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RESEARCH ARTICLE

A STUDY ON SOCIO-ECONOMIC STATUS OF METRIC EDUCATION SCHEDULED CASTE STUDENTS

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Abstract

Education is the only tool that enables the individual to develop knowledge value skills and attitudes. It is the foundation of a person's socio-economic development. Socio-political and wealth sharing is the channel to eliminate discrimination. Education is the basic tool for the fulfilment of the goals and objectives of each individual, and the protection of human rights. Especially among the socially and economically backward classes, undoubtedly, social reforms and education have the power to analyze the causes of their socially impoverished lives and create opportunities for them to thrive in society.

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Introduction:-

According to the present constitution, the Scheduled Castes are the people who have been deprived of economic, political, social and educational opportunities due to the traditional Indian society. Even today, 74 years after India's independence, the group has been subject to fraud. Not adequately participating in the country's development trajectory. There is a need for sociologists to think and formulate programs in order to liberate this group of people from problems. Achieving any mass economic, social and educational development is very important in today's modern society. The educational and social level is a crucial factor in determining the development of Scheduled Castes, Weaker Tribes and Minorities. The level of literacy is an index that indicates the development of any group. The second index that determines development is the high attendance of a group of children at various levels of formal educational institutions.

Literature Review:-

Moggalli Ganesh (1991) is a well-cited work in the context of a research study, which depicts the social life of dalits and the exploited classes who have embraced modernity. In this work, dalits have been living their lives under various disqualifications and exploitation since ancient times. Gnash Magalia presents us with a detailed account of how the dalits have undergone change in the present day under the influence of education, political social reservation and industrialization, urbanization, modernization and westernization in defence of the constitution after independence.

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BA.JU (2000) The Family Background of Scheduled Tribes Students M.Phil's essay focuses on the educational development of Scheduled Tribes and In the first project, about 4000 schools were opened in the area. Students of all grades up to 10th grade are provided with free text books, mid-day meal scholarships and free student accommodation.

Dr. Chinnaswamy Sosale N (2012) In his book Life of the dalits educating people to prevent atrocities on Scheduled Castes and Tribes and make them thrive in life is important The most important thing is to educate them When they are educated their duties, responsibilities and dignity are well known. Forced caste students are sent to school leaving the school within a short time. The government has been giving many benefits to dalit children in recent times and it is the responsibility of all government employees and parents to utilize those privileges to get higher education.

Objectives of the study:-

The main objective of this study is a sociological study of the family social and economic status of Scheduled Caste Matriculation students. The primary objectives of the present study have been to look into this issue (especially in relation to Chikkamagaluru district).

- 1) Studying the Background of Scheduled Caste Undergraduate Students.
- 2) To know the financial background of the Scheduled Caste family of undergraduate students.

Method Of Research:-

The scope of the present study is a sociological study of the family social and economic status of Scheduled Caste Matriculation students. (Especially with respect to Chikkamagaluru District). Seven talukas of Chikkamagaluru district were selected for the present study, namely Chikkamagaluru, Kadur, Tarikere, Koppa, Sringeri, Moodigere, Narasimharajapura. The primary source of questionnaire, observation, interview and literary secondary source is used for data collection.

Analysis of data

Data analysis is the practice of classifying information according to the purpose of the study. The primary and secondary data used for information in the present research were collected, coded, listed, indexed, and analyzed by statistical methods. SPSS software was used for data analysis in this study.

Table 1:- details whether the informant had a good relationship with the family.

| Gender | Version and percentage | | | | | | latoT | Percent |
|--------|------------------------|---------|----|---------|----------------|---------|-------|---------|
| | seY | Percent | oN | Percent | Doesn't matter | Percent | | |
| yoB | 127 | 95.5 | 2 | 1.5 | 4 | 3.0 | 133 | 100.0 |
| lriG | 158 | 94.6 | 2 | 1.2 | 7 | 4.2 | 167 | 100.0 |
| latoT | 285 | 95.0 | 4 | 1.3 | 11 | 3.7 | 300 | 100.0 |

Table-1 details whether the informant has a good relationship with the family. In the study population, 92.0 percent of the informants said yes. In terms of gender, 95.0% of informants said yes, 3.7 percent said the informants were in favor and 1.3 per cent of the informants said no. Overall, student and student informants were found to have better relationships with family members.

Table 2:- Detail that heats the information is engaging the education of the children.

| Gender | Version and percentage | | | | latoT | Percent |
|--------|------------------------|---------|----|---------|-------|---------|
| | seY | Percent | oN | Percent | | |
| yoB | 131 | 98.5 | 2 | 1.5 | 133 | 100.0 |
| lriG | 166 | 98.8 | 2 | 1.2 | 167 | 100.0 |
| latoT | 296 | 98.7 | 4 | 1.3 | 300 | 100.0 |

Table-2 details whether parents of informants are encouraging their children's education. About 98.7 percent of the study's total population of informants said parents encourage education and only 1.3 percent of informants said they were not encouraged. Overall, it is clear that most informants' parents support their children's education.

Table 3:- Detail of whether the family of the informant is concerned with your current education.

| Gender | Version and percentage | | | | | | latoT | Percent |
|--------|------------------------|---------|----|---------|----------------|---------|-------|---------|
| | seY | Percent | oN | Percent | Doesn't matter | Percent | | |
| yoB | 127 | 91.7 | 0 | 0.0 | 11 | 8.3 | 133 | 100.0 |
| IriG | 163 | 97.6 | 1 | 0.6 | 3 | 1.8 | 167 | 100.0 |
| latoT | 285 | 95.0 | 1 | 0.3 | 14 | 4.7 | 300 | 100.0 |

Table 3 lists the family of informants whether your current education is concerned.95.0 per cent of the study's total population of informants said the family was concerned about their current education.97.6 per cent of student informants said yes when it comes to gender and 91.7 percent of student informants said yes. Overall, most informants' families are concerned about their children's current education. It also appears that the family of the student-informed informant is more concerned about her daughter's current education.

Table 4:- Detail of conflicts in the family of informants.

| Version and percentage | | | | | | latoT | Percent |
|------------------------|---------|-----|---------|------------|---------|-------|---------|
| seY | Percent | oN | Percent | Frequently | Percent | | |
| 31 | 12.3 | 143 | 47.7 | 120 | 40.0 | 300 | 100.0 |

Table 4 details the conflicts in the family of the informant.47.7 per cent of the total population of the study said there were no informants.About 40.0% of informants say that it happens frequently, and 12.3% of informants say no quarrels.

Table 4:- If so, do family conflicts affect your education.

| Gender | Version and percentage | | | | | | latoT | Percent |
|--------|------------------------|---------|-----|---------|----------------|---------|-------|---------|
| | seY | Percent | oN | Percent | To some extent | Percent | | |
| yoB | 19 | 14.3 | 67 | 50.4 | 47 | 35.3 | 133 | 100.0 |
| IriG | 22 | 13.2 | 70 | 41.9 | 75 | 44.9 | 167 | 100.0 |
| latoT | 41 | 13.7 | 137 | 45.7 | 122 | 40.7 | 300 | 100.0 |

Table 4 (1) summarizes how family conflict has affected your education. The study found that 45.7 percent of the total population had no informants,40.7% of informants said that they were frequent, and 13.7% of informants said yes.44.9 percent of student informants, to some extent, have noted gender50.4 percent said no student informants. Overall, the number of strife in the family of informants has a slight impact on education.

Table 5:- Family Determination of Your Responsibilities to Informants.

| Gender | Version and percentage | | | | | | latoT | Percent |
|--------|------------------------|---------|-----|---------|----------------|---------|-------|---------|
| | seY | Percent | oN | Percent | To some extent | Percent | | |
| yoB | 30 | 22.6 | 50 | 37.6 | 53 | 39.8 | 133 | 100.0 |
| IriG | 34 | 20.4 | 95 | 56.9 | 38 | 22.8 | 167 | 100.0 |
| latoT | 64 | 21.3 | 145 | 48.3 | 91 | 30.3 | 300 | 100.0 |

Table - 5 details the family responsibilities for the informant. The study found that 48.3 percent of the total population had no informants, 30.3% of informants said to some extent, and 21.3% of informants said yes .56.9% of the student informants said that there was no gender37.6 per cent said there was no student informant, 39.8 per cent said no22.8 per cent student informants to some extent, 22.6 per cent student informants say yes and20.4% of student informants said yes. Almost all informants have no family obligations.

Table 6:- Detail of how family responsibilities affect education.

| Gender | Version and percentage | | | | | | latoT | Percent |
|--------|------------------------|---------|------------------|---------|--------|---------|-------|---------|
| | Everyday Learning | Percent | Further learning | Percent | Others | Percent | | |
| yoB | 60 | 45.1 | 48 | 36.1 | 25 | 18.8 | 133 | 100.0 |

| | | | | | | | | |
|--------------|-----|------|-----|------|----|------|-----|-------|
| IriG | 75 | 44.9 | 52 | 31/1 | 40 | 24.0 | 167 | 100.0 |
| IatoT | 135 | 45.0 | 100 | 33.3 | 65 | 21.7 | 300 | 100.0 |

Table-6 details how the informants' family responsibilities affect your education. The study found that 45.0 percent of the total population of informants was on a daily basis, 33.3 per cent of informants said it was for higher learning, and 21.7 per cent for informants. Of these, 45.1 per cent of student informants were concerned with day-to-day learning when considering gender 44.9 per cent said student informants had more learning. Some informants said education was affected by family obligations.

Table 7:- determining whether the family of the informant is able to meet the educational expenses.

| Information | Edition | Percent |
|-------------|---------|---------|
| Yes | 171 | 57.0 |
| No | 21 | 7.0 |
| Anytime | 108 | 36.0 |
| Total | 300 | 100.0 |

Table-7 details whether the informant's family was able to pay for educational expenses. Of the total population of the study, 57.0 per cent of informants said yes and 36.0 per cent of informants at any time.

Table 8 :- Determined whether the family of the informant made the following expenditure to supplement the education.

| Factors | seY | Percent | oN | Percent | Doesn't matter | Percent | IatoT | Percent |
|--------------------|-----|---------|-----|---------|----------------|---------|-------|---------|
| Home Lesson | 153 | 51.0 | 125 | 41.7 | 22 | 7.3 | 300 | 100.0 |
| Educational Tour | 229 | 76.3 | 43 | 14.3 | 28 | 9.3 | 300 | 100.0 |
| Practical activity | 179 | 59.7 | 82 | 27.3 | 39 | 13.0 | 300 | 100.0 |
| Other books | 262 | 87.3 | 20 | 6.7 | 18 | 6.0 | 300 | 100.0 |
| Internet system | 113 | 37.7 | 133 | 44.3 | 54 | 18.0 | 300 | 100.0 |

Table 8 shows the information of the family members of the informants on the following expenses. Of the study population, 51.0 percent said yes and 41.7 percent for home tutoring, 76.3 per cent say yes for educational travel and 59.7 per cent yes for practical activities and 27.3 percent say no, and 87.3 percent yes for other books as well. and 37.7 percent said yes to the Internet, 44.3 percent said yes.

Conclusion:-

This study mainly focuses on assessing the social, family and economic status of Scheduled Caste Matriculation students. Social, family, and economic conditions are factors that directly influence student learning. Therefore, an attempt has been made to understand these aspects in the sociological context. Depending on the background of Scheduled Caste undergraduate students, despite many constitutional and legislative privileges from the beginning, the class is still economically and socially backward. The findings from this study show that despite their economic and family problems, there is increasing incentive and attention to children's education.

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