



**ATTITUDE OF SCHEDULED CASTE STUDENTS TOWARDS EDUCATION IN KAMRUP
DISTRICT OF ASSAM.**

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Abstract

The present study has been conducted on a purposive sample of 300 school going scheduled caste students to study their attitude towards education. A standardize attitude scale developed by the investigator to collect the data, which was treated with suitable statistical techniques, i.e. Leaner regression. The data has been collected through field survey. The results revealed that the attitudes of school students are found favorable moderate level of attitudes towards education.

Keywords: Scheduled caste, education and attitude.



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1.0 Introduction

Education is the most important element in the development of any community or country. Education has special significance particularly for the weaker section of the society. Since scheduled castes are viewed as the most deprived, disadvantage and suffering section of the Indian population. A country cannot make progress when sizable section of its population remains backward. The progress in education up to the elementary level i.e. class-viii of general students as well as the scheduled caste students. The constitution imposed an obligation on the state [mention article-14] to provide free compulsory elementary education to all children up to the age of 14 years, irrespective of caste, or religion, within ten years of the commencement of the constitution. Sadly creed, sex enough, the state could not fulfill its constitutional obligations even within the 66 years of the constitutions. It is true that children belonging to the scheduled castes enjoy certain facilities, but considering the magnitude of the problem, these are not enough for finding an easy and quick solution to it. Moreover, unless the machinery employed to implement the various plans and programmes for the educational development of the schedule castes are enthused to work with a missionary zeal. So far as the educational facilities in the secondary section, is concerned, the state provide certain facilities to a section of the population, broadly categorized the scheduled castes.

The term scheduled caste was adopted in 1935 to provide some social, economic and political safe guard to the section of people who are being deprived socially, politically and economically at the hand of the upper caste people.

According to government of India act 1935, in section 309, some of the undefined depressed castes were listed in a scheduled in order to ensure certain concession and privilege to them because of this disadvantageous position in the social hierarchy is known as scheduled caste". (Ghurey G.S. P-306). The constitution of India has provided some safe guard to the scheduled caste and tribal population. Article 17 of the constitution of India abolished the practice of unsociability in the public life. The untouchables act was passed in 1955 and it was amended in 1976. Concept of caste system, which is practiced today in India nothing but the British legacy of exploitation for keeping a country backward. Backwardness is caused by disparity, discrimination, inequality and social-injustice, lack of development and lack of commitment. After Indian independence the government of India has taken a step to overcome those legacies and also make some policy to remove those causes of backwardness. There are approximately 14 cores of scheduled caste population in India. According to the 2001 census report about 16.20% of the country's population comprised the scheduled caste. (Bhimali, Anil: development of SC. 2007, P-135).

1.2 REVIEW OF RELATED LITERATURE:

It is only after independence the great studies began to be taken in the field of education of scheduled castes at all levels. It is revealed from the various survey of educational research that 55 studies have been carried out on SC under the area of education backward group. Thirteen of the studies on scheduled caste deal with the educational problems of SC school and college students (Nagaraju 1971; Gupta 1978; Sharma 1979; Alkara; 1980 chitnis 1981; Khobragade 1981; Prince 1981; Rangari 1981; Singh; 1981; Tripathi 1981; Sharma; 1982 Singh 1982;. They cover most of the states one study, itself covers 15 states (chintis 1981) These studies are mostly concerned with the students achievement, interactions attitudes etc of the SC students and their facilities at home and their knowledge of caste factors. A few studies (Tribuvan 1977; Pandey; 1979; D'souza 1980; Singh M. 1980; Sigh R 1981; Upadahaya 1981; Yadav 1981) et al with the SC adults their social origins educational achievement inequalities of education among them, awareness about scheme for their interstate disparities in educational advancement are also observed.

While the fourth survey of research in education has reported 23 studies on scheduled caste. The barriers in scheduled caste education were studied (Rajpati 1985). The attitude of the college teachers towards scheduled caste studies in Aurangabad have been started (Dhanda 1985.). The problem of enrolment and drop out was studied by Kumar (1983). Kulkarni (1985) has studied the availability of facilities to scheduled caste students. NIEPA study (1986) dealt with the enrolment of the scheduled caste

in higher education. The availability of scholarship and other facilities and their utilization by scheduled caste have been studied by the scholar like Gogate (1985), Kaldate (1985) Premala Bai (1986). Sabnis and Mahurkar (1985) and Waghmare (1985) studied education and social status of scheduled caste. Thiagrajan (1983) conducted a general investigation with a wide range of aspects on scheduled caste students in Madurai kamraj University. Aggarwal, Y and Sibou, S (1994) reviewed about 18 studies with regard to the attainment of the scheduled caste student and about 25 studies with regard to awareness perceptions among scheduled castes. Mishra, N (2001) has reported some issues and aspects of SC education. It appears that hardly any study has been carried out on SC students with special reference to Attitudes of scheduled caste students towards education in Kamrup district of Assam.

1.3 Rationale of the study:

While reviewing the empirical studies on scheduled caste education, the investigator found that most of the studies have been conducted problems, academic achievement, enrolment and socio-economic status of scheduled caste at primary and secondary school levels. But hardly any studies conducted on attitudes of SC students towards education. The selected area has been chosen for study has the more concentration of scheduled caste population in the district. It can be assumed that this section of people have remained backward in different social, economical and other political aspects. Upliftment of scheduled caste is not merely a matter of compassion or charity as is commonly assumed but a developmental necessity. Centuries of exploitation and neglect have forced the majority of this helpless people into subhuman existence. They occupy the bottom rung of the social ladder. Devoid of education, information and the necessary motivation, they are not in position to take advantage of the reservation policy and other programmes evolved to improve their situation. So, this study addresses issues related to the attitudes of SC students towards the education.

1.4 Statement of the Problem

“Attitude of scheduled caste students towards education in Kamrup district of Assam”.

1.5 Objective of the study:

I) To study the attitude of scheduled caste students towards education in Kamrup district of Assam.

1.6 Selection of Sample:

The total sample of scheduled caste students of the present study was 300, selected from the different schools in Kamrup district of Assam by adopting purposive sampling technique.

1.7 Tools Used: Self developed standardized Attitude Scale for scheduled caste students.

A Five-point attitude scale was constructed by adopting the step given by Likert (1932) and standardized to measure the attitude of scheduled caste students towards education.

Collection and Editing of Statements: The investigator developed 45 statements for students towards education. All the statements got edited by the subject and language experts, since it is described as a

criteria by Thurston and Chave (1929), Wang (1932), Bird (1940), Edwards and Kilpatrick (1948). After the completion of the editing 40 statements respectively were retained in the preliminary draft of this attitude scales.

Try out: The preliminary draft of 55 statements was administered to a sample of 60 students. Each statement, in this attitude scale were followed by five responses such as SA, A, U, D, and SD. The respondent was to put the tick (✓) mark on any one option as per his/her willingness. The meaning of SA, A, U, D and SD are given as under:-

SA = strongly agree, A = Agree U = Undecided,

D = Disagree, SD= strongly disagree.

The weightage for positive statements was given 5, 4, 3, 2 and 1 points to SA, A, U, D and SD respectively. After try out the number of item selected for these scales were 30 statements. The minimum score of a student on this attitude scale could be 30 ($30 \times 1 = 30$), whereas the maximum score on this attitude scale could be 150 ($30 \times 5 = 150$). Like that the minimum score of a parent on this attitude scale could be 30 ($30 \times 1 = 30$), whereas the maximum score on this attitude scale could be 150 ($30 \times 5 = 150$).

Preparation of Final Draft: The preliminary draft of 30 statements was administered on a sample of 60 students. The scoring work was done as per the weightage, which has been reflected in the previous step. As per the procedure upper 25 percent and 25 percent lower cases in terms of attitude score were taken to compute the 't' value of statements of these three scales.. The 't' value of 30 statements were found greater than 1.75 therefore 30 statements were retained in the final draft of the attitude scale which measuring the attitude of SC students towards education.

Reliability and Validity: For computing the reliability of the attitude scales, the investigator used the 'Test-Re-Test' method. The co-efficient of reliability came out to be 0.90, in this scale, which indicates a quite high amount of reliability of the constructed scale. The content validity was censured by making used of the opinions of the content experts.

1.8 Result and Discussion:

The researcher used 'Linear Regression' as the statistical technique to investigate the influence of independent variable on dependent variables. The investigator prepared the frequency tables of attitude of sc students for finding out high, moderate and low.

Attitudes: Attitudes means personal feeling of an individual to react in a certain way towards a particular objects, stimulus, situation, process or phenomenon. To fulfill this objective the researcher has used linear regression. Which one is most suitable for the study?

Regression: Linear regression attempts to model the relationship between two variables by fitting a linear equation to observed data. One variable is considered to be an explanatory variable, and the other is considered to be a dependent variable. For example, a modeler might want to relate the weights of the

factors or independent variable to their attitudes towards education using a linear regression model. A linear regression line has an equation of the form $Y = a + bX$, where X is the explanatory variable and Y is the dependent variable. The slope of the line is b , and a is the intercept (the value of y when $x = 0$).

The researcher has been used linear regression to know the independent variable, whether it is significant or not and how much dependent variable is influenced by independent variable.

Table: 1.0 Attitude of scheduled caste student towards education

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.960	0.922	0.913	.06198

Since $R^2 = 0.92$ that is 92% dependent variable is influenced by the independent variable. So, it is cleared that independent variable has a good, positive and favourable impact on dependent variable.

Table: 1.2 Student Anova

	Sum of Squares	df	Mean Square	F	Sig.
Regression	12.218	30	0.407	106.003	.000(a)
Residual	1.033	269	0.004		
Total	13.251	299			

The above table revealed that p value is < 0.05 this indicated that all assumption of regression are valid.

Table: 1.3 Coefficients (Students)

Factor affecting students attitude	Coefficient		Sig.	
	B	Std. Error	B	Std. Error
Constant(a)	5.825	.107	54.593	.000
Education makes a man bold and courageous.	0.035	.008	4.56	.000
The aim of education is the all-round development of a man.	0.031	.009	3.627	.000
The meaning of education is merely earning money.	0.043	.008	5.335	.000
Education is only a means of wasting time.	0.048	.008	6.02	.000
Education increases self-confidence in a man.	0.034	.009	3.826	.000
Life without education is the life of a beast.	0.02	.004	5.206	.000
Education is meant for only the rich, not the poor.	0.028	.009	3.29	.001
Education makes a man self-centered.	0.018	.008	2.255	.025
Learning helps one in getting a job.	0.034	.006	5.303	.000
Education helps in the development of the society.	0.045	.008	5.358	.000
Govt. should provide scholarship to scheduled caste Students for their education.	0.042	.008	5.155	.000
Educated people are ego-centric.	0.042	.006	6.533	.000
Education teaches a man to live a healthy life.	0.042	.009	4.636	.000
Educated people become corrupted.	0.038	.009	4.313	.000
Education is proper instrument for spending the leisure time.	0.046	.007	6.829	.000
Education teaches a man to adapt with the environment.	0.045	.009	5.025	.000
Education causes degeneration in the society.	0.047	.009	5.286	.000
Education is the third eye of a man.	0.044	.009	4.918	.000

Education should be made compulsory for all.	0.057	.009	6.599	.000
Scheduled caste students go to school only for scholarship.	0.038	.008	4.486	.000
A man can live without friend but not without education.	0.039	.006	6.84	.000
Education makes a man lethargic.	0.021	.008	2.482	.014
Education helps to remove superstition from the society.	0.053	.008	6.419	.000
Education imparts character to a man.	0.073	.008	9.013	.000
Educated people forget their near ones.	0.058	.009	6.443	.000
Scheduled caste people are backward, so education is a must for their improvement.	0.047	.009	5.208	.000
Education shows the way to enlightenment.	0.031	.009	3.511	.001
There is no need of education for the improvement of SC people.	0.055	.009	6.339	.000
Life is indiscipline without education.	0.048	.004	10.792	.000
Education degrades the moral character of man.	0.046	.008	5.562	.000

The above table revealed that all those factors or independent variables are contributing positively towards the attitudes of scheduled caste students for education. As a result of which the scheduled caste students will bring drastic changes on their attitude with carrying good perception for building of vibrant educational atmosphere surrounding with the society. So, there is a positive attitude of scheduled caste students on education.

Table: 1.4 Level of attitudes of scheduled caste students towards education

Level of attitudes	Ranges of scores	Frequencies	percentage
High level favourable attitude	110- 150	38	12.67%
Moderate/ average level favourable attitude	79--109	260	86.66%
Low/ poor level attitude	48--78	02	0.67%

The above table revealed that 12.67% students have high level favorable attitudes towards education and 86.66% students have average level attitudes toward education and only 0.67% students have low level attitudes towards education.

Conclusion

From the present study, it is observed that the attitudes of scheduled caste students are moderate or average towards education. It is also revealed that all those factors or independent variables are contributing positively towards the attitudes of scheduled caste students for education. As a result of which the scheduled caste students will bring drastic changes on their attitude with carrying good perception for building of vibrant educational atmosphere surrounding with the society. So, there is a positive attitude of scheduled caste students on education. It is also found from various source literacy rate of SC people in the district that the community are still remain backward in education due to their various problems like family problem, school related problems, communication and financial problems etc, All though attempt has been made to think up some suggestion for their better improvement in education for this group of people, if this suggestion could be followed than proper development of SC people in all aspects mainly in education can be expected in the district.

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