

Problems and Challenges of Scheduled Caste Students in Pre-University Colleges in Karnataka

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ABSTRACT

Pre-University education is one of the important education stage of every students which is one of the stepping stone of students education life. The interest of social scientists and educational researchers about the contribution of various educational manifests only recently. Development schemes became till the middle of 70s a few studies have focussed their attention on certain issues related to educational development of SCs. The broad area of equality of educational opportunity became an issue for educational researches manifesting in the form of studies on the educational problems of scheduled castes pre-university students. But presently equality is very less amount in Karnataka but this is not a good sign, to measures for Equalising Educational Opportunity: Government armed with powers based upon the Constitutional Articles 15(4) and 46 had taken several steps to facilitate the participation of other backward classes in formal education. The entire humanity has entered the new millennium with sea changes in the various aspects of life. These changes mainly pertain to the techno-scientific and psycho-social areas of human culture in the era of globalization, economic liberalization and free market economy on one side of the coin. On the other side of the coin, Scheduled Castes in India are still living with lower level of socio-economic conditions, lower level of literacy, lower sex ratio and poor conditions of housing as compared to State and National averages. The present study discuss the SC students pre-university education situation in India and results finds that it suggested that 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.

Key Words : PU education, Problems, Challenges, Scheduled caste students, Karnataka

INTRODUCTION

Equality and opportunity has become the dominant factor in education debate and policy. Countless writers and political believes that equality is a yardstick for judging educational practice. Writers like A H Hasely pinioned that the role of education must largely be to maintain a society of equals. Sociologist Brian Simon states the educations objectives should be equality. The politician favour this ides of sociologist and demand that equal opportunities must be provided to every citizen for acquiring intelligence. Teachers, of course, are not to be outdone. They opine that the education

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budget should be multiplied many times to achieve equality. They further argue that public and direct grant schools are abolished, that all teachers.... be paid a single salary scale, that higher education be free for all who wish to have it, and that selection and completion be replaced by collective endeavour in fully comprehensive schools in which the contributions of all are equally valued (Dash, 2006). But in reality the equality is always illusion.

The secondary or higher secondary education was one of the most important elements to construct appropriate educational life of scheduled caste students. The country can adopt a policy of selective secondary and university education recommended by the Report on Post-War Education Development in India (1944). It can develop secondary education on an open access basis but introduce selective admission at university stage, as recommended by the university education commission (1948) and Second Education Commission (1952). It can divided the secondary stage into two parts at class X and promote lower secondary education (up to X) on an open-door basis and have selective admission for higher secondary education (classes XI-XII) as recommended by the Education Commission (1964-66).

This has had several undesirable consequences on the quality of secondary and higher secondary and also on the number of educated unemployed. At the present enrolment was increased to 2988353 including boys and girls in India. (MHRD, 2012). At present days their position was developed in a good manner SCs to getting educational facilities and also they send their students to schools. GoI (Government of India) has spent huge amount to these communities and at present government expenditure as percentage of GDP 3.8% for education purpose (Educational Statistical At a Glance, 2012).

Scheduled caste in Karnataka present a complex and mixed story of development. Their enrolments are equality and ensuring social justice, but the system of education itself can add to the existing improving considerable from past to present its like snail walking at present days. Education helps in establishing inequalities or at least preparatory the same. The effort to educate the Scheduled Castes may be viewed as part of a two-pronged attempt to improve their status. Laws against untouchability and against discrimination by caste and the reservation of seats in educational institutions and jobs are, between them, expected to clear the ground for the equality of the Scheduled Castes. Education is expected to clear the ground for the quality of the Scheduled Castes. Education is expected to equip them to occupy the ground thus cleared.

Review of literature:

Anderson (1959) explored the importance of creativity in higher education when he started the college experience provide an opportunity to one's potential. The expose of creative potential depends upon curriculum and commitment, nature of teacher both inside and outside the classroom, the learning environment of classroom as well as school; the supportive extracurricular and the relationship of students and teachers all affects the total educational mission of developing.

Rosen George (1966) has stated that the scheduled castes have gained by the reservations of seats in schools, colleges, and professional and technical institutions and reservations of jobs. Further, the number of scheduled caste members in government employment has risen, though the number is still well below the proportions reserved. The scheduled castes are still, in general, in the lowest economic position when compared to any other caste groups.

Ray (1973) this article is now dated, it provides an interesting critique of policy priorities in post- independence India. Ray points out that the government was providing for higher education when significant portions of the population were not receiving – or expected to complete – primary

education. Moreover, he is critical of the elitist curricula in institutions of higher education, which he classifies as a hangover from colonial times and unsuited to the task of assisting graduates in earning a livelihood.

Premi (1974) made a study on the role of protective discrimination in equalisation through educational opportunities. The study found that marked progress has been made by the Scheduled Castes in education, as is manifest from the rise in their literacy rates, enrolment co-efficients and the proportion of their numbers in Class I and II categories of jobs in Central and state services.

Chitnis (1975) in her study revealed that Scheduled Castes enrolled at schools and colleges come from privileged families, namely, literate homes. She also reveals that Scheduled Caste females who have access to higher education come from privileged families compared to their Scheduled Caste male counterparts. She further found that special programmes for the educational development of the Scheduled Castes are giving rise to new inequalities within their castes. She suggested that it would be useful to examine whether the Scheduled Castes students are economically well off as well.

Sunderaj (2000) has contributed a lot on education, inter-caste relationship reservation, welfare schemes, socio-economic condition, political participation and social mobility of scheduled castes in his book, "Scheduled Castes of Rural India: Problem and Prospects".

Kochar (2007) stated that Scheduled Castes have lower schooling levels than upper castes. Despite decades of government policies aimed at narrowing this gap, the gap has been persisting and increasing, particularly in rural areas.

Biradar and Jayasheela (2007) in their study opined that educational status in respect of Scheduled Castes and Scheduled Tribes is significantly lower as compared to others. Although the rate of literacy increased significantly, a greater illiteracy continued to exist in respect of Scheduled Castes/Scheduled Tribes as compared to that of non-SCs/STs. The educational status among social groups is found to be highly unequal in India, even after more than five decades of developmental struggle.

Maslak and Singhal (2008) this ethnography is based on interviews with twenty five women from across India and explores the complexities of the influence of college education on the identities the women developed. Interestingly, the authors find that these identities were themed around marital status.

Doddasiddaiah and Hiremath (2013) have described that, education was a real weapon to lead a life in this challenging and competitive society. Every human have his own aspirations in his life which is basically fulfilled by the education. The new sectors and upcoming skilled based jobs have been impacting on the educational system. The present paper seeks to probe empirically into the students studying in secondary education in Mysore city. It has analysed the social and economic conditions of the students.

Objectives of the study :

In pursuit of the aim of the present study, objectives *viz.*,

- i. To know about the socio-economic conditions of scheduled caste students in the study area.
- ii. To describe the problems faced by the scheduled caste students in Pre-University level.
- iii. To assess the social discrimination of scheduled caste students in Pre-University colleges in Ballari district.
- iv. To analyse the challenges faced by scheduled caste Pre-University students in the study area.

METHODOLOGY

The study is undertaken by collecting Primary sources of data and information. Accordingly, stratified random sampling method has been followed in the collection of Primary data. In order to attain the objectives, Ballari District of Karnataka has been selected for the in-depth study. The talukas covered in the district are; Ballari, Shiruguppa, Sandur, Hosapete, H B Halli, Kudligi and Huvinahadagali. Thus, taking all the categories together, 2 types of sample (boys and girls) are considered for the purpose of the study. The number of total available registered colleges in 7 talukas, covering all colleges and we have selected 500 samples for the study. The analysis of data was made with the help of various statistical tools and techniques which included averages, Independent Sample T test and Chi-square techniques and Tabular analysis are extensively used.

RESULTS AND DISCUSSION

The present paper is carried out on Scheduled Caste students pursuing Pre-University course in one of the district of Hyderabad Karnataka Region in the Karnataka state. It presents a profile of the demographic and socio-economic characteristics of the students and their families, type of problems and challenges faced by the scheduled caste pre-university students in the study area.

Table 1 : Age of the Pre-university Students

Particulars	Boys	Girls	Total
16 to 17 Years	153 (30.60)	100 (20.00)	253 (50.60)
18-20 Years	122 (24.40)	79 (15.80)	201 (40.20)
Above 20 Years	15 (03.00)	31 (06.20)	46 (09.20)
Total	290 (58.00)	210 (42.00)	500 (100.00)

2 value:13.410

DF:2

value:.0001

Note: Figures on parenthesis indicates percentage

Source: Field Study.

The majority of the students fall under age group of 16 to 17 years *i.e.*, Boys are 30.60% and Girls are 20%. 40.20% of the students fall under age group of 18-20 years and least was above 20 years, they are only 09.20%. The female's education percent was low in the study area. Above table conclude that, majority of the respondents fall under the age group of 16-17 in Ballari District.

Table 2 : Nature of college

Particulars	Boys	Girls	Total
Aided	12 (02.4)	39 (07.8)	51 (10.2)
Un-Aided	113 (22.6)	44 (08.8)	157 (31.4)
Govt	165 (33.0)	127 (25.4)	292 (58.4)
Total	290 (58.0)	210 (42.0)	500 (100.0)

2 value: 37.730 Df: 2

value: .000

Note: figures on parenthesis indicates percentage

Source: Field Study

58.4% of the student studying a pre-university course, which are 33.0% boys and 25.4% girls and 31.4% of the student studying in Un-Aided colleges like, 22.6% boys and 8.8% of the girls students and 10.2% of the students studying in Aided colleges in proceeding districts.

Table 3 : Students Enrollment in Subjects at PUC level			
Particulars	Boys	Girls	Total
Science	48 (09.6)	19 (03.8)	67 (13.4)
Commerce	51 (10.2)	55 (11.0)	106 (21.2)
Arts	173 (34.6)	129 (25.8)	302 (60.4)
Technical Course	18 (03.6)	7 (01.4)	25 (05.0)
Total	290 (58.0)	210 (42.0)	500 (100.0)

2 value:11.447

DF:3

value:.010

Note: Figures on parenthesis indicates percentage

Source: Field Study

About 60.4% of the scheduled caste students were selected Arts subject, they are 34.6% male and 25.8% Girls, 21.2% of the respondents have opted commerce subjects, which are 10.2% Boys and 11.0% of Girls, 13.4% of the students have been selected Science subject including 9.6% boys and 3.8% girls and only 05% of the students are selecting technical course including 3.6% boys and 1.4 are girls.

Table 4 : Location of the Scheduled Caste Students			
Particulars	Boys	Girls	Total
City/Town	85 (17.0)	69 (13.8)	154 (30.8)
Village	205 (41.0)	141 (28.2)	346 (69.2)
Total	290 (58.0)	210 (42.0)	500 (100.0)

2 value: .719

Df: 1

value: .397

Note: Figures on parenthesis indicates percentage

Source: Field Study.

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

Table 5 : Socio-Economic Status of Families			
Particulars	Boys	Girls	Total
Fully developed	0 (0.0)	5 (1.0)	5 (01.0)
Better compared to the past	116 (23.2)	128 (25.6)	244 (48.8)
Under developed and backward	174 (34.8)	77 (15.4)	251 (50.2)
Total	290 (58.0)	210 (42.0)	500 (100.0)

2 value: 31.072 Df: 2

value: .000

Note: Figures on parenthesis indicates percentage

Source: Field Study

34.8% of boys and 15.4% of the girl's students not yet developed, because their situations also very pathetic in society deprived/low social situations and economically not improved. 48.8% of the respondents have enjoyed the better situation in society.

Table 6 : Attitudes of other cast students to Scheduled Castes students in colleges			
Particulars	Boys	Girls	Total
Untouchability	95 (19.0)	29 (05.8)	124 (24.8)
Alienated by students and teachers	52 (10.4)	51 (10.2)	103 (20.6)
Poverty and feeling of inferiority	43 (08.6)	39 (07.8)	82 (16.4)
Good relationships	100 (20.0)	91 (18.2)	191 (38.2)
Total	290 (58.0)	210 (42.0)	500 (100.0)

2 value: 23.561

Df: 3

value: .000

Note: figures on parenthesis indicates percentage

Source: Field Study

The majority of the responses have come good responses other category student had maintained good relationships to Scheduled Caste students, *i.e.* 38.2%. As inverse response has been comes from boys student, 19.0% of the respondents faced the untouchability situations and girls have faced only 5.8% in the represented table. 10.4% of the boys student have answered in the field study, they faced the alienated by students and teachers, girls are also faced the marginal differenced from boys *i.e.*, 10.2%. 16.4% of the respondents have faced the features of poverty and feeling of inferiority, among 08.6% boys and 07.8% girls.

Table 7 : Restrictions faced in accomplishing education in SCs students			
Particulars	Boys	Girls	Total
Discrimination by students and teachers	146 (29.2)	78 (15.6)	224 (44.8)
Untouchability in the colleges	57 (11.4)	56 (11.2)	113 (22.6)
Poverty and negligence	65 (13.0)	61 (12.2)	126 (25.2)
Any other	22 (04.4)	15 (03.0)	37 (07.4)
Total	290 (58.0)	210 (42.0)	500 (100.0)

2 value: 9.547

Df: 3

value: .023

Note: figures on parenthesis indicates percentage

Source: Field Study

About 44.8% of the Scheduled Caste students have faced the restrictions of Discrimination by students and teachers, which is Boys percent is 29.2% and girls was 15.6%. 22.6% of the respondents faced the restrictions of Untouchability in the schools highest responses comes from Boys side *i.e.*, 11.4%. 25.2% of the respondents have faced the Poverty and negligence situations and 13.0% boys answered the same question but 12.2% of the girls answered this concept and merely 07.4% of the respondents have faced the other restrictions to avail the college's education in the study area.

Table 8 : Financial Supporting			
Particulars	Boys	Girls	Total
Family members	246 (49.2)	173 (34.6)	419 (83.8)
Other relatives	44 (08.8)	8 (01.6)	52 (10.4)
Welfare agencies/government	0 (0.0)	29 (05.8)	29 (05.8)
Total	290 (58.0)	210 (42.0)	500 (100.0)

2 value: 55.256 Df: 2 value: .000
 Note: Figures on parenthesis indicates percentage Source: Field Study

83.8% of the students studying with the help of their family members among 49.2% of boys and 34.6% girls, 10.4% of the respondents have answered 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.

Table 9 : Types of financial assistance availed to complete education			
Particulars	Boys	Girls	Total
Scholarship/Fellowship	182 (36.4)	149 (29.8)	331 (66.2)
Assistance from voluntary organizations, NGOs	44 (08.8)	8 (01.6)	52 (10.4)
Any other	22 (04.4)	44 (08.8)	66 (13.2)
No assistance availed	42 (08.4)	9 (01.8)	51 (10.2)
Total	290 (58.0)	210 (42.0)	500 (100.0)

2 value: 45.258 Df: 3 value: .000
 Note: figures on parenthesis indicates percentage Source: Field Study

Among 36.4% of the boys students and 29.8% of the girls students getting the government sponsored Scholarship/Fellowship, 8.8% of the of them scheduled caste boys and only 1.6% of girls have been assistance from voluntary organizations, NGOs and only 10.2% of the sample respondents not assistance availed any other private department.

Table 10 : Attendance Situations in the college			
Particulars	Boys	Girls	Total
Fully regular	145 (29.0)	105 (21.0)	250 (50.0)
Highly regular	31 (06.2)	65 (13.0)	96 (19.2)
Somewhat regular	85 (17.0)	34 (06.8)	119 (23.8)
Not regular	29 (05.8)	6 (01.2)	35 (07.0)
Total	290 (58.0)	210 (42.0)	500 (100.0)

2 value: 43.733 Df: 3 value: .000
 Note: figures on parenthesis indicates percentage Source: Field Study

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.

Table 11 : Reasons of Irregularity			
Particulars	Boys	Girls	Total
Working outside for livelihood	4 (11.43)	5 (14.29)	9 (25.71)
Unable to meet the expenditure	8 (22.86)	8 (22.86)	16 (45.71)
Caste based discrimination in the college	4 (11.43)	3 (8.57)	7 (20.00)
Any other	2 (5.71)	1 (2.86)	3 (8.57)
Total	18 (51.43)	17 (48.57)	35 (100.0)

Note: Figures on parenthesis indicates percentage

Source: Field Study

14.29% of the boys answered due to Working outside for livelihood situations but girls percentage was slightly high (14.29%) of this view. Equal amount responses have comes from Unable to meet the expenditure (22.86%), 11.43% of the Boys are irregular for the reasons of Caste based discrimination in the college and girls responses low this concept, marginally low responses have other reasons for irregular reasons.

Table 12 : Problems of Availing Education to Scheduled Caste Students			
Particulars	Boys	Girls	Total
Social Evils	7 (1.4)	10 (02.0)	17 (03.4)
Poverty	65 (13.0)	69 (13.8)	134 (26.8)
Family Unemployment	79 (15.8)	17 (03.4)	96 (19.2)
Illiteracy of parents	96 (19.2)	89 (17.8)	185 (37.0)
Migration	43 (08.6)	25 (05.0)	68 (13.6)
Total	290 (58.0)	210 (42.0)	500 (100.0)

2 value: 33.785

Df: 4

value: .000

Note: figures on parenthesis indicates percentage

Source: Field Study

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 respondents have faced their nurturing people migration and only 3.4% of them faced the social evils problems in the study area.

Table 14 : Nature of Subjects									
Subjects	Difficult		Somewhat difficult		Easy		Very easy		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Arts	7 (1.40)	8 (1.60)	15 (3.00)	20 (4.00)	55 (11.00)	45 (9.00)	66 (13.20)	54 (10.80)	270 (54.00)
Science	35 (7.00)	30 (6.00)	9 (1.80)	11 (2.20)	8 (1.60)	7 (1.40)	2 (0.40)	4 (0.80)	106 (21.20)
Commerce	8 (1.60)	7 (1.40)	8 (1.60)	9 (1.80)	8 (1.60)	9 (1.80)	6 (1.20)	10 (2.00)	65 (13.00)
Technical	6 (1.20)	4 (0.80)	9 (1.80)	11 (2.20)	8 (1.60)	6 (1.20)	6 (1.20)	9 (1.80)	59 (11.80)
Total	56 (11.20)	49 (9.80)	41 (8.20)	51 (10.20)	79 (15.80)	67 (13.40)	80 (16.00)	77 (15.40)	500 (100.00)

Note: figures on parenthesis indicates percentage

Source: Field Study.

Among 500 sample respondents, 54.00% of the respondents have selected Arts subject in pre-university level. 1.40% of the boys and 1.60 of females have said arts was difficult, 3.0% of the boys and 4.0% of the girls said that, somewhat difficult, 11.9% of the male 9.0% of the females told that easy and 13.20% of boys and 10.80% girls have answered arts sub was very easy to learn and acquiring good marks.

21.20% of the student are enrolled in Science education they opinioned that, 7% of the boys and 6.0% of the girls are saying it was difficult, 1.80% boys and 2.20% of the girls said somewhat difficult, 1.60% of the boys and 1.40% of the girls have told easy and 0.40% of the boys and 0.80% of the girls are saying very easy in science subject.

13.00% of the students have admitted in commerce subject in Pre-University course, they opinioned that, 1.60% of the boys and 1.40% of the girls said it was difficult, 1.60% of the boys and 1.80% of the were said it was somewhat difficult, 1.60% of the boys and 1.80% of the were saying easy and 1.20 % of the boys and girls have told that very easy in pre-university course.

Table 15 : Independent Samples Test							
Subjects	Levene's Test for Equality of Variances			t-test for Equality of Means			
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std.Error Difference
Arts	63.112	.000	3.061	498	.002	.29540	.09650
Commerce	3.473	.063	2.739	498	.006	.20936	.07644
Science	1.768	.184	-.052	498	.958	-.00394	.07526
TE	2.649	.104	-8.565	498	.000	-.55517	.06482

Note: TE=Technical Education Source: Author Calculation

The procedure produces two tests of the difference between the two groups. One test assumes that the variances of the two groups are equal. The Levene statistic tests this assumption. In this example, the significance value of the statistic is 0.063. Because this value is greater than 0.10, you can assume that the groups have equal variances and ignore the second test.

Since the significance value of the test is less than 0.05, you can safely conclude that the average of 3.061 student were selecting arts subject in the Pre-University education by total student. The student will now consider extending their education ratios. The *t* statistic provides strong evidence of a difference in scheduled caste student ratios was significantly developed in the study area.

Table 16 : Students Believe in Social Situations			
Particulars	Boys	Girls	Total
Hierarchy based Hindu caste system	99 (19.8)	77 (15.4)	176 (35.2)
Modern Religion/Caste system	50 (10.0)	21 (04.2)	71 (14.2)
Do not believe in caste system	104 (20.8)	104 (20.8)	208 (41.6)
Having secular attitude	37 (07.4)	8 (01.6)	45 (09.0)
Total	290 (58.0)	210 (42.0)	500 (100.0)

2 value: 21.022

Df: 3

value: .000

Note: figures on parenthesis indicates percentage

Source: Field Study

About 41.6% of the respondents did not believe in caste system and tantamount responses have form field study. 35.2% of the respondents 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 respondents were said that, Modern Religion/Caste systems in the study area and 9.0% of the student believed in secular attitudes.

Table 17 : Problems faced by scheduled caste student in educational life			
Particulars	Boys	Girls	Total
Untouchability	107 (21.4)	75 (15.0)	182 (36.4)
Atrocities from forward castes	81 (16.2)	63 (12.6)	144 (28.8)
Humiliation at public places	65 (13.0)	24 (04.8)	89 (17.8)
Inequality, discrimination and alienation	37 (07.4)	8 (01.6)	45 (09.0)
Inferior treatment at public functions	0 (0.0)	40 (08.0)	40 (08.0)
Total	290 (58.0)	210 (42.0)	500 (100.0)

2 value: 74.562

Df: 4

value: .000

Note: figures on parenthesis indicates percentage

Source: Field Study

Till today also 36.4% of the scheduled caste students faced by the problems of Untouchability, 28.8% of the respondents have ever faced Atrocities from forward castes, 17.8% of the respondents ever faced the problems of Humiliation at public places, 9.0% of them have been faced the problems of Inequality, discrimination and alienation and only 8.0% of the respondents have met the Inferior treatment at public functions in the present study area.

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

Table 18 : Impact on Welfare Schemes and Government Policies towards SCs			
Particulars	Boys	Girls	Total
Fully developed	63 (12.6)	57 (11.4)	120 (24.0)
Developed to a greater extent	21 (04.2)	10 (02.0)	31 (06.2)
Not developed	139 (27.8)	87 (17.4)	226 (45.2)
Don't know	67 (13.4)	56 (11.2)	123 (24.6)
Total	290 (58.0)	210 (42.0)	500 (100.0)

2 value: 4.466 Df: 3 value: .215
 Note: figures on parenthesis indicates percentage Source: Field Study

17.2% of boys and 16.2% of the girls were answered that, the situations of rise in socio-economic status, 35.2% of the boys and 20.0% of the scheduled caste Pre-University Girls students have said that, increase in confidence at college levels, 4.2% of the boys and 3.8% of the girls have stated that, Gradual equal attitudes from forward castes and only 3.4% of the respondents answered the difference form upper caste to better interactions with forward castes in present research area.

Table 19 : Difference form Upper caste to Scheduled Caste student in college level			
Particulars	Boys	Girls	Total
Rise in socio-economic status	86 (17.2)	81 (16.2)	167 (33.4)
Increase in confidence	176 (35.2)	100 (20.0)	276 (55.2)
Gradual equal attitudes from forward castes	21 (04.2)	19 (03.8)	40 (08.0)
Better interactions with forward castes	7 (01.4)	10 (02.0)	17 (03.4)
Total	290 (58.0)	210 (42.0)	500 (100.0)

2 value: 9.141 Df: 3 value: .027
 Note: figures on parenthesis indicates percentage Source: Field Study

37.6% of the scheduled caste pre university students have aware the educational facilities, the girls responsive was highest *i.e.*, 20.6% and boys response has 17.0% in the study area. 31.4% of the students have aware the housing facilities, 15.0% of the respondents have know about the employment reservation of scheduled castes, 10.8% of the students have attentive from welfare schemes, 03.4% of have risen to know the equality and abolition of untouchability concepts in

constitutional framework and only 1.8% of the respondents know the Financial assistance, grants, loans, subsidies from governments.

Table 20 : Awareness of the reservation facilities to scheduled castes students

Particulars	Boys	Girls	Total
Educational facilities	85 (17.0)	103 (20.6)	188 (37.6)
Housing facilities	111 (22.2)	46 (09.2)	157 (31.4)
Reservation in employment	50 (10.0)	25 (05.0)	75 (15.0)
Financial assistance, grants, loans, subsidies	0 (0.0)	9 (01.8)	9 (01.8)
Welfare schemes	37 (07.4)	17 (03.4)	54 (10.8)
Equality and abolition of untouchability	7 (01.4)	10 (02.0)	17 (03.4)
Total	290 (58.0)	210 (42.0)	500 (100.0)

2 value: 42.184

Df: 5

value: .000

Note: figures on parenthesis indicates percentage

Source: Field Study

Suggestions:

- 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) Government should The Government should initiate steps immediately to launch a new programme that will facilitate compulsory and free education to all the Scheduled Castes children 10 + 2 level and given free education to higher educations.
- 3) Government should gave the incentive to develop their educational status and improved their literacy level gross root levels
- 4) To removal 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
- 5) 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.
- 6) Government should give to incentives to rural background students like free tuitions, free books, free libraries and internet facilities etc., on that situations scheduled caste students literacy improved.
- 7) Government of Karnataka amend the Law to SCs student to compulsory and free education that situation PU level education developing in state.
- 8) To remove the social discrimination and establishes the mobile colleges to dropout college students in rural area.

Conclusion:

After going through the findings and discussion, following conclusions are drawn. These conclusions may be seen in accordance with sample and tools used by the investigator. Problems

and challenges of Scheduled caste student, in the study district have contributed towards to know about the situation, their social status, performance in pre-university results, other caste attitudes, subject selection nature. These problems vary 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 where people have no other alternative, except to fall back upon student's development for developing the society.

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