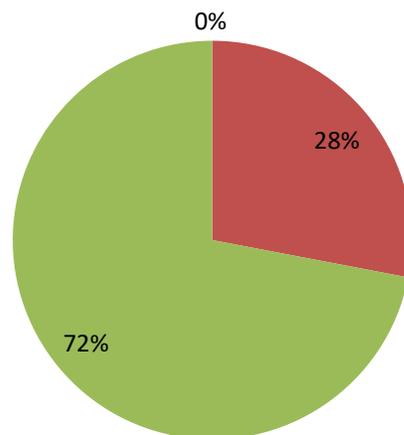
Table.1**Preference towards the type of education**

Preference	Persons	Percentage
Technical	14	28%
Non technical	36	72%
Total	50	100%

Source: Primary Data

Preference towards the type of education

■ Preference ■ Technical ■ Non technical ■



The table reveals that about 72 percentage of the sample population prefers to do non technical education, where as technical education contributed by only 28 percentages. From the sample, it is clear that, the proportion of

people having technical education is comparatively low. This reduces their productivity and by efficiency. They still continue the primitive type of education.

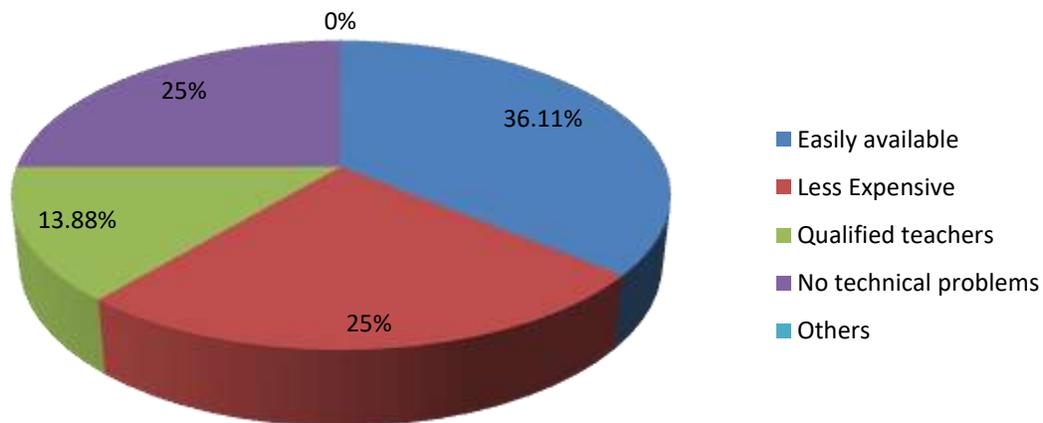
Table.2

Reasons behind the selection of non technical education

Reasons	Persons	Percentage
Easily available	13	36.11%
Less Expensive	9	25%
Qualified teachers	5	13.88%
No technical problems	9	25%
Others	0	0%
Total	36	100%

Source: Primary Data

Reasons behind the selection of non technical education



The table represents the attitudes towards non technical education by the sample population. Even though more of them prefer non- technical education, they didn't ignore technical education completely. The survey reveals the fact that about 36.11 percentages prefers non technical education

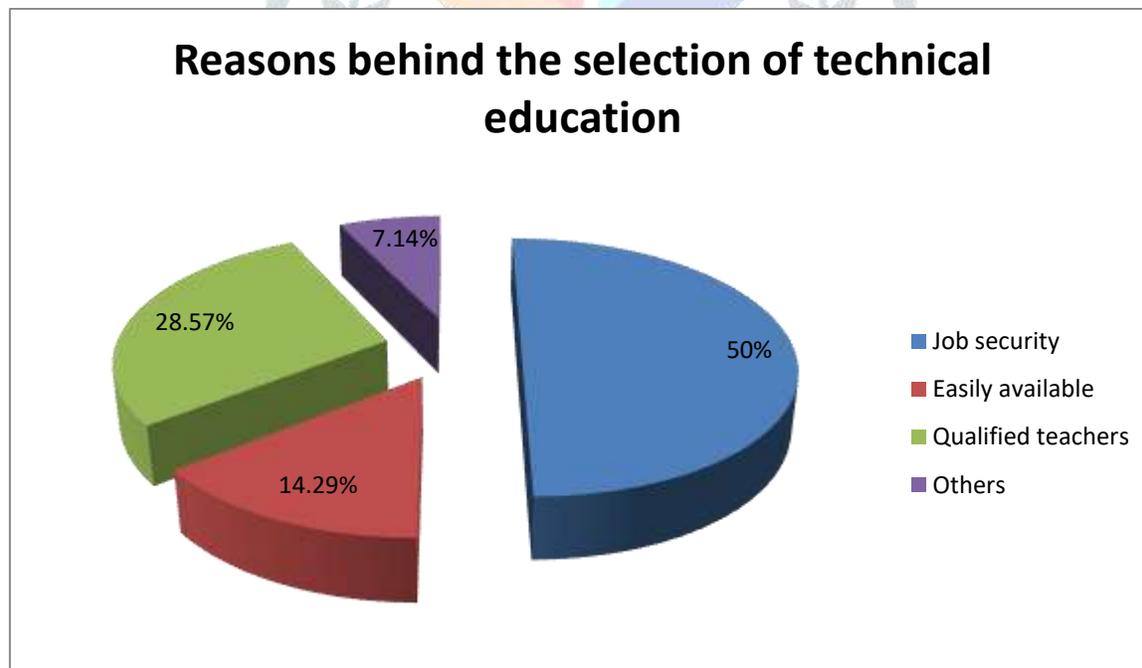
because of its easy availability. The rest prefers because of less expensiveness, No technical problems and due to the availability of more qualified teachers. Their shares are 25, 25 and 13.88 percent respectively.

Table.3

Reasons behind the selection of Technical education

Reasons	Persons	Percentage
Job security	7	50%
Easily available	2	14.29%
Qualified teachers	4	28.57%
Others	1	7.14%
Total	14	100%

Source: Primary data



The graph explains that, the technical education is preferred by the 14-sample people by the reasons of job security (7 people), They have the confidence to have a job after completing the technical education.

Due to the existence qualified teachers in institutes shares (4 people), easy availability and accessibility of institutes contribute (2 people) and the rest is by others (1 people) respectively.

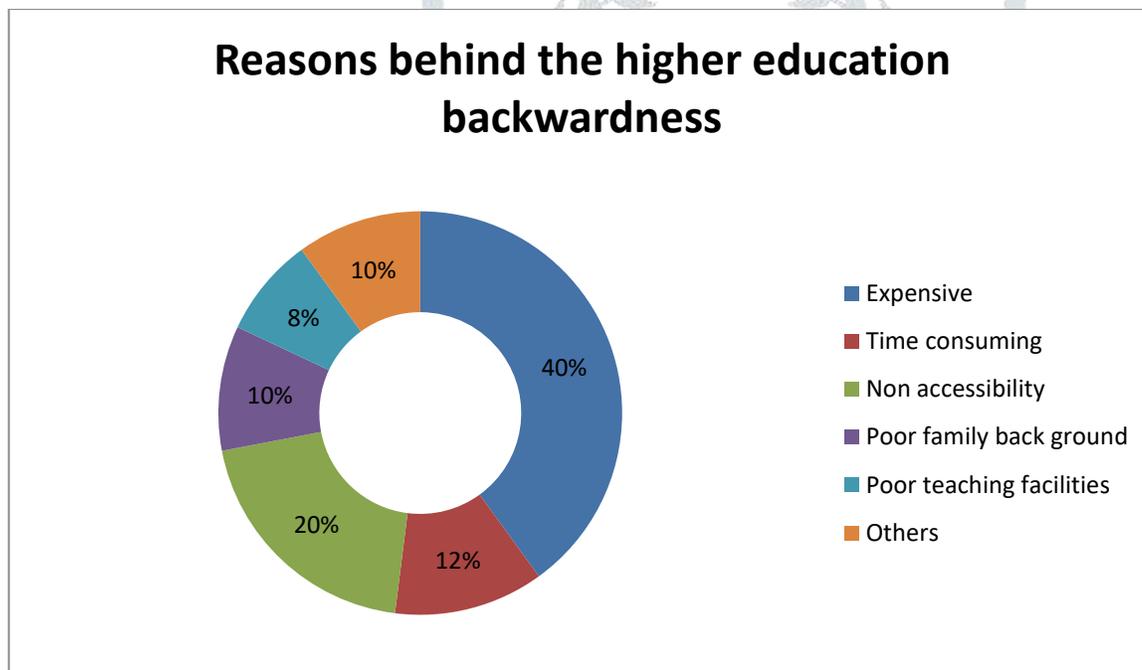
Even though the above exists, generally the higher education among the scheduled caste is poor. In their opinion there are various reasons. They are

Table.4

Reasons behind the higher education backwardness among Scheduled Caste

Reason	Person	Percentage
Expensive	20	40%
Time consuming	6	12%
Non accessibility	10	20%
Poor family back ground	5	10%
Poor teaching facilities	4	8%
Others	5	10%
Total	50	100%

Source: Primary Data



The table shows the general opinion among the sample related to the higher education backwardness. It is understood that, the Scheduled caste are depriving higher education. About 40 percentages opine that expensiveness higher education reduces their educational achievement. Non accessibility of higher educational institutes

contributes 20 percentages of their educational backwardness. Higher education is time consuming said by 12 percentages. Poor family back ground and other reasons shares equal percentages, i.e. 10 percentages by each. And the remaining 8 percentages contributed by poor teaching facilities. Their graph can be seen below.

Conclusion

The higher education system in India has shown a considerable change since the economic liberalization. Tremendous growths of professional and technical institutions, emergence of more deemed universities, proliferation of more private institutions is some among them. The fall back of arts subject is such an unavoidable feature

The education scenario in Kerala is far advanced than other states of India. The Kerala model of development owes its attributed success to the achievement in the field of education and health. Most of the developmental changes had been occurred since independence. The peoples have their own preferences towards higher education. The study was focused on the attitudes towards higher education by the scheduled caste. It is found out that; the highly influencing factors were the ease of availability of institutions, availability of qualified teachers, expensiveness, time consuming and family background are the highly influencing factors. The study also shows biasness towards non- technical education. So, necessary steps should be adopted by the government to even out the gap between the technical and non-technical education, because without technical education, the development cannot be a reality.

Key words: Higher education, Scheduled caste

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