

Chapter IX

THE STUDENTS AT SCHOOL

Our information on the life of the student in the school was not collected in very great detail, as the focus of the study was not so much the students themselves as the relation of education to society. Hollingshead has concerned himself much more with the students of Elmtown than with the society of which they are part. He brings in society to explain the school and its students.* In the present study, it is society that is in focus, that section of society, which, by its patronage of the educational system, maintains its dominance in the entire society.

But the student is not entirely neglected. We already know something of the kind of home he or she comes from. We turn now to his career in school.

At school, we first consider the student's response, whether he needs more guidance than the school can give, the activities he takes part in, his scholastic performance, and, finally, his plans for the years ahead. In a later chapter, the social characteristics of the schools will be discussed.

* A more recent study of American schools is even more closely focussed on the students only. See The Adolescent Society by James S. Coleman, The Free Press of Glencoe, 1961.

Three-fourths of the students are attentive in class. Of the remainder, most are inattentive only occasionally, and very few are often inattentive. This is, of course, what the students themselves have to say. However, considering the high degree of honesty with which they have answered questionnaires on the whole, there is little reason to doubt them here.

Those confessing to inattentiveness give several reasons in their defence. In order of importance these are - distraction by others, mental boredom, ill-health, poor teaching, home worries, fatigue, play and others.

Tuitions are taken by about one-fourth of the students. About a half of these take tuitions before examinations, and the others take tuitions the whole year round. Mostly, the reason for taking tuition is the student's felt weakness in the subject. Some are aspiring for better marks. A few do not understand what is taught in class, or they have for some reason to catch up with the class.

Of those taking tuition, 42 per cent go to a tuition class, perhaps the cheapest way to get tuition. Another 35 per cent take it in the teacher's home, 20 per cent in their own homes and 3 per cent in school.

The major school activity outside of the class room is games and exercise, taken by 63 per cent of students. Others are debate and drama, garba, music, touring, scouting, and so on. None of them approach in popularity the playing of games, and exercises.

As a large number of students do not take part in extra

-curricular activities, it will be useful to know their reasons. Lack of time, lack of interest, heavy load of studies, lack of money, other work, a long distance from school and "weak in lessons" are some of the reasons given.

As a background to scholastic performance we shall first see what type of relation exists between the teacher and the student's family, that is, his guardian.

Only 32 per cent students claim a good relation, 27 per cent have not much of a relation, while 41 per cent have no relation with the teachers. Some of the schools in Baroda are very big, having classes of forty to fifty students each, and several divisions for each standard. It is perhaps, inevitable that the majority of students' guardians have little or nothing to do with teachers.

In their examinations, 59 per cent have an average performance, 12 per cent are fair, 16 per cent are good, and 13 per cent are very good.

Teachers were asked to give their estimation of students, whose performance at examinations had also been noted. According to teachers, 47 per cent were average, 31 per cent were fair, 16 per cent good and 7 per cent very good. The teachers apparently are more chary of their estimation of very good students, less so of the ordinary student.

The students' estimation of themselves is even more moderate than that of teachers. Most of them regard their performances as fair, very few as very good.

Regarding the student's future, 79 per cent want to continue their studies after they leave school; 10 per cent

want to take up a job. The rest want to take up a craft, business, or agriculture, and some, almost certainly all girls, to stay at home.

The 79 per cent who want to go up for further study are interested in the following subjects, given in order of precedence: engineering, arts, science, medicine, technical education, commerce, and home science. Some are not definite, a few mention other lines.

Asked whether they hope to fulfil their plans for the future, 76 per cent are hopeful, 8 per cent not definite, and 16 per cent think they cannot.

Gujarati Students at School

The scholastic performance of the student, the relationship of his family with the teacher, and future prospects are the main features of a student's school career which will now be studied to see whether they are affected by the society in which the student lives.

In the absence of any formal parent-teacher association, we must look for the lines of communication which link educators to the families of the educated - that is, to society. Caste provides one such channel.

Banias have the best relations with teachers. Only one-third say that their guardians do not even know the teachers. About one-fifth are even visited in their homes by teachers. Brahmins and Patidars do not have as good a relation with teachers, and nearly one-half of them claim

Table 222 : Caste and Parent-Teacher Relations

	<u>Good</u>	<u>Little</u>	<u>None</u>	<u>Total</u>
1. Brahmin	24 (29)	21 (25)	38 (46)	83 (100)
2. Bania	51 (42)	31 (26)	39 (32)	121 (100)
3. Patidar	34 (32)	20 (19)	51 (49)	105 (100)
4. Other	9 (13)	21 (32)	37 (55)	67 (100)

no relationship at all. Other castes are worse off, with over a half having no relationship, and one-third having a relationship limited to acquaintanceship only. Heretofore, we knew that the Banias were the largest single caste (32 per cent) in our sample of Gujaratis. They now appear as 'qualitatively' important as well. The caste with the better relations with teachers is bound to be more influential in education. Why the Banias have a better relation cannot be determined on the basis of the present data. It may be that schools are endowed with Bania wealth. Or, Banias may be more interested in education. Again, the teachers may be mainly Banias. That Patidars are behind the Banias in this respect, in relations with teachers, is understandable. They are relative latecomers. But the backwardness of Brahmins is inexplicable. It does however reveal very clearly that Brahmins, the literary caste in all parts of India, who may be driven off the land, or out of political power, but usually

dominate in education, do not do so in Baroda. Further, this appears to be a natural situation, and not a revolutionary one as in the case of South Indian educational institutions where the anti-Brahmin movement broke their monopoly.

We shall now see whether immigration, occupation and income affect the parent-teacher relation.

Table 223 : Immigration and Parent-Teacher Relation

	<u>Good</u>	<u>Little</u>	<u>None</u>	<u>Total</u>
1. Indefinite	31 (37)	25 (30)	27 (33)	83 (100)
2. Natives	12 (41)	10 (34)	7 (35)	29 (100)
3. Settlers A	19 (36)	14 (26)	20 (38)	53 (100)
4. Settlers B	24 (44)	15 (28)	15 (28)	54 (100)
5. Immigrants	13 (29½)	13 (29½)	18 (41)	44 (100)
6. Non-residents	18 (16)	18 (16)	77 (68)	113 (100)
Total	117	95	164	376

Non-residents understandably have the worst relations. Immigrants of the war period show a better relation than any others. They contain a fair number of Banias who are shifting from business to service, and are less educated than earlier or later immigrants. Older residents also show a good relation. Of all residents of the town, it is the recent immigrants who show the weakest relation - a direct consequence of the shortness of their stay in the town.

Table 224 : Occupation and Parent-Teacher Relation

	<u>Good</u>	<u>Little</u>	<u>None</u>	<u>Total</u>
1. Service	72 (41)	43 (24)	62 (35)	177 (100)
2. Business	30 (34)	26 (29)	33 (37)	89 (100)
3. Agriculture	6 (10)	9 (16)	42 (74)	57 (100)
4. Other	7 (16)	13 (30)	23 (54)	43 (100)
Total	115	91	160	366

Those in service, necessarily an educated class, have the best relations with teachers. This is followed by business which ordinarily requires literacy, especially methods of accounting, rather than education in the modern sense. Those in agriculture have the poorest relations, as do other occupations. The relation between occupation and parent-teacher relations is quite as marked as in the case of caste. Banias were conspicuous for good relations. We may deduce that Banias in service would have the best relations.

Table 225 : Parent-Teacher Relations - in Service

	<u>Good</u>	<u>Little</u>	<u>None</u>	<u>Total</u>
1. Upto Rs. 1800	19	16	25	60
2. Rs. 1801 to Rs. 3600	30	10	17	57
3. Above Rs. 3600	14	11	9	34
4. Retired	7	2	7	16
5. Unspecified	2	4	4	10
Total	72	43	62	177

The middle category of service has the best relations with teachers, followed by the higher levels and retired guardians. The lower levels have the poorest relations.

Table 225 : Parent-Teacher Relations - in Business

	Good	Little	None	Total
1. Upto Rs. 1800	3	9	13	25
2. Rs. 1801 to Rs. 3600	6	8	5	19
3. Rs.3601 to Rs. 7200	10	5	5	20
4. Above Rs. 7200	9	3	8	20
5. Unspecified	2	1	2	5
Total	30	26	33	89

As the level of business improves, parent-teacher relations also improve upto the upper level of Rs. 7200 per annum. Beyond this however there are almost as many with no relations with teachers as have good relations.

Table 227 : Parent-Teacher Relations - in Agriculture.

	Good	Little	None	Total
1. Zamindar	4	3	15	22
2. Agriculturist	2	6	27	35
Total	6	9	42	57

Relations are poor for both categories in agriculture, but they are a little better for zamindars. It is not only the nature of the occupation but the fact that most of them reside outside the town proper that accounts for a poor relationship. Some zamindars live in the town, hence their better relations.

Table 228 : Parent-Teacher Relations - in other occupations

	Good	Little	None	Total
1. Artisan	-	2	4	6
2. Craftsman	1	2	1	4
3. Traditional Occupation	1	1	4	6
4. Labour	-	1	7	8
5. Other	-	1	1	3
6. Nothing	4	6	6	16
Total	7	13	23	43

Labourers have the least relationship, followed by artisans. Those doing nothing, craftsmen and traditional occupations have some relations. Craftsmen are socially and economically better-off than artisans and traditional occupations are socially more prestigious. Those doing nothing are undifferentiated with respect to occupation and cannot therefore be properly analysed.

Table 229 : Parent-Teacher Relations and Occupational Change

	Good	Little	None	Total
1. Unchanged	59 (30)	45 (22)	95 (48)	199 (100%)
2. Changing	27 (26)	33 (52)	43 (42)	103 (100%)
3. Changed	16 (40)	7 (17½)	17 (42½)	40 (100%)
Total	102	85	155	342

Changed families have the best relations, followed by the unchanged. Changing families have a mere acquaintance with teachers rather than a further development in the direction of home visiting. An absence of any relations is present in about the same proportion in all categories.

Table 230 : Per Capita Income and Parent-Teacher Relations *

	Good	Little	None
1. Upto Rs. 500	67%	75%	77%
2. Rs. 501 to Rs. 1000	21%	14%	14%
3. Above Rs. 100	12%	11%	9%
Total	100%	100%	100%

* Figures given in percentages.

There is a tendency for a better income to be related to better relations with teachers. In the case of those having above Rs. 1000, there is little difference in the

proportion having good and slight relations.

Parent-teacher relations are affected by caste, occupation, and income, and less clearly by immigration and occupational change. Banias, white-collar occupations, and middle-rather-than-high income levels have the best relations.

In relating a student's performance at examinations to his social background, the attempt is not to show that certain castes or classes exploit the system but that they have an advantage over others that shows up in scholastic performance. There may be some exploitation as well. This point will be taken up later by working out a correlation between parent-teacher relations and the student's rank at the preceding examination.

Table 231 : Caste and Rank

	Very Good	Good	Fair	Average	Total
1. Brahmin	9 (11)	9 (11)	10 (12)	54 (66)	82 (100)
2. Bania	11 (9)	19 (16)	14 (12)	73 (63)	117 (100)
3. Patidar	16 (16)	22 (22)	10 (10)	57 (52)	99 (100)
4. Other	8 (12)	12 (19)	4 (6)	41 (63)	65 (100)
Total	44	62	38	219	363

Patidars and 'others' both show good and very good ranks more than Brahmins and Banias. On the whole, Patidar performance is the best.

Table 232 : Occupation and Rank

	Very Good	Good	Fair	Average	Total
1. Service	21 (14)	31 (21)	18 (12)	78 (53)	148 (100)
2. Business	7 (8)	14 (13)	9 (11)	54 (64)	84 (100)
3. Agriculture	10 (18)	10 (18)	5 (9)	30 (55)	55 (100)
4. Others	5 (11½)	5 (11½)	4 (9)	30 (68)	44 (100)
Total	43	60	36	192	331

Surprisingly, agriculture has more 'very good' students than service, though otherwise service does better. Business and other occupations come out low. The Patidars, the major group in agriculture, do well at studies. 'Others' do better than business in higher grades.

Table 233 : Education and Rank

	Very good	Good	Fair	Average	Total
1. Illiterate	3 (25)	3 (25)	-	6 (30)	12 (100)
2. Literate	17 (15)	16 (14)	10 (8)	74 (63)	117 (100)
3. English knowing	10 (13)	10 (13)	10 (13)	49 (61)	79 (100)
4. Educated	8 (9)	17 (33)	12 (16)	37 (50)	74 (100)
5. Advanced	5 (10)	13 (25)	4 (8)	29 (57)	51 (100)
Total	43	59	4	195	333

Illiterate guardians in the sample have very bright children. Their ability accounts for their continued presence in high schools where otherwise only the children of the more fortunate are to be found. The wards of matriculates and graduates tend to be just good or fair. The children of literates and illiterates are very good and good, or just average.

Table 234 : Per Capita Income and Rank*

	Very good	Good	Fair	Average
1. Upto Rs. 500	80%	62%	74%	73%
2. Rs. 501 to Rs. 1000	15%	20%	17%	17%
3. Above Rs.1000	5%	18%	9%	10%
Total	100%	100%	100%	100%

* Figures given in percentages.

The very good students, taking top positions in examinations, are most of them poor, with Rs. 500 per capita or less. The good students coming next in rank are the wealthiest, with a fair proportion having over Rs. 1000. Income levels for fair and average students are about medium, and the same for both. Income may predispose a student to get a good rank, but very good rank would only go on merit.

Table 235 : Immigration and Rank

	Very good	Good	Fair	Average	Total
1. Indefinite	6 (7)	15 (19)	8 (10)	52 (64)	81(100)
2. Natives	3 (11)	4 (14)	6 (21)	15 (54)	28(100)
3. Settlers A	6 (12)	7 (14)	1 (2)	36 (72)	54(100)
4. Settlers B	6 (12)	7 (14)	7 (14)	30 (60)	50 (100)
5. Immigrants	7 (17)	8 (20)	5 (12)	21 (51)	41 (100)
6. Non-residents	16 (15)	21 (20)	10 (10)	58 (55)	105 (100)
Total	44	62	37	212	335

Pre-war entrants show a heavy tendency towards average rank. Post-war immigrants show the best results. They are children of a very well-educated set of persons, and we know from Table 223 that their relations with teachers are the weakest. The advantage of having educated parents gives them an edge over other students. The natives also show good results. In-coming people upto the war have been quite often rural, especially in the pre-war decade. Students of these families are weakest in performance.

Table 236 : Rank and Parent-Teacher Relations

	Good	Little	None	Total
1. Very good	15 (34)	8 (18)	21 (48)	44(100)
2. Good	14 (23)	17 (27)	31 (50)	62(100)
3. Fair	12 (32)	15 (41)	10 (27)	37 (100)
4. Average	68 (32)	49 (23)	96 (45)	213(100)
Total	109	89	158	356

There is little connection between a student's performance and the relations between his family and his teachers. Both very good and average students have a similar pattern of relation, while good students actually have a somewhat worse relationship than all others. This appears to rule out the possibility of partiality affecting examination performance.

On the whole, social factors appear to influence performance at examinations. Certain extra factors give ordinary students an advantage. Brilliant students however rise above all factors - in fact they come from less advantaged groups (from the point of view of education and socially).

The teachers were asked to give their estimation of the students in one of the four following terms ગુણ , સારા, ખરાબ , સારાંશ. Their estimation, a very general one, is likely to reveal social bias to a far greater extent than rank. Rank is assigned on the objective criterion of examination performance.

Table 237 : Caste and Teacher's Estimation

	Very good	Good	Fair	Average	Total
1. Brahmin	6 (7½)	12 (15)	24 (30)	38 (47½)	80 (100)
2. Bania	5 (4)	18 (15)	37 (31)	59 (50)	119 (100)
3. Patidar	4 (4)	12 (12)	34 (33)	52 (51)	102 (100)
4. Other	3 (5)	11 (17)	21 (32)	30 (46)	65 (100)
Total	18	53	116	179	366

The Brahmins get a somewhat better estimation than other students. Yet they are outshone in actual performance by Patidars. This may be due to a cultural bias on the part of teachers. If it had been merely a social bias, Banias, who have the best parent-teacher relations, might have got a better estimation.

Table 238 : Per Capita Income and Teacher's Estimation

	Very good	Good	Fair	Average
1. Upto Rs. 500	77%	61%	71%	79%
2. Rs. 501 to Rs. 1000	6%	29%	16%	13%
3. Above Rs.1000	17%	10%	13%	8%
Total	100%	100%	100%	100%

Only 10 per cent of students with a high rank had a per capita income of over Rs. 1000. By teacher's estimation, 17 per cent very good students are in this income category. At the same time, 77 per cent have below Rs. 500, comparing well with 80 per cent of high-ranking students in this category. Exceptional merit and exceptional wealth apparently both influence the teachers and a good student with a high income gets returned as very good. But with good, fair, or average merit again, wealth becomes a conspicuous influencing factor.

Table 239 : Teacher's Estimation and Parent-Teacher Relations

	Good	Little	None	Total	
1. Very good	5 (28)	6 (33)	7 (39)	18	100%
2. Good	15 (28)	14 (27)	24 (45)	53	100%
3. Fair	33 (28)	29 (25)	55 (47)	117	100%
4. Average	59 (33)	44 (25)	76 (42)	179	100%
Total	112	93	162	367	

There is not much evidence of a relation between the opinion a teacher holds of a student and his relation with the parents, except that with very good students fewer have no relation with the guardian.

Table 240 : Teacher's Estimation and Rank

Teacher's Estimation	Very good	Good	Fair	Average	Total
1. Very good	12 (67)	4 (22)	1 (5½)	1 (5½)	18
2. Good	18 (34)	18 (34)	7 (13)	10 (19)	53
3. Fair	14 (12½)	25 (22)	14 (17½)	59 (53)	112
4. Average	-	15 (8½)	15 (8½)	144 (83)	174
Total	44	62	37	214	357

Only in the case of average students is there a high degree of consistency between teacher's estimation and rank.

There is also some consistency in the case of very good students but otherwise, teachers tend to over-estimate some, under-estimate others. It is of course possible that the examination ranks are some of them not normal. Or it may be that students who do not shine at examinations are able to make an impression in the class room. Bias on the part of the teacher cannot however be ruled out.

Table 241 : Self-Estimation and Rank

Self Estimation	Very good	Good	Fair	Average	Total
1. Very good	3 (17)	2 (12)	1 (6)	11 (65)	17
2. Good	16 (19)	18 (72)	11 (13)	38 (46)	83
3. Fair	18 (8)	36 (17)	21 (10)	139 (65)	214
4. Average	6 (14)	6 (14)	4 (9)	26 (62)	42
Total	43	62	37	214	356

The very good students are quite modest, most of them saying they are just good or average. Good students call their work fair, while the fair alone tend to have a just opinion of themselves. Average students upgrade themselves to fair.

Table 242 : Self-Estimation and Teacher's Estimation

Self-estimation	Very good	Good	Fair	Average	Total
1. Very good	2 (12)	3 (18)	5 (29)	7 (41)	17
2. Good	9 (11)	17 (20)	27 (31)	31 (37)	84
3. Fair	2 (1)	29 (13)	71 (32)	119 (54)	221
4. Average	4 (9)	4 (9)	14 (31)	23 (51)	45
Total	17	53	117	180	367

Most students regard themselves as fair though teachers class them as good, fair or average. Only with the teachers' very good students is the self-estimation good. Students estimate themselves, on the whole, less strictly than the teachers.

The student's future plans range from continuation of studies to various occupations. The studies range from all university courses to a technical 'line'.

Table 243 : Caste and Future Plans

	Study	Job	Business	Agri- culture	Craft	Home	Not defi- nite	Total
1. Brahmin	64	10	1	3	3	2	-	83
2. Bania	107	6	2	-	2	3	2	122
3. Patidar	81	5	2	4	7	2	1	102
4. Other	39	12	5	1	7	-	2	66
Total	291	33	19	10	8	7	5	373

Over three-fourths of the students want to continue studies. This is more so among Banias, least among the minor castes. Of the other things students would like to do, Brahmins want jobs; so do Banias, while Patidars want to go in for a craft, for jobs, and for agriculture. Other castes mostly intend to take up jobs or go into business or take up a craft.

Table 244 : Occupation and Future Plans

	Study	Job	Busi-	Agri-	Craft	Home	Not defi- nite	Total
1. Service	147	13	4	1	6	3	3	177
2. Business	73	5	5	-	4	2	-	89
3. Agriculture	38	3	-	6	4	2	1	54
4. Other	29	8	1	1	3	-	-	42
Total	287	29	10	8	17	7	4	362

Where guardians are in service, the wards want mainly to go in for higher studies. This is also true of business, agriculture, and other occupations. It is in the other choices that some difference appears. If the girls wanting to stay at home are left out, in the service category the secondary choices are for jobs, a craft, and business, in that order. In the case of business, both jobs and business get an equal choice, followed by a craft. The children of agricultural earners choose agriculture, a craft

and jobs. For other castes, it is jobs followed by a craft.

Table 245 : Future Plans - in Service

	Study	Job	Busi- ness	Agri- culture	Craft	Home	Not defi- nite	Total
1. Upto Rs.1800	46	6	1	1	3	1	2	60
2. Rs.1801 to Rs. 3600	49	3	1	-	3	1	1	58
3. Above Rs.3600	32	-	-	-	-	1	-	33
4. Retired	12	2	2	-	-	-	-	16
5. Unspecified	8	2	-	-	-	-	-	10
Total	147	13	4	1	6	3	3	177

Higher studies are the entire choice of students whose guardians earn above Rs. 3600. They are the major choice of persons in lower service categories, but their financial circumstances probably force a small number to opt for a job, or business or a craft.

Table 246 : Future Plans - in Business

	Study	Job	Busi- ness	Agri-	Craft	Home	Not defi- nite	Total
1. Upto Rs.1800	18	3	2	-	1	1	-	25
2. Rs.1801 to Rs. 3600	16	1	1	-	1	-	-	19
3. Rs.3601 to Rs.7200	17	1	1	-	-	1	-	20
4. Above Rs.7200	18	-	-	-	2	-	-	25
5. Unspecified	4	-	1	-	-	-	-	5
Total	73	5	5	-	4	2	-	89

Students whose guardians earn over Rs. 3600 can well afford to go on with studies. A few however prefer a job, or craft, or to go into business. None opt for agriculture.

Table 247 : Future Plans - in Agriculture

	Study	Job	Busi- ness	Agri- cul- ture	Craft	Home	Not defi- nite	Total
1. Zamindar	17	1	-	3	1	-	-	22
2. Agriculturist	21	2	-	3	3	2	1	32
3. Total	38	3	-	6	4	2	1	54

Most students hope to continue studies. The zamindar students hope to do so in a slightly higher proportion than agriculturists. Other choices fall on agriculture, crafts, jobs, none for business.

Table 248 : Future Plans - in other occupations

	Study	Job	Busi- ness	Agri- cul- ture	Craft	Home	Not defi- nite	Total
1. Traditional	6	-	-	-	-	-	-	6
2. Craftsmen	3	1	-	-	-	-	-	4
3. Artisans	3	1	-	-	2	-	-	6
4. Labourers	5	1	1	1	-	-	-	8
5. Nothing	11	4	-	-	1	-	-	16
Total	28	7	1	1	3	-	-	40

Unemployed guardians have a fair number of wards planning a job though the majority want to study. Artisans intend to take up a craft. Traditional occupations and craftsmen have more hope and inclination for further study. Compared to the major occupations, more students in the 'other' category intend to take up a job.

Table 249 : Per Capita Income and Future Plans

	Study	Job	Busi- ness	Agri- culture	Craft	Home	Not definite
	%	%	%	%	%	%	%
1. Upto Rs.500	70	93	90	72	83	56	100
2. Rs.501 to Rs. 1000	19	3½	10	14	6	28	-
3. Above Rs.1000	11	3½	-	14	11	14	-
Total	100	100	100	100	100	100	100

The income factor is important in deciding on the future. Those who are thinking in terms of a job or business are overwhelmingly in the lowest income category, and those opting for crafts are only a little less so. In the case of agriculture, however, this factor is not very important. The lack of any need for a higher education to run the family's land is the likeliest reason. In fact, the income levels for those choosing agriculture roughly coincide with those for students wanting to study further.

The awareness of the financial situation is evident, and

shows that students have not been indulging merely in wishful thinking, but have considered practical possibilities.

When asked what they wish to study after passing out of school, the answers given were, arts, science, commerce, engineering, medicine, a technical 'line', home science (for girls) and others.

Table 250 : Caste and Higher Studies

	Sci- ence	Arts	Engin- eer- ing	Medi- cine	Tech- nical line	Com- mer- -ce	Home Sci- ence	Other	Not de- fi- ni- te	To- tal
1. Brahmin	16	11	12	8	8	3	2	2	7	69
2. Bania	26	28	23	15	6	3	3	-	4	108
3. Patidar	19	14	17	15	3	6	1	4	8	87
4. Other	9	11	11	4	2	1	-	4	26	144
Total	70	64	63	42	19	13	6	6	25	308

Science and Engineering are the most popular courses, especially among Brahmins and Patidars. Although they are also popular with Banias, Arts gets the most choices with them. Medicine is also ^apopular course, but more so with Patidars. Commerce is not particularly popular with Banias who, if they take over the father's business, probably require little specialised training and are content with an Arts course. Technical 'lines' are preferred by Brahmins and Banias.

Table 251 : Occupation and Higher Studies

	Sci- ence	Arts	En- gine- ering	Medi- cine	Tech- nical line	Com- merce	Home Sci- ence	Oth- -er	Not de- fi- ni- te	To tal
1. Service	36	28	32	21	11	5	3	3	13	152
2. Business	18	15	15	7	5	4	3	2	4	73
3. Agricul- ture	9	10	10	8	-	2	-	1	3	43
4. Other	3	9	3	5	3	1	-	-	5	29
Total	66	62	60	41	19	12	6	6	25	217

Science, Arts, Engineering and Medicine are the most popular courses. Science comes first for both service and business, and a close second in agriculture. Arts and Engineering are equally popular in business and agriculture, and the latter is preferred in service. Arts is the most popular course in the minor occupations, followed by Medicine. Medicine ranks fourth (a close fourth in agriculture) in the major occupations. No one in agriculture selects a Technical 'line'. Only in service and business is there a choice for Home Science. Commerce has more choosers in service and business than in other occupations.

Engineering is the favourite subject for the lowest service categories, followed by Science and Arts. In the middle levels, Science is most popular, followed by Engineering and Medicine. Science is also the favourite in upper service

Table 252 : Higher Studies - in Service

	Science	Arts	Engineering	Medicine	Technical	Commerce	Home Science	Other	Not defined	Total
1. Upto Rs. 1800	10	10	15	6	5	-	-	1	3	50
2. Rs.1801 to Rs.3600	11	7	9	8	5	1	2	1	7	51
3. Above Rs. 3600	11	7	4	4	-	2	-	-	2	30
4. Retired	3	3	4	1	1	1	-	-	-	13
5. Unspecified	1	1	-	2	-	1	1	1	1	8
Total	36	28	32	21	11	5	3	3	13	152

levels followed by Arts, with comparatively few interested in the specialised professions.

For the children of retired persons, it is Engineering, Science and Arts. One may surmise that Engineering is valued as a means of improving social and economic status. Those who already have a good position do not value it highly, judging from their choices. This also occurs, as we shall see, in the case of the businessmen earning between Rs. 3600 and Rs.7200.

Science is the largest choice for those with Rs.1800 and less and shares the field with Engineering among those with over Rs. 7200. Both Science and Arts, no Medicine, some Engineering and Commerce, are the choices of those with Rs.3601

Table 253 : Higher Studies - in Business

	Sci- ence	Arts	Eng- ineer- ing	Medi- cine	Tech- nical line	Com- merce	Home Sci- ence	Oth- -er	Not de- fi- nite	Total
1. Upto Rs. 1800	7	2	4	1	1	1	1	1	1	19
2. Rs.1801 to Rs. 3600	1	5	4	3	3	-	-	-	1	17
3. Rs.3601 to Rs. 7200	5	6	2	-	1	2	-	-	1	17
4. Above Rs. 7200	5	1	5	1	-	1	2	-	1	16
5. Unspeci- fied	-	1	-	2	-	-	-	-	-	3
Total	18	15	15	7	5	4	3	2	3	72

and Rs. 7200. The category just below this goes for Arts and Engineering, and more than any other category for Medicine and Technical 'Line'.

Both Science and Engineering are popular in big business. Big business includes manufacturing concerns, and this may account for the choice of Engineering.

Table 254 : Higher Studies - in Agriculture.

	Sci- ence	Arts	Engi- neer- ing	Medi- cine	Tech- nical line	Com- mer- ce	Home Sci- ence	Other	Not de- fi- nite	Total
1. Zamindars	4	2	6	4	-	-	-	1	1	18
2. Agricul- turists	5	8	4	4	-	2	-	-	2	25
Total	9	10	10	8	-	2	-	1	3	43

Zamindars opt mainly for Engineering, then for Medicine and Science. Agriculturists choose Arts, followed by Science, and by Engineering and Medicine.

Table 255 : Higher Studies - Other Occupations

	Sci- ence	Arts	En- gin- eer- ing	Medi- cine	Tech- nical line	Com- merce	Home Sci- ence	Other	Not defi- nite	Tota
1. Tradi- tional occup.	1	1	1	2	1	-	-	-	-	6
2. Craftsmen	-	-	1	-	1	-	-	-	-	2
3. Artisan	-	2	-	-	-	-	-	-	1	3
4. Labourer	-	3	-	-	1	1	-	-	1	6
5. Nothing	2	3	1	2	-	-	-	-	2	10
6. Other	-	-	-	1	-	-	-	-	1	2
Total	3	9	3	5	3	1	-	-	5	29

Engineering is not popular with any of the minor occupations. Arts come first, followed by Medicine, the former with artisans, labourers and unemployed, the latter with traditional occupations and unemployed.

Home science, Commerce, Science and Medicine, in that order, have the best income levels. The first is obviously something of a luxury course. The other three are bread-winners, yet follow a better income pattern. Arts and Engineering show lower levels, Technical 'line' the least. Those new

Table 256 : Higher Studies and Per Capita Income.*

	Sci- ence	Arts	Engin- eering	Medi- cine	Tech- nical Line	Com- merce	Home Sci- ence	Other	Not defi nite
1. Upto Rs.500	64	74	73	65	100	58	40	80	73
2. Rs.501 to Rs.1000	30	19	11	21	-	25	20	20	5
3. Above Rs. 1000	6	7	16	14	-	17	40	-	22
Total	100	100	100	100	100	100	100	100	100

* Figures given in percentages.

to education, coming from castes and occupational categories hitherto weak in education, take to Arts, and bring down the level of per capita income for this subject. Engineering also shows low levels. Much more than Medicine, this course is considered a good one for future prospects.

Maharashtrian Students at School

Maharashtrian society has its own characteristics. It is dominated at the level of education by one caste - the Brahmins. Its major occupation is service. There is little occupational change. Its income levels are pitched lower. All these features of Maharashtrian society have an effect on the schooling of young boys and girls.

Table 257 : Caste and Parent-Teacher Relations

	Good	Little	None	Total
1. Brahmin	29 (34)	29 (34)	27 (32)	85 (100)
2. C.K.P.	4 (22)	6 (33)	8 (45)	18 (100)
3. Maratha	5 (25)	6 (30)	9 (45)	20 (100)
4. Others	2 (46)	1 (20)	2 (40)	5 (100)
Total	40	42	46	128

Brahmins have the best relations with teachers, a very clear indication of their influence in education. The other literate caste, the C.K.Ps., is extremely small. It is highly likely that most Maharashtrian teachers are Brahmins. Unfortunately, this cannot be confirmed. 'Other' castes too have quite a good relation. But C.K.Ps. and Marathas are a little worse off. In fact, C.K.Ps. show somewhat weaker relations than the Marathas even. This is surprising in a well-educated community, but the caste of the teachers may account for it. C.K.Ps. and Brahmins are traditionally hostile to each other.

Length of stay appears to affect relations with teachers. The older the residence in Baroda, the better the relations. Only war-time immigrants, considering their relatively recent entry, show better relations than expected. Among Gujaratis also it is this category of immigrants who have better relations

Table 258 : Immigration and Parent-Teacher Relations

	Good	Little	None	Total
1. Indefinite	13 (41)	11 (34)	8 (25)	32 (100)
2. Natives	8 (33)	9 (38)	7 (29)	24 (100)
3. Settlers A	7 (25)	13 (46)	8 (29)	28 (100)
4. Settlers B	6 (38)	5 (31)	5 (31)	16 (100)
5. Immigrants	3 (21)	4 (29)	7 (50)	14 (100)
6. Non-residents	4 (25)	1 (6)	11 (69)	16 (100)
Total	41	43	46	130

This may be an accidental similarity, or it may not.

Table 259 : Occupation and Parent-Teacher Relations

	Good	Little	None	Total
1. Service	30 (29)	35 (33)	39 (38)	104 (100)
2. Business	5 (45)	2 (18)	4 (36)	11 (100)
3. Agriculture	2 (50)	1 (25)	1 (25)	4 (100)
4. Others	3 (37½)	3 (37½)	2 (25)	8 (100)
Total	40	41	46	127

All other categories of occupation are numerically small compared to service, but show very good relations with teachers. This is totally unlike the Gujaratis where the

other occupations are more in evidence, but have weaker relations.

Table 260 : Parent-Teacher Relations - in Service

	<u>Good</u>	<u>Little</u>	<u>None</u>	<u>Total</u>
1. Upto Rs. 1800	8	11	14	33
2. Rs.1801 to Rs. 3600	6	7	7	20
3. Above Rs. 3600	10	3	5	18
4. Retired	6	11	10	27
5. Unspecified	-	3	3	6
Total	30	35	39	104

The better the level of the job, the better the relations with the teachers. This is a consistent pattern.

Other occupations are not considered in detail, because of their small numbers.

Table 261 : Occupational Change and Parent-Teacher Relations

	<u>Good</u>	<u>Little</u>	<u>None</u>	<u>Total</u>
1. Unchanged	24 (28)	29 (34)	32 (38)	85 (100)
2. Changing	9 (39)	7 (30½)	7 (30½)	23 (100)
3. Changed	7 (58)	2 (17)	3 (25)	12 (100)
Total	40	38	42	120

Families that are not unchanged, that is, show a greater or lesser degree of change, have better relations with teachers. In fact, families showing a complete change have better relations than those partially changed.

Table 262 : Per Capita Income and Parent-Teacher Relations.*

	Good	Little	None
1. Upto Rs. 500	63	62	76
2. Rs. 501 to Rs. 1000	18½	25	19
3. Above Rs. 1000	18½	13	16
Total	100%	100%	100%

* Figures given in percentages.

Good relations with teachers are found more often among the higher income levels than the lower. Far more of these with no relations belong to the lowest income category.

Table 263 : Caste and Rank

	Very good	Good	Fair	Average	Total
1. Brahmin	11 (13)	9 (11)	11 (13)	52 (63)	83 (100)
2. C.K.P.	3 (17)	3 (17)	4 (22)	8 (44)	18 (100)
3. Maratha	1 (5)	5 (24)	5 (24)	10 (47)	21 (100)
4. Other	-	1 (20)	1 (20)	3 (60)	5 (100)
Total	15	18	21	73	127

C.K.Ps. and Marathas do much better than Brahmins in examinations. The Marathas do better in middle grades, while C.K.Ps. shine out in the top ranks. Brahmins tend to extremes, which is why on the whole they appear to do less well.

Table 264 : Occupation and Rank

	<u>Very good</u>	<u>Good</u>	<u>Fair</u>	<u>Average</u>	<u>Total</u>
1. Service	13 (12)	13 (12)	17 (17)	59 (59)	102 (100)
2. Business	2 (20)	2 (20)	1 (10)	5 (50)	10
3. Agriculture	-	1 (25)	1 (25)	2 (50)	4
4. Others	-	1 (12)	1 (12)	7 (76)	9
Total	15	17	20	73	125

Business, though a small category, shows the best results, better even than service. Most of the Maharashtrians who are in business have only in their generation taken to it, and its educational level is quite good, though income levels are not out of the ordinary. As children of these families do rather well in examinations, these families may be regarded as in no way educationally backward.

Table 265 : Education and Rank

	<u>Very good</u>	<u>Good</u>	<u>Fair</u>	<u>Average</u>	<u>Total</u>
1. Illiterate	-	2 (40)	-	3 (60)	5
2. Literate	-	-	1 (6)	15 (94)	16
3. English-knowing	3 (13)	5 (22)	4 (17)	11 (48)	23
4. Educated	6 (13)	4 (9)	9 (20)	26 (58)	45
5. Advanced	5 (15)	6 (19)	6 (19)	15 (47)	32
Total	14	17	20	70	121

English-knowing guardians have children showing a performance almost as good as the children of graduates, both of whom perform better than matriculates. Children of literates and illiterates show the poorest results.

Table 266 : Per Capita Income and Rank.*

	Very good	Good	Fair	Average
1. Upto Rs. 500	71½	70	62	67
2. Rs. 501 to Rs. 1000	7	12	24	24
3. Above Rs.1000	21½	18	14	9
Total	100%	100%	100%	100%

* Figures given in percentages only.

Income appears to affect rank adversely, with one conspicuous exception. The "very good" and the "good" students have somewhat lower income levels than those who are "fair" or "average". But the very good and the good students include a large percentage of students with a per capita income of over Rs. 1000. Some of these are undoubtedly ranked by merit. But it is not impossible that some of them are given a better rating because of their economic position. It is ^{the} middle category, with a per capita income of Rs. 501 to Rs. 1000 which shows bad results. The higher and the lower categories both show good results.

Table 267 : Immigration and Rank

	Very good	Good	Fair	Average	Total
1. Indefinite	1 (3)	4 (14)	4 (14)	20 (69)	29 (100)
2. Natives	4 (16)	4 (16)	4 (16)	13 (52)	25 (100)
3. Settlers A	1 (4)	4 (14)	20 (71)	3 (11)	26 (100)
4. Settlers B	3 (19)	2 (12½)	2 (12½)	9 (56)	16 (100)
5. Immigrants	3 (23)	2 (15)	4 (31)	4 (31)	13 (100)
6. Non-residents	3 (19)	2 (12)	3 (19)	8 (50)	16 (100)
Total	15	18	37	57	127

The best ranks are scored by the recent post-Independence immigrants, followed by non-residents and war-time entrants, and by natives, that is, those specifically stating a settlement of over twenty-five years. Pre-war entrants show poorer results while those claiming indefinite residence are the worst-off. The education of guardians may have greater effect on rank than any other characteristic of each set of immigrants. We find that recent immigrants are most of them graduates, while the indefinite and the pre-war immigrants showing low ranks are mostly matriculate or merely English-knowing. The other categories showing medium results are mainly matriculates (Table 170).

Table 268 : Rank and Parent-Teacher Relations

	Good	Little	None	Total
1. Very good	7 (47)	4 (26½)	4 (26½)	15 (100)
2. Good	8 (44)	5 (28)	5 (28)	18 (100)
3. Fair	5 (24)	7 (33)	9 (43)	21 (100)
4. Average	19 (26)	25 (38)	28 (39)	72 (100)
Total	39	41	46	126

The better students have better parent-teacher relations. This is equally true of both good and very good students.

Again, between fair and average students, there is not much difference. Both have somewhat more restricted relations.

Table 267 : Caste and Teachers' Estimation

	Very good	Good	Fair	Average	Total
1. Brahmin	9 (10)	16 (19)	23 (27)	38 (44)	86 (100)
2. C.K.P.	3 (17)	3 (17)	8 (44)	4 (22)	18 (100)
3. Maratha	1 (5)	5 (23)	6 (27)	10 (45)	22 (100)
4. Other	1 (20)	1 (20)	1 (20)	2 (40)	5 (100)
Total	14	25	38	54	131

C.K.Ps. get a very good estimation from teachers. Less than one-fourth are regarded as just average. Other castes get a fairly good estimation. More Brahmins than Marathas are

regarded as very good, but more Marathas get an estimation of 'good'. On the whole, Marathas get a slightly lower estimation from teachers than Brahmins.

Table 270 : Per Capita Income and Teacher's Estimation.*

	Very good	Good	Fair	Average
1. Upto Rs. 500	70	62	58	75
2. Rs. 501 to Rs. 1000	7	19	31	16
3. Above Rs. 1000	23	19	11	8
Total	100%	100%	100%	100%

* Figures given in percentages.

As with rank, so with the teacher's estimation, exceptional wealth tends to get returned as very good and good. Students of the lowest income level, however, are regarded, as very good, even more, proportionately, than are good or fair. Average students show the poorest levels. The fact that such a large percentage of those with less than Rs. 500 are regarded as very good shows there is no bias against them.

Table 271 : Teacher's Estimation and Parent-Teacher Relations

	Good	Little	None	Total
1. Very good	6 (43)	3 (21)	5 (36)	14 (100)
2. Good	8 (32)	7 (28)	10 (40)	25 (100)
3. Fair	8 (22)	12 (32)	17 (46)	37 (100)
4. Average	19 (35)	20 (37)	15 (28)	54 (100)
Total	41	42	47	130

The higher rating of students goes with better relations between parents and teachers, except in the case of average students. These show rather good parent-teacher relations. It is notable that this is so, for among Gujaratis the opinion of the teacher about student's performance does not appear to be related to any particular development of a relationship with the parents.

Table 272 : Teacher's Estimation and Rank

Teacher's Estimation	Very good	Good	Fair	Average	Total
1. Very good	8 (57)	3 (32)	1 (7)	2 (14)	14(100)
2. Good	4 (17)	9 (37)	7 (29)	4 (17)	24(100)
3. Fair	2 (5)	5 (13½)	8 (22)	22(59½)	37(100)
4. Average	1 (2)	1 (2)	5 (9)	46(87)	53(100)
Total	15	18	21	74	128

There is a considerable discrepancy in teacher's estimation and rank. Only the average students are evaluated as such. Teachers include good and even average students as very good. The term good they apply to all types. The term fair is applied very largely to students whose ranks are only average. There appears to be a general tendency to be generous about a student's actual capabilities.

Table 273 : Self-estimation and Rank

	Very good	Good	Fair	Average	Total
1. Very good	1 (14)	1 (14)	1 (14)	4 (58)	7 (100)
2. Good	6 (33)	1 (6)	7 (37)	4 (22)	18 (100)
3. Fair	7 (9)	16 (19)	11 (13)	48 (59)	82 (100)
4. Average	1 (5)	-	2 (10)	17 (85)	20 (100)
Total	15	18	21	73	127

Again, only average students make a just evaluation of their performance. Those who consider themselves very good are actually most of them just average. Most of the self-evaluating good students are just fair or average, though some are very good. Both modesty and exaggeration are evident. Students regarding themselves as fair are mostly average, though some have actually done better in examinations. On the whole, the very good students are modest about themselves. So are good students. Fair students are just, while average students prefer to call themselves fair.

Table 274 : Self-estimation and Teacher's Estimation

Self-estimation	Very good	Good	Fair	Average	Total
1. Very good	1 ($12\frac{1}{2}$)	1 ($12\frac{1}{2}$)	2 (25)	4 (50)	8(100)
2. Good	6 (33)	3 (17)	4 (22)	5 (28)	18(100)
3. Fair	7 (8)	18 (21)	25 (30)	35 (41)	85(100)
4. Average	-	3 (15)	7 (35)	10 (50)	20(100)
Total	14	25	38	54	131

There is little consistency in the evaluations made by teachers and students. Students who consider themselves very good are regarded, quite half of them, as only average by the teachers. Those who use the word good are evaluated variously by teachers, and include many students classed as very good or average by the teacher. Most students regarding themselves as fair are regarded as average by teachers. But some are also regarded as very good, or good. Students rating themselves as average are also so rated by teachers.

Table 275 : Caste and Future Plans

	Study	Job	Busi- ness	Agri- cul- ture	Craft	Home Sci- ence	Not defi- nite	Total
1. Brahmin	69 (80)	11 (13)	1 (1)	-	2 (2)	3 (4)	-	86 (100)
2. C.K.P.	14 (78)	3 (17)	-	-	-	1 (5)	-	18 (100)
3. Maratha	18 (85)	1 (5)	-	-	1 (5)	1 (5)	-	21 (100)
4. Others	4 (80)	1 (20)	-	-	-	-	-	5 (100)
Total	105	16	1	-	3	5	-	130

All castes show an overwhelming preference for further studies, with Marathas leading and C.K.Ps. last. Other C.K.P. choices are a job, and for girls, staying at home. With Brahmins, those who do not wish to or cannot continue studies the most

important choice is a job, with a very small number choosing craft, or business. Other castes only choose a job instead of studies. This shows that most of that small number who make plans for something other than further education are under some kind of financial pressure, for they intend to take up jobs. None choose agriculture and none are uncertain.

Table 276 : Occupation and Future Plans

	Study	Job	Busi- ness	Agri- cul- ture	Craft	Home sci- ence	Not definite	Total
1. Service	85	13	1	-	2	4	-	105
2. Business	8	1	-	-	1	1	-	11
3. Agriculture	3	1	-	-	-	-	-	4
4. Other	7	2	-	-	-	-	-	9
Total	103	17	1	-	3	5	-	129

Where guardians are in service, most students are planning further studies. A fair proportion however are thinking of taking up a job. The pattern is repeated in all occupations, except that a few other choices are also made in service and business.

With those still serving, regardless of the level of the job, the big choice is for studies. The rest will take a job. Only in the two lower levels is there a small choice for craft. Among retired persons, there is a small choice for business.

No other occupations will be considered in detail, due to their small numbers.

Table 277 : Future Plans - in Service

	Study	Job	Busi- ness	Agri- cul- ture	Craft	Home sci- ence	Not defi- nite	Total
1. Upto Rs.1800	27 (82)	5 (15)	-	-	1 (3)	-	-	33
2. Rs.1801 to Rs. 3600	16 (80)	3 (15)	-	-	1 (5)	-	-	20
3. Above Rs.3600	15 (83)	2 (11)	-	-	-	1 (6)	-	18
4. Retired	21 (75)	3 (5½)	1 (4)	-	-	3 (5½)	-	28
5. Unspecified	6 (100)	-	-	-	-	-	-	6
Total	85	13	1	-	2	4	-	105

Table 278 : Per Capita Income and Future Plans*

	Study	Job	Busi- ness	Agri- cul- ture	Craft	Home scien- ce	Not definite
1. Upto Rs.500	66	82	100	-	33 1/3	50	-
2. Rs.501 to Rs. 1000	22	12	-	-	33 1/3	25	-
3. Above Rs. 1000	12	6	-	-	33 1/3	25	-
Total	100%	100%	100%	-	100%	100%	-

* Figures given in percentage.

It is very clear that financial considerations are the major reason for thinking in terms of a job. These have

very much lower income levels than students thinking in terms of further studies. Choice of craft shows little relation to income. Those wishing to stay at home (girls) tend to have more income per head.

Table 279 : Caste and Higher Study

	Sci- ence	Arts	En- gin- eer- ing	Medi- cine	Tech- nical Line	Com- merce	Home Sci- ence	Other	Not de- fi- ni- te	To- tal
1. Brahmin	9 (13)	14 (20)	21 (30)	9 (13)	5 (7)	4 (6)	5 (7)	3 (4)	-	70 (100)
2. C.K.P.	2 (18)	3 (20)	4 (27)	3 (20)	-	1 (7)	1 (7)	1 (7)	-	15 (100)
3. Maratha	-	7 (37)	10 (53)	-	-	-	1 (5)	1 (5)	-	19 (100)
4. Other	1 (25)	-	1 (25)	-	-	-	-	2 (50)	-	4 (100)
Total	12	24	36	12	5	5	7	7	-	108

Brahmins choose Engineering, followed by Arts. Medicine and Science are also popular. Lesser choices are for technical training, Commerce, Home Science and others. C.K.Ps. also choose Engineering, but second choice falls on Medicine and Arts, followed by Science. Commerce, Home Science and others have some choosers, but Technical Lines have none. The Maratha choice is much less diffuse and concentrated on Engineering and Science, showing a strong practical rather than the literary bent of the Brahmins, or C.K.Ps.

Table 280 : Occupation and Higher Studies

	Sci- ence	Arts	Eng- ineer- ing	Medi- cine	Tech- nical Line	Com- merce	Home Sci- ence	Other	Not de- fi- ni- te	To ta
1. Service	12	20	27	7	4	4	6	6	-	86
2. Business	-	1	2	2	-	1	1	1	-	8
3. Agri- culture	-	1	3	-	-	-	-	-	-	4
4. Others	-	2	3	1	1	-	-	-	-	5
Total	12	24	35	10	5	5	7	7	-	105

The Science course is very popular with the service category^{and} with none other. The Arts Course is even more popular, but few in other occupations opt for it. Engineering is the most popular course for all. The other courses of higher study are all of less importance.

Table 281 : Higher Studies - in Service

	Sci- ence	Arts	En- gin- eer- ing	Medi- cine	Tech- nical Line	Com- merce	Home Sci- ence	Other	Not spe- ci- fied	Total
1. Upto Rs.1800	4	6	10	-	2	2	1	3	-	28
2. Rs.1801 to Rs.3600	5	4	4	2	-	-	1	-	-	16
3. Above Rs.3600	2	2	3	2	-	1	3	2	-	15
4. Retired	1	7	8	1	2	1	1	-	-	21
5. Unspeci- fied	-	1	2	2	-	-	-	1	-	21
Total	12	20	27	7	4	4	6	6	-	86

Home Science choices, for girls, come from higher levels. Also fairly high levels are evident for those choosing Science. Arts courses show lower levels. Engineering is even more clearly a low level choice. Medicine again shows higher levels. Technical lines and Commerce both are very low level service choice.

Table 282 : Per Capita Income and Higher Studies.*

	Sci- ence	Arts	Engin- eer- ing	Medi- cine	Tech- nical Line	Com- mer- ce	Home Sci- ence	Other	Not defi- nite
1. Upto Rs. 500	64	70	70	71	80	40	57	66	40
2. Rs. 501 to Rs.1000	27	13	21	-	20	40	43	17	-
3. Above Rs. 1000	9	17	9	29	-	20	-	17	-
Total	100	100	100	100	100	100	100	100	-

* Figures given in percentages only.

Commerce, Home Science, Science and 'other' all show, in descending order, high levels of per capita income. Arts and Engineering are both lower, as also Medicine. But Medicine and Arts show extremes, with a good percentage in the top level as well. Technical lines are chosen by students with markedly low levels.