

Chapter V

ANALYSIS AND INTERPRETATION

Introduction:

The SC/ST population of the Baroda district as reported by the 1971 census, stands at near 30 per cent. They are economically and educationally the most backward sections in the District. These people were never an integral part of the Hindu social structure. They were not altogether isolated from others and still they continued to maintain their socio-cultural system relatively exclusive of other groups.

With the increasing industrialization and rapid urbanization of the District during the recent years the SC/ST have increasingly come in contacts with the non-tribal groups. But this has not brought about any improvement in their living conditions.

In the previous chapter (Chapter IV) we have seen that the educational environment of these SC/ST students is not the same. Their educational environment and especially their socio-economic status in its turn may influence their psychic aspects. The environmental conditions may, to a large extent influence their educational or professional aspirations. The

socio-economic conditions may generate a diffidence feeling amongst them which in turn hampers their positive educational pursuit. The environmental conditions may also develop rejection feeling among them which may lead them to take less and less interest in school and their school tasks. These feelings of diffidence and rejection in their turn may influence the SC/ST students' confidence in his 'self'. It is very likely that it may lead to lower 'self concept'. Now if the child's self concept is low, if he feels, 'he cannot succeed', this feeling may affect the effort that he would have otherwise put into the school tasks which may ultimately result into lowering his chances of success.

These environmental conditions may also tend to influence the SC/ST students' perception of the school and the teacher, which may partly affect his educational pursuit. The second part of this chapter tries to analyse this pedagogical aspect which influence the education of the SC/ST.

Part One

Psychological Aspects

It will be interesting to see whether their socio-economic conditions have any impact on their psychological

make up. The questions, therefore raised in this study are:

- (i) Do the socio-economic conditions of the SC/ST students affect their aspirations?
- (ii) Do the socio-economic conditions of the SC/ST students result into the feeling of diffidence amongst them?
- (iii) Do the socio-economic conditions of the SC/ST students tend to develop a rejection feeling amongst them?
- (iv) Do the socio-economic background of the SC/ST children affects their self conception?
- (v) Do the socio-economic conditions of the SC/ST students affect their perception of the school? and
- (vi) Do the socio-economic conditions of the SC/ST students affect their perception of their teacher?

One of the major objectives of the study, as we have stated earlier was "to establish the difference between the socio-economic background of the SC/ST students on the one hand and the aspiration, the feeling of diffidence, rejection self conception, the students' perception of the school and the students' perception of the teacher *on the other.*" Keeping this objective in mind the following null hypotheses

are formulated.

Hypotheses related to the Influence of socio-economic conditions on the Psychological Aspects of the SC/ST

Students:

- H₁ There is no difference between socio-economic status and aspirations of SC/ST students at .05 level of significance.
- H₂ There is no difference between the socio-economic status and the feeling of diffidence amongst the SC/ST students at .05 level of significance.
- H₃ There is no difference between the socio-economic status and the feeling of rejection amongst the SC/ST students at .05 level of significance.
- H₄ There is no difference between the socio-economic status and the self conception of the SC/ST students at .05 level of significance.
- H₅ There is no difference between the socio-economic status and the perception of the school of the SC/ST students at .05 level of significance.
- H₆ There is no difference between the socio-economic status and the perception of the teacher of the SC/ST students at .05 level of significance.

H₇ Results for the Aspiration Scores.

The results of the aspiration scores and the various aspects of socio-economic background of the SC/ST students have been presented in tables 5.1 to 5.8.

Table 5.1

Father's/Guardian's Education and the
Aspiration of the SC/ST Students

Father's/Guardians Education	No.	Mean Score of Aspiration
Above S.S.C.	13	27.20
VIII to X Std.	6	25.13
V to VII Std.	30	24.33
I to IV Std.	83	25.06
No Education	143	22.65
Total	275	

$$\chi^2 = .43 \quad \text{Level of significance} = 9.488$$

$$df = 4$$

To test the Hypothesis No.1 the required value to be significant at 0.05 level of significance is 9.488 (the degree of freedom as 4). The computed chi square value is .43 (see Appendix 'D'). This result shows that the χ^2 value is lesser than that of the required value to be significant at 0.05 level of significance. Hence there does not exist the Father's/Guardian's Education difference in the aspiration scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.2

Father's/Guardian's Occupation and the
Aspiration of the SC/ST Students

Occupation of the Father/Guardian	No.	Mean score of Aspiration
Agriculture	157	24.89
Service (Permanent)	17	27.03
Daily wages	101	25.81
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χ^2	= .038	Level of significance = 5.991
df	= 2	

To test the hypothesis No.1 the required value to be significant at 0.05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .038 (see Appendix 'D'). This result shows that the χ^2 value is lesser than that of the required value to be significant at 0.05 level of significance. Hence there does not exist the Father's/Guardian's occupation difference in the aspiration scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.3
Mother's Education and the Aspiration
of the SC/ST Students

Mother's Education	No.	Mean score of Aspiration
Above IV Std.	9	27.43
I to IV Std.	29	26.31
No Education	237	24.24
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χ^2	= .2	Level of significance = 5.991
df	= 2	

To test the hypothesis No.1 the required value to be significant at 0.05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .2. This result shows that the χ^2 value is lesser than that of require value to be significant at .05 level of significance. Hence there does not exist the mother's education difference in the aspiration scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.4

The Size of the Family and the Aspiration
of the SC/ST Students

Size of the Family	No.	Mean score of Aspiration
1 to 5 members	68	24.55
6 to 8 members	120	25.76
9 and above	77	25.32
Total	265 ¹⁰	

Note: *Ten students did not reply on this item.

χ^2 = .029 Level of significance = 5.991

df = 2

To test the hypothesis Ho.1 the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .029. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence there does not exist the size of the family difference in the aspiration scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.5

No. of Earning Members in the Family and the
Aspiration of the SC/ST Students

No. of Earning members in the Family	No.	Mean score of Aspiration
Three or more earning members.	93	24.46
Two earning members	104	25.75
Only one earning member	74	26.28
Total	271*	

Note: * Four students did not reply on this item.

$\chi^2 = .091$ level of significance = 5.991
df = 2

To test the hypothesis No.1 the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .091. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence there does not exist the number of earning members in family difference in the aspiration scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.6

No. of Non-earners in the Family and the Aspiration
of the SC/ST Students

No. of Non-earners in the Family	No.	Mean score of Aspiration
Upto 2 non-earners	44	24.13
3 to 5 non-earners	109	25.37
6 or more non-earners	117	26.12
Total	270*	

Note: *Five students did not reply on this item.

$$\chi^2 = .08$$

$$\text{level of significance} = 5.991$$

$$df = 2$$

To test the hypothesis No.1, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .08. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence there does not exist the number of non-earners in the family difference in the aspiration scores of the SC/ST students and the null hypothesis is ascertained.



Table 5.7

Facilities Available in the House and the
Aspiration of the SC/ST Students

Facilities	No.	Mean Score of Aspiration
Three or more facilities	32	25.56
Upto 2 facilities	114	25.21
No. of facility available in the house.	126	25.39
Total	272*	

Note: * Three students did not reply on this item.

$$\chi^2 = 2.4 \times 10^{-3}$$

Level of significance = 5.991

$$df = 2$$

To test the hypothesis H_{0.1}, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is 2). This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence there does not exist the facilities available in the house difference in the aspiration scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.3

Relatives staying outside the Village and the
Aspiration of the SC/ST Students

Relatives outside the village	No.	Mean score of Aspiration
Yes	55	25.58
No	205	25.35
Total	260 ^a	

Note: ^a Fifteen students did not reply.

$\chi^2 = 1 \times 10^{-3}$ Level of significance = 3.841

df = 1

To test the hypothesis No.1, the required value to be significant at .05 level of significance is 3.841 (the degree of freedom is one). The computed chi square value is 1×10^{-3} . This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the relatives staying outside the village difference in the aspiration scores of the SC/ST students and the null hypothesis is ascertained.

H₂ Results for the diffidence scores:

The Results of the diffidence scores and the various aspects of socio-economic background of the ST/ST students have been presented in tables 5.9 to 5.16.

Table 5.9

Father's/Guardian's Education and the Feeling of Diffidence amongst the ST/ST Students

Father's/Guardian's Education	No.	Mean score of Diffidence
Above S.S.C.	13	26.10
VIII to X Std.	6	25.84
V to VII Std.	30	26.08
I to IV Std.	23	27.13
No Education	143	27.72
Total	275	

$$\chi^2 = .098 \quad \text{Level of significance} = 9.488$$

$$df = 4$$

To test the hypothesis No.2 the required value to be significant at .05 level of significance is 9.488 (the degree of freedom is 4). The computed chi square value is .098. This result shows that the χ^2 value is lesser than that of the require value to be significant at .05 level of significance. Hence, there does not exist the Father's/Guardian's education in the diffidence scores of the ST/ST students and the null hypothesis is ascertained.

Table 5.10

Father's/Guardian's Occupation and the feeling
of Diffidence amongst the SC/ST students

Occupation of the Father/Guardian	No.	Mean score of Diffidence
Agriculture	157	26.32
Service (permanent)	17	25.47
Daily wages	101	26.83
Total	275	

$\chi^2 = .036$ Level of significance = 5.991

df = 2

To test the hypothesis No.2 the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .036. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the father's/guardian's occupation difference in the diffidence scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.11

Mother's Education and the feeling of Diffidence
amongst the SC/ST Students

Mother's Education	No.	Mean score of Diffidence
Above IV Std.	9	26.42
I to IV Std.	29	27.03
No Education	237	25.94
Total	275	

$\chi^2 = .024$ Level of significance = 5.991

df = 2

To test the hypothesis No.2 the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .024. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the mother's education difference in the diffidence scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.12

The size of the family and the feeling of
Diffidence amongst the SC/ST students

Size of the family	No.	Mean score of Diffidence
1 to 5 members	68	27.48
6 to 8 members	120	25.11
9 and above	77	25.92
Total	265*	

Note: *Ten students did not reply to this item.

$\chi^2 = .11$ Level of significance = 5.991

df = 2

To test the hypothesis No.2 the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .11. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the size of the family difference in the diffidence scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.13

Number of Earning Members in the Family and the
feeling of Diffidence amongst
the SC/ST Students

No. of Earning Members in the family	No.	Mean score of Diffidence
Three or more earning members	93	25.97
Two earning members	104	26.66
Only one earning member	74	25.45
Total	271 [#]	

Note: Four students did not reply to this item

$$\chi^2 = .028$$

$$\text{Level of significance} = 5.991$$

$$\text{df} = 2$$

To test the hypothesis No.2 the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square is .028. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the number of earning members in the family difference in the diffidence scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.14

Number of Non-earners in the Family and
the feeling of Diffidence amongst
the SS/ST Students

No. of Non-earners in the family	No.	Mean score of Diffidence
Upto 2 non-earners in the family	44	27.72
3 to 5 non-earners in the family	109	25.88
6 or more non-earners in the family	117	25.37
Total	270 [*]	

Note: ^{*} Five students did not reply to this item.

$$\chi^2 = .115$$

$$\text{level of significance} = 5.991$$

$$df = 2$$

To test the hypothesis H₀.2 the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .115. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the number of non-earners in the family difference in the diffidence scores of the SS/ST students and the null hypothesis is ascertained.

Table 5.15

Facilities Available in the House and the
feeling of Diffidence amongst
the SO/SF Students

Facilities	No.	Mean score of Diffidence
Three or more facilities	32	25.56
Upto 2 facilities	114	26.09
No facilities available	126	25.05
Total	272*	

Note: * Three students did not reply to this item.

$$\chi^2 = 5.4 \times 10^{-3}$$

Level of significance = 5.991

$$df = 2$$

To test the hypothesis No.2, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is 5.4×10^{-3} . This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Facilities available in the house' difference in the diffidence scores of the SO/SF students and the null hypothesis is ascertained.

Table 5.16

Relatives outside the Village and the feeling
of Diffidence amongst the SC/ST Students

Relatives outside the village	No.	Mean score of Diffidence
Yes	55	24.34
No	203	26.14
Total	260*	

Note: * Fifteen students did not reply to this item.

$$\chi^2 = .064$$

$$\text{Level of significance} = 3.841$$

$$df = 1$$

To test the hypothesis 50.2, the required value to be significant at .05 level of significance is 3.841 (the degree of freedom is one). The computed chi square value is .064. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Relatives staying outside the village' difference in the diffidence scores of the SC/ST students and the null hypothesis is ascertained.

H₃ The Results for the Rejection Scores:

The results of the rejection scores and the various aspects of socio-economic background of the SC/ST students have been presented in tables 5.17 to 5.24.

Table 5.17

Father's/Guardian's Education and the feeling of Rejection amongst the SC/ST Students		
Father's/Guardian's Education	No.	Mean score of Rejection
Above S.S.C.	13	40.80
VIII to X Std.	6	39.86
V to VII Std.	30	41.26
I to IV Std.	83	41.48
No Education	143	44.31
Total	275	

$$\chi^2 = .26 \quad \text{Level of significance} = 9.488$$

$$df = 4$$

To test the hypothesis No.3, the required value to be significant at .05 level of significance is 9.488 (the degree of freedom is 4). The computed chi square value is .26. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Father's/Guardian's Education' difference in the rejection scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.18

Father's/Guardian's Occupation and the feeling
of Rejection amongst the SC/ST Students

Occupation of the Father/Guardian	No.	Mean score of Rejection
Agriculture	157	42.16
Permanent service	17	40.37
Daily wages	101	41.43
Total	275	

$\chi^2 = .038$ Level of significance = 5.991

df = 2

To test the hypothesis No.3, the Required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .038. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Father's/Guardian's occupation' difference in the rejection scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.19

Mother's Education and the feeling of
Rejection amongst the SC/ST Students

Mother's Education	No.	Mean score of Rejection
Above IV Std.	9	45.29
I to IV Std.	29	42.08
No Education	237	40.82

$\chi^2 = .24$ Level of significance = 5.991
df = 2

To test the hypothesis No.3, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .24. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Mother's Education' difference in the rejection scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.20

Size of the Family and the feeling of
Rejection amongst the SC/ST Students

Size of the Family	No.	Mean score of Rejection
1 to 5 members in the family	53	41.64
6 to 8 members in the family	120	39.78
9 and above	77	41.84
Total	250*	

Note: * Ten students did not reply to this item.

$\chi^2 = .063$ Level of significance = 5.991
df = 2

To test the hypothesis No.3, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .063. This result shows that the χ^2 value to be significant at .05 level of significance. Hence, there does not exist the 'size of the family' difference in the rejection scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.21

Number of Earning Members in the Family and the feeling of Rejection amongst the SC/ST Students

No. of Earning Members in the family	No.	Mean score of Rejection
Three or more members	93	41.34
Two members only	104	42.11
One member only	74	38.63
Total	271*	

Note: * Four students did not reply to this item.

$\chi^2 = .16$ Level of significance = 5.991
df = 2

To test the hypothesis No.3, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .16. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist 'Number of Earning members' difference in the rejection scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.22

Number of Non-earners in the family and the
feeling of Rejection amongst
the SC/ST Students

No. of Non-earners in the family	No.	Mean score of Rejection
Upto 2 non-earners	44	40.25
3 to 5 non-earners	109	41.55
6 or more non-earners	117	40.25
Total	270 [*]	

Note: * Five students did not reply to this item.

$\chi^2 = .027$ Level of significance = 5.991
df = 2

To test the hypothesis No.5, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .027. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Number of non-earners in the family' difference in the rejection scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.23

Facilities Available in the house and the feeling
of Rejection amongst the SC/ST Students

Facilities available in the house	No.	Mean score of Rejection
Three or more facilities	32	41.06
Upto 2 facilities	114	41.73
No facility	126	40.97
Total	272 ^a	

Note: ^aThree students did not reply to this item.

$$\chi^2 = 8.3 \times 10^{-3}$$

$$df = 2$$

$$\text{Level of significance} = 5.991$$

To test the hypothesis Ho.3, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is 8.3×10^{-3} . This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the facilities available in the house' difference in the rejection scores of the SC/ST students, and the null hypothesis is ascertained.

Table 5.24

Relatives Staying Outside the Village and the
Rejection feeling of the SC/ST Students

Relatives staying outside village	No.	Mean score of Rejection
Yes	55	38.61
No	205	41.53
TOTAL		260 [*]

Note: * Fifteen students did not reply to this item.

$$\chi^2 = .1$$

$$df = 1$$

Level of significance = 3.841

To test the hypothesis No.3, the required value to be significant at .05 level of significance is 3.841 (the degree of freedom is one). The computed chi square value is .1. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist 'the relatives staying outside the village' difference in the rejection scores of the SC/ST students and the null hypothesis is ascertained.

H₄ The Results for the Self Conception Scores:

The results of the self conception scores and the various aspects of socio-economic background of the SC/ST students have been presented in tables 5.25 to 5.32.

Table 5.25

Father's/Guardian's Education and the Concept of Self of the SC/ST Students

Father's/Guardian's Education	No.	Mean score of Self Conception
Above S.S.C.	13	24.90
VIII to X Std.	6	23.60
V to VII Std.	30	23.64
I to IV Std.	83	23.62
No Education	143	23.00
Total		275

$$\chi^2 = 1.26 \quad \text{Level of significance} = 9.488$$

$$df = 4$$

To test the hypothesis H_{0.4}, the required value to be significant at .05 level of significance is 9.488 (the degree of freedom is 4). The computed chi square value is 1.26. This result shows that χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Father's/Guardian's Education' difference in the 'Self Conception' scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.26

Father's/Guardian's Occupation and the
'Self Concept' of the SC/ST Students

Occupation of the Father/Guardian	No.	Mean score of Self Conception
Agriculture	157	26.12
Permanent Service	17	26.27
Daily wages	101	25.09
Total	275	

$\chi^2 = .032$ Level of significance = 5.991
df = 2

To test the hypothesis No.4, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .032. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the Father's/Guardian's occupation difference in the 'self conception' scores of the SC/ST students and the null hypothesis is ascertained.

finds that the teacher takes interest in him and his difficulties he feels that the teacher likes him. The moment he has this feeling he naturally feels like approaching the teacher and to be in his company, whereby he tries to be regular in his class and the class work which would ultimately make him to take more and more interest in his studies.

So the students' perception about the teacher would tell us whether the students would take interest in studies as well.

This dimension consists of 19 statements of which 15 are scored on a three point scale - yes, doubtful and no; the remaining four statements have multiple choice. These statements aim at providing information regarding the children's perception about their teachers.

Questionnaire for the Parents:

This questionnaire is prepared to obtain data from the parents belonging to the SC/ST, with regard to the parents' interest in the day-to-day school work of their wards, their attitude towards education and their assessment of their children's capabilities for education.

The parents' interest in the day-to-day school work and their attitude towards education can provide an educational environment for the students. The more ^{of} the interest they

take in the day-to-day school work of the children the better would be the performance of the students. Similarly their favourable attitude towards education would mean that the children would tend to take more interest in their school programme.

In the same way the education of the parents, their occupation, their income and their aspirations would form an educational environment for their children.

This questionnaire, therefore, is prepared to obtain data from the parents belonging to SC and ST with regard to their interest in the day-to-day school work of their children, their attitude towards education, their assessment of their children's capabilities, their education, occupation and their income. There are 39 statements out of which 10 are concerned with the bio-data of the parents, 28 are scored at three point scale - yes, doubtful and no and one is a multiple choice item.

The Questionnaire for the Teachers:

This questionnaire is prepared to obtain information from the teachers of different institutions. The questionnaire covers the following dimensions:

- (a) Teacher's bio-data.
- (b) Teacher's Rating of Students in general.

(c) Teacher's perception of the SC/ST students in terms of their occupational and educational capabilities.

(d) Teacher's Rating of the difficulties faced by the students of SC/ST in comparison to the difficulties faced by other students in learning different subjects.

(a) Teacher's bio-data: Apart from the details, such as the teacher's name, address, age, qualifications etc. the statements also include aspects like his training and teaching experience, experience in teaching in schools with a substantial number of students belonging to SC and ST etc.

There are fifteen statements which provide the above data.

(b) Teacher's Rating of Students in General: This consists of 8 questions which require names of students of different academic calibre. This is done with a view to examine if the children of SC/ST belong to a particular category in terms of their academic calibre.

(c) Teacher's perception about the children of SC/ST: This includes 7 questions of which four are items of ~~multiple~~ choice and the rest open ended.

(d) Teacher's Rating of difficulties faced by the students of SC/ST in comparison to the difficulties faced by other students in learning different subjects: For this purpose only four major subjects in the schools and college are considered, namely Gujarati, Mathematics, Science and Social Studies. These subjects are considered from the point of view that these subjects ultimately provide the child the 'social skills' which would enable him to take higher specialized adult roles. More the difficulties ~~are~~ experienced by the students, lesser are the chances for them to undertake higher specialized adult roles.

This section includes 25 statements for Gujarati which measure the difficulties of the students in pronunciation, reading, writing and comprehension.

There are 10 statements for mathematics which measure their difficulties in terms of their understanding the numerical concept, understanding the basic mathematical concepts of addition, subtraction, multiplication and division and the use of these mathematical concepts in the practical life.

The 15 statements in science measure their difficulties in (i) understanding the basic theoretical concepts (ii) knowing the use of the simple laboratory apparatus (iii) personal health and hygiene (iv) social hygiene and knowing the surrounding living environment.

Table 5.27
Mother's Education and the 'Self Concept'
of the 80/82 Students

Mother's Education	No.	Mean score of Self Conception
Above IV Std.	9	27.71
I to IV Std.	29	25.55
No Education	237	24.78
Total	275	

$\chi^2 = .177$ Level of significance = 5.991
df = 2

To test the hypothesis 26.4, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .177. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the mother's education difference in the 'self conception' scores of the 80/82 students and the null hypothesis is ascertained.

Table 5.28
Size of the family and 'self concept'
of the SC/ST Students

Size of the family	No.	Mean score of Self Conception
1 to 5 members	68	25.11
6 to 8 members	120	24.44
9 and above	77	25.35
Total	265*	

Note: * Ten students did not reply to this item.

$\chi^2 = .018$ Level of significance = 5.991
df = 2

To test the hypothesis H_{0.4}, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .018. Thus result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'size of the family' difference in the self conception scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.29

No. of Earning Members in the Family and the
'Self Concept' of the SC/ST Students

No. of Earning members in the family	No.	Mean score of Self Concept
Three or more	93	25.04
Two only	104	25.02
One only	74	24.04
Total	271*	

Note: * Four students did not reply to this item.

$$\chi^2 = 7.8 \times 10^{-4}$$

$$df = 2 \quad \text{Level of significance} = 5.991$$

To test the hypothesis No.4, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is 7.8×10^{-4} . This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Number of earning members in the family' difference in the self conception scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.30

No. of Non-earners in the Family and the
'Self Concept' of the BO/ST Students

No. of Non-earners in the family	No.	Mean score of Self Conception
Upto 2 non-earners	44	24.79
3 to 5 non-earners	109	25.01
6 or more non-earners	117	24.47
Total	270*	

Note: *Five students did not reply to this item.

$$\chi^2 = 5.9 \times 10^{-3}$$

$$df = 2$$

$$\text{Level of significance} = 5.991$$

To test the hypothesis H0.4, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is 5.9×10^{-3} . The result shows that the χ^2 value is lesser than that of the required value to be significant at the .05 level of significance. Hence, there does not exist the 'No. of non-earners in the family' difference in the self conception scores of the BO/ST students, and the null hypothesis is ascertained.

Table 5.31

Facilities Available in the House and the
'Self Concept' of the SO/ST Students

Facilities Available in the house	No.	Mean score of Self Conception
3 or more facilities	32	24.12
Upto 2 facilities	114	24.71
No facility	126	25.46
Total	272*	

Note: * Three students did not reply to this item.

$$\chi^2 = .036$$

$$df = 2 \quad \text{Level of significance} = 3.891$$

To test the hypothesis Ho.4, the required value to be significant at .05 level of significance is 3.891 (the degree of freedom is 2). The computed chi square value is .036. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence there does not exist the 'facilities available in the house' difference in the self conception scores of the SO/ST students and the null hypothesis is ascertained.

Table 5.32

**Relatives Staying Outside the Village and
the Self Concept of the SC/ST Students**

Relatives staying outside village	No.	Mean score of Self conception
Yes	55	24.45
No	205	24.79

Note: * Total 260*

Note: * Fifteen students did not reply
to this item.

$$\chi^2 = 2.3 \times 10^{-3}$$

$$df = 1 \quad \text{Level of significance} = 3.841$$

To test the hypothesis No.4, the required value to be significant at .05 level of significance is 3.841 (the degree of freedom is one). The computed chi square value is 2.3×10^{-3} . This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Relatives staying outside the village' difference in the self conception scores of the SC/ST students, and the null hypothesis is ascertained.

U₅ The Results for 'Perception of the School' Scores:

The results of 'perception of the school' scores and the various aspects of socio-economic background of the 80/87 students have been presented in tables 5.33 to 5.40.

Table 5.33

Father's/Guardian's Education and the 80/87
Students' Perception of the School

Father's/Guardian's Education	No.	Mean score of Students' perception of the school
Above S.S.C.	13	65.90
VIII to X Std.	6	66.80
V to VII Std.	30	64.31
I to IV Std.	83	65.84
No Education	143	65.25
Total	275	

$$\chi^2 = .063 \quad \text{Level of significance} = 9.488$$

$$df = 4$$

To test the hypothesis No.5, the required value to be significant at .05 level of significance is 9.488 (the degree of freedom is 4). The computed chi square value is .063. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the Father's/Guardian's education difference in the 'perception of the school' scores of the 80/87 students and the null hypothesis is ascertained.

Table 5.34
 Father's/Guardian's Occupation and SC/ST
 Students' Perception of the School

Father's/Guardian's Occupation	No.	Mean score of students' percep- tion of the school
Agriculture	157	64.32
Permanent service	17	66.56
Daily wages	101	65.06
Total	275	

$$\chi^2 = .04$$

$$df = 2$$

$$\text{Level of significance} = 5.991$$

To test the hypothesis No.5, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .04. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the Father's/Guardian's occupation difference in the 'perception of the school' scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.35
Mother's Education and the SC/ST Students'
Perception of the School

Mother's Education	No.	Mean score of students' perception of the school
Above IV Std.	9	63.57
I to IV Std.	29	65.31
No Education	237	64.83
Total	275	

$\chi^2 = .025$
 df = 2
 Level of significance = 5.991

To test the hypothesis No.5, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .025. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the mother's education difference in the 'perception of the school' scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.36

Size of the Family and the SO/SF Students'
Perception of the School

Size of the family	No.	Mean score of students' percep- tion of the school
1 to 5 members	68	64.77
6 to 8 members	120	64.83
9 and above	77	64.49
Total	265*	

Note: *Ten students did not reply to this item.

$$\chi^2 = .001$$

$$df = 2 \quad \text{Level of significance} = 5.991$$

To test the hypothesis No.5, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .001. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'size of the family' difference in the 'perception of the school' scores of the SO/SF students and the null hypothesis is ascertained.

Table 5.37

No. of Earning Members in the family and the SC/ST
Students' Perception of the School

No. of Earning members in the family	No.	Mean score of students' percep- tion of the school
Three or more	93	64.38
Two only	104	64.41
One only	74	65.58
Total	271*	

Note: * Four students did not reply to this item.

$\chi^2 = .014$ Level of significance = 5.991
df = 2

To test the hypothesis No.5, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .014. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Number of earning members in the family' difference in the 'perception of the school' scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.38

No. of Non-earners in the Family and the SC/ST Students' Perception of the School

No. of Non-earners in the family	No.	Mean score of students' percep- tion of the school
Upto 2 non-earners in the family	44	65.75
3 to 5 non-earners in the family	109	64.09
6 and more non-earners in the family	117	64.48
Total	270*	

Note: *Five students did not reply to this item.

$$\chi^2 = .023$$

Level of significance = 5.991

$$df = 2$$

To test the hypothesis No.5, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .023. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Number of non-earners in the family' difference in the perception of the school scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.39

Facilities available in the house and the SC/ST students' perception of the school

Facilities	No.	Mean score of students' perception of the school
Three or more facilities	32	62.93
Upto 2 facilities	114	65.55
No facility	126	63.63
Total	272*	

Note: *Three students did not reply to this item.

$\chi^2 = .05$ Level of significance = 5.991
 $df = 2$

To test the hypothesis No.5, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .05. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'facilities available in the house' difference in the perception of the school scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.40

Relatives staying outside the village and the
SC/ST students' perception of the school

Relatives staying outside the village	No.	Mean score of students' percep- tion of the school
Yes	55	63.56
No	205	64.25
Total	260*	

Note: * Fifteen students did not reply to this item.

$$\chi^2 = 3.6 \times 10^{-3}$$

$$df = 1 \quad \text{Level of significance} = 3.841$$

To test the hypothesis $H_0.5$, the required value to be significant at .05 level of significance is 3.841 (the degree of freedom is 2). The computed chi square value is 3.6×10^{-3} . This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Relatives staying outside the village' difference in the perception of the school scores of the SC/ST students and the null hypothesis is ascertained.

11.6 The Results for the teacher Perception Scores:

The results of 'Teacher perception' scores and the various aspects of socio-economic background of the SC/ST students have been presented in tables 5.41 to 5.48.

Table 5.41

Father's/Guardian's Education and the SC/ST Students' Perception of the teacher

Father's/Guardian's Education	No.	Mean score of students' perception of the teacher
Above S.S.O	13	37.60
VIII to A Std.	6	37.06
V to VII Std.	30	36.44
I to IV Std.	93	35.52
No Education	143	34.70
Total	275	

$$\chi^2 = .15 \quad \text{Level of significance} = 9.488$$

$$df = 4$$

To test the hypothesis No.6, the required value to be significant at .05 level of significance is 9.488 (the degree of freedom is 4). The computed chi square value is .15. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Father's/Guardian's Education' difference in the 'Teacher perception' scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.42

Father's/Guardian's occupation and the SC/ST
Students' Perception of the Teacher

Father's/Guardian's Occupation	No.	Mean score of students' percep- tion of the teacher
Agriculture	157	35.45
Permanent service	17	36.88
Daily wages	101	35.75

$\chi^2 = .031$ Level of significance = 5.991
df = 2

To test the hypothesis No. 6, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .031. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the Father's/Guardian's occupation' difference in the 'teacher perception' scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.43

Mother's Education and the SC/ST Students'
Perception of the Teacher

Mother's Education	No.	Mean score of students' percep- tion of the teacher
Above IV Std.	9	35.00
I to IV Std.	29	37.57
No Education	237	35.19
Total	275	

$\chi^2 = .114$ Level of significance = 5.991
df = 2

To test the hypothesis No. 6, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .114. This result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'mother's Education' difference in the 'teacher perception' scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.44

Size of the family and the SC/ST students'
Perception of the Teacher

Size of the family	No.	Mean score of students' percep- tion of the teacher
1 to 5 members	68	36.57
6 to 8 members	120	36.04
9 and above	77	34.84
Total	265*	

Note: *Ten students did not reply to this item.

$\chi^2 = .0438$ Level of significance = 5.991
df = 2

To test the hypothesis No. 6, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .0438. The result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'size of the family' difference in the 'teacher perception' scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.45

No. of Earning Members in the Family and the SD/ST
Students' Perception of the Teacher

No. of Earning Members in the family	No.	Mean score of students' Percep- tion of the Teacher
3 or more	93	35.17
2 only	104	36.87
1 only	74	35.04
Total	271*	

Note: *Four students did not reply to this item.

$\chi^2 = .02$ Level of significance = 5.991
df = 2

To test the hypothesis No. 3, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .02. The result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Number of Earning members in the family' difference in the 'teacher perception' scores of the SD/ST students and the null hypothesis is ascertained.

Table 5.46

No. of Non-earners in the Family and the SC/ST
Students' Perception of the Teacher

No. of Non-earners in the family	No.	Mean score of students' percep- tion of the teacher
Upto 2 non-earners	44	36.38
3 to 5 non-earners	109	36.45
6 or more	117	35.26
Total	270*	

Note: *Five students did not reply to this item.

$$\chi^2 = 9.6 \times 10^{-3}$$

$$df = 2 \quad \text{Level of significance} = 5.991$$

To test the hypothesis No. 6, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is 9.6×10^{-3} . The result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Number of non-earners in the family' difference in the 'teacher perception' scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.47

Facilities available in the house and the SC/ST
Students' Perception of the Teacher

Facilities available in the house	No.	Mean score of students' percep- tion of the teacher
Three or more facilities	32	33.81
Upto 2 facilities	114	35.67
No facility	126	36.30
Total	272 [*]	

Note: * Three students did not reply to this item.

$\chi^2 = .1$ Level of significance = 5.991
df = 2

To test the hypothesis H_{0.5}, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is .1. The result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Facilities available in the house' difference in the 'teacher perception' scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.48

Relatives staying outside the village and the
SC/ST students' Perception of the Teacher

Relatives staying outside village	No.	Mean score of students' percep- tion of the teacher
Yes	55	35.14
No	205	35.64
Total		260*

Note: * Fifteen Students did not reply to this item.

$$\chi^2 = 3.5 \times 10^{-3}$$

$$df = 1$$

$$\text{Level of significance} = 3.841$$

To test the hypothesis No. 6, the required value to be significant at .05 level of significance is 3.841 (the degree of freedom is one). The computed chi square value is 3.5×10^{-3} . The result shows that the χ^2 value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Relatives staying outside the village' difference in the 'teacher perception' scores of the SC/ST students and the null hypothesis is ascertained.

Part Two

Pedagogical Aspects

Teachers' opinion about the difficulties experienced by the SC/ST students in variety of aspects of different school subjects in comparison to the difficulties experienced by other students:

The teachers were asked to give their opinion about the difficulties faced by the SC/ST students in understanding different school/college subjects in comparison to the difficulties faced by other student. Since these teachers have been dealing with both the types of students for a number of years it was presumed that their opinion would be very useful. All the subjects taught at high school/college could not be covered, however four basic and major subjects were selected namely Gujarati, Mathematics, Science and Social Studies as stated in the previous chapter. And in each of these subjects some of the fundamental difficulties were taken into consideration. The understanding of the subject is dependent on the clarity on the part of the students in these aspects. The items selected for each of these subjects were scored on a three point scale in inverse manner i.e. the item with more difficulties were put at 1 and items with 'no difficulties' were put at 3.

The table 5.49 shows the mean scores in Gujarati for both the groups of students.

Table 5.49

Teachers' opinion about the difficulties faced by SC/ST students in Gujarati as against other students

Difficulties	Mean score for SC/ST	Mean score for other students
Pronunciation	12.78	17.59
Reading	7.98	10.11
Writing	15.37	20.11
Comprehension	6.78	8.76
General Mean	10.73	16.63

General Mean for both the groups - 13.68

The table 5.49 shows that the teachers feel that the SC/ST students find difficulties in all aspects of Gujarati and that is why ~~the~~ mean score in all aspects in Gujarati ^{in their case} is lower than the mean score of the other students. The lower mean score in pronunciation is more significant, because reading, writing and comprehension are dependent on pronunciation only. It means slowly and gradually these students

will find it more difficult in reading, writing and comprehending with the advance in stage or standard resulting finally into poor performance. They have not reached this final stage yet, we can presume, because they have not given up their studies. And this is the most encouraging sign but unless the society does something concrete and help these students to overcome their difficulties in these aspects we cannot expect better results. These students find difficulties in pronunciation mainly because the dialect that they use in the house and the language that is used in the classroom are different. The less the difference between these two the lower would be the difficulties for them. This also explains why the other students find less difficulties in pronunciation, reading, writing and comprehension.

Mathematics:

The poor performance in mathematics can be attributed to some of the basic difficulties experienced by the students. Three of such basic difficulties are considered here. They are: (i) understanding the numerical concepts, (ii) understanding the concepts of addition, subtraction, multiplication and division, and (iii) the practical use of the mathematical concepts. All children do experience some difficulty in understanding these basic concepts, but the

students of SC/ST find it more difficult than the other students, it appears from the opinion of the teachers.

The table 5.50 shows the mean scores in mathematics for both the groups of students.

Table 5.50

Teachers' opinion about the difficulties faced
by the SC/ST students in Mathematics
as against other students

Difficulties	Mean score for SC/ST	Mean score for other students
Understanding the numerical concepts	5.94	7.20
Understanding the concepts of addition, subtraction etc.	7.88	9.58
The practical use of the concepts	5.78	6.88
General mean	6.53	7.88

General Mean for both the groups - 7.21

The table 5.50 shows that the SC/ST students find mathematics comparatively more difficult than the other students. No doubt other students also find it difficult. Both the groups of students find the mathematical concepts difficult especially in the practical use of mathematical

concepts. Both these groups of students belong to the rural society, where people have too little to 'exchange' and a good deal of exchange is carried out on barter or on mutual faith. The lower score of the SC/ST student on understanding the concepts of addition subtraction etc. is more significant. The SC/ST people have to live from hand to mouth, they have nothing to add, so also they have nothing to spend and as such there is no subtraction too. The concept of addition and subtraction are the concepts of a 'surplus' society. So these concepts are beyond their capacities to understand. Same can be argued in the case of 'practical use of the concepts'. But here we find that other students also have some difficulty in the practical use of these mathematical concepts. The mean scores for both the groups show that they do not show any significant difference. The mean has to be searched somewhere else, especially in the social situation. Indian society is still an authoritarian society. Elders, especially the parents do a lot of thinking for the children. And they are not given opportunities to think for themselves, to decide for themselves. Even the minor day-to-day purchases are made by the parents. Thus students have very limited or almost no opportunity to make use of the concepts, learnt in the school, with the result that they are unable to know the practical use of these concepts.

Science:

The clarity in the understanding of science is dependent on the following five basic aspects:

- (1) Understanding the Basic Theoretical concepts;
- (2) Knowing the use of simple laboratory equipments;
- (3) Personal Health and Hygiene;
- (4) Social Health and Hygiene; and
- (5) Knowing the Living Environment.

Students who find some difficulty in these above aspects, we presume, will find difficulty in understanding science. Students do find some difficulty in one aspect or the other, but the 80/82 students find some aspects significantly difficult. The following ^{table} will explain this point.

Table 5.51

Teachers' opinion about the difficulties faced by students in science as against other students

Difficulties	Mean score for 80/82	Mean score for other students
Understanding the Basic Theoretical concepts	7.2	6.68
Knowing the use of simple laboratory equipments	3.7	4.9
Personal Health and Hygiene	8.68	12.08
Social Health and Hygiene	4.26	4.94
Knowing the Living Environment	4.46	4.48
General Mean	5.66	7.01

General Mean for all the students - 6.33

The table 5.51 shows that the teachers feel that the SC/ST students find difficulties in ~~all~~ ^{most} all aspects of science except one. They are almost 'equal' in knowing the living environment. This is but natural. These students have to go out in the fields, at times to help their parents. Their life is almost spent in the open as they have very limited living space in the house to accommodate a large number of people. In short they live their life with the living environment and as such they do not find any difficulty in knowing this environment with which they are more familiar. Actually we expected their 'mean score' to be more than the other students. But the 'score' does show that the other students score more (.02). How can we explain this? First the 'other students' know of the living environment through their parents and elders, from books and periodical which their parents can afford. So their lack of direct contact with the living environment is compensated by the information provided to them through these media.

Similarly their lower score in 'Personal Health and Hygiene' (9.66) as against the score of the other students (12.08) is very significant. It indicates the lack or absence of 'toilet training' amongst the SC/ST. The parents are so busy with their work, since early morning, that they have no time to look after their children, socialize them

in personal hygiene. Naturally these children develop their own concept of personal hygiene or they learn it from their elder brothers or sisters. When they enter the school and find that the teacher has a different concept of 'personal hygiene' they find it difficult to internalize this new concept presented by their teacher and the science textbooks.

In the case of 'Social Hygiene', also there is no significant difference between the SC/ST students and other students. This explains very well about our 'social outlook'. Indian society has been a society divided into different fragments of religion and caste. And the concept of 'Indian Nation' has very recently added to its 'ideal'. But the series of caste and religious conflicts explain ~~the~~ only one thing that the society is still in the process of being a nation. The members have yet to develop 'we' feeling a sense of 'belongingness' and thereby a 'social responsibility' amongst them. The result is the children are unable to understand how his behaviour can help or hinder the other's (social) health or hygiene.

This social aspect can also well understood when we consider their difficulties in social studies. Social studies aims at inculcating human understanding amongst the children and thereby internalizing the value of social living.

The table 5.52 shows the difficulties experienced by the SC/ST students in understanding the various aspects of social studies as against other students.

Table 5.52

Teachers' opinion about the difficulties faced by SC/ST students in Social Studies as against other students

Difficulties	Mean score for SC/ST	Mean score for other students
Understanding the importance of social living.	9.08	11.08
Knowing of agricultural activities.	4.98	3.94
Understanding the means of communication.	3.66	4.78
Development of the habit of self reliance.	2.2	1.84
General Mean	4.98	5.41

General Mean for both the groups - 5.19

The table 5.52 shows that there is no significant difference between the two groups of students except in understanding the importance of social living. The child of the SC/ST is more engaged in 'group activities'. He has to share a number of responsibilities with his parents,

work with them or assist them. There is greater amount of co-operative activity amongst the SC/ST than in other groups and yet when the teachers feel that these students find difficulties in understanding the importance of social living, more than the other students it needs to be explained. The teachers feel that these SC/ST students find it difficult to understand the relations between different 'groups' in a society. It seems they are to some extent right. These people have been almost cut-off from the main stream. The SC were considered as outcasts and as such they were not considered to be part of the society. Society has been denying any kind of social status to this section. The children, therefore, rightly feel and find it difficult to grasp the 'idea' of 'relations' between different groups, their interdependence etc. Some teachers have also opined that the SC/ST students find it difficult to inculcate the noble and broad outlook valued in the Indian culture. These values are too abstract for these children. They are living with these ideals. In spite of all these sufferings and ill treatment at the hands of 'others' they have never thought of taking any revenge against the higher caste groups. They have internalized this value of noble and broad outlook. Their experience, so far as Indian culture is contrary. They had never received any noble treatment from the high caste 'Hindus'.

To them 'Noble' and broad outlook are the values of their group and when their teacher claims it as the value in the 'Indian culture' they are confused. It is very likely that they have some reservations so far as the 'Indian culture' which represents the culture of the Higher caste Hindus.

These students do not find difficulties in understanding the agricultural activities. And it is but natural. Most of the children have to assist their parents and a large number of them are engaged in agriculture. Even the children of the 'other groups' also do not find difficulties in understanding the agricultural activities. These children belong to the 'rural society'. The whole of their 'social surrounding' is engaged in agriculture, directly or indirectly. Their whole life cycle is adjusted to the agricultural activities as a result they also know a good amount in agriculture and they too do not find difficulties.

It is significant to note here that both the groups find it equally difficult to develop the habit of self reliance. This may be due to the 'child rearing practices' prevalent in the Indian society. Indian parents provide very limited opportunity to their children to do their work independently and this is more true in the case of 'other students'. Carstairs in his Rajasthan study 'The Twice Born'

has shown how the child rearing practices tend to develop a peculiar type of 'personality' amongst the 'twice born'. In the case of SC/ST children, though the parents have no time to look after their children and the children are to some extent left to themselves, yet we should not forget that they are brought up in a family which itself is dependent on others for mere survival.

To sum up we can say that the SC/ST students face more difficulties in understanding some of the school/college subjects as against other students. These are basically due to the peculiar social condition and the educational environment available/not available to these students. So a teacher who wants to help these children to overcome their difficulties will have to consider their peculiar social conditions and education^{al} environment and apply his mind to help these students to overcome these hindrances. These students have to some extent succeeded in partially overcoming these hindrances in the sense that they have continued their studies and some of them have reached to the college stage. And this is an indication of the fact that given the proper 'opportunity' these students do possess capacities to overcome these difficulties.

Summary

The chi square test applied to establish the difference between the socio-economic status of these SC/ST students and the various psychological aspects like Aspiration, Diffidence, Rejection and Self conception and the pedagogical aspects like the perception of the school and the perception of the teacher.

To explain this difference we have considered eight major aspects of the socio-economic status of these SC/ST students, namely, (i) education of the father/guardian, (ii) occupation of the father/guardian, (iii) mother's education, (iv) number of members in the family, (v) number of earning members in the family, (vi) number of non-earners in the family, (vii) facilities available in the house, and (viii) relative staying outside the village. These aspects were further divided into different categories, and the SC/ST students were divided into relevant categories. We do not find any significant difference at .05 level of significance. It simply means that the fact of isolation of the group, the economic hardships that they experience, the lack of educational traditions in the house, these and many others become prominent. And a little education here, or a blight more income there, does not show any difference.

The teacher's opinion about the various aspects of difficulties faced by these students in their school subjects

as against the difficulties faced by other students clearly indicates that the SC/ST students in general have more difficulties in understanding the school subjects, especially the concepts are more abstract and the theme is above their cognitive map. But this is not so when the topic is one with which they are familiar. That is why they are at ease when the topic is about agricultural operations or the birds and the animals around. In short the topics or an aspect of a topic becomes difficult for them when it is beyond their cognitive map.

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