# CHapter V

### Introduction:

The SC/ST population of the Daroda district as reported by the 1971 census, stends at near 30 per cent. They are economically and educationally the most backward sections in the District. These people were never an integral port of the Eindu social attracture. 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 urbanication of the District during the recent years the SC/S? have increasingly occe in contacts with the non-tribel 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 those SU/SI students is not the case. Their educational environment and especially their socia-economic status in its turn pay influence their payonic aspects. The environmental conditions may, to a large extent influence their educational or professional espirations. The

socio-economic conditions may generate a diffidence feeling amongst them which in turn hamper their positive educational pursuit. The environmental conditions may also develop rejection feeling emong them which may lend 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'. How if the child's self concept is low, if he feele, 'he cannot succeed', this feeling may affect the effort that he would have otherwise put into the cohool tasks which may ultimately result into lowering his chances of success.

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

#### Vort Une

#### Psychological Aspects

It will be interesting to see whether their socioeconomic conditions have any impact on their psychological make up. The questions, therefore raised in this study

- (1) Do the socio-economic conditions of the SC/ST students affect their aspirations?
- (11) Do the scois-economic conditions of the SO/ST students result into the feeling of diffidence smonget them?
- (111) Do the socio-economic conditions of the SC/ST students tend to develop a rejection feeling amongst them?
  - (iv) Do the accid-economic background of the BC/ST children affects their pelf conception?
  - (v) Do the socic-economic conditions of the GC/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 DC/ST students on the one hand and the appiration, the feeling of diffidence, rejection celf conception, the students' perception of the school and 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 forculated.

# Hypotheses related to the Influence of Scolo-economic committions on the Teychological Aspects of the SC/ST Students:

- H<sub>1</sub> There is no difference between socio-economic status and aspirations of SO/ST students at .05 level of significance.
- H2 There is no difference between the sociu-econosic otetus and the feeling of diffidence assongst the SC/ST atudents at .05 level of significance.
- H<sub>3</sub> There is no difference between the socio-economic status and the feeling of rejection amongst the 60/50 otudents at .05 level of significance.
- H<sub>4</sub> There is no difference between the accid-economic status and the solf conception of the BC/BT students at .05 level of significance.
- There is no difference between the scale-economic status and the perception of the school of the 60/87 students at .05 level of significance.
- There is no difference between the socio-economic status and the perception of the teacher of the GC/ST students at .05 level of significance.

# H, Legalto for the Application Scores.

The repults of the application accres and the various aspects of socio-economic background of the SC/SP students have been presented in tables 5.1 to 5.8.

Pable 5.1 Father's/Guardian's Education and the Aspiration of the 30/32 Students

Pather's/Guardians Education	Ro.	Rean Score of Application
Above S.S.C.	13	27.20
VIII to X Std.	હ	25.13
v to VII Std.	<b>3</b> 0	24.33
I to IV Std.	83	25.06
Ac Educution	143	22.65
Total	275	i on <sub>s</sub> aramatini vapolino sepuntili saystatelevi sen energias antelefizationi, syllistikki. Intelefizationi
2		fleance = 9.489
ae		•

de

To test the Hypothesis No.1 the required value to be significent at 0.05 level of significance is 9.488 (the degree of freedom as 4). The computed thi square value is .43 (see Appendix 'D'). This result shows that the X2 value is leaser then that of the required value to be eignificant at 0.05 level of eignificance. Hence there does not exist the Father's/Guardian's Education difference in the accirotion scores of the SC/OR students and the null hypothesis is asserteined.

Table 5.2
Father's/Guardian's Occupation and the Assiration of the OC/OT Students

Cocupation of the Pether/Guardian		Kean score of Aspiration	ethelikalikalikalikalikalikalikalikalikalika
Agriculture	157	<b>24 .</b> 89	
Service (Pergament)	17	27.03	
Doily wages	101	25.81	
national description of the second se		nificance = 5.991	.,
Af = 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 as 2). The cosputed this square value is .038 (see Appendix 'D'. This result shows that the X<sup>2</sup> value is lesser than that of the required value to be significant at 0.05 level of significance. Hence there also not exist the Father's/Guardian's occupation difference in the aspiration scores of the 50/37 students and the null hypothesis is ascertained.

Table 5.3

Mother's Education and the Aspiration of the SC/UT Students

noth	er's	Educat:	ion	30.	Mean Score of Aspiration
vodA	re IV	Std.		9	27 .43
1 1	o II	/ Std.		29	26.31
Ho E	ducnt	:lon		237	24 • 24
x2	arias atom alles alsons en arias	opia, eus epoit sette autori	Level		Conoe = 5.991
df	554	2		•	•

To test the hypothesis Ao.1 the required value to be significant at 0.65 level of significance is 5.991 (the degree of freedom is 2). The computed this square value is .2. This result shows that the  $\mathbb{R}^2$  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/SR students and the null hypothesis is ascertained.

Table 5.4 The Size of the Family and the Aspiration of the 50/67 Students

31		ee Poully	170.	Wean acore of Application
7	to 5	nember 3	68	24 .55
5	to 8	a <b>e</b> mbere	120	25.76
5	and abor	<b>v</b> e	77	25.32
for each	eliebrumanism etganisme, aleksimi	Potal	265 P	在17年1日中,中心中心,大学的人,大学的人,他们不是一个人,他们不是一个人,他们不是一个人,他们不是一个人,他们不是一个人,他们不是一个人,他们不是一个人,他们

. Note: "Ten students did not reply on this iter.

 $\chi^2$  = .029 Level of significance = 5.991

df = 2

To test the hypothesis 30.1 the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed thi square value is .029. This result shows that the X<sup>2</sup> 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 assiration scores of the EC/EF students and the null hypothesis is secretained.

Table 5.5

No. of Barning Members in the Papily and the Application of the SO/ST Students

	16.				·	
	To. of Earning members in the Fewily					Mean score of Ampiretion
Inree Leal			eerning		93	24 •46
Two e	eP:	ing :	emb <b>e</b> rs		104	25.75
Unly	Only one earning member				74	26.28
Hart-where-op-star Ext. mass.	riferijo V. 1 - pag	independent of the second of t	otel	adicate April - mary si	271	(Cantain Sept. 1975 ) · · · · · · · · · · · · · · · · · ·
Cotes	₽.	Four	etudento	61d	not reply	on this ties.
.12	Ris	.091	l Leve	l oî	significen	ce = 5.991
d1	<b>136</b>	2		•		F 1 F W 1

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 this square value is .091. This result shows that the L<sup>2</sup> value is lesser than that of the required value to be significant at .09 level of significance. Hence shere does not exist the number of earning newborn in facily difference in the aspiration scores of the SC/ST students and the null hypothesis is ascertained.

Pable 5.6 Ho. of Non-earners in the Family and the Aspiration of the GO/GT Students

No. of Non-earners in the Family	#0°0	Mean score of Apriration
Upto 2 non-earners	44	24 • 13
3 to 5 non-corners	<b>10</b> 9	25.37
6 or note non-earners	117	26.12
TVII	270*	okusaya , enassis demindensi ini e vena vena kingeneeneensia palasiistasi vater iheestää
Note: Plive students did		v on this item.

<sub>x</sub>2 .03

lelvel of significance = 5.991

đf

To test the hypothesis No.1, the regulred value to be dignificant et .05 level of dignificance is 5.991 (the degree of freedom is 2). The computed thi equare value is .08. This result shows that the X2 value is lesser than that of the required value to be of miffenet at .05 level of aignificance. Hence there does not exist the number of non-corners in the family difference in the aspiration scores of the 30/62 stadents and the mill hypothesis is escortained.



Pacilities Available in the House and the Aspiration of the SO/ST Students

Fac il ities	110.	Nean Score of Aspiration
Three or more facilities	<b>3</b> 2	25 •56 `
Upto 2 facilities	114	25.21
No. of facility available in the house.	126	25.39
Totall	272	ngamagraping an ndahan nga kata dipagnah ang at a atania di makan ngapingalika, p 3, s
Note: *Three students did	not rep	ly on this item
$x^2 = 2.4 \times 10^{-3}$ hevel	of sign	ificance = 5.99

to best the hypothesis Go.1, the required value to be significant at .CS level of significance in 5.991 (the degree of freedom is 2). The computed thi square value is 2). The result shows that the X2 value is lesser than that of the required value to be significant at .CS level of significance. Hence there does not exist the facilities available in the house difference in the aspiration occres of the SO/SP atudents and the null hypothesis is ascertaised.

df

Table 5.8

Relatives staying cutside the Village and the

Ashiration of the 50/37 Students

Relatives outside the village	No.	mit und fir, eren for fir an au refe
%e3	55	25.58
N o	205	25 • 35
	260°	samedi frasi diganggang ang magandgan diga hada digib tagat inga digib tagat inga difiya digib digib.  Samedi frasi frasi diganggang ang magandgang digib tagat digib tagat digib tagat digib tagat ang digib tagat digib tagat ang digib tagat digib tagat ang digib tagat digib tagat digib tagat ang digib tagat digib taga

Note: "Tifteen students did not reply.

 $x^2 = 1 \times 10^{-3}$  Tevel of significance = 3.341

cf = 1

Do test the hypothesis 20.1, the required value to be significant at .05 level of significance is 3.841 (the degree of freeden is one). The commuted chi squere value is 1 x 10<sup>-3</sup>. This result shows that the X<sup>2</sup> velue is leaser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the Schntives staying outside the village difference in the depiration scores of the SC/SP students and the null hypothesis is ascertained.

## Ho Besults for the diffidence secres:

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

Pable 5.9

Bather's/Guardian's Education and the Feeling of Diffidence acoust the SC/ST Students

Foth Edu c	-		nd lon's	i de de la company de la compa	Mean some of Diffidence
V poa	<b>e</b> S.	.0.0	•	13	26.10
VIII	to	X.	Std.	6	25.84
V	co	VII	Stë.	30	26.08
I	to	IV	Std.	<b>3</b>	27.13
co a	luci	ok io		143	27.72
genetari angli ĝi distroj			Lotel	275	register demokrat ( 1912 igen-diese (**22 igen-diese). Die ster demokratie ( 1912 igen-diese) demokratie ( 1912 igen-diese) demokratie ( 1912 igen-diese) demokratie
2	e Mary Table	.098			mee = 9.460
d <b>£</b>	<b>492</b>	4			,

To test the hypothesis No.2 the required value to be significant at .05 level of significance is 9.408 (the degree of freedom is 4). The occupated this aquare value is .098. This result shows that the X<sup>2</sup> 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/ Quardien's education in the diffidence scores of the SU/SP obudents and the null hypothesis is spectained.

Tether's/Querdian's Decupation and the feeling of Diffidence amongst the SC/ST students

Cocupation of Pather/Guradize	n	in O o	Cean secre of Piffidence	
Agriculture		157	26.32	
Service (permanent)		17	25 -47	
Dally wages		101	26.83	
	Total.	275	agair sanga-ang semantang nagas sang kananang san mak sang ang kananang kananang sanang sang sang sang sang sa	
360 <b>. *</b> <sup>2</sup> z			lcance = 5.991	
A A CO				

S = 25

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 chare that the h 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 difficence occres of the SC/SF students and the null hypothesis is ascertained.

Table 5.11

Nother's Education and the feeling of Diffidence
accorate the EC/CP Students

	o'o Bauc			Mean score of Diffidence
Abave	IV Sta	•	9	26 .42
i to	iv sta	•	29	27.03
To Rancosion			237	29.94
<b>-</b>	Mandagy a Might an an Eagle go ann an Aig Shidhide a An Eagle ga ann an Aige a	2ctal	275	kallan angaranga maga sisindi sai dan arang siya angarang maga angarang maga angarang siya inga sagarang sa sa
.2	024			lean <b>ce = 5.991</b>
df :	= 2			

To test the hypothesis No.2 the required value to be significant at .05 level of significance is 5.591 (the degree of freedom is 2). The computed this square value is .024. This result shows that the X<sup>2</sup> 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 30/ST students and the null hypothesis is secontained.

Table 5.12
The size of the Samily and the feeling of Diffidence acongst the SC/OT Students

			the leadly	in production with the second	Hean score of Diffidence
1	to	5	nenbers	68	27 .48
6	to	8	nerbers	120	25.11
9	end	กอ้า	ove	77	25 •92
tion	- 4年3年4人代本人	gentalities of	ario e minimum de mini	265	নাৰ্কা, কৈছিল বিচাৰ আন্তৰ্গন কৰিব প্ৰকাশ কৰিব কৰিব কৰিব কৰিব কৰিব কৰিব কৰিব কৰিব

Hote: "Ten students did not reply to this item.

x2 = .11 Level of significance = 5.991

df m 2

algoriticant at .05 level of algoriticance is 5.991 (the degree of freedom is 2). The computed this aguere value is .11. This result shows that the K<sup>2</sup> 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 CC/ST students and the null hypothesis is ascertained.

Table 5.15

Number of Parning Dembors in the Family and the feeling of Diffilence acongst the SC/ST Students

2otal	271	4
Only one earning neater	74	25.45
Iwo earning resbero	104	26.66
Three or nove carning members	93	25.97
So.of Barning Newbers in the facily	20.	Dean acore of Diffidence

Note: Four students did not reply to this item

 $x^2 = .028$ 

Level of significance = 5.091

df = 2

To test the hypothesis So.2 the required value to be eignificant at .05 level of significance is 5.991 (the degree of freedom is 2). The occupated this equare is .028. This result shows that the X<sup>2</sup> 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 newbers in the facily difference in the diffidence scores of the SO/ST students and the null hypothesis is ascertained.

Table 5.14

Sumber of Som-earners in the Family and the feeling of Diffldence emongst the SO/ST Students

the	family		HO.	leen soure of Diffidence
	non-ec faully	al erong	44	27 .72
_	non-ea family	eners in	109	25.60
	ore not to faci	ly Louiners	117	25.37
	gil Calandar (1995 raileailtír Idea	estal.	270 <sup>#</sup>	mer (gertingel) jeddier i i no oktoret pare til ein des eksele vælte er til help kinget, påtinge
ictei	Five	students di		y to this lites.
.2 = 01 =	.115 2	hevel of	oignificen	7 ce = 5.991

To test the bypothesis 30.2 the required value to be eignificant at .05 level of cignificance is 5.591 (the degree of freedom is 2). The computed this aguere value is .115. This result shows that the X<sup>2</sup> 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-corners in the family difference in the diffidence scores of the SC/CT students and the null hypothesis is escentained.

Table 5.15
Pacilities Available in the House and the feeling of Biffidence accepte the BC/ST Students

Pacillé 165	No.	Hean soure of Diffidence
Three or nore fetilities	32	25 -56
Upto 2 facilities	114	26.09
io facilities evallable	126	25 •85
Potal	272	

Note: Three students did not reply to this item.  $\chi^2 = 5.4 \times 10^{-3}$ Level of significance = 5.591

To test the hypothesis is accertained.

Table 5.16 Helatives outside the Villege and the feeling of Miffidence exampst the SC/DI Studente

5 /4	ves outs illege		ii o .		ecore idence		5 -
¥e	•		55	24 (	<b>.34</b>		
НС	)		203	26.	. 14		
<b>1000000000000000000000000000000000000</b>		205el	260	<u>efi-inari-nag-bar-nithibili</u> bina	and the second s	rpus ajudidijā	
Tation	"Pliteen	etudonts		regly			iten.
¥2 =	.054	Level of	, oignici	cance	- J.	841	

TE

To test the hypothecis So.2, the required value to be eignificent at .05 level of eignificence is 5.841 (the degree of freedom is one). The computed chi square value in .C64. This result eleve that the X2 value is lesser then that of the regulated value to be significant at .05 level of eignificance. Mence, there does not exist the 'Adlatives staying outside the village' difference in the diffidence seves of the UC/SI students and the null hypothecis is escentained.

# Ha The Results for the Rejection Joures:

The results of the rejection scores and the verious aspects of socia-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

	r's/ Muca			kondalni da salan		ioj e	socre ction	to
abo <b>v</b> e	3.3	.0.			13	4(	0.80	
VIII	to	X.	itd.		6	39	9 •8 <del>6</del>	
V	to	VII	Etd.		30	4	1.26	
I	10	IV i	eta.		83	4	1.48	
Ho Ed	ucet	ion			143	44	1.31	
an Salangan ang ang	eda ser <del>medi (medi) i (desis</del> i es <sub>d</sub> isceptibility september 1	nakaribakebajai	Potal		o de mais de comunicación de la			
<sup>2</sup> 5		<b>S</b> 6	Level	of	eignificon	00 s	9.488	

 $z^2 = .26$  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 this square value is .26. This result shows that the X<sup>2</sup> value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Fether's/Guardian's Education' difference in the rejection scores of the SC/ST students and the null hypothesis is ascertained.

Table 5.18

Sether's/Guardian's Decupation and the feeling of Rejection amongst the SC/SP Students

Occupation of the Father/Cuardian	50.	iean score of lejection
Agriculture	157	42.16
Percenent service	. 17	40.37
Daily vages	101	41.45
ation and the second		er verste der Jan verste ist en eine er er eine er
2	. of eignificence	= 5.991
df = 2		

To test the hypothecis No.3, the required value to be significant at .05 level of significance is 5.091 (the degree of freedom in 2). The computed this square value is .038. This result shows that the R<sup>2</sup> value is leaven than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Fether's/Guardian's occupation' difference in the rejection coored of the 20/ST students and the null hypothecia is ascertained.

Table 5.19

Hother's Education and the feeling of Rejection amongst the SO/ST Students

Hother	's Tincation	e e	Mean score of Rejection
Above	IV Std.	9	45.29
I to	IV 5ta.	29	42.08
Go Edu	cetion	237	40.82

ds = 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 this square value is .24. This result shows that the X<sup>2</sup> value is leaser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Rother's Education' difference in the rejection scores of the EC/32 students and the null hypothesis is escertained.

Table 5.20

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

41.64
39.78
41.84

Hote: "Pen students did not reply to this iten.

 $g^2 = .063$  Level or eignificance = 5.991

To test the hypothesis Jo.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  $K^2$  value to be significant at .05 level of significance. Hence, there does not exist the 'size of the facily' difference in the rejection ecores of the 50/07 students and the null hypothesis is escertained.

Reble 5.21

Humber of Barning Bembers in the Family and the feeling of Rejection amongst the SC/ST Students

io.of Farning Feabers in the family	TO .	Mean accre of Rejection
Three or nore nenders	93	41.34
lwo members only	104	42.11
One member only	74	- 38.63

Note: \* Pour students did not reply to this item.

 $x^2 = .16$  Level of significance = 5.991

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 thi square value is .16. This result shows that the X<sup>2</sup> value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist 'Mumber of Terningmembers' difference in the rejection scores of the Sc/ST students and the null hypothesis is esceptained.

Table 5.22

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

No. of Con-earners in the facily	TO o	Rean score of Rejection
Upto 2 non-earners	44	40.25
3 to 5 non-carners	109	41.55
6 or more non-ecrnero	117	40.25
Total	270	Tork Art. Aug 75 office 1960 <u>15 o</u> ffice <del>19</del> 75 of 1984 of 1979 of 1888 of 1988 of 198

 $x^2 = .027$  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 this square value is .027. This result shows that the X<sup>2</sup> value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Eucher of non-corners in the family' difference in the rejection scores of the Sc/SI students and the null hypothesis is ascertained.

Table 5.23 Facilities Aveilable in the house and the feeling of Rejection amongst the SC/ST Students

Pacilities available in the house	170 a	Ween score of Rejection
Three or sore facilities	32	41.06
Upto 2 feoilities	114	41.73
So facility	126	40.97
and the second s	27.8	adalah dalah daran 1921-1934 sarangan di Sabat dah dalah dan dalah dalah dalah dalah dalah dalah dalah dalah d

Level of significance = 5.091 df = 2

To test the hypothesis So.3, the required value to be ed) 199.8 at earnoilingle of elevitions is 5.991 (the degree of freeden is 2). The computed thi aquare value is 8.3 x  $10^{-3}$ . This result shows that the  $x^2$  value is lenser than that of the required value to be significant at .03 level of dignificance. Hence, there does not exist the fecilities evailable in the house' difference in the rejection scores of the 60/31 students, and the null hypothesis in ascertained.

Table 5:24
Relatives Staying Outside the Village and the Rejection feeling of the NO/ST Students

HO.	ilean acore of Rejection
55	38.61
205	41.53
560 <sub>a</sub>	rud torragionium car quiptal diem a Camingui de Statentina Theodologic y Statentina (seus sussem
	55

Note: "Fisteen students did not reply to this item.  $x^2 = .1$ At = 1 Level of elgalficance = 3.841

To test the hypothesis No.3, the required value to be significant at .05 level of significance is 5.641 (the degree of freedom is one). The computed this square value is .1. This result thems that the A<sup>2</sup> value is lesser then that of the required value to be significant at .05 level of significance. Hence, there does not exist 'the relatives stepping outside the village' difference in the rejection occres of the SO/SP students and the nall hypothesis is occertained.

# RA The Results for the Gelf Conception Goores:

The results of the celf conception scores and the various aspects of scole-economic background of the 60/87 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 SO/ST Students

Pather's/Guordian's Education	II O <b>a</b> waanaanaanaanaanaanaana	Mean socre of Self Conception	
Above 9.3.0.	13	24 .90	
VIII to K Std.	5	23.60	
v to vii Std.	30	23.64	
I to IV Std.	83	23.62	
No Education	143	23.00	
566 20681	inatelija provinski provinski provinski provinski provinski provinski provinski provinski provinski provinski Za 73. se provinski	atter ett til skyligt om til skyligt han han med krig skyligt han de skyligt fra de skyligt for de skyligt for Til skyligt fra skyligt for til skyligt fra skyligt fra skyligt fra skyligt fra skyligt fra skyligt fra skylig	
x <sup>2</sup> = 1.26 Level o	f eignific	ance = 9.488	
d <b>f</b> - = 4			

To test the hypothesis 30.4, the required value to be significance is 9.466 (the degree of freedom is 4). The occupated this equate value is 1.26. This result shows that K<sup>2</sup> value is leaser than that of the required value to be eignificant at .05 level of significance. Hence, there does not exist the 'Pather's/ Guardina's Education' difference in the 'Delf Conception' scores of the 30/52 students and the null hypothesis is accertained.

Pather's/Suprdian's Occupation and the 'Self Concept' of the SC/ST Students

Cecupat Father,		lion	. O E	Dean score of Belf Conception	
ker lou	lture		157	26.12	
Perman	ent de	ervice	17	26.27	
Doily V	rcges		101	25.09	
	•	Total	279	·····································	
¥2 =	.032		,,	cance = 5.991	
df =	2				

To test the hypothesis No.4. The required value to be significant at .C5 level of dignificance in 5.991 (the degree of freedon in 2). The compated this square value in .C52. This result onews that the X<sup>2</sup> value is leaser than that of the required value tobe significant at .C5 level of dignificance. Hence, there does not exist the Pather's/Guardian's occupation difference in the 'polf conception' scares of the EC/67 students and the null hypothesis is assertained.

finds that the teacher takes interest in his and his difficulties he feels that the teacher likes him. The moment he
has this feeling he naturally feels like approaching the
teacher end 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.

#### Questionmaire for the Parents:

This questionnaire is prepared to obtain data from the perents 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 childrens' capabilities for education.

The parents' interest in the day-to-day school work and their stitude towards education can provide an educational environment for the students. The more 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 sore 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 questionneire, therefore, is prepared to obtain data from the perents 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 blo-data.
- (b) Reacher's Rating of Students in general.

- (c) Teacher's perception of the SG/DT students in terms of their occupational and educational capabilities.
- (d) Temmer's Rating of the difficulties faced by the students of EC/ST in comparison to the difficulties faced by other students in learning different subjects.
- (a) <u>Zeacher's bio-Gates</u> 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 Ention of Students in Conetal: This consists of 8 questions which require names of students of different scadenic calibre. This is done with a view to examine if the children of SO/ST belong to a particular category in terms of their scadenic calibre.
- (c) Teacher's perception about the children of SO/ST:
  This includes 7 questions of which four are items of multiple choice and the rest open ended.

(d) Teacher's Bation of difficulties faced by the students of BC/SR in comparison to the difficulties faced by other students is learning different subjects: For this purpose only four major subjects in the schools and college are considered, namely Cujarati, 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. However are the chances for them to undertake higher specialized adult roles.

This section includes 25 statements for Gujerati which measure the difficulties of the students in pronumneation reading, writing and acceptenession.

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, substraction, multiplication and division and the use of these wethematical concepts in the practical life.

The 15 statements in science measure their difficulties in (1) understanding the basic theoretical concepts (11) knowing the use of the simple laboratory apparatus (111) personal health and hygiene (iv) social hygiene and knowing the surrounding living environment.

Table 5.27

Mother's Education and the 'Uelf Concept'
of the SC/S2 Students

Sa			Educat		ÀO.	Solf	ecore of Conception
nod A	78	IV	itd.		9	ž.	27.71
I (	¢0	ĮV	Std.		29	, 2	25.55
So Education			237		24.70		
g ar all the state of	ic this of the c	ne we spied on		Total	<del></del> <u></u>		
<sub>2</sub> 2		. 17			of olenic		
đĩ	æ	2					

For test the hypothesis Sc.4, the required value to be significant at .03 level of significance to 5.291 (the degree of freedom is 2). The computed this square value is .177. This result above that the X<sup>2</sup> 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 30/87 students and the null hypothesis is ascertained.

Table 5.28
Size of the family and 'melf concept'
of the SC/ST Studente

Sise of the famil	•	Meen acore of Belf Conception
1 to 5 members	68	25.11
6 to 8 necders	150	24.44
9 and above	77	25.35
and the second of the second o	talanananganananan arangananan 265	-tana-vivet-path a the tangent in the state of the state

df = 2

to test the hypothesis 30.4, the required value to be significant at .03 level of significance is 5.991 (the degree of freedow is 2). The computed this square value is .018. Thus result shows that the X<sup>2</sup> 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 feelly' difference in the self conception source of the SO/ST students and the null hypothesis is notertained.

No. of Harming Members in the Family and the 'Delf Concept' of the SC/SF Students

Go.of Barning members in the facily	S D	Rean score of Belf Conception
Phree or nore	93	25.04
Two only	104	25.02
Cae only	76	24 .04
TOBAL	271 <sup>*</sup>	ૡઌૻૡઌૺઌ૾ૹ૽૽ૺૡ૾ઌૡૺૢઌઌઌ૽૽ૡ૽ૺ૽૽ઌઌૹઌ૽ૢ૽ઌ૽ૡ૿૽ૡ૿૽ૹઌ૽ૺૡઌઌ૽ૺઌઌ૽ૺઌઌ૽ૺઌઌઌ૽ૺઌઌ૽ૺઌૺઌઌૺઌ૽૽ઌૺઌ૽ૺઌૺઌઌૺઌ
Cotes Cour students di		
$x^2 = 7.8 \times 10^{-4}$ of = 2 level	og olgalf:	icapse = 5.991

To test the hypothesis No.4, the required value to be significant at .C5 level of significance is 5.991 (the degree of freedom is 2). The computed chi square value is 7.8 x 10<sup>-4</sup>. This result shows that the x<sup>2</sup> value is lesser then that of the required value to be significant at .C5 level of significance. Hence, there does not exist the 'Jumber of e-raing members in the family' difference in the self conception scares of the SO/ST stadents and the null hypothesis is accortained.

Table 5.30 No. of Non-carrers in the Panily and the 'Self Concept' of the SO/SI Students

No. of Non-earners in the facily	LIO e	Send score of Self Conception
Upto 2 non-earners	44	24 .79
3 to 5 non-earners	109	25.01
6 or more non-corners	117	24 47
and a state of the second seco	270 <sup>K</sup>	н компенсатуру жана жана жана жана жана жана жана жан
Note: Tive students a d		y to this item.
x <sup>2</sup> = 5.9 x 10 <sup>-3</sup> at = 2 Lov	el of signi	ificance = 5.991

To test the hypothesis Mo.4, the required value to be eignificant at .05 level of eignificance is 5.991 (the degree of freedow in 2). The computed oni square value is 5.9 x  $10^{-3}$ . The result shows that the  $x^2$  value is lesser then that of the required value to be eigoificant at the .Ci level of significance. Hence, there does not exist the '80. of non-corners in the family' difference in the self conception scores of the SU/SI students, and the null hypothesis is escentained.

df = 2

Table 5.31 Fneilitles Avallable in the House and the 'Self Concept' of the GO/ST Students

energia energia di Propriedo de Artificia de Artifica de Artificia de Artificia de Artificia de Artificia de Artifica de Artificia de Artificia de Artificia de Artificia de Artifica de Artificia de Artificia de Artificia de Artificia de Artifica de Artificia de Artificia de Artificia de Artificia de Artifica de Artificia de Artificia de Artificia de Artificia de Artifica de Artificia de Artificia de Artificia de Artificia de Artifica de Artificia de Artificia de Artificia de Artificia de Artifica de Artificia de Artificia de Artificia de Artificia de Artific

Note: "Three students did not reply to this Item.

x<sup>2</sup> = .036

df = 2 Level of eignificance = 3.991

Fo test the hypothesis No.4, the required value to be significant at .05 level of significance is 5.591 (the degree of freedom is 2). The computed chi square value is .056. This result shows that the X<sup>2</sup> 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 celf conception occres of the SO/SF students and the null hypothesis is ascertained.

Relatives Staying Sutside the Village and the Self Soncest of the SC/ST Students

	ives staying le village	Ko.	Deen soure ( Self concept	ion
	Yes	55	24 .45	
	No	205	24 .79	•
Sotes	* Total	260,	Andrew (September 1964 - 1987) - 1920 (Andrew 1964 - 1964) (Andrew 1964 - 1964 - 1964)	a-PRINGS (集) (4)
Ote:	Pifteen at to this it		not reply	
_ S <sub>X</sub>	2.3 x 10 <sup>-3</sup>			
රී ් ක	1	Level of	elanificabce .	. 3.84

To test the hypothesis No.4, the required value to be significant at .05 level of significance is 3.641 (the degree of freedom is one). The computed this square value is 2.3 x 10<sup>-3</sup>. This result shows that the X<sup>2</sup> 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 ascertained.

# He Results for 'Perception of the School' Scores:

The results of 'perception of the school' scores and the verious espects of secto-economic background of the SO/ST students have been presented in tables 5.33 to 5.40.

Fable 5.35

Pather's/Guardian's Education and the 60/57

Students' Perception of the School

Pather's/Ouerdian's Education	Ao.	Lean score of Students' perception of these hool
Above 8.5.C.	13	66.90
VIII to I Std.	6	66.80
v to VII Sta.	30	64 . 31
I to IV Std.	83	65.84
io Educatica	143	65.25
200 QZ	275	and the second of the second o
x <sup>2</sup> = .063		

 $x^2$  = .063 Level of Bignificence = 9.488 df = 4

To test the hypothesis 30.5, the required value to be significant at .05 level of significance is 9.488 (the degree of freedom is 4). The computed this square value is .05. This result shows that the X<sup>2</sup> 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' socres, of the 50/87 students and the null hypothesis is ascertained.

Table 5.34
Father's/Guardian's Cocupation and 50/SP Students' Perception of the School

Fether's/Guardian's Secupation		Heen score of students' perception of the school
Agriculture	157	64 -32
Permanent service	17	66 <b>.5</b> 6
Daily wagen	101	65.86
elimpre care en deceleramento como con en sistema en deceleramento. Pobello	275	(az enciano, ille fidiro (c. trigi) - ar voluntente arreno encicio del del 2000 estre appendiate en como en co
T <sup>2</sup> _ Ca		1eace = 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 chose that the K<sup>2</sup> 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 SU/ST Students'

Forception of the School

Hother's Education	CT B Editost 101 110 o	
Above IV Std.	9	63.57
I to IV Std.	29	65 -31
No Education	237	64 .83
Total	275	and the state of t
x2		Leance = 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 chose that the X<sup>2</sup> 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 30/ST students and the null hypothesis is ascertained.

Table 5.36 Wize of the Family and the SU/SP Students' Percention of the School

			w and make and			
81	,	of the f		No.	tion of	
1	to	5 ceeb	ers	68	64	.77
б	to	8 meab	ers	120	64	.83
Ō	ene	above		77	64	.48
ACTO NO	in named in the Co-sta	<del>Emperor sarar stances s</del> o. T	otal	265*	Komministras da ruccum "Lacu" Resultura subcuneçtif shidai dase	PORT TO STATE STATE OF THE STAT
), (	i ei	Ten st			eply to th	

Level of eignificance = 5.991

To test the hypothesis Mo.5, the required value to be eignificant at .05 level of eignificance is 5.991 (the degree of freedom is 2). The occupted oh! sounce volue is .001. This result shows that the X2 value is leasor than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'sice of the family' difference in the 'perception of the school' occres of the SO/SP students and the rull hypothesis is escertained.

Tuble 5.37 Ho.of Earning Members in the family and the SC/SE Students' Perception of the School

Ho.of Parning cembers in the family				
Three	or nore	3	93	64 <b>.3</b> 8
Two only			104	64 •4 1
One only			74	65.58
Materials: Association in Section 1		total	271	accity, > acc highland, angle of excessions a secretor's section and and also independent mediates.
	_			eply to this item.
x <sub>5</sub> =	.014	Level	of eignif	1eance = 5.991

df = 2

To test the hypothesis ho.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 X2 value is lesser than that of the required value to be significant at .05 level of eignificance. Hence, there does not exist the 'Quaber of cerning members in the family' difference in the 'perception of the school' scores of the SO/SP students and the null hypothesis is ascertained.

Table 5.58 No. of Hon-earners in the Pasily and the SU/SI Studento' Perception of the School

the family to 5 non-earners in the family	44 109	65 <b>.75</b> 64 <b>.</b> 09
6 and core non-earners in the family	117	64 .48
generalism til menger mengemen værende en en mende i en en en se mende en	270	Contention on a steen through them, democrate copy and emocrated finite of 4 discreps to beautiful democrated and the steel finite agency and an emocrated and the steel finite agency and an emocrated and an emo

Level of significance # 5.991

Œ 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 io 2). The computed thi square value is .023. This result shows that the 12 value is leaser than that of the required value to be eignificant at .05 level of significance. Hence, there does not exist the 'Mumber of non-enraces in the facily' difference in the perception of the school scores of the SC/SI students and the null hypothesis is ascertained.

Table 5.39 Facilities evallable in the house end the SC/OF students' perception of the school

Pacil it les	and standard the standard stan	THO .	llean score of students' perception of the school
Phree or core	facilities	32	62.93
Upto 2 facili	ties	114	65 <b>.55</b>
No facility		126	63.63
real material (next for a ref office a lettering a selected, so experience of a v	70111	272**	allen sekt - 1765. júlí af Prise letjonelyk Maleik en sillen Misseen sier - et a geniffeld mensee

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 squere value io .05. This result shows that the X2 value is lesser than that of the required value to be significant at .05 level of eignificance. Hence, there does not exist the 'facilities evailable 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

-	- ·		f the school
Reletived stay outpide the vi	1106 <b>e</b>	Ho.	Near score of students' perception of the school
¥ee		55	63.56
Bo		205	64 . 25
	e al	260*	landillikonoministon-essa ett. Netytti desi set av astrony ir seri Vestistonas ettisi-metojiakostapathatetti
**	. s <b>tu</b> den <b>t</b> :		reply to this item.

Lovel of significance = 3.941 dg = 1

To test the hypothesis No.5, the required value to be eightficent at .05 level of significance is 3.841 (the degree of freedom is 2). The computed thi square value is 3.6 x  $10^{-3}$ . This result shows that the  $x^2$  value is lesser than that of the required value to be significant at . G level of significance. Hence, there does not exict the 'helatives staying outside the village' difference in the perception of the school scores of the SO/SP students and the nell hypothesis is accertained.

### II The Results for the tencher Percention Scores:

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

Table 5.41

Father's/Guradian's Education and the SU/ST Students' Perception of the teacher

Father's/Guardian's Education	IIO o	Mean score of students' parception of the teacher
Above S.S.O	13	<b>37.6</b> 0
VIII to A Std.	б	37.06
V to VII Std.	30	36.44
I to IV Std.	93	35.52
No Education	143	34 <b>.</b> 70
american consideration of the second consideration of the	275	\$P\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$

x<sup>2</sup> = .15. Level of Bignificance = 9.488

df

Fo test the hypothesis No.6, the required value to be significant at .05 level of significance is 9.488 (the degree of freedes is 4). The computed chi equare value is .15. This result shows that the X<sup>2</sup> 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 SO/OT students and the null hypothesis is ascertained.

Pable 5.42

Father's/Guardien's occupation and the SC/SP

Students' Perception of the Teacher

Father's/Guardian's Cocupation	en e	Mean soore of students' percep- tion of the teacher
Agriculture	157	<b>3</b> 5 .45
Permanent pervice	17	36.08
Daily wages	101	95 <b>-75</b>

To test the hypothesis No. 6, the required value to be significant at .05 level of significance is 5.991 (the degree of freeden is 2). The computed this square value is .051. This result shows that the X<sup>2</sup> value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the Pother's/Gustaian's occupation' difference in the 'tencher perception' scores of the SO/ST students and the null bypothesis is ascertained.

Rable 5.43 Fother's Education and the SO/SI Students' Percention of the Teacher

Cot	her	* B Z	ducation	E O a	Mean score of students' perception of the teacher
Abo	ve	IV	otd.	9	35.00
ľ	to	IA	S <b>td.</b>	29	3 <b>7 •</b> 57
		cati		237	35 - 19
			Total	275	, 1948年 - 日本中一十年一一年十二年(1945年),「日本日本大学、日本日本大学、日本日本大学、日本日本大学、日本日本大学、日本日本大学、日本日本大学、日本日本大学、日本日本大学、日本日本大学、日本日本大学、日本日本
X2	Ti	.11			ance = 5.991

 $x^2 = .114$  Level of algorithms = 5.991

To test the hypothesis 40. 6, the required value to be significant at .05 level of significance is 5.991 (the degree of freedom is 2). The computed this square value is .114. This result shows that the M<sup>2</sup> value is lesser than that of the required value to be significant at .05 level of significance. Mange, there does not exist the 'mother's Education' difference in the 'teacher perception' occres of the SS/ST students and the null hypothesis is necertained.

Table 5.44

Size of the feally and the SC/ST students'

Perception of the Teacher

() j		of the footly	30.	Mean score of students' perception of the teacher
1	to	5 members	68	36 <b>-</b> 57
6	to	8 centers	120	36.04
9	and	above	77	34 .84
Pro-co	erica <del>la) elektrisyea</del> yeel	and the second s	263 <sup>4</sup>	artuuride dali musik dan ke Yedi, oo aan ke pira edha da ke saan saan saan saan saan saan ke saan saan saan sa

Note: "Fen students did not reply to this item.

 $\lambda^2$  = .0438 Level of eignificence = 5.591 of = 2

be significant at .05 level of eignificance is 5.991 (the degree of freedom is 2). The computed this equare value is .0436. The result shows that the X<sup>2</sup> volue is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'cine of the femily' difference in the 'teacher perception' accres of the SC/ST students and the null hypothesis is escertained.

No. of Farning Deabers in the Family and the SC/JT Students' Perception of the Teacher

	.of Earning Lembers in the Secily	30.	Nean score of atudents' Perception of the Percher
	or more	93	35 • 17
2	only	104	36.67
1	only	74	35 · CM
<b>al</b> ler state	contact and the contact the contact the contact and contact the contact and contact the contact and contact the co	201	केरिकेच्या कर बार का प्रकार करें पात अन्य अन्य अवस्था अने अने अने अने अने किया के क्षेत्र केरिकेट के अने अपने

Note: Four students did not reply to this item.

 $x^2 = .02$  Level of significance = 5.991 dt = 2

To test the hypothesis No. 5, the required value to be significant at .05 level of significance is 5.591 (the degree of freeder is 2). The computed this equare value is .02. The result shows that the X<sup>2</sup> value is lesser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Sumber of Maching newbers in the family' difference in the 'teacher perception' scores of the SU/ST students and the null hypothesis is escertained.

Table 5.46 No. of Non-earners in the Family and the SC/ST Students' Percention of the Teacher

Ho. of Mor-earners in the facily	io.	hean scare of students' percep- tion of the tencher
Unto 2 non-earners	, G.J.	<b>36.</b> 38
3 to 5 non-earners	109	36.45
6 or sore	117	35.26
Total	270*	and the state of the
Note: Five students d		eply be this less.
	el of sig	onificance = 5.001

rever or ergurraceuse = p.AA.

To test the hypothesis so. 6, the required value to be significant at .05 level of elgaifies we is 5.991 (the degree of freedom is 2). The occupated shi oquere value is 9.6 x 10-3. The result shows that the 22 velue is lesser than that of the required value to be significant et .65 level of significance. Hence, there does not exist the 'Gumber of non-ectnoro in the family' difference in the 'teacher perception' coores of the SG/ST students and the null hypothocis is eccentained.

Table 5.47
Facilities available is the bouce and the SO/ST Studence' Perception of the Teacher

Facilities available in the house	enson ausster och veryelle fatte i grande fatte i grande fatte i grande fatte fatte fatte fatte fatte fatte fa	Hean so are of students' percep- tion of the tencher
Three or core fecilities	32' \	33.81
Upto 2 feellities	114	35 <b>.</b> 67
So facility	126	<b>36.3</b> 0
MERINGS ADMINISTRATE OF COMMENCE AND THE COMMENCE COMMENCE COMMENCE OF THE COM	272*	. Sk. 24°CC abd Per- (224 f Nizerland Bereich Hauferland geberführt Bereich Gegen Gegen bereich zustätzten.
Note: "Ince students did	not rop	ly to this item.
$\lambda^2 = .1$ Level of significant $\lambda^2 = .1$	gni <b>lio</b> an	ce = 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 this square value is .1. The result shows that the X<sup>2</sup> value is leaser than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Pacilities available in the bouse' difference in the 'teacher perception' scores of the SC/ST students and the null hypothesis is escertained.

111

Table 5.48

Asintives stoying outside the village and the SC/OT students' Percention of the Teacher

ec/se s	tudenta'	rerconting	n of the Teacher
Relatives sta outside villa		70.	Mean score of ctudents' Perception of the teacher
Yes		55	35.14
ii o		205	35 •64
igilli dilliministi vimisi vidd i danse letvi avvi avvi avvi avvi davvedd	Potal	260 <sup>#</sup>	an. Companya ayan ata salahan Assame ayan Seculom american Statuse at Salahan atau etaan ,
Goter Äifteen		did not :	reply to this item.
df = 1		vel of sig	gnificance = 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 this square value is 3.5 x 10<sup>-3</sup>. The result shows that the X<sup>2</sup> value is lessor than that of the required value to be significant at .05 level of significance. Hence, there does not exist the 'Telatives steying outside the village' difference in the 'teacher perception' scores of the 50/ST students and the null hypothesis is succeptained.

## <u>Part Two</u> Pedagowical Aspecta

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 foced by the 30/87 students in understanding different cohool/college subjects in comparison to the difficulties feeed by other student. Bince those 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 echool/college could not be covered, however four basic and major subjects were selected namely Gujarati. Natheratics. Science and Social Studies as stated in the previous chepter. And in each of these subjects some of the fundamental difficulties were taken into consideration. The understanding of the subject is dependent on the clerity 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 of 1 and items with 'no difficulties' were put at 3.

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

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

Difficult les	Hean score for SO/ST	Ween soore for other students	
Pronquacietica	12.78	.17 •59	
Reading	7.98	10.11	
writing	15 .37	20.11	
Comprehension	6 <b>.7</b> 8	8.76	
General Mean	10.73	16.63	

Ceneral Mean for both the groups - 13.68

The table 5.49 chowe that the teachers feel that the 30/SP students find difficulties in all aspects of Sujarati and that is why ween score in all aspects in Sujarati is lower than the mean score of the other students. The lower mean score in pronjunciation is more significant, because reading, writing and comprehension are dependent on pronjunciation only. It means slowly and gradually these students

will find it core 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 acciety does something concrete and help these students to overcome their difficulties in these aspects we cannot expect better results. These students find difficulties in pronquantiation mainly because the dislect that they use in the house and the language that is used in the classroom are different. The less the difference between those two the lower would be the difficulties for them. This also explains why the other students find #2 less difficulties in pronquantation, reading, writing and comprehension.

#### Mathematics

The poor perference in notheratics can be attributed to some of the basic difficulties experienced by the students. Three of such basic difficulties are considered here. They exer (i) understanding the numerical concepts, (ii) understanding the numerical concepts, (iii) understanding the concepts of addition, substraction, 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

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students of SU/SP 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 groupe of students.

Toble 5.50

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

Difficulties	Hean score for 80/3T	Ween score for other students
Understanding the numerical concepts	5 •94	7.20
Inderetonding the cencepts of addition, subspired ion etc.	<b>7.</b> 80	9.58
The practical use of the concepts	5.78	<b>6.</b> 88
General menn	6 6 6	7.89

General Hean for both the groups - 7.21

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

concepts. Both those groups of students belong to the rural society, where people have too little to 'exchange' and a good deal of exchange is corried out on barter or on tutual faith. The lower score of the SC/SI student on understanding the concepts of addition substruction etc. is more significant. The SU/ST people have to live from hand to mouth, they have nothing to add, so also they have nothing to epend and as such there is no substraction too. The concept of addition and substraction 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 metheentical concepts. The mean scores for both the groups show that they do not show any significant difference. The mens has to be searched somewhere elue. especially in the social offuntion. 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 therselves. 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 octance is dependent on the following five basic aspects:

- (1) Understanding the Basic Theoretical concepts;
- (2) Enowing the use of eight laboratory equipments:
- (3) Fersonal Health and Hygiene:
- (4) Boo isl Besthond Mygione; and
- (5) know log 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 SC/OF students find some aspects eignificantly difficult. The following will explain this point.

Table 5.51

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

DISCICLIBIOS	Meen ecore for MO/MA	Nean score for other students
Understanding the Pasic Theoretical concepts	7.2	<b>∂.6</b> 8
Knowing the use of simple laboratory equipments	3.7	4.9
Personal Health and Sygiene	0.68	12.08
Social Health and Hygiene	4 .26	4.94
Encoing the Living Davironment	4.46	4 .48
General Hean	5.66	7.01

General Mean for all the students - 6.33

The table 5.51 shows that the teachers feel that the CC/ST students find difficulties in ell most = ell aspects of science excent one. They are almost 'equal' in knowing the living environment. This is but notural. These students have to go out in the fields, at times to bely their perents. Their life is almost spent in the open as they have very limited living onece in the house to accompodate a large number of people. In short they live their life with the living environment end as such they do not find any difficulty in knowing this environment with which they are more familiar. Actually we expected their 'mean ocore' to be wore than the other students. But the 'accre' does show that the other students ocore more (.U2). Now can we explain this? First the 'Other studento' know of the living environment through their parents and eldere. from booke and periodical which their parents can afford. Be their lack of direct contact with the living eavironment is compensated by the information provided to them through these media.

Similarly their lower score in 'Personal Health and Hygiene' (2.68) as against the score of the other students (12.08) is very eignificant. It indicates the lack or absence of 'toilet training' amongst the 36/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. Enturally these children develop their own concept of personal hygiene or they learn it from their elder brothers or sisters. Then 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 'Jooial Bygiene', also there is no significant difference between the JC/ST students and other students. This explains very well about our 'social out-look'. Indian society has been a society divided into different fragments of religion and caste. And the concept of 'Indian setion' has very recently added to its 'ideal'. But the series of caste and religious conflicts explain cally one thing that the society is still in the process of being a nation. The sember 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 50/87 students in Social Studies as against other students

DATEIOULT LOS	Hean score for SO/SE	Mean acore for other students
Understanding the importance of. scoial living.	9.08	11.09
Knowing of agricultural activities.	4 •98	<b>3 •</b> 94
Understanding the means of occumication.	<b>₹</b> .66	4.78
Development of the habit of celf reliance.	2.2	1.84
General Meas	4.98	5.41

Ceneral Meen 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 50/ST is nowe engaged in 'group activities'. He has to chare a number of responsibilities with his parents,

work with them or assist them. There is greater ascunt of co-operative activity emenget the SU/SI 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 exulained. The teachers feel that these SC/ST students find it difficult to understand the relations between different 'groups' in a society. It seem they are to some extent right. These people have been almost cut-off from the main stream. The SC were considered as outcaste and as such they were not considered to be part of the society. Society has been decying any kind of evolal otatus to this section. The children, therefore, rightly feel and find it difficult to grass the 'idea' of 'relations' between different groups, their isterdependence etc. Some teachers have also cained that the BC/ST students find it difficult to inculeate the noble and broad outlook valued in the Indian culture. These values are too abstract for these children. They are living with these ideals. Inspite of oll these sufferings and ill treatment at the hands of 'others' they have never thought of teking any revenge against the higher caste groups. They have internalized thic value of actic and broad outlook. Their experience. so for as Indian oulture is contrary. They had never received any noble troutment from the high caste 'Mindus'.

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 confuced. 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. Boot of the children have to easiet their perents 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 'raral 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 eignificant to note here that both the groups find it equally difficult to develop the babit of self relience. This may be due to the 'child rearing practices' provident in the Indian society. Indian parents provide very limited opportunity to their children to do their work independently and this is core true in the case of 'other students'. Caratairs in his Rejosther study 'The Twice Form'

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 more survival.

To sum up we can say that the 30/67 ctudents 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. Bo a teacher who wants to help these children to overcome their difficulties will have to consider their peculiar social conditions and education environment and apply his wind to help these students to overcome these hindrences. These students have to some extent succeeded in partially overcoming these hindrences in the cense 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.

#### Sucmary

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 school and the

To explain this difference we have considered aight anjor capects of the scale-economic status of these LC/ST etudento, aenely, (i) education of the father/querdian. (11) occupation of the fother/quardian, (111) nother's education. (iv) number of members in the femily, (v) number of earning peobers in the fabily, (vi) number of nonecrners in the family, (vii) facilities available in the bouse, and (viii) relative staying outside the village. These sopects were further divided into different cotegories, and the BO/AR students were divided into relevant categories. We do not find any eightficant difference at .05 level of significance. It simply moone that the feet of isoletion of the group, the coonomic hordships that they experience, the lack of educational traditions in the house, these and many others become pruminent. And a little education here, or a blight core income there, does not show any difference.

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

as against the difficulties food 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 espect of a topic becomes difficult for them when it is beyond their cognitive map.

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