CHAPTER IV

SOCIO-ECONOMIC FACTORS AFFECTING ACCESS TO HIGHER EDUCATION

It is well known that there are great inequalities in access to education and particularly, higher education. Total enrolment in higher education in Tamil Nadu, that is, in colleges and Universities in 1975-76 was 1,62,734 which was only 3.5 per cent of the relevant age group 17-23 years. We are interested in finding out the nature and types of inequalities in access to higher education. There are many ways in which this can be examined. Here we propose to examine it from the point of view of differences in access to higher education according to:

1) Sex, (2) Rural-urban location, (3) Caste, (4) Education of parents, (5) Occupation of parents, and (6) Income of parents.

We make use of the 1971 census statistics, the 1975-76 enrolment statistics and the sample survey results of 1978-79

to fathom the depth of the problem.

Coefficient of equality

To find out whether the group in question, say, women or rural areas, are given equality of educational opportunity proportionate to their population, we make use of a concept evolved by Shri. J.P. Naik, namely, 'Coefficient of equality'.[1] Thus, if we are examining the problem of women, we would like to measure how well in comparison to men, they fare in regard to education. The cefficient of equality is defined as:

$$\frac{\text{The ratio of female enrolment to the enrolemnt of males at a particular stage}}{\text{The ratio of female population to the male population}} \times 100$$

If equality of educational opportunity were to be provided to female students, it is clear that the proportion of their enrolment in any given catagory of educational institutions to the enrolment of male students should be the same as the proportion of female population to make population. In other words, the coefficient of equality, as defined above, should be 100. In practice, however, this coefficient will be either grater than 100 or less than 100. If it is greater than 100, we may infer that, in this particular type of education, the female students are ahead of male students. On the other hand, where the coefficient of equality is less than 100, it can be inferred that the female students are lagging behind the male students.

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1. Naik.J.P - Education of the scheduled Tribes - 1965-66, Occasional Monographs No.5, I.C.S.S.R. Ring Road New Delhi - 1971

Rural-Urban difference

Table number IV-(1) shows the rural-urban break-up of Tamil Nadu population and the sample population of the students surveyed in 1978-79.

The coefficient of equality in this case is defined as

$$\frac{\text{The Ratio of Rural enrolment to Urban enrolment}}{\text{The Ratio of Rural population to Urban population}} \times 100$$

Female Education

The ratio of female to male population according to the 1971 census, Table IV - (1), is 49.4 : 50.6. that is, 0.976:1. The enrolment of female students in different categories of educational institutions should, therefore, be 49.4% of total enrolment, if equality of educational opportunity has to be provided in equal measure to female students.

Our problem is to see whether women have a proportionate representation in enrolment at higher education. In Table IV (2), we show the enrolment of female students in Tamil Nadu for Class-I in 1965-66, class VIII in 1972-73, Class XI in 1975-76, Pre-University course in 1976-77 and for other stages of higher education during various years from 1977 to 1980. The idea is that our sample survey was conducted in 1978-79 for the second year of the respective courses. Thus these students would have been in the Pre-University in 1976-77, in Class XI in 1975-76, in Class VIII in 1972-73 and Class-I in 1965-66, of course, assuming that they all passed every year. The statistics for enrolment in these classes are available from published government sources.

TABLE IV - (1)[2]

TAMIL NADU

RURAL-URBAN, MEN-WOMEN BREAK-UP OF CENSUS (1971) AND SAMPLE SURVEY 1978-79

	Rural Population			Urban Population		
	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7
1971 Census	1,44,38,727 (50.3)	1,42,95,607 (49.7)	2,87,34,334 (100)	63,89,294 (51)	60,75,540 (49)	1,24,64,834 (100)
Sample Survey 1978-79	517 (77)	151 (23)	668 (100)	355 (59)	248 (41)	603 (100)

Note - Numbers in brackets denote percentages

2 - Pocket Book of Population Statistics, Registrar General and Census Commissioner, New Delhi, 1972.

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TABLE IV - (1)[2] (CONTD...)

	Total				Grand Total (8+9 or 10+11)
	Rural (Men+Women)	Urban (Men+Women)	Men (Rural+Urban)	Women (Rural+Urban)	
1	8	9	10	11	12
1971 Census	2,87,34,334 (70)	1,24,64,834 (30)	2,08,28,021 (50.6)	2,03,71,147 (49.4)	4,11,99,168 (100)
Sample Survey 1978-79	668 (53)	603 (47)	872 (68.6)	399 (31.4)	1271 (100)

TABLE - IV - 2^{3-4}

EDUCATION OF WOMEN

NUMBER, PERCENTAGE AND COEFFICIENT OF EQUALITY FOR FEMALE STUDENTS IN INSTITUTIONS BY TYPE (1965-66 - 1980-81)

	Year	Boys	Girls	Total	Coefficient of Equality
Class - I	1965-66	4,09,508 (56.1)	3,20,584 (43.9)	7,30,092	80
Class - VIII	1972-73	2,20,675 (65.5)	1,16,310 (34.5)	3,36,985	54
Class - XI	1975-76	1,33,564 (66.7)	66,804 (33.3)	2,00,368	51
P.U.C.	1976-77	59,042 (70.1)	25,215 (29.9)	84,257	44
3-years Degree (General Education)	1977-80	78,006 (69.4)	34,470 (30.6)	1,12,476	45
Professional Education	1976-81	13,944 (82.4)	2,976 (17.6)	16,920	22
Total Degree (University Education)	1977-80 1976-81	91,950 (71.1)	37,446 (28.9)	1,29,396	42
Sample Survey (General Education)	1978-79	687 (68.8)	311 (31.2)	998	46
Sample Survey (Prof. Education)	1978-79	187 (67.8)	89 (32.2)	276	49
Total Degree (Sample Survey)	1978-79	874	400	1274	47

Source: 3) Education in India - Relevant volumes - Ministry of Education and S.Welfare, Govt. of India, New Delhi.

3-4 Performance Budgets - Govt. of Tamil Nadu - 1976-77 and 1977-78 School Education, Collegiate Education, Tech. Education and Medical Education.

The table shows that the female students are still lagging behind the male students in every category of educational institutions and that the coefficient of equality is still much less than 100 in every case.

The most satisfactory position is at Class I stage where the coefficient stands at 80 in 1965-66.

Another point that stands out from these data deserves notice. There is a sharp reduction in the coefficient of equality as one moves up the educational ladder. For instance, the co-efficient of equality at class I was 80 in 1965-66. It dropped to 54 at class VIII in 1972-73, to 51 at class XI in 1975-76 and to 44 at P.U.C. in 1976-77. It increased to 45 at the General Educational level (1977-80), but dropped to 22 at the Professional Educational level (1977-81).

The coefficient of equality of the sample survey is 46 at the General Educational level (almost the same as the State's General Education enrolment level of 45) and 49 at the Professional Educational level (State level = 22). This is due to the proportionately large number of professional students (female) who responded to the questionnaire. Thus at higher stages of education, the chances of a girl student being able to pursue education are behalf as much as boy. However, it is noteworthy that the coefficient of equality, more or less, remains steady after class VIII.

Educational policy makers, therefore, should pay greater attention at reducing the rates of wastages and stagnation of female education at the primary and middle school stages, that is, from class-I to class-VIII, coefficient of equality being 80 and 54, respectively.

The following coefficients of equality for higher education in Tamil Nadu are obtained for rural areas vis-a-vis urban areas:

Rural Males	-	64
Rural Females	-	26
Rural Males and Females	-	48

This implies that people from rural areas have only above half as much a chance of going to a college as compared to persons from the urban areas. In this respect the disadvantage suffered by rural females was even sharper as compared to urban females.

Caste-wise Distribution

In India, caste plays a significant role in various socio-economic matters. While there are many castes and the hierarchical structure of the castes is quite complex, detailed caste-wise data for the population are not available, as the census since 1951, have stopped asking the question about the castes, except to the limited extent of ascertaining whether one belongs to the scheduled castes (ex-untouchables), or scheduled tribes (aboriginals) and more recently, a classification of backward castes have been introduced.

The caste-wise distribution of the population of Tamil Nadu according to the 1971 census and of the 1978-79 sample survey is given in Table IV - (3) and (4).

TABLE-IV (3)

CASTE-WISE DISTRIBUTION OF 1971 CENSUS OF TAMIL NADU[5]

Caste	Number	Percentage
Scheduled Caste	7,315,595	17.8
Scheduled Tribe	311,615	0.8
Backward Class	22,036,190	54.0
Others	11,535,767	27.4
Total	41,199,168	100

5 - Census of India, Party - V A - 1971
Director of Census Operation, Tamil Nadu and Pondicherry, Madras.

TABLE-IV (4)

CASTE-WISE DISTRIBUTION OF SAMPLE POPULATION

Caste	Men	Women	Total
1	2	3	4
Scheduled Caste	78 (9)	32 (8)	110 (8.7)
Scheduled Tribe	6 (0.7)	3 (0.8)	9 (0.7)
Backward Class	485 (55.7)	176 (44.0)	661 (52.0)
Others	301 (34.6)	189 (47.3)	490 (38.6)
Total	870 (400)	400 (100)	1270 (100)

Note: Numbers in brackets denote percentages

The coefficient of equality of the Scheduled castes, Scheduled tribes and Backward classes vis-a-vis the 'Other' castes is defined as:

$$\frac{\text{The Ratio of enrolment of the S.C./S.T./B.C. to the enrolment of other castes}}{\text{The ratio of population of the S.C./S.T./B.C. to the population of other castes}} \times 100$$

The coefficients of equality were as follows:

Scheduled castes	-	35
Scheduled tribes	-	67
Backward classes	-	71

It can be seen that inspite of the reservations of seats for the scheduled castes, scheduled tribes and backward classes' students, the coefficients of equality are are less than 100, the scheduled castes being particularly unfavourably reflected. The low coefficient for scheduled castes deserves further discussion.

Education of scheduled castes and scheduled tribes

Why is it that inspite of the government provision for the reservation of 18% seats in educational institutions for scheduled castes and scheduled tribes at the higher educational level, the scheduled caste students fail to make the grade? This may be due to a variety of factors, not the least of which is that a scheduled caste student who has passed Matriculation has a job available for him due to the policy of reservation of jobs, unlike students of other castes who may require graduation for the same post. Thus the opportunity cost of higher education is greater in the case of scheduled castes than those belonging to other castes. Hence, a scheduled caste students

would rather prefer to go for employment than go for graduation.

Table IV-5 gives the coefficient of equality of scheduled castes and scheduled tribes according to the 1965-66 enrolment figures, 1971 census and 1978-79 sample population. The enrolment figures of 1965-66 were taken for the simple reason that they were the latest published data available on scheduled castes and scheduled tribes.

The coefficient of equality of scheduled castes is almost equal to 100 at std. XI. At the University level it had dropped to 25, though the sample population registers a higher level of 44. The variation at std. XI and at the University stage goes to suggest the point raised earlier in this chapter, namely, that perhaps the opportunity cost of higher education for scheduled caste students is greater than that of students belonging to other castes. This factor, therefore, should be reckoned with when contemplating facilities for higher education to scheduled caste students.

The coefficient of equality of scheduled tribe is falling as one moves up the educational ladder. It may not be prudent to draw any conclusion from these figures since the population of scheduled tribe in Tamil Nadu is only 0.8% of the total population of the state. In the sample survey we have 0.7% of scheduled tribe students whose coefficient of equality works out to be 84.

Co-efficient of equality and the educational qualification of father/mother

The educational qualification of the father/mother of the sample population is given in Tables IV-6 and IV-7.

TABLE - IV (5)

SCHEDULED CASTES'/SCHEDULED TRIBES' EDUCATION

TAMIL NADU[6]

PERCENTAGE OF POPULATION OF S.C./S.T. ACCORDING TO 1971 CENSUS AND PERCENTAGE OF ENROLMENT OF S.C./S.T.IN 1965-66 AND COEFFICIENT OF EQUALITY

Class	Scheduled Caste (S.C.)	Scheduled Tribe (S.T.)	Others	Coeffici-ent of Equality (S.C.)	Coeffic-ient of Equality (S.T.)
1	2	3	4	5	6
Primary Enrolment I-V	15	0.6	84	82	77
Std. VIII Enrolment	17	0.3	83	95	39
Std. XI Enrolment	17.5	0.2	82	97	26
University Education	5	0.2	95	25	23
Sample Population	9	0.7	91	44	84
1971 census of Tamil Nadu	17.8	0.8	81.5	-	-

6. a) Education in India - 1965-66, Ministry of Education and Social Welfare, Govt. of India, New Delhi.

   b) Pocket Book of Population Statistics, Registrar of Census, New Delhi 1972.

TABLE - IV (6)

EDUCATIONAL QUALIFICATION OF FATHER VIS-A VIS DEGREE SPECIALISATION OF SON/DAUGHTER - NUMBER AND PERCENTAGE OF SAMPLE POPULATION

Degree Specialisation	Illiterate		Primary		Secondary	
	Men	Women	Men	Women	Mean	Women
1	2	3	4	5	6	7
General Education	60 (9)	4 (1)	165 (25)	42 (14)	345 (52)	167 (56)
Professional Education	10 (6)	2 (2.3)	28 (16)	3 (3.3)	78 (44)	30 (35)

Note: Number in brackets denote percentages

(CONTD...)

TABLE - IV (6) (CONTD..)

Degree Specialisation	Graduate and above		Total	
	Men	Women	Men	Women
1	8	9	10	11
General Education	94 (4)	88 (29)	664 (100)	301 (100)
Professional Education	61 (34)	51 (59.3)	177 (100)	86 (100)

TABLE - IV (7)

EDUCATIONAL QUALIFICATION OF MOTHER VIZ-A-VIZ DEGREE SPECIALISATION OF SON/DAUGHTER - NUMBER AND PERCENTAGE OF SAMPLE POPULATION

Degree Specialisation	Illiterate		Primary		Secondary	
	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7
General Education	177 (26)	25 (8)	189 (28)	70 (23)	283 (42)	200 (65)
Professional Education	28 (15)	6 (7)	51 (28)	10 (11)	94 (52)	62 (70)

Note: Numbers in brackets denote percentages

(CONTD...)

TABLE-IV (7) (CONTD..)

Degree Specialisation	Graduates and above		Total	
	Men	Women	Men	Women
1	8	9	10	11
General Education	23 (34)	11 (4)	672 (1 00)	306 (100)
Professional Education	9 (5)	11 (12)	182 (100)	89 (100)

We find that the majority of both men and women students have their parents who have studied up to the Secondary School Level, except in the case of the father of professional education women who have studied up to graduation or above. There are more illiterate fathers than mothers suggesting that the chances of an illiterate father sending his son or daughter for higher education are greater than that of an illiterate mother.

The average age of the sample population is 19. The average age of the father 17 other of the sample population is 50 and 42, respectively. There fore, the parents of the sample population fall into the agegroup of 35 + of the 1971 census.[7] To find out the relative influence of the educations of the fathers/mothers on the higher education of their children, we have compared the educational qualification of the 1971 census population of Tamil Nadu of the age group 35+ with that ~~of the parents~~ of the parents of the sample survey in order to derive the coefficient of equality of men and women students with respects to the educational qualification of their parents. The results of our study are given in Table IV -8 and IV- 9

Table IV - (8) shows that the coefficient of equality rises sharply with the improvement in the educational level of the father. The increase is sharper in the case of women students than that of men students.

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7. Census of India, 1971 - Series I - Part II, C (ii) - Social and Cultural Tables, C III, Part A, Page 90 f.. Registrar General and Census Commissioner of India, Govt of India, New Delhi.

TABLE - IV (8)

EDUCATIONAL LEVEL OF THE POPULATION OF 35 + ACC. TO THE 1971 CENSUS OF TAMIL NADU AND THE COEFFICIENT OF EQUALITY OF THE EDUCATIONAL LEVEL OF FATHER/MOTHER ACC. TO THE SAMPLE SURVEY

Educational Level	Tamil Nadu 1971 Census 35 + Male Population	Sample survey				Tamil Nadu 1971 Census 35+Female Population
		Father's Educational level				
		Men Students		Women Students		
		Number	Coefficient of equality	Number	Coefficient of equality	
1	2	3	4	5	6	7
Illiterate	30,73,788	70	10	6	2	51,12,462
Primary	24,69,614	193	47.3	45	21	6,64,275
Secondary	7,89,139	423	719	197	736.4	1,80,201
Graduate and above	61,007	155	2,445.3	139	5,818	5,845
Total	63,93,548	841	-	387	-	59,62,783

Source: Census of India, 1971 - series I, Part II C (11) - C II Part A, Pages 8-9

Note:
a) Primary - (1971 census) includes also literate without educational level
b) Secondary - (1971 census) includes Middle, Matric/Higher Sec. Non-tech. Diploma/Cert. and Tech. Diploma/Cert.
c) Secondary (Sample Survey) includes Secondary and Pre-University/Inter.

CONTD ...

TABLE - IV (8) CONTD....

Educational Level	Sample Survey			
	Mother's Educational level			
	Men Students		Women Students	
	Number	Coefficient of equality	Number	Coefficient of equality
1	8	9	10	11
Illiterate	205	5.3	31	1.4
Primary	240	312	80	203
Secondary	377	2536.2	262	6,321.4
Graduates and above	32	3968	22	6,011.1
Total	854	-	395	-

TABLE - IV (9)

COEFFICIENT OF EQUALITY OF THE EDUCATIONAL LEVEL OF FATHER/MOTHER

Educational Level	Father's Education			Mother's Education		
	Coefficient of equality Men students	Coefficient of equality women students	Total Coefficient of equality (Men + Women	Coefficient of equality Men Students	Coefficient of equality Women Students	Total Coefficient of equality (Men+Women)
1	2	3	4	5	6	7
Illiterate Primary	30	11	27	11	52	10
Illiterate Secondary	4	1	3	2	0.41	1
Illiterate Graduate	1	0.1	0.5	4	0.1	0.5
Primary Secondary	15	1	12	17	8	14
Primary Graduates	3	1	2	7	3	5
Secondary Graduates	21	11	16	40	40	39

Prepared from Table IV - (8)

The table shows that the chances of an illiterate father sending his son for higher education is almost six times greater than that of a daughter. This trend continues up to the primary level. At the secondary level, the coefficient of equality in almost equal. However, at the graduate level, the coefficient of equality of women students is more than twice that of men students.

Considering the coefficient of equality of women st-udents, it is clear that the opportunities for higher education for girls depends very much upon the educational level of their fathers. The chances of girl whose father is illiterate, to go for higher education, are still very low.

Table-IV (8) also gives the picture of the educational level of the mother. Here again, the higher education of a son or daughter is dependent on the educational level of the mother. Sons or daughters of illiterate mothers have far less opportunities to go for higher education than the children of literate mothers. The pictu-re changes considera-bly at the primary level of education. Its increase is steep at the secondary and graduate levels, especially for women students, implying that more qualified mothers would like to have their sons as well as daughters to go in for higher education.

The coefficient of equality of educational qualification of father/mother is defined as:

$$\frac{\text{Number of illiterate father/mother in sample population}}{\text{Number of literate father/mother in sample population}} \times 100$$

$$\frac{\text{Total No. of illiterate men/women (age 35+) of 1971 census}}{\text{Total No. of literate men/women (age 35+) of 1971 census}}$$

Medium of Instruction

A characteristic feature of higher education in Tamil Nadu, as elsewhere in India, is the comparative case with which increasing number of students switch over from the regional language medium os instruction at the secondary school level to English medium at the Pre-University stage of education. Thus we observe that, of the total sample population of 874 men and 400 women, 76% men and 70% women had studied in the regional language medium at the secondary school stage. However, at the Pre-University level only 11% men and 20% women continued their education in the same medium. That is, in spite of the fact that the Tamil Nadu Government offers st-ipends and books' allowance to students in Tamil M medium colleges, as high as 89% men and 80% women preferred to pursue their higher education at the Pre-University stage in the English medium[8]

At the Degree level, the sample population of 874 men and 400 women were classified into 687 men and 311 women of General Hi-gher Education, and 187 men and

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Note 8 - In 1971, the Tamil Nadu Government introduced the scheme of paying stipends and books' allowanc-e to students in Tamil medium sections. During the period 1971-72 to 1976-77, an average amount of Rs.100/- per student per annum was given to students of Tamil medium sections . The number of students who benifited from thiss scheme in 1976-77 was 35,574 (20,103 Pre-University & 14,471 Degree students). A total sum of Rs.34 lakhs was disbursed towards this purpose.

Source - Performance Budgets, 1979-80 School Education, Collegiate Education and Teehnical Education, Govt. of Tamil Nadu, Madra-s, March 1979

89 women of Professional Education, respectively. Of the students of General Education, 87% men and 75% women came from English medium colleges at the Pre-University level as against 98% men and 99% women of Professional Education.

A detailed analysis of the medium of instruction at different stages of education is given in Table No.IV - (10).

Type of Management of Institutions

Tamil Nadu has a net-work of Government and Private Management institutions of school and higher education. The percentage of private Management institutions, both at the Secondary School and Higher Education stages, is higher than that of Government Institutions. At the General Education level (Arts, Science and Commerce), the ratio of Private Colleges to Government Colleges is : 137:51

At the Secondary School level, 58% men and 67% women studied in Private Management Schools as against 42% men and 33% women in Government Schools. However, at the Pre-University stage, as high as 81% men and 79% women studied in Private Management colleges as against 19% men and 21% women in Government colleges. At the Degree level, of the 187 men and 311 women of General Education, 81% and 78% women had studied in Private Colleges at the Pre-University level. The percentage of men and women of Professional Education who had their education in Private Colleges at the Pre-University stage is as high as 82% each. Table IV (11) gives the distribution of the sample population according to the type of management of the institutions at different stages of education.

TABLE IV - 10

DISTRIBUTION OF THE SAMPLE POPULATION ACCORDING TO MEDIUM OF INSTRUCTION AT DIFFERENT STAGES OF HIGHER EDUCATION (NUMBER AND PERCENTAGE)

Stage of Education	Men			Women		
	Medium of Instruction			Medium of Instruction		
	Tamil	English	Total	Tamil	English	Total
1	2	3	4	5	6	7
S.S.L.C./ Matric	667 (76)	207 (24)	874 (100)	280 (70)	120 (30)	400 (100)
Pre-University	95 (11)	779 (89)	874 (100)	80 (20)	320 (80)	400 (100
Degree General Education (Arts, Science and Commerce)	91 (13)	596 (87)	687 (100)	79 (25)	232 (75)	311 (100)
Degree Prof.Educ. (Engg.& Medicine)	4 (2)	183 (98)	187 (100)	1 (1)	88 (99)	89 (100)

Note: Numbers in brackets denote percentages

TABLE - IV (11)

DISTRIBUTION OF SAMPLE POPULATION ACCORDING TO THE TYPE OF MANAGEMENT OF THE INSTITUTION AT DIFFERENT STAGES OF EDUCATION (NUMBER AND PERCENTAGE)

Stage of Education	Men			Women		
	Type of Management			Type of Management		
	Government	Private	Total	Government	Private	Total
1	2	3	4	5	6	7
S.S.L.C.|Matric	364 (42)	510 (58)	874 (100)	131 (33)	269 (67)	400 (100)
Pre-University	165 (19)	709 (81)	874 (100)	83 (21)	317 (79)	400 (100)
Degree-General Education (Arts, Science and Commerce	131 (19)	556 (81)	687 (100)	67 (22)	244 (78)	311 (100)
Degree-Professional Education (Engg. + Medicine)	34 (18)	153 (82)	187 (100)	16 (18)	73 (82)	89 (100)

Note: Numbers in brackets denote percentages.

Academic Performance

The question that is often asked is: how far does academic performance at the secondary school level influence the students in their choice of subjects at the Pre-University and Degree levels of higher education? We have analysed the academic achievements of the sample population at the Secondary School Leaving Certificate or equivalent (S.S.L.C./Matriculation) Examination. Table IV-(12) shows the percentage of marks obtained by the sample population at the S.S.L.C./Matriculation Examination.

We observe from the Table that the students with the higher percentage of marks at the S.S.L.C./Matric have opted for Professional Education. Of the total number of 187 men and 89 women of Professional Education only 9 men and 3 women secured less than 60% marks at the S.S.L.C./Matric Examination as against 178 men and 84 women who secured 60% and above marks. The above 9 men and 3 women were given admission to Professional Education on the basis of reservation as they belonged to Scheduled Caste and Scheduled Tribe communities. At the same time, it is gratifying to note that of the 26 men and 8 women belonging to the Scheduled Castes and Tribes studying in Professional Colleges, 17 men and 5 women secured their seats on merit and not purely on caste reservation.

To sum up our analysis on the medium of instruction, management of institutions and academic performance:

1) given a choice, students prefer to study in English medium than in Tamil medium colleges,

TABLE - IV (12)

SAMPLE POPULATION - 1978-79

NUMBER AND PERCENTAGE OF STUDENTS ACCORDING TO THE MARKS OBTAINED BY THEM AT S.S.L.C.EXAMINATION/ MATRICULATION

	35-49% Marks	50-59% Marks	60% and above Marks	Total
	Number and % of students	Number and % of students	Number and % of students	Number
1	2	3	4	5
General Education (Men)	80 (12)	207 (30)	397 (58)	684 (100)
General Education (Women)	21 (7)	76 (25)	212 (68)	309 (100)
Professional Education (Men)	-	9 (5)	178 (95)	187 (100)
Professional Education (Women)	-	3 (2)	84 (98)	87 (100)
Total	101	299	867	1267

Note: Numbers in brackets denote percentages

in spite of the Government's efforts to encourage Tamil medium sections in colleges through the grant of stipends and books' allowances to students;

2) as private management colleges of general higher education out number that of government colleges approximately in the ratio of 8:3, the majority of students of general higher education had studied in private colleges at the pre-university level;

3) apart from good academic performance, education in private management English medium colleges at the Pre-University level appears to be a sine-qua-non condition for admission to Professional Educational Colleges, as 82% students of Professional Education had studied in private management English medium colleges at the Pre-university stage;

4) professional education attracts the cream of the student community who had secured higher percentages of marks at the S.S.L.C. stage; and

5) the opt repeated complaint of falling standards at the Degree level of General Education has its origin in the type of students that go in for General Education. 42% of men and 32% of women of General Education had secured less than 60% marks at the S.S.L.C. stage, of whom 12% men and 7% women had obtained between 35 - 45% marks only.

Occupational Class

We collected the information about the occupation of the father of the student under eleven (11) categories

as shown in Table-IV (13). This information enables us to analyse the access to education among different classes. The various occupational categories shown in Table IV-(13) are combined in the summary Table - IV (14). White collar classes consist of Teachers, Administrative personnel, Engineers, Medical men, Legal practioners and business men. We have also included retired and unemployed persons in white collar classes as it is mostly to these classes that they would most probably belong. Manual classes consists of skilled and unskilled workers.

From the summary Table-IV (14), we observe that white collar classes were able to send a large proportion of their children to professional courses (Engineering and Medicine) as compared to agricultural and manual classes. Of all the students coming from the while collar classes, as many as 24.3% went to professional courses as compared to 15.2% from the agricultural classes and 18.6% from the manual classes. The difference in this regard was even sharper in the ease of women students.

A point of some interest is whether the caste factor is of some importance in the type of courses pursued. In Table IV-(15) and IV-(16), we show the data regarding the courses pursued by men and women students cross-classified with respect to their caste and eleven (11) occupational categories. From these two tables, we have prepared the summary Table IV-(17) which shows the number of students pursuing professional education, that is, Engineering and Medicine. Castes with reservation are scheduled castes, scheduled tribes and backward classes, that is, those castes which have the benefit of having seats reserved in the professional courses.

TABLE - IV (13)

SAMPLE POPULATION - 1978-79

NUMBER AND PERCENTAGE OF MAIN OCCUPATION OF FATHER ACCORDING TO GENERAL (ARTS, SCIENCE AND COMMERCE) AND PROFESSIONAL (MEDICINE AND ENGINEERING) EDUCATION

Type of Occupation	Men			Women		
	General Education	Professional Education	Total	General Education	Professional Education	Total
	Number and Percentage	Number and Percentage	Number and Percentage	Number and Percentage	Number and Percentage	Number and Percentage
1	2	3	4	5	6	7
Teacher	60 (9)	14 (8)	74 (9)	43 (14.5)	10 (12)	53 (14)
Administrative	129 (19)	29 (16)	158 (19)	52 (17)	21 (5)	73 (19)
Engineer	20 (3)	21 (12)	41 (5)	17 (6)	8 (10)	25 (6.5)
Medical	10 (1.5)	5 (3)	15 (1.6)	15 (5)	10 (12)	25 (6.5)
Legal	13 (2)	2 (1)	15 (1.6)	-	3 (4)	3 (1)

CONTD .....

TABLE - IV (13) (CONTD....)

1	2	3	4	5	6	7
Business	98 (15)	31 (17)	129 (15)	43 (14.5)	11 (13)	54 (14)
Agriculture	209 (31.5)	42 (24)	251 (30)	65 (22)	7 (8.5)	72 (19)
Skilled Worker	52 (8)	15 (8)	67 (8)	24 (8)	5 (6)	29 (8)
Unskilled worker	13 (2)	2 (1)	15 (1.6)	7 (2.3)	-	7 (2)
Unemployed	17 (3)	3 (2)	20 (2.2)	4 (1.3)	1 (1)	5 (1)
Retired	43 (6)	14 (8)	57 (7)	28 (9.4)	7 (8.5)	35 (9)
Total	664 (100)	178 (100)	842 (100)	298 (100)	83 (100)	381 (100)

Note: Numbers in brackets denote percentages

SUMMARY TABLE IV - (14)

Occupational class of father	Arts, Science, Commerce (General Education)			Engineering and Medicines (Professional Education)			Grand Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10
White collar classes	390 (76.6)	202 (74)	592 (75.7)	119 (23.4)	71 (26.0)	190 (24.3)	509 (100)	273 (100)	782 (100)
Agriculture	209 (83.3)	65 (90.2)	274 (84.8)	42 (16.7)	7 (9.7)	49 (15.2)	251 (100)	72 (100)	323 (100)
Manual class	65 (79.3)	31 (86.1)	96 (81.4)	17 (20.7)	5 (13.9)	22 (18.6)	82 (100)	36 (100)	118 (100)
Total	664 (28.9)	298 (78.2)	962 (78.7)	178 (21.1)	83 (21.8)	261 (21.3)	842 (100)	381 (100)	1223 (100)

Note: Numbers in brackets denote percentages

The table is prepared from Table IV - (13)

TABLE - IV (15)

SAMPLE POPULATION - 1978-79

CASTE-WISE DISTRIBUTION OF MAIN OCCUPATION OF FATHER
GENERAL AND PROFESSIONAL EDUCATION - MEN
(NUMBER AND PERCENTAGE)

Caste	Faculty	Teacher	Administrative	Engineer	Medical	Legal
		Number	Number	Number	Number	Number
1	2	3	4	5	6	7
Backward Class	General Education	28	45	9	3	5
	Professional Education	6	12	11	2	2
	Total	34 (7)	57 (12)	20 (4)	5 (1)	7 (1.5)
Scheduled Caste	General Education	7	5	-	-	3
	Professional Education	5	4	-	-	-
	Total	12 (16)	9 (12)	-	-	3 (4)

CONTD .....

TABLE - IV (15) (CONTD....)

Caste	Faculty	Business	Agriculture	Skilled Worker	Unskilled Worker	Unemployed	Retired	Total
		Number	Number	Number	Number	Number	Number	Number
1	2	8	9	10	11	12	13	14
Backward Class	General Education	57	154	32	9	6	17	365
	Professional Education	20	31	7	1	-	12	104
	Total	77	185	39	10	6	29	469
		(16.5)	(40)	(85)	(2)	(1.5)	(6)	(100)
Scheduled Caste	General Education	1	19	7	2	7	2	53
	Professional Education	-	6	3	1	3	-	22
	Total	1	25	10	3	10	2	75
		(1.3)	(33.3)	(13.3)	(4)	(13.3)	(2.7)	(100)

(CONTD....)

TABLE - IV (15) (CONTD....)

1	2	3	4	5	6	7
Scheduled Tribe	General Education	-	1	-	-	-
	Professional Education	-	-	-	-	-
	Total	-	1 (16.5)	-	-	-
Others	General Education	25	77	11	7	5
	Professional Education	5	13	8	3	-
	Total	30 (10.3)	90 (31)	19 (6.6)	10 (3.5)	5 (1.7)
	Grand Total	76	157	39	15	15

CONTD.....

TABLE - IV (15) (CONTD.....)

1	2	8	9	10	11	12	13	14
Scheduled Tribe	General Education	-	2	-	-	1	-	4
	Professional Education	-	2	-	-	-	-	2
	Total	-	4 (67)	-	-	1 (16.5)	-	6 (100)
Others	General Education	40	34	13	2	3	24	241
	Professional Education	11	3	4	-	-	1	48
	Total	51 (17.6)	37 (13)	17 (6)	2 (0.7)	3 (1)	25 (8.6)	289 (100)
	Grand Total	129	251	46	15	20	56	839 (100)

Note: Numbers in brackets denote percentages

TABLE - IV (16)

SAMPLE POPULATION - 1978-79

CASTE-WISE DISTRIBUTION OF MAIN OCCUPATION OF FATHER
GENERAL AND PROFESSIONAL EDUCATION - WOMEN
(NUMBER AND PERCENTAGE)

Caste	Faculty	Teacher	Administrative	Engineer	Medical	Legal
		Number	Number	Number	Number	Number
1	2	3	4	5	6	7
Backward Class	General Education	21	9	5	2	-
	Professional Education	5	4	5	6	-
	Total	26 (15)	13 (8)	10 (6)	8 (5)	- -
Scheduled Caste	General Education	5	2	-	1	-
	Professional Education	-	1	-	1	1
	Total	5 (16.7)	3 (10)	- -	2 (6.7)	1 (3.3)

(CONTD....)

TABLE IV - (16) (CONTD...)

Caste	Faculty	Business	Agriculture	Skilled Worker	Unskilled Worker	Unemployed	Retired	Total
		Number	Number	Number	Number	Number	Number	Number
1	2	8	9	10	11	12	13	14
Backward Class	General Education	22	44	8	3	2	10	126
	Professional Education	8	5	2	-	-	7	42
	Total	30 (18)	49 (29)	10 (6)	3 (2)	2 (1)	17 (10)	168 (100)
Scheduled Caste	General Education	1	9	4	1	1	1	25
	Professional Education	-	2	-	-	-	-	5
	Total	1 (3.3)	11 (36.7)	4 (13.3)	1 (3.3)	1 (3.3)	1 (3.3)	30 (100)

(CONTD ....)

TABLE IV - (16) (CONTD...)

Caste	Faculty	Teacher	Administrative	Engineer	Medical	Legal
		Number	Number	Number	Number	Number
1	2	3	4	5	6	7
Scheduled Tribe	General Education	1	1	-	-	-
	Professional Education	-	-	-	-	-
	Total	1 (33.3)	1 (33.3)	-	-	-
Others	General Education	16	40	12	12	-
	Professional Education	5	16	3	3	2
	Total	21 (12)	56 (31)	15 (8.5)	15 (8.5)	2 (1)
	Grand Total	53	73	25	25	3

TABLE IV - (16) (CONTD...)

1	2	8	9	10	11	12	13	14
Scheduled Tribe	General Education	-	-	-	-	-	-	2
	Professional Education	-	-	-	1	-	-	1
	Total	-	-	-	1 (33.3)	-	-	3 (100)
Others	General Education	20	12	12	3	1	17	145
	Professional Education	2	2	3	-	-	-	35
	Total	22 (12)	14 (7)	15 (8.5)	3 (2)	1 (0.5)	17 (9)	180 (100)
	Grand Total	53	73	29	7	5	35	381

Note: Numbers in brackets denote percentages

SUMMARY TABLE IV - (17)

SAMPLE POPULATION

NUMBER AND PERCENTAGE OF STUDENTS PURSUING PROFESSIONAL EDUCATION ACCORDING TO CASTES WITH/WITHOUT RESERVATION

1978 - 1979

	White Collar classes			Manual classes including Agriculture			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10
Castes with Reservation	77/274 (28.1)	39/123 (31.7)	116/397 (29.2)	51/276 (18.5)	9/78 (11.5)	60/354 (16.9)	128/550 (23.3)	48/201 (23.9)	176/751 (23.4)
Others (Castes without Reservation)	41/233 (17.6)	31/149 (20.8)	72/382 (18.8)	7/56 (12.5)	4/31 (12.9)	11/87 (12.6)	48/289 (16.6)	35/180 (19.4)	83/469 (17.7)
Total	118/507 (23.2)	70/272 (25.7)	188/779 (24.1)	58/332 (17.5)	13/109 (11.9)	71/441 (16.1)	176/839 (21.0)	83/381 (21.8)	259/1220 (21.2)

Note: Numbers in brackets denote percentages

Figures in the numerator are the number of students in Professional courses

Figures in the denominator are the total number of students in all the courses

The table is prepared from Table IV-(15) and IV - (16)

From the table it can be seen that the castes which have the benefit of reservation are able to send a larger proportion of their students to professional courses as compared to "others" (castes without reservation), whether they belong to white collar classes or manual classes (including agriculture), or whether they are men or women. The following figures reproduced in Table IV - (18) from the summary Table IV - (17) are instructive:

TABLE IV - (18)

PROFESSIONAL EDUCATION ACCORDING TO CASTE AND OCCUPATION AT A GLANCE

	Percentage of students pursuing professional courses in each case	
	Men	Women
1. Castes with the benefit of Reservation and belonging to white collar classes	28.1	31.7
2. 'Others' (castes without reservation) belonging to white collar classes	17.6	20.8
3. Castes with the benefit of Reservation and belonging to Manual Classes	18.5	11.5
4. 'Others' (castes without reservation) belonging to Manual Classes	12.5	12.9

(Prepared from Summary Table IV-(17)

Castes with the benefit of reservation are able to send a larger proportion to professional courses, except in the case of women belonging to manual classes. In fact, the proportion among white collar classes is significantly higher for the castes with the benefit of reservation. To this extent, one could dare to say that the intended objective of the policy of reservation has worked.

Income of Parents

Income data, are of course, subject to inaccuracies and some under-estimation. They are also likely to be subject to some falsification at lower levels for obtaining monetary concessions. However, if we draw the dividing line at Rs.400/- per household income, as indicative of the lower income, we find that about 47% of the men students in General Education and 40% in Professional Education came from households with incomes less than Rs.400/- per month. Only 38% of the women students in General Education and 24% in Professional Education belonged to households earning less than Rs.400/- per month. Men and women, in General and Professional Education, belonging to income levels less than Rs.400/- per month numbered 541 out of a sample of 1274, that is, 42.5%. It may also be mentioned that as many as 297 out of 1274 students, that is, 23% came from households with Rs.1000/- and above incomes per month.

Table IV - (19) gives the course-wise distribution of the sample population according to the monthly income of parents/guardians. From this data we can say something about the relative chances of the various income groups in acquiring higher education. The

TABLE - IV (19)

COURSE-WISE DISTRIBUTION OF THE SAMPLE POPULATION ACCORDING TO THE MONTHLY INCOME OF PARENTS

Course	Men				Total (Men)
	Number and Percentage				
	Monthly Income of Parents in Rupees				
	120	120-400	400-1000	1000 and above	
1	2	3	4	5	6
Arts	26 (13)	71 (36)	69 (35)	31 (16)	197
Science	40 (12)	105 (31)	128 (38)	63 (19)	336
Commerce	20 (12)	67 (44)	45 (30)	22 (14)	154
Total (General Education)	86 (13)	243 (35)	242 (35)	117 (17)	687 (100)
Engineering	18 (14)	38 (30)	33 (27)	36 (20)	125
Medicine	3 (5)	16 (26)	20 (31)	23 (38)	62
Total (Professional Education)	21 (11)	54 (29)	53 (28)	59 (32)	187 (100)

(CONTD ....)

TABLE - IV (19) (CONTD..)

Course	Women — Number and Percentage — Monthly Income of Parents in Rupees				Total (Women)
	120	120-400	400 - 1000	a1000 and above	
1	7	8	9	10	11
Arts	15 (13)	35 (30)	34 (29)	33 (28)	117
Science	17 (10)	45 (27)	65 (40)	38 (23)	165
Commerce	-	7 (24)	11 (38)	11 (38)	29
Total (General Education)	32 (10)	87 (28)	110 (35)	82 (27)	311 (100)
Engineering	-	7 (27)	10 (38)	9 (35)	26
Medicine	4 (6)	11 (18)	20 (32)	28 (44)	63
Total (Professional Education)	4 (4.5)	18 (20)	30 (34)	37 (41.5)	89 (100)

Note: Numbers in brackets denote percentages

National Sample Survey Number 240 pertaining to the 28th Round[9] gives the consumer expenditure for 30 days for the period October 1973 - June 1974. For Tamil Nadu Urban Areas, the figures are as follows:-

Monthly per capita expenditure class - Rupees	Percentage Distribution of estimated number of household
0 - 24	2.42
24 - 43	24.60
43 - 55	22.04
55 - 75	20.03
75 - 100	12.77
100 - 150	11.69
150 - 200	3.90
200 and above	2.55
All classes	100

The average number of persons per household was 4.51. During 1978-79 the index of wholesale prices was (with 1970-70 = .100) 186 as compared to 140 in 1973-74. That is, it was 33% higher. Thus if we escalate the monthly expenditure classes by 33% and multiply by 4½, we get the expenditure classes for households at 1978-79 prices the year of our survey. We conbine the expenditure groups upto Rs.75/-.

We get the following distribution of the urban population of Tamil Nadu:

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9. National Sample Survey Organization, 28th Round, Number 240, October 1973 - June 1974 Dept. of Statistics, Govt of India, New Delhi.

Household Expenditure class 1978-79 - Rupees	Percentage distribution of households
0 - 450	69.09
450 - 600	12.77
600 - 900	11.69
900 and above	6.45
Total	100.00

As a very rough approximation, we may compare the data as follows:

Household Expenditure Class Estimated Rupees	Percentage of Household	Monthly Income of the Parents of the students	Percentage of the students
0 - 450	69.0	0 - 400	42.5
450 - 900	24.5	400 - 1000	34.2
900 and above	6.5	1000 and above	23.3
Total	100.00	-	100.00

Though not strictly comparable, we may juxtapose the three expenditure income groups and workout the coefficients of equality. The coefficients of equality are as follows:

Income - Groups Rupees	Coefficient of equality
0 - 400	62
400 - 1000	140
1000 and above	361

The chances of a student from a family with income of Rs.1000/- and above per month, were 6 times as high, as those of a student coming from a family with income below Rs.400 per month.