CHAPTER - IV

ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 INTRODUCTION

This chapter contains analysis, interpretation and discussion. Data were collected from students belonging to Scheduled Caste, Scheduled Tribe, Other Backward Castes and General Category. The data were collected regarding academic problems faced by the students, stagnation and utilisation of various facilities available, from students and official records of Baroda Medical College, Baroda. It was mainly collected from first, second and third year M.B.B.S. students during the academic year 1992-93. The data were qualitative and quantitative in nature. The collected data were analysed by using mean and percentage. The data were also analysed quantitatively. The data were collected to fulfill the following objectives.

(i) To study the family background of Scheduled Caste, Scheduled Tribe & Other Backward Caste vis a vis general category students from first , second & third M.B.B.S. of Baroda Medical College, Baroda studying in the academic year 1992-93.

(ii) To study the academic problems of Scheduled Caste, Scheduled Tribe & Other Backward Caste vis a vis General Category students from first, second & third M.B.B.S of Baroda Medical College, Baroda studying in the academic year 1992-93, in terms of,

In students life, academic problems have their own significant place. Students' academic performance is affected by the problems they encounter during their academic life. There can be different types of academic problems. The investigator in this study, had studied academic problems related to the following aspects :

a) Library

b) Home

c) Hostel

d) Classroom learning

e) Practicals

4.1 FAMILY BACKGROUND

In any educational study with sociological perspective, it is very vital to study the family background of the learners. In this study, investigator had studied the following aspects of family background, such as, place of residence, educational and occupational status of parents, number of siblings and nature of their residence, to get a gestalt picture.

Table 4.1 Sexwise frequency and percentage distribution of respondents from SC, ST, OBC and General Category

	MALE		FEMALE		TOTAL	
	Fre.	%	Fre.	%	Fre.	%
SC, ST & OBC	40	76.92	12	23.07	52	100
GENERAL	163	57.39	121	42.6	284	100

a) Library

b) Home

c) Hostel

d) Classroom learning

e) Practicals

(iii) To study the extent of utilisation of facilities by Scheduled Caste, Scheduled Tribe & Other Backward Caste students from first, second & third M.B.B.S of Baroda Medical College, Baroda studying in the academic year 1992-93.

(iv) To measure the stagnation among five consecutive batches (1990-93) of final M.B.B.S. Scheduled Caste, Scheduled Tribe & Other Backward Caste vis a vis general category students.

The investigator collected information regarding family background of SC, ST, OBC as well as general category students of first, second and third year M.B.B.S. students from Baroda Medical College, Baroda because of the following reasons.

(1) The investigator was interested to know the type of students opting for M.B.B.S. courses.

(2) To know the gender difference among students.

(3) The nature of differences between SC, ST, OBC and General Category students in first, second and third year M.B.B.S. in Baroda Medical college, Baroda of the academic year 1992-93.

From the table 4.1, it was observed that there were 77% male and 23% female respondents among SC, ST and OBC respondents, whereas, there were 57% male and 43% female respondents among general category respondents.

Thus, male students had more representation than female students in both the categories of students. But the sex ratio was different in both the categories of respondents. In case of SC, ST and OBC respondents, the gap between male and female respondents was very wide.

Similar findings had been reported in the studies conducted by (Adiseshiah and Ramnathan, 1974), (Chitnis, 1974), (Dubey, 1974), (Pimpley, 1974) (Mishra, 1974), (Sachidananda, 1974) and (Shah and patel, 1977).

Thus, the trend of over representation of male students at higher education among weaker sections was found constant over years. Although in recent years enrollment among these sections at school level had been increaseing but, at successive stages of education, it was declining and it was more so in case of female students.

Probable reasons for this could be poverty, lack of consciousness for women's education especially for higher education, lack of conducive socio-economic background for students, high rate of wastage and stagnation, women's higher education not being considered as investment by the family.

Table 4.2 Place of residencewise frequency and percentage distribution of respondents from SC, ST, OBC and general category

	HOME		HOSTEL		TOTAL	
	Fre.	%	Fre.	%	Fre.	%
SC, ST & OBC	17	32.69	35	67.31	52	100
GENERAL	142	50	142	50	284	100

From the table 4.2, it revealed that according to 67% and 50% respondents from SC, ST & OBC category and general category respondents respectively, they resided in the hostels, whereas, 33% and 50% respondents from SC, ST & OBC category and general category respondents, resided in their homes respectively.

Thus, this table revealed that the distribution of general category students was equal in both the categories i.e. fifty percent of the respondents were day-scholars and same percent were hostler. This was unlike in case of SC, ST and OBC students where the percentage of hostellers was double than that of day-scholars. This could probably be due to the reasons that in case of general category students most of them were urban based and localites while in case of SC, ST and OBC students majority of them seemed to be rural based and non-localites.

Silimar finding was reported in the study conducted by Rath and Mishra, 1974.

Table 4.3 Occupationwise frequency and percentage distribution of parents of SC, ST, OBC and general category respondents

	OCCUPATIONS	SC,ST & OBC		GENERAL	
		Fre.	%	Fre.	%
FATHERS'	Agriculture	08	15.38	06	2.11
	Business	03	05.76	34	11.97
	Service	33	63.46	205	72.18
	Retired	-	-	04	01.41
	Professional	-	-	22	07.75
	Others	04	7.69	06	02.11
	Not mentioned	04	7.69	07	2.46
	Total	52	100	284	100
MOTHERS'	Agriculture	01	01.92	-	-
	Business	-	-	03	01.06
	Service	10	19.23	38	13.03
	Housewives	40	76.92	237	83.04
	Professional	-	-	02	0.7
	Others	-	-	02	0.7
	Not mentioned	01	01.92	02	0.7
	Total	52	100	284	100

From the table 4.3, it revealed that in case of majority of the respondents, i.e. 63% of SC, St and OBC category and 72% of general category, service was the occupation of their fathers. Business was the occupation of their fathers, according to 6% of SC, ST and OBC category respondents and 12% of general category respondents. According to 15% of SC, ST and OBC category respondents and

only 2% of general category respondents, agriculture was the occupation of their fathers. 8% and 2% were professionals and retired personnels respectively, according to general category respondents. 2% general category and 8% respondents' fathers had some other occupations other than the above mentioned occupations, whereas, 8% respondents from SC, ST and OBC category and 2% from general category did not respond to this item.

From the same table, it revealed that according to majority of the respondents, i.e. 77% of SC, ST and OBC category and 83% of general category, their mothers were housewives. Service was the occupation of their mothers, accoding to 19% of SC, ST and OBC category respondents and 13% of general category respondents. According to only 2% of SC, ST and OBC category respondents, agriculture was the occupation of their mothers. 1% were professionals according to general category respondents. 1% general category students' mothers were business persons. 1% general category respondents' mothers had some other occupations other than the above mentioned occupations, whereas, 2% respondents from SC, ST and OBC category and 1% from general category did not respond to this item.

Thus, in case of SC, ST and OBC respondents, majority of them belonged to middle income or lower middle income group and very few were from high income or higher middle income group because the students from lower income group cannot afford to join professional course like Medicine.

In case of general category students, very large majority of their fathers were from elite jobs like Engineers, Professors and higher category bureaucrats. More over, there was a significant percentage of business and professional class also who were from high income class and very small percentage of them were agriculturist.

Thus, it can be observed that percentage of house-wives was found almost same in case of respondents from both the categories. But, looking at the level of formal education of the mothers from general category, the percentage of housewives appeared to be larger. Further, there was more diversification in case of economic activities of mothers from general category i.e. they were not only from service class but there were women from profession and business field unlike in case of mothers from SC, ST and OBC category.

On the whole, students from general category seemed to have better economic background in comparision to SC, ST and OBC students.

Similar type of findings were there in the studies conducted by (Shah and Patel, 1977), (Soni, 1975), (Aikara, 1980) and (Ram, 1986).

Thus, it seemed that over years, the pattern regarding economic background of SC, ST and OBC students' fathers remained almost same. In majority cases, even today, father continues to be only earning member rather than both the parents being earning members.

Table 4.4 Education levelwise frequency and percentage distribution of parents of SC, ST and OBC and general category respondents

	EDUCATION	SC,ST & OBC		GENERAL	
		Fre.	%	Fre.	%
FATHERS'	Graduate and above	27	51.92	192	67.6
	Dimploma/Certificate	08	15.38	27	09.51
	Matriculation	06	11.53	24	08.45
	Non-Matriculation	05	09.61	08	02.81
	Illiterates	03	05.76	-	-
	Not mentioned	03	05.76	33	11.62
	Total	52	100	284	100
MOTHERS'	Graduate and above	11	21.15	164	57.15
	Diploma/Certificate	09	17.3	09	03.17
	Matriculation	13	25	60	21.13
	Non-Matriculation	07	13.46	36	12.68
	Illiterates	09	17.3	01	00.35
	Not mentioned	03	05.77	14	4.93
	Total	52	100	284	100

From the table 4.4, it revealed that according to majority of the respondets, i.e. 52% of SC, ST and OBC category and 68% of general category, their fathers were graduates or above. Diploma/Certificate was the qualification of their fathers, according to 15% of SC, ST and OBC category respondents and 10% of general category respondents.

According to 12% of SC, ST and OBC category respondents and only 8% of general category respondents, their fathers were matriculates. According to 10% of SC, ST and OBC category respondents and only 3% of general category respondents, their fathers were non-matriculates. They were illiterates, according to 6% ST, SC and OBC category respondents. 6% respondents from SC, ST and OBC category and 12% from general category did not respond to this item.

From the same table it revealed that according to 21% of SC, ST and OBC category respondents and 57% of general category respondents, their mothers were graduates or above. Diploma/Certificate was the qualification of their mothers, according to 17% of SC, ST and OBC category respondents and 3% of general category respondents. According to 25% of SC, ST and OBC category respondents and only 21% of general cateogry respondents, their mothers were matriculates. According to 14% of SC, ST and OBC category respondents and 13% of general category respondents, their mothers were non-matriculates. They were illiterates, according to 17% ST, SC & OBC category respondents and less than 1% of general category respondents. 6% respondents from SC, ST, OBC category and 5% from general category did not respond to this item.

Thus, it can be observed that, in case of both the categories majority of the respondents' fathers belonged to graduate and above category. But the percentage was more in case of general category. This seemed to be in consistency

with the statistics on higher education. As far as the illiteracy was concerned, it was found among some percentage of fathers from SC, ST and OBC, while it was nill in case of general category.

In case of mothers of the respondents from both the categories, majority of them were in the category of graduate and above, but the gap between SC, ST & OBC on one hand and general category on the other hand was very wide, i.e. it was two and half times greater in case of general category. As far as illiteracy was concerned, it was found that a significant percentage of mothers from ST, SC and OBC were illiterates unlike that in case of general category.

Similar types of findings were reported in studies conducted by (Adiseshiah and Ramnathan, 1974), (Chitnis, 1974), (Dubey, 1974), (Gangrade, 1974), (Lal,1974), (Rath and Mishra, 1974), (Solanki, 1976) , (Shah and patel, 1977), (Joshi, 1980), (Ram, 1986) and (Trilochan Singh, 1987).

Thus, the studies which were conducted in the seventies and eighties reflected the findings which were in consistency with the findings of this study which showed the disparity between two categories in terms of formal education.

Table 4.5 Nature of Residencewise frequency and percentage distribution of parents of SC, ST, OBC and general categories respondents

NATURE OF RESIDENCE	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Rented House	10	19.23	50	17.6
Own House	37	71.15	223	78.52
Any Other	--	--	05	01.76
Not mentioned	05	09.6	06	02.11
Total	52	100	284	100

From the table 4.5, it revealed that according to majority of the respondents, i.e. 71% of SC, ST and OBC category and 78% of general category, their parents had their own houses, whereas, they stay in rented houses, according to, 19% ST, SC, OBC respondents and 18% general category respondents respectively. 10% and 2% respondents from ST, SC, OBC category and general category did not respond to this item while 2% general category respondents were neither staying in rented houses nor in their own houses but had some other arrangements.

Thus, It can be observed that very large majority of respondents from both the categories had their own houses irrespective of their family background. A very small percentage of respondents from both the categories were staying in rented houses.

Table 4.6 Number of siblingswise frequency and percentage distribution of respondents of SC, ST, OBC and general categories

NUMBER OF SIBLINGS	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Nill	01	01.92	16	05.61
One	23	44.23	146	51.16
Two	25	48.07	111	38.95
Three	01	01.92	10	03.51
four	--	--	01	00.35
Not mentioned	02	03.84	--	--
Total	52	100	284	100

From the table 4.6, it was observed that according to 2% SC, ST and OBC respondents and 6% general category respondents they had no siblings. 44% and 51% respondents from ST, SC, OBC and general category respectively mentioned that they had one sibling. 48% and 39% respondents from ST, SC, OBC and general category respectively mentioned that they had two siblings, whereas, according to 2% of SC, ST & OBC respondents and 4% of general category respondents, this number was 3. This number was four according to a very minute percentage of respondents from general category. 4% respondents from ST, SC, OBC category did not respond to this item.

It showed that, majority of the respondents from both the categories had one or two siblings, while the percentage

was negligible for both the categories with three or four siblings. It showed that majority of the parents were aware about small family. This was probably due to their high level of education as reflected in table 4.4.

4.2 Library

One of the major objectives of higher education is to prepare highly trained and skilled human power. For this purpose, the educational process has to be different at this level from what it is at school level. At higher education level, one is supposed to equip himself/herself with rich fund of knowledge which can not be acquired from class-room teaching alone. Moreover, one has to enrich oneself constantly with the latest additions to the existing fund of knowledge. One has to go deep into his own discipline of study and hence one needs good support from larger number of books and discipline of Medicine is no exception in this regard. In fact, looking at the nature of this discipline, importance of referring number of books, journals, research publications etc. is more vital. Hence, library acquires significant place in students' academic life. For students of Medicine, importannce of library is more vital as they need to refer large number of reference books, research reports, journals etc. and another factor is cost factor. Most of the students can not afford to purchase large number of books on their own and hence good library is always boom for them. In this study, some items were included in the questionnaire to

get an idea about academic problems of students. These items were related to following aspects,

(1) Availability of books,

(2) Sufficiency of books,

(3) Co-operation from library staff,

(4) Suggestions for improvement of library facilities.

Item no. 1 : Does the college library has sufficient books for your requirements ? (Yes/No)

If no, how do you manage ?

Table 4.7 Sufficiency of bookswise frequency and percentage distribution of respondents from SC, ST and OBC and general categories

	SC, ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Yes	44	84.52	169	59.5
No	04	07.69	93	32.74
Not mentioned	04	07.69	23	08.12
Total	52	100	284	100

From the table 4.7, it was observed that according to 84% SC, ST and OBC respondents and 59% of general category respondents, there were sufficient books in their college library for study, whereas, it was not sufficient in the view of 8% and 33% ST, SC, OBC respondents and general category respondents respectively. 8% of SC, ST and OBC respondents and general category respondents did not respond to this item.

Thus, it was very clear that, majority respondents from both the categories opined that, sufficient number of books were available in their college library, but the percentage of general category was less in comparision to SC, ST and OBC category. This could probably due to their high level of academic background and also high level of aspiration towards reading. Therefore, they managed to get additional books from the following sources, such as,

(i) purchasing the books,

(ii) borrowings from friends and trusts.

Item No. 2 : Are the books available in college library as and when you need those ? (Yes/No)

If no, state the reasons for this.

Table 4.8 Opinion on availability of bookswise frequency and percentage distribution of respondents from SC, ST and OBC and general categories

	SC, ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Yes	38	73.07	115	40.49
No	12	23.07	139	48.94
Not mentioned	02	03.84	30	10.56
Total	52	100	284	100

From the table 4.8, it was observed that according to 73% SC, ST and OBC respondents and 40% of general category respondents, there was availability of books in their college library for study when they needed, whereas, these were not

available according to the view of 23% and 49% ST, SC, OBC respondents and general category respondents respectively. 4% of SC, ST and OBC respondents and 11% of general category respondents did not respond to this item.

Thus, majority of SC, ST and OBC respondents opined that books were available in the library when they needed it, but in case of majority of general category respondents, those were not available when they needed. This is consistent to the findings of previous item. So the probable reasons may be same as stated in the previous item.

Followings were the reasons for non-availability of books.

(i) Shortage of books.

(ii) Books issued for longer duration.

(iii) Non-availablity of books in the late hours.

(iv) Non-availablity of latest books.

(v) Lack of funds to purchase books.

Item no. 3 : Is the time duration for which a library book can be kept with you, adequate? (Yes/No)

Table 4.9 Opinion on adequacy of borrowing time of library books. (Castewise responses in frequncy and percentage)

	SC, ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Yes	30	57.69	91	32.04
No	12	23.07	160	56.33
Not mentioned	10	19.23	33	11.62
Total	52	100	284	100

From the table 4.9, it was observed that according to 58% SC, ST and OBC respondents and 32% general category respondents, the borrowing time of their library books was adequate, whereas, the same was not adequate, according to 23% and 56% ST, SC, OBC respondents and general category respondents respectively. 19% of SC, ST & OBC respondents and 12% of general category respondents did not respond to this item.

Thus, it was observed that, for majority of respondents from ST, SC and OBC, the time duration was sufficient, whereas, it was not so in case of majority of general category students. This could be probably due to their high level of aspiration towards reading.

Item no. 4 : Mention the libraries you use other than your college library from the following

(a) University library
(b) Government library
(c) Private library
(d) Any other

Table 4.10 : Castewise frequency and percentage distribution of respondents about utilisation of different libraries

TYPES OF LIBRARIES	SC, ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Government	02	28.57	07	17.95
University	03	42.86	16	41.02
Private	01	14.28	11	28.2
Any other	01	14.28	05	12.82
Total	07	100	39	100

From the table 4.10, it was observed that according to 29% SC, ST and OBC respondents and 18% of general category respondents, they used government libraries, 43% and 41% respondents from the respective category used University library only, whereas, according to 14% and 28% ST, SC, OBC respondents and general category respondents respectively, they used private libraries also. 14% of SC, ST & OBC respondents and 13% of general category respondents used any other libraries other than the above mentioned libraries.

Thus, it was observed that, students from both the categories used different types of above mentioned libraries with almost equal proportion. It seemed very natural to use different libraries looking at the nature of the M.B.B.S. course.

Item. no.5 : Do you think that books should be available in Gujarati language for your better understanding? (Yes/No)

Table 4.11: Castewise frequency and percentage distribution of respondents about the opinion on availability of text books in Gujarati.

	SC, ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Yes	28	53.84	76	26.76
No	23	44.23	170	59.85
Not mentioned	01	1.92	38	13.38
Total	52	100	284	100

From the table 4.11, it was observed that according to 54% of SC, ST and OBC respondents and 27% of general category respondents, text books in Gujarati medium should be available in their library, whereas, according to 44% of SC, ST & OBC respondents and 60% of general category respondents, these should not be available. 2% of SC, ST & OBC respondents and 13% of general category respondents did not react to this item.

Thus, majority of ST, SC and OBC students opined that books should be available in Gujarati language as most of these students belonged to vernacular medium of instruction at school level (shown in table no. 4.24), whereas, majority of general category students were not in favour of books in Gujarati language due to their English medium background.

Item no. 6 : What kind of co-operation do you get from the library staff ?

(a) Locate books and journals.

(b) Inform regularly about new books and journals.

(c) Inform about new thesis and research reports.

(d) Orientation for freshers about library use.

Table 4.12 Castewise frequency and percentage distribution of respondents about the type of co-operation rendered by their library staff

Type of Co-operation	SC, ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Locate books and journals	27	51.92	128	55.98
Inform regularly about new books and journals	13	25	26	11.35
Inform about new thesis and research reports	07	13.46	18	07.86
Orientation for freshers about library use	15	28.85	57	24.89
Total	52	100	229	100

From the table 4.12, it revealed that according to majority of the respondents, i.e. 52% of SC, ST and OBC category and 56% of general category, their library staff co-operated with them to locate books and journals. According to 25% of SC, ST and OBC category and 11% of general category respondents, their library staff co-operated with them to inform about new books and journals. According to 13% of SC, ST and OBC category and 8% of general category respondents, their library staff co-operated with them to inform about new thesis and research reports, whereas, according to 29% of SC, ST and OBC category and 25% of general category respondents, their library staff co-operated with them to arrange orientation programs for freshers.

Thus, the pattern of response for both the categories was uniform as the requirements of the students with respect to library were almost same and majority of students from both the categories needed help of library staff in locating books and journals and orienting them in the beginning to use library.

Item no. 7 : If you have any suggestion regarding the improvement of library facilities, please mention them in the space given below.

Table 4.13 Castewise frequency distribution of respondents' suggestions about the improvement of existing facilities in their college library

SUGGESTIONS	GENERAL	SC,ST & OBC
	Fre.	Fre.
Increasing tables and chairs	22	6
Air conditioner needed	10	2
Cushion for chairs	--	2
Books should be issued for home	32	4
Canteen needed	6	1
Increase number of books	38	1
Zerox and duplicating facilities	8	1
Toilet facilities needed	2	1
Provision for video tapes	7	1
Issuing of 2 books on I. card	-	1
Separate room for different year students	-	1
Increase reading space	13	-
Increase library hours	9	-
Separate arrangement for girls	2	
Separate cubicles on each table	2	
Orientation of staff on Medical books	3	
Lift facility needed	6	
Proper ventilation needed	9	
Regular Information about new books & journals needed	3	-
Previous year question papers needed	2	
Total	174	21

4.3 Home

When one undertakes an educational study, the home environment is always very vital. As it is said that, the development of an individual depends on variety of factors and home environment is one of them. In case of students at all levels, home environment contributes significantly. Academic performance is a function of school environment as well as home environment. The factors in this regard, which are important to study, are distance between home and school/college, vehicle owned (if any), facilities at home for study. All these factors can contribute to the academic performance of the students or sometimes the environment at home may not prove conducive for study. Hence, it becomes necessary to study all these factors. The information regarding all these factors is presented here. It also reveals the difference between SC, ST and OBC students on one hand and general category students with reference to different facilities existed in their homes.

Item no. 8 : How do you cover the distance between college and home?

(a) By bus

(b) By train

(c) By Cycle

(d) By moped/ scooter

(e) On foot

(f) Any other

Table 4.14 Castewise frequency and percentage distribution of respondents about the mode of conveyance used to cover the distance between college and home

MODES OF CONVEYANCE	GENERAL		SC,ST & OBC	
	Fre.	%	Fre.	%
Moped/Scooter	124	87.32	14	82.35
Bus	07	04.92	02	11.76
Cycle	01	0.70	01	05.88
On Foot	01	0.70	-	-
Use more than one modes	04	02.82	-	-
Not mentioned	04	02.82	-	-
Total	142	100	17	100

From the table 4.14, it revealed that according to majority of the respondents, i.e. 82% of SC, ST and OBC category and 87% of general category, they used Mopeds or Scooters as mode of conveyance to cover the distance between their college and homes. According to 12% of SC, ST and OBC category and 5% of general category respondents, they used buses as mode of conveyance to cover the same distance. Cycles were used by only 6% and 1% respondents of SC, ST and OBC category and general category respectively. According to 1% of general category respo-ndents, they covered the distance between their college and homes by feet, whereas, according to 3% respondents from general category they used more than one mode for the same purpose. 3% respondents from general category did not respond to the item.

Thus, majority of the respondents from both the categories used Mopeds/Scooters as the mode of conveyance to cover the distance between college and homes. This was despite of the difference in occupational background of their parents (as shown in table 4.3). This showed that the parents of even lower income group were extending support to their children so that they can spare more time on their study.

Item no 8 : Do you think that distance from your home to college affect your study adversely? (Yes/No)

Table 4.15 Castewise frequency and percentage distribution of respondents about the opinion on the adverse effect of the distance between their homes and college

	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Yes	06	35.29	44	30.98
No	11	64.7	98	69.02
Total	17	100	142	100

From the table 4.15, it was observed that according to 35% of SC, ST and OBC respondents and 31% of general category respondents, the distance between their college and home affected their study adversely, whereas, according to 65% of SC, ST & OBC respondents and 69% of general category respondents, it did not affect their study adversely.

Thus, majority of the respondents from both the categories opined that the distance did not affect their

study adversely as majority of them used Mopeds/Scooters to cover the distance as shown in previous table.

Item no 9 : Does domestic work performed by you affect adversely to your study ? (Yes/ No)

Table 4.16 Castewise frequency and percentage distribution of respondents about the opinion on the adverse effect of the domestic work performed by them on their study

	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Yes	05	29.41	29	20.86
No	10	58.52	107	74.82
Not mentioned	02	13.07	06	04.31
Total	17	100	142	100

From the table 4.16, it was observed that according to 59% of SC, ST and OBC respondents and 75% of general category respondents , domestic work performed by them did not affect their study adversely, whereas, according to 29% of SC, ST & OBC respondents and 21% of general category respondents, it affected their study. 13% of SC, ST & OBC respondents and 4% of general category respondents did not react to this item.

Thus, majority of the students from both the category thought that their study did not affect adversely by the domestic work they performed. It could probably be due to the following reasons.

1. They performed less work which consumed less time and energy.
2. They were not allowed to do much domestic work by their parents, as they were studying in higher classes.
3. They thought that it was their duty to do some domestic work which would help their parents.

Item No. 10 : Do you have a separate room for your study ? (Yes/No)

Table 4.17 Castewise frequency and percentage distribution of respondents about availability of their separate study rooms.

	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Yes	12	70.58	113	79.58
No	05	29.41	28	19.72
Not mentioned	-	-	01	0.7
Total	17	100	142	100

From the table 4.17, it was observed that according to 71% of SC, ST and OBC respondents and 79% of general category respondents, they had their own separate study rooms, whereas, according to 29% of SC, ST & OBC respondents and 20% of general category respondents, they had no separate study rooms. 1% of general category respondents did not react to this item.

Thus, majority of the students from both the categories had their own study rooms. So, it seemed that there was almost equal amount of good study facilities available in

their homes in terms of separate study rooms for both the categories of respondents.

4.4 Hostel

Just as home environment is very important for academic progress of students, hostel environment, also affects students' academic life. At higher education, all are not day-scholars but some are hostellers. Therefore, it was necessary to study the hostel environment of hostellers in term of their difficulties in getting admission, difficulties of adjustment with food and other facilities, sources of help sought on the part of students etc. Data regarding these factors is as follows,

Item no. 11 : Please state the problems you had faced at the time of hostel admission.

Table 4.18 Castewise frequency and percentage distribution of respondents about their admission problems

Type of Problems	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Seniors not vacating rooms	02	22.22	09	36
Less vacancy in hostels	-	-	06	24
Had to wait to get lockers	02	22.22	-	-
Had to come many times	02	22.22	06	24
Late admission	03	33.33	04	16
Total	09	100	25	100

From the table 4.18, it revealed that according to 22% of SC, ST and OBC respondents and 36% of general category respondents, their seniors did not vacate rooms. There was less vacancy in the hostel, according to 24% of general category respondents. There was late admission according to 33% of SC, ST and OBC respondents and 16% of general category respondents. According to 22% of SC, ST and OBC respondents they had to wait to get lockers, whereas, according to 22% of SC, ST & OBC respondents and 24% of general category respondents, they had to come many times for hostel admission.

Thus, for the problems like, seniors not vacating the rooms, had to wait to get lockers, the hostel administrative authority seemed to be more or less responsible and these types of problems can be solved easily, if the authority acts strictly. Likewise, the problems like, late admission and had to come many time, can be solved by the simplification of the existing bureaucratic procedures.

Item no. 12 : In the beginning, what type of adjustment problems did you face in relation to,

(a) Hostel food.

(b) Sharing of common facilities in the hostel.

Table 4.19 Castewise frequency and percentage distribution of respondents about their adjustment problems regarding hostel food

Type of Problems	SC, ST & OBC		GENERAL	
	Fre.	%	Fre.	%
No Balance diet	-	-	17	25
Poor quality of food	06	54.55	32	47.06
Less tasty	-	-	05	07.35
Not as good as home	02	18.18	03	4.41
Un-hygenic	-	-	03	4.41
Monotonous	03	27	08	11.76
Total	11	100	68	100

It was observed from the table 4.19 that the food was of poor quality, according to 54% of SC, ST and OBC respondents and 47% of general category respondents. The diet was not balanced according to 25% of the general category respondents. It was less tasty according to 7% of general category respondents. The food was not as good as home according to 18% of SC, ST and OBC respondents and 4% of general category respondents. According to 4% general category respondents, it was unhygenic, whereas, according to 27% of SC, ST & OBC respondents and 12% of general category respondents, the food was monotonous.

Also, from the above observation, it seemed that the food habits of both the categories differed from each other in terms of quality and type. If possible, authorities can take suitable steps in this regards.

Table 4.20 Castewise frequency and percentage distribution of respondents about their adjustment problems regarding sharing of common facilities in hostels

Type of Problems	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Unclean common-rooms	01	16.67	-	-
Disturbance from main road	01	16.67	-	-
Water problem	03	50	11	42.35
Improper room sweeping	01	16.67	-	-
Unclean toilets and bathrooms	-	-	09	34.62
Ventilation problem	-	-	02	07.69
No lights in bathrooms, toilets and corridors	-	-	01	03.85
Early closer of common rooms	-	-	03	11.54
Total	06	100	26	100

From the table 4.20, it revealed that according to majority of the respondents, i.e. 50% of SC, ST and OBC category and 42% of general category, water was their main problem (cold and hot). It was unclean common rooms, disturbance from main road and improper room cleaning according to 17% respondents for each problems from SC, ST and OBC category. It was unclean toilets and bath rooms problem, problem of ventilation and no light in the bath rooms, toilets and corridors, according to 35%, 8% and 4% respondents from general category respondents, for each

problems respectively. According to 12% general category respondents, their common rooms closed early.

It was observed from the above table that general category students faced wide range of problems in comparison to SC, ST and OBC students. It may be concluded that later category was more adjustive.

As a whole, the common problems faced by the majority students was "water problem" and it was very important for their hygiene. The authority should take immediate and vigour steps to counter this problem.

Item no.13 : Who had helped you to solve the problems given in item no 2.

(a) Warden

(b) Room mates

(c) Any other

Table 4.21 : Castewise frequency and percentage distribution of respondents about the person who helped them to solve the hostel problems

	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Warden	13	43.33	38	36.54
Room-mates	15	50	59	56.73
Friends	1	3.33	-	-
House monitor	1	3.33	-	-
Any other	-	-	07	6.73
Total	15	100	104	100

From the table 4.21, it was observed that according to majority of the respondents, i.e. 50% from SC, ST and OBC category and 57% from general category, their room mates helped them to solve their hostel problems. According to 43% respondents from SC, ST and OBC category and 36% respondents from general category, their wardens helped them to solve their hostel problems. According to 3% each respondents from SC, ST and OBC category their friends and house-monitors helped them to solve their hostel problems. 7% respondents from general category took help from other sources.

It was clear that majority of the students took help from room-mates and wardens, whereas, a small portion took help from any other sources.

So it was observed that, in both the categories of students, there was healthy co-operative peer-group relationship which enabled them to solve their hostel problems. But it would be better if the students approach wardens about their problems, so that the wardens can take better measures to solve the problems in a better way.

Item no. 14 : Does the distance between hostel and college affect adversely to your study ? (Yes/ No)

Table 4.22 Castewise frequency and percentage distribution of respondents' opinion about the adverse effect of the distance between hostel and college

	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Yes	21	60	56	39.43
No	11	31.42	79	55.63
Not mentioned	03	08.57	07	4.92
Total	35	100	142	100

From the table 4.22, it was observed that according to 60% of SC, ST and OBC respondents and 39% of general category respondents, the distance between their college and hostel affected their study adversely, whereas, according to 31% of SC, ST & OBC respondents and 56% of general category respondents, it did not affect their study adversely. 09% of SC, ST & OBC respondents and 05% of general category respondents did not react to this item.

On the whole, majority of the SC, ST and OBC students felt that the distance between hostel and college affected their study adversely, whereas, according to majority of the general category students, it did not affect which could probably due to more availability of suitable conveyance in case of general category students in comparison to SC, ST and OBC students.

Item no. 15 : Are Food and accommodation facilities in the hostel satisfactory ? (Yes/No)

Table 4.23 Castewise frequency and percentage distribution of respondents' opinion on the item "food and accommodation facility in the hostel are satisfactory

	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Yes	16	45.71	47	33.09
No	18	51.42	83	58.45
Not mentioned	01	2.85	12	8.45
Total	35	100	142	100

From the table 4.23, it was observed that according to 46% of SC, ST and OBC respondents and 33% of general category respondents, they were satisfied with the food and accommodation facilities available in their hostel, whereas, according to 51% of SC, ST & OBC respondents and 58% of general category respondents, they were not satisfied with the same facilities. 3% of SC, ST & OBC respondents and 8% of general category respondents did not react to this item.

Thus, it was observed from the above table that, majority of the hostellers from both the categories were not satisfied with food and accommodation facilities available.

4.5 CLASSROOM LEARNING

In professional courses, academic programmes comprise of classroom learning and practicals. In M.B.B.S. course, the

weightage is almost equal for theory and practical. These were some of the observations regarding classroom learning.

(i) In first and second year, classes were held in the morning hours.

(ii) In third year, those were held during mid-day.

(iii) Theory classes were taught by professors, associate professors and assistant professors. Generally, tutors were not given theory classes.

(iv) Person belonging to a particular subject/department teaches that particular subject irrespective of his/her position i.e. if a person is senior but his/her subject is taught at first M.B.B.S. then he/she teaches it there only.

Data had been collected regarding following aspects namely,

(1) Methods and media of instruction,

(2) Methods and media liked/ disliked by students,

(3) Sources approached by students to solve their difficulties,

(4) Difficulty with English language,

(5) Types of encouragement rendered by teachers,

(6) Participation of students in classroom discussions.

Data regarding above mentioned aspects follow.

Item no. 16 : What was your medium of instruction at school level?

Table 4.24 Castewise frequency and percentage distribution of respondents about their medium of instruction at school

Medium of instruction	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Gujarati	44	84.61	126	44.36
English	07	13.46	148	52.11
Hindi	-	-	04	1.5
Not responded	01	1.92	06	2.11
Total	52	100	284	100

From the table 4.24, it revealed that according to 85% SC, ST and OBC category respondents and 44% of general category respondents, their medium of instruction was Gujarati at school. It was English according to 13% SC, ST and OBC category and 52% general category respondents. It was Hindi according to 2% general category respondents, whereas, 2% respondents from both the categories did not respond to this item.

On the whole, it can be observed that very less percentage of SC,ST and OBC respondents had English as medium of instruction at school level, whereas, it was more than fifty percentage in case of general category respondents. This could probably be due to,

(1) more urban background of general category students,

(2) more access of general category students to English medium schools due to their better economic background.

(3) As English is a medium of instruction in higher education and it provides a competitive environment, majority parents of general category students prefer English medium schools.

(4) non-availability of English medium schools in rural areas, to which majority of the ST, SC and OBC students belong.

This factor of medium of instruction could be one of the major factors leading to high rate of stagnation among ST, SC and OBC students in professional courses.

Item no. 17 : Does English as medium of instruction in the college create problems for your understanding? (Yes/ No)

Table 4.25 Castewise frequency and percentage distribution of respondents' opinion on English as medium of instruction creating problems for understanding

	SC, ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Yes	31	59.61	70	24.64
No	19	36.53	203	71.47
Not mentioned	02	3.84	11	3.87
Total	52	100	284	100

From the table 4.25, it was observed that 60% of SC, ST and OBC respondents and 25% of general category respondents, faced problems in understanding due to English as medium of instruction, whereas, 36% of SC, ST & OBC respondents and 71% of general category respondents, did not face problems due to it. 4% respondents from each category did not respond to this item.

Majority of ST, SC and OBC students faced problems in understanding the lectures and this was probably due to vernacular medium of instruction at school level whereas, it was less in case of general category students.

In table 4.24, the percentage of vernacular medium students were 85% and 46% respectively for ST, SC, OBC and general category students. But in table 4.25, the percentage of students from both the category facing problems due to English as medium of instruction decreased which may be due to;

(1) drop-out of extreme students, who could not cope up with language problem,
(2) taking help from different sources,
(3) adjustment with the passage of time.

Item no. 18: Whom do you contact to solve the problems in understanding due to English as medium of instruction?

Table 4.26 **Castewise frequency and percentage distribution of respondents taking help from different sources in case of language problems**

Sources of help	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Friends	15	53.57	40	54.79
Teachers	06	21.43	12	16.44
Try to solve by own	07	25	19	26.03
Any other	-	-	02	2.74
Total	28	100	73	100

From the table 4.26, it was observed that according to majority of the respondents, i.e. 54% from SC, ST and OBC category and 55% from general category, their friends helped them to solve their problems in understanding due to English as medium of instruction. According to 21% respondents from SC, ST and OBC category and 16% respondents from general category, their teachers helped them to solve the same problem. According to 3% respondents from general category, they took the help of any other person to solve this problem, whereas, according to 25% SC, ST and OBC respondents and 26% general category respondents, they tried to solve it on their own.

It seems that majority of respondents from both the categories preferred to solve their language problem through

their friends as they might be feeling more at ease with them rather than with their teachers.

Item no. 19 : Which of the teaching methods are suitable for you? Give the reasons for it.

Table 4.27 Castewise distribution of suitability of teaching methods

Teaching Methods	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Lecture	8	72.73	3	25
Projection with slides and pictures	3	27.27	9	75

It was observed from the table 4.27 that, according to majority of ST, SC and OBC students (73%), lecture method was suitable for them, whereas, according to majority of general category students it was un-suitable for them. This seemed inconsistent with the previous findings based on table no. 4.24, which showed that majority of ST, SC and OBC students were from vernacular medium. As learning through lecture method needed more vocabulary in English, majority of ST, SC and OBC students should not have found it suitable. Any way, these were the reasons given by them in favour of it's suitability.

(1) Grasping increases and one can remember the information easily.

(2) Creates interest.

(3) Required information can be obtained from teachers (Less need of extra study).

(4) More information can be obtained and difficulties.can be discussed with teachers and students.

(5) Easy availability of notes for further use.

(6) Students were habituated with it since school days.

Reasons given by general category students in favour of suitability of lecture method.

(1) Provides up-to-date information which was not available in the books.

(2) Lecturing was interesting.

(3) Students remained alert.

According to 75% of general category students, projection method was more suitable than lecture, whereas, according to only 27% ST, SC and OBC students it was suitable.

Following were the reasons of each categories in favour of suitability of projection with slides and picture method.

SC, ST & OBC respondents

(1) Better and quicker understanding of the subject.

(2) Easy to remember the information.

(3) It gave better explanation and impression of the facts presented.

General Category respondents

(1) Easy to understand and remember the content.

(2) More interesting.

(3) Coverage of more content in shorter duration of time.

(4) Presentation of information in brief and to the point.

(5) Better and quicker understanding

(6) Brain cannot cram words easily but figures.

From the above analysis, it was clear that, in future it was not possible to follow only one method but it would be better to follow an integrated approach of these two methods for class-room teaching in M.B.B.S. Course.

Item no.20 : Mention the reasons for non participation in the class-room discussions.

Table 4.28 Castewise frequency and percentage distribution of respondents about the reasons of non-participation in the class-room discussion

Reasons	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Problem of Eng. Language	12	70.58	24	34.29
Lack of scope	-	-	11	15.71
Lack of confidence	-	-	13	18.57
Large class size	02	11.76	03	4.29
Lack of understanding	02	11.76	04	5.71
Less interest	-	-	06	8.57
Fear of teasing by others	01	5.88	03	4.29
Hesitation	-	-	02	02.86
Shyness	-	-	04	5.71
Total	17	100	70	100

From the table 4.28, it revealed that according to majority of the respondents, i.e. 70% of SC, ST and OBC

category and 34% of general category, they did not participate in the class room discussions due to the problem of English language. It was due to lack of scope, lack of confidence, less interest, hesitation and shyness, according to 16%, 19%, 9%, 3% and 6% of general category respondents respectively. It was due to the large class size, according to 12% of SC, ST and OBC category respondents and 4% of general category respondents. According to 12% of SC, ST and OBC category respondents and 6% of general category respondents, it was due to the lack of understanding, whereas, it was due to the fear of teasing by others according to 6% of SC, ST and OBC category respondents and 4% of general category respondents.

On the whole, it seemed that the major cause of non-participation in the classroom discussions for both the categories was the problem of English language. The same problem seemed more acute in case of ST, SC and OBC students may be due to the vernacular medium of instruction in the school which was confirmed from the table 4.24.

Further, the number of problems in case of ST, SC and OBC students were very few and they had some problems related to psychological factors, whereas, in case of general category students the range of problems was very wide and they too faced different types of psychological problems. A proper counseling can help them to overcome these problems.

Item no.21 : Please mention the types of encouragement you receive from your teachers.

Table 4.29 Castewise frequency and percentage distribution of respondents about the type of encouragement they receive in the class from teachers

Type of encouragements	SC, ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Encourage to question more	-	-	06	21.43
Encourage to participate in the class	-	-	02	07.14
Appreciate students' answers	-	-	01	03.57
Encourage to read good books	-	-	01	03.57
Providing guidance as encouragement	02	11.11	-	-
Problem solving	05	27.78	-	-
All the above	11	61.11	18	64.28
Total	18	100	28	100

From the table 4.29, it revealed that according to 21% and 7% of general category respondents, their teachers encouraged them to question more and to participate in the class, respectively. According to 4% general category respondents, their teachers appreciated their answers. According to same percentage of respondents, their teachers encouraged them to read good books. According to 11% and 28% of SC, ST and OBC category respondents, their teachers provided them guidance and helped them to solve their problems, respectively, whereas, according to a majority of respondents i.e. 61% from SC, ST and OBC category and 64% from general category respondents, their teachers provided them all the above types of encouragements.

This is an indication of healthy relationship between teachers and students and willingness of the teachers to help the students in form of providing encouragement. It was found in case of both the categories of students.

Similar kind of findings were also reported in the studies conducted by (Adiseshiah and Ramnathan, 1974), (Parvathamma, 1974), (Rath and Misra, 1974), (Sachchidananda, 1974) while studies conducted by (Dubey, 1974) and (Chitnis, 1981) did not reflect similar findings. Thus, on the whole, investigator did not find any consistency in findings of the previous studies.

Further, it was observed that types of encouragement seemed more intensive in case of general category students while in case of SC, SC and OBC respondents it seemed more formal.

Item no.22 : Do your teachers help you in solving your academic problems ? (Yes/No)

Table 4.30 Castewise frequency and percentage distribution of respondents' opinion about assistance of the teachers offered in solving their academic problems

	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Yes	41	78.84	230	80.98
No	03	05.78	25	08.8
Not mentioned	08	15.38	29	10.21
Total	52	100	284	100

From the table 4.30, it was observed that most of the respondents i.e. 79% from SC, ST and OBC and 81% from general category, opined favourably about the assistance of teachers in solving their academic problems, whereas, according to 6% of SC, ST & OBC respondents and 9% of general category respondents, their teachers did not assist them to solve their academic problems. 15% of SC, ST & OBC respondents and 10% of general category respondents did not respond to this item.

A large majority of the respondents from both the categories were getting academic help from their teachers which showed the willingness of the teachers to assist their students to solve their academic problems. This type of behaviour can always be helpful in developing mutual trust and developing good climate in any institution.

4.6 PRACTICALS

Alongwith theory, practicals are also very important in M.B.B.S. course. Students had practicals in all subjects in first and second year M.B.B.S. course. practicals were held in the afternoon session, in case of first M.B.B.S. as well as second M.B.B.S. while in case of third M.B.B.S., they had no practicals in the laboratories, but, they had ward duties in the morning session. Data were collected on the following aspects.

(i) Clarity in understanding the instructions given before practicals.

(ii) Difficulties faced by students during practicals.

(iii) Co-operation received from peer-group and teachers during practicals.

(iv) Sources approached by students to solve their difficulties.

(v) Evaluation of practical work.

The analysis of data is as under.

Item no. 23 : Do you face any language problem in understanding the instructions given before practicals ? (Yes/ No)

Table 4.31 Castewise frequency and percentage distribution of respondents' opinion about the language problem in understanding the instructions given before practicals

	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Yes	22	42.3	40	14
No	26	50	224	78.87
Not mentioned	04	7.69	20	7.04
Total	52	100	284	100

From the table 4.31, it was observed that, 42% of SC, ST and OBC respondents and 14% of general category respondents had language problem in understanding the instructions given before practicals, whereas, according to 50% of SC, ST & OBC respondents and 79% of general category respondents, they had no such problem. 8% of SC, ST & OBC respondents and 7% of general category respondents did not respond to this item.

Though, majority of the SC, SC and OBC respondent's were not from English medium, still half of them did not face any language problem to understand the instructions given before practicals could probably because, the instructions might be simpler in terms of language than classroom lectures and the duration of instruction might be very less.

Those SC, SC and OBC respondents who faced these problems were due to their vernacular medium of instruction at school level.

In case of general category students, a very few percentage of students faced this problem which was negligible.

Item no.24(a): If your response is "Yes" against item no. 21, which source/s do you approach to solve these problems?

Table 4.32 Castewise frequency and percentage distribution of respondents about the sources of help taken to solve the language problem at the time of practicals

Sources	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Teachers	06	31.58	06	17.64
English medium students	03	15.79	-	-
Friends	03	15.79	17	50
Any other	07	36.84	-	-
On their own	-	-	11	32.35
Total	19	100	34	100

From the table 4.32, it was observed that according to 16% of SC, ST and OBC category and 50% of general category

respondents,their friends helped them to solve their problems due to language at the time of practical. According to 32% respondents from SC, ST and OBC category and 18% respondents from general category, their teachers helped them to solve the same problem. According to 31% respondents from general category they tried to solve the problem on their own. 16% SC, ST and OBC category respondents took the help of English medium students, whereas, 37% of SC, ST and OBC category respondents solved the same problem by any other source.

In case of SC, SC and OBC respondents, it seemed that they took almost equal help from different sources to solve their problems. This could probably be due to the reason that many of their friends might be able to solve their problems and they might be finding it more easy and convenient to approach them instead of their teachers.

Item no.24(b): Which source/s do you approach to solve the problems other than language, at the time of practicals.

Table 4.33 Castewise frequency and percentage distribution of respondents about the sources of help taken to solve the problems, other than language, at the time of practicals

Sources	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Teachers	33	71.74	225	79.23
Friends	05	10.87	59	20.77
Any other	08	17.39	-	-
Total	46	100	284	100

From the table 4.33, it was observed that according to 11% of SC, ST and OBC category and 21% of general category respondents, their friends helped them to solve their problems (other than language) at the time of practical, whereas, according to a majority of respondents i.e. 72% from SC, ST and OBC category and 79% from general category, their teachers helped them to solve the same problems. 17% respondents from SC, ST and OBC category took the help of any other source to solve these problems.

Thus, most of the respondents from both the categories took help of their teachers to solve their problems during practicals (other than language). This could be due to easy access to teachers who remained present on the spot. The nature of the problems were such that it needed to be solved on the spot and the teachers had far more expertise than any other source.

Item no. 25 : Do you get co-operation from teachers and classmates in carrying out practicals?(Yes/No)

Table 4.34 Castewise frequency and percentage distribution of respondents' opinion about the co-operation rendered by teachers and class-mates in carrying out their practicals

	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Yes	47	90.38	236	83.09
No	02	3.84	25	08.8
Not mentioned	03	5.76	23	8.12
Total	52	100	284	100

From the table 4.34, it was observed that according to 90% of SC, ST and OBC respondents and 83% of general category respondents, their teachers and classmates co-operated with them while carrying out practicals, whereas, according to 4% of SC, ST & OBC respondents and 9% of general category respondents, they did not co-operate. 6% of SC, ST & OBC respondents and 8% of general category respondents did not respond to this item.

Thus, very large majority of respondents from both the categories were getting sufficient cooperation from their teachers and classmates in carrying out practicals which once again did reflect on healthy relations between teachers and students and among students themselves, which also showed a healthy climate in the institution.

Item no. 26 : Do you get proper justice in evaluation? (Yes/No)

Table 4.35 Castewise frequency and percentage distribution of respondents' opinion about the justice given in evaluation

	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Yes	35	67.3	145	51.05
No	10	19.23	75	26.41
Not mentioned	07	13.46	64	22.53
Total	52	100	284	100

From the table 4.35, it was observed that according to 67% of SC, ST and OBC respondents and 51% of general category respondents, they got justice in their practical and theory evaluation, whereas, according to 19% of SC, ST & OBC

respondents and 26% of general category respondents, they did not get justice in their practical and theory evaluation. 14% of SC, ST & OBC respondents and 23% of general category respondents did not react to this item.

Thus, majority of respondents from both the categories were satisfied with their evaluation system. But, the percentage of satisfaction was less in case of general category respondents, may be due to their high level of expectations.

Item no. 27 : Please mention problems which you face during practicals.

Table 4.36 Castewise frequency and percentage distribution of respondents about the problems they face during practicals

Type of problems	SC,ST & OBC		GENERAL	
	Fre.	%	Fre.	%
Less number of dead bodies	04	44.44	01	5
Lack of sufficient time	02	22.22	03	15
More number of students in one batch	03	33.33	05	25
Problems related to instruments	-	-	06	30
Outdated practicals	-	-	01	5
Less weightage given to practicals	-	-	01	5
Insufficient revision	-	-	01	5
Lack of coordination between theory & practicals	-	-	01	5
Insufficient instructions for practicals	-	-	01	5
Total	09	100	20	100

The table 4.36, revealed that according to 44% of SC, ST and OBC category respondents and 5% of general category respondents, they faced problems during practical due to less number of dead bodies in the anatomy. According to 22% of SC, ST and OBC category respondents and 15% of general category respondents, they faced some problems during practical due to lack of sufficient time, whereas, according to 33% of SC, ST and OBC category respondents and 25% of general category respondents, it was due to more number of students in each group. Outdated practicals, less weightage to practicals, insufficient revision, lack of coordination between theory and practical and insufficient instructions for practicals, according to 5% of respondents from general category for each type of problems whereas, according to 30% of respondents from the same category, it was due to the problems related to instruments used in practicals.

The common problems faced by students of both the categories were lack of sufficient time for practicals and over-crowded batches. To avoid these problems, the following steps can be taken.

(i) Practical classes should be arranged in the morning session to get more time.
(ii) Time of instruction which was given before practicals should be reduced reasonably.
(iii) Number of batches should be increased to avoid over crowding.

The problem of less number of bodies for anatomy practical was felt by a majority of SC, SC and OBC respondents, which might be beyond the control of concerned authority.

Further, the range of problems was very high in case of general category respondents.

4.7 UTILISATION OF FACILITIES GIVEN TO ST, SC AND OBC STUDENTS

As a part of the government policy, the students from weaker sections are provided with freeship and scholarship facilities. Therefore, it was important to study the extent of utilisation of these facilities in terms of,

(i) the extent of utilisation,

(ii) effective implementation of these measures,

(iii) the problems encountered by the beneficiaries, and

(iv) suggestions offered by them.

It can throw light on, how far equity measures were effective from these various view points. Here, the items framed were related to scholarship facility.

Item no. 28 : Do you get scholarship? (Yes/ No)

Table 4.37 Frequency and percentage distribution of SC, ST & OBC respondents' opinion on the item "Do you get scholarship?"

	Fre.	%
Yes	25	48.07
No	27	51.92
Total	52	100

From the table 4.37, it was observed that 48% of SC, ST and OBC respondents got scholarship, whereas, 52% of the same category did not get scholarship.

The findings of the previous studies did not show any consistent pattern with the present study. Studies conducted by (chitnis, 1976) and (Soni, 1975) revealed that majority of the ST and SC students got scholarships, while study conducted by Solanki in 1976 revealed that only 25% of the ST students were receiving scholarships. The reasons for not getting scholarships follow.

Item no. 29 : What are the reasons for not getting scholarship, if you are not getting it ?

Table 4.38 Frequency and percentage distribution of SC, ST & OBC respondents' reason for not getting scholarship

Reasons	Fre.	%
Family income is more	13	92.86
Delay in filling form	01	7.14
Total	14	100

From the table 4.38, it was observed that 93% of SC, ST and OBC respondents were not getting scholarship as their family income was more than the prescribed income limit, whereas, 7% did not get it because of their delay in filling up the form.

Thus, the main reason for not getting Scholarship was their family income being more than the prescribed limit. Three students had different opinions. One student mentioned that though eligible to get scholarship, but did not know when it would be received by him. Another student mentioned that although applied for scholarship, still it was not received. Third student had very different type of reaction i.e. need was not felt to apply for the scholarship.

Thus, on the whole, almost all students were not getting scholarship because of their high family income.

Item no. 30 : Do you think that prescribed income limit of family needs to be raised with regard to scholarship ? (Yes/No)

If Yes, What it should be ?

Table 4.39 Frequency and percentage distribution of SC, ST & OBC respondents' opinion on raising of income limit for giving scholarship

	Fre.	%
Yes	13	48.14
No	04	14.81
Not mentioned	10	37.03
Total	27	100

From the table 4.39, it was observed that 48% of SC, ST and OBC respondents were in favor of raising the income limit for giving scholarship, whereas, 15% did not favor it. 37% did not respond to this item.

Thus, significant number of respondents had opined that the income limit of their family needed to be raised.

Item no. 31 : Do you get scholarship every month? (Yes/No)

Table 4.40 **Frequency and percentage distribution of SC, ST & OBC respondents' opinion on the item "Do you get scholarship every month?"**

	Fre.	%
Yes	09	36
No	16	64
Total	25	100

From the table 4.40, it was observed that 36% of SC, ST and OBC respondents got scholarship every month, whereas, 64% did not get the scholarship every month.

Thus, majority of the respondents were not receiving the scholarship every month. So it was necessary to know, when they were receiving it.

Item no. 32 : If you do not receive the scholarship every month, when do you receive it ?

Table 4.41 **Frequency and percentage distribution of SC, ST & OBC respondents on the item " When do you receive scholarship?"**

Time of receiving	Fre.	%
Yearly	11	73.33
Six monthly	02	13.33
Irregularly	02	13.33
Total	15	100

From the table 4.41, it was observed that 73% of SC, ST and OBC respondents, receive scholarship yearly, whereas, 13% received it six monthly. According to 13% of the same category, they received it irregularly.

Thus, very large percentage of the respondents were not getting the scholarship monthly.

The findings related to irregularity of payment of scholarship to SC, ST and OBC students were also reported in the studies conducted by (Solanki, 1976), (Solanki and Shah, 1977) and (Gogate, 1985).

Though, majority of the students favoured monthly payment of scholarship, the irregularity remains the question to be tackled by the concern authorities so that SC, ST and OBC students would be benefited.

Item no. 33 : If scholarship is given monthly, how would you use it ?

Table 4.42 Frequency and percentage distribution of SC, ST & OBC respondents on the item "How would you use scholarship, if given monthly ?

Type of Expenditure	Fre.	%
Payment of food bill	03	18.75
To bear study expenses	07	43.75
Payment of hostel fees	01	06.25
To cover all expenses	05	31.25
Total	16	100

From the table 4.42, it was observed that 19% and 6% of SC, ST and OBC respondents, spent their scholarship on the payment of food bill and payment of hostel fees, whereas, 44% respondents spent it to bear their study expenses. 31% respondents used the scholarship amount on all these above mentioned expenditure.

Thus, if scholarship would be paid to all the beneficiaries every month, from the reactions of students, it seems that it would be beneficial to them.

4.8 STAGNATION :

In an educational system, there are three major components, (1) Input, (2) Process and (3) Output. Both input and output are learners. The process of education brings desirable changes among learners. The output indicates the changes which take place in the input. Whether those changes have taken place or not can be known by the extent to which pre-decided set of educational objectives have been achieved. Appropriate standardised tools are used to measure the changes which take place in learners. When learners fail to achieve the prescribed limit, (i.e. passing) they get stagnated. In the formal educational setup in school/college, when it happens, one can not move up and has to be there in the same class/standard for one more year. This is known as stagnation. stagnation affects both individual and the system. In case of individual at micro level, it increases the time duration for one standard/class which means extra

cost in terms of time, money and energy. In case of the system at macro level, it represents inefficiency as the resources spent prove to be wastage. Therefore, minimum of stagnation is a sign of an efficient system.

In India, one of the major problems at school and college level is high rate of stagnation as pointed out by the document " Challenges for education- 1985". There is a wide range of reasons responsible for this phenomenon. The high rate of stagnation at college level leads to colossal wastage of resources, especially in the system which is highly subsidised. In India, it is more because the government is providing various types of equity measures like reservation of seats, freeship, scholarship and lowering down the criteria for admission to weaker sections of society due to their low enrollment at higher education level.

Therefore, if the rate of stagnation is found higher among SC, ST & OBC students, it means high wastage of resources. It may raise few questions against rationale of policy makers like reservation of seats and lowering down the criteria of admission. This is more pronouncing in case of branches of professional education like Medicine (where it increases the "opportunity cost" still further as the duration of course is already longer). Therefore, it is necessary to undertake some studies in this regards which would not only measure the rate of stagnation among SC, ST and OBC students but it would also study the same with comparative perspective.

As it can be observed from review of related studies in chapter II, there are very few studies in this regard at college level in India and hardly any study in Medicine. In present study, the investigator has studied the phenomenon of stagnation among final year SC, ST and OBC as well as general category students of five consecutive batches (1990-93) of M.B.B.S. course in Baroda Medical College, Baroda.

Following is the discussion with regard to the table no. 43.

Table 4.43 Yearwise frequency and percentage distribution of stagnation among final year ST, SC, OBC and general category students

Year	SC		ST		OBC		Total		General	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%
Dec. 1990	9(7)	78	6(6)	100	3(1)	33	18(14)	78	32(11)	33
June 1991	13(9)	75	7(4)	60	3(3)	100	23(16)	70	120(29)	25
Oct. 1991	10(2)	20	7(2)	28	1(1)	100	18(5)	28	48(6)	13
Feb. 1992	5(3)	60	3(2)	66	3(3)	100	11(8)	73	94(2)	20
Feb. 1993	4(4)	100	4(3)	75	4(3)	75	12(10)	83	101(30)	30

N.B. : In the column of Frequency, the figure in the bracket shows the frequency of stagnation, out of the total number of students mentioned to the left of it.

As the table shows, in case of December 1990 batch, the highest stagnation is among ST students, followed by SC. While it is least among OBC & general category students. For later, it is less than the average percentage of stagnation among all three categories -SC, ST and OBC. Among these three categories, the stagnation among SC is twice than that in OBC, while stagnation among ST is three times more than that in OBC.

Thus, the stagnation rate is same in OBC and general category but it is high in case of ST & OBC. But in case of June 1991 batch, the pattern is different. In case of general category, the stagnation is least (12.5%) but it is highest among OBC students (100%), followed by SC students (60%). On the whole, if one looks at an average of all the three SC, ST & OBC, it is almost two and half times more than that of general category and stagnation rate for OBC students is four times more than general category.

In case of October 1991 batch, the stagnation among general category students is least (13%) while it is once again highest among OBC students but this time it is followed by that among ST students (28%) and that among SC students in only 20%. Thus, the stagnation among general category students in terms of percentage is alomst 1/2 of the same in case of average of SC, ST & OBC students. But here one thing to be noted is that except in case of OBC students, the gap between general category students and SC, ST students is not very wide which is unlike in previous two tables.

In case of February 1992 batch, once again. the stagnation is least among general category students (20%), once again highest among OBC (100%) followed by ST students (66%) and then among SC students (60%). Thus, the gap between SC and ST students is not very significant while if one looks at the percentage for all the three - SC, ST & OBC together, it is three and half times more than general category while the stagnation in terms of percentage for OBC students is five times more than that among general category students.

For February 1993 batch, the stagnation is highest among SC students (100%) while it is equal in case of ST & OBC students (75%) while in case of general category students, it is only 30%. Thus, if all the three - SC, ST and OBC students stagnation is taken together, in terms of percentage, it is almost three times than that among general category students.

Thus, on the whole one can say that among SC, ST and OBC students, there is no uniform pattern with regard to the percentage of stagnation. But on the whole, except one batch i.e. October, 1991 (where it was 28%), it is always higher (70% or more). Among OBC students, stagnation is highest, while between SC and ST students there is not much difference. In case of general category students, it is uniformly less. It ranges between 13% to 33%. The probable reasons for high rate of stagnation among SC, ST and OBC students could be as follows.

1. The occupational and educational background of SC, ST and OBC students is generally poorer than that of general category students. They mostly belong to lower middle or middle income group and percentage of parents who were professionals and business persons is very less. Percentage of highly educated parents is also less, which can affect their aspiration level as well as financial support and guidance from their parents.
2. The percentage of hostellers is usually more among SC, ST and OBC students which could be because of their rural background. This could be one of the factors for their poor academic performance as they would have to face many adjustment problems as reported earlier.
3. Majority of SC, ST and OBC students have vernacular medium of instruction at school level, which creates problems for them in understanding lectures in classroom learning as well as prevent them from actively participating in class room discussion. It also affects extensive use of library facilities as they find it difficult to cope up with language problem as reported earlier in this chapter. The language problem also affects them adversely to follow instructions given before practical.

On the whole, the findings with regard to stagnation among SC, ST and OBC students in this study are in consistency with the findings of some previous studies conducted in India as reported in Chapter II.