

REGARDING THE THESIS

Some work in the field of high-school youth has already been done. It has suggested the future line of work. I have studied the high-school youth mainly against the city, urban, rural set up which has not been done so far by any single study. I have also checked my findings by comparing them with findings in similar spheres by others in general and by the Kaira inquiry in particular.

Starting with the presumption that the educated youth is to occupy positions of importance in the times to come, I have made a descriptive study of the high-school youth in this thesis. In doing this I have first looked into the social setting from which the students come. I have then examined the student and his habits, and determined his attachment to and his place in the family. I have also observed the impact of education on the high-school youth - particularly in respect of his estimation of himself and his aspirations.

Further, I have also empirically tested the vague popular notion that education has widely spread.

I may be permitted, in view of the above, to claim that my work is an original contribution based on the discovery of new facts and tends to the general advancement

of knowledge in the field of sociological study of
present-day youth groups.

I take this opportunity to express my sincere and
deep gnatitude to Professor I.P. Desai, Professor of
Sociology, for his sympathetic guidance but for which
the present inquiry could not have been completed.

Baroda,

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B.G. DESAI

CHAPTER I

THE PROBLEM

Background:

The educated youth can be reasonably expected to be disturbed by the high rate at which the changes are taking place in the nature and number of groups. It is he who is to occupy an important position, in one or the other walk of life, in times to come. Hence arose a desire to study the youth. But soon number of questions arose. Which youth? Of where? How to study him? What to study about him?

It was in midst of these questions that a path became gradually visible. The places where the youth could be located had to be determined. They are available in groups in schools and colleges; there are many others in employment and still others who are neither in an educational institution nor in employment. Since it is the educated youth who will play an important role in the future and as it is he who is likely to be an active recipient of change, we confined to the student youth. But there whom do we study? The youth at the school? Or at the college? And from where?

A perusal of work done in similar studies enabled to decide this matter.

The pioneering sociological work in this sphere was done by Professor I.P. Desai in his survey on the 'Highschool Students in Poona'.¹ His study was confined to the city highschool students of classes X and XI. He studied the impact of the several social factors such as the place of stay, the caste, the occupation and the economic condition of the heads of the family, on the students. We can do no better than to quote him as regards the conclusion he arrives at: 'Perhaps the most striking feature of our results is, in opposition to popular notion, the students' voluntary acceptance of family regulations.....' It seems that the pattern of the students' relation to his locality via his family and his caste is based on the same principles as those of the village communities in India.'²

'With the object of investigating the conditions under which the student population lives and problems of vital import to the students in particular and the country in general'³ a survey was made and a

1. High School Students in Poona, Deccan College, Poona, 1953.

2. Ibid P. 80.

✓ 3. Report on the Survey of the Higher Secondary Students of Lucknow District, Vol I, U.P. Government, P.1.

report published (1952), by a committee appointed by the Government of Uttar Pradesh, of higher secondary students of Lucknow district. This survey was for four classes of higher secondary schools viz. IX, X, XI and XII and, therefore, included, in fact, students not only of high schools, but also of colleges. Further, this survey did not study the student in relation to the urban-rural habitation, which is sociologically a significant variable. Similarly, another study¹ done by Professor N. Vedamani Manual, is from the educational point of view and concerns mainly with problems like the educational achievements in relation to facilities like library, lighting, accommodation, furniture, tuition, etc; and the hobbies, interests and pursuits of the students. This study also, like the Lucknow survey, did not study the student in relation to the urban-rural habitation of students.

These studies indicated which youth is to be studied and also suggested the manner in which he is to be studied.

1. The Socio-economic conditions of highschool pupils in Coimbatore district - a report of the research project conducted in 1958-59.

Whereas the Poona survey studied the city high school student; and though the Lucknow Survey and the Coimbatore Project, studied the district high school student, none of them studied the student in relation to rural-urban set up. Hence, the study to be now made, must be a study, in which the student is studied in the several sociological aspects, against the background of city, urban and rural habitation (defined later). A district in which these areas could be clearly demarcated had to be selected for study. There were the Ahmedabad, Surat and Baroda districts of this type. But in view of the fact that a study of one district (Kaira) of Central Gujarat was made by Dr. A.S. Patel,¹ it was decided to take up Baroda district, geographically adjacent to the Kaira district, so that whole of Central Gujarat could be covered up.

Now, in the Baroda district, the University student was studied by Dr. B.V. Shah.² There was no point in pursuing the college youth. Hence, the high

1. Social background of high school students in Kaira district. (Thesis)

2. The social background of the students of the Maharaja Sayajirao University of Baroda. (Thesis)

school youth studying in the two higher classes of the high school namely, S.S.C. (Class XI) and pre-S.S.C. (Class X) classes, were selected for study. Here also the girls were excluded from the inquiry. If they were to be included, two different sets of approaches would have been required. Girls have different types of tasks to perform than the boys, they have a status in the family which is not as high or as important as of the boys. That could be done for a comparative study. But we have not made the present inquiry so ambitious.

Thus, we are concerned with making a sociological study of the higher-class male high-school students, in the Baroda district.

Now, inspite of the fact that the content of education is the same everywhere, we find that there are differences observed in the students: differences in their personal habits like food, dress, cinema etc.; in their relation with their parents and in respect of their own aspirations.

Naturally we do not expect uniformity in these matters. There may be differences in some, and similarities in some others. Again, these similarities -and differences may be to a smaller or greater extent.

How we deal with it; etc.

But, then, how can these similarities or differences be explained? Very obviously the content of education cannot have anything to do with it for it is the same for all the students. In order that these can be explained, it is necessary to study the social background into which the students are living, the sociographic features of the students; how they behave and what habits they have; what they think about themselves, their guardians and others; and what their aspirations are.

A study of these aspects will give us facts about the students, but these facts are not to be left as facts alone, for left as that, it would be of little importance and not of much significance. We will, therefore, study these facts in relation to the main significant variables of Rural, Urban, City habitation of students which may explain these facts.

Let us explain now the significance of this variable.

Rural, urban, city habitation of students:

The division of areas into rural, urban and city has been made on positive points of difference. No area is permanently urban or permanently rural. An

increasing tendency of urbanising of rural areas is noticable. The facilities and comforts provided in an area, the lay out, the construction, the marketing possibilities, recreation, houses, parks and public places, clubs and community bodies, hospitals and health resorts, telegraphs and telephones, approaches to the railway line and the nearness to it; the concentration of population, the way of life: all go to determine the difference between the areas.

The areas comprised by the Baroda district could, for purposes of our inquiry, be divided into three groups: i) city, ii) urban and iii) rural.

The city is a place where population is concentrated in rather congested areas. It has rapid ways of communication. It has a cultural heritage all its own. It has a complex economic system. It has unlimited wealth.

But the city carries its influence beyond its own territorial bounds also. It thus does not only characterise people who actually dwell in the city, but others who stay on the periphery of its bounds. According to the extent to which this influence is received and felt, the areas are treated as urban or rural. Thus understood, the town (urban) area has

greater influence of the city and it has to a greater extent imbibed the city way of life, than the area we have called rural. This, however, does not mean that the rural area is completely free from city or urban influence. What is meant is only this that the influence is not to an extent to give up its rural traits.

According to the 1951 Census Report¹ the district has only one city, namely, Baroda with a population of nearly two lacks of persons. There are other areas which are included under urban and these essentially are the Taluka headquarters or the Taluka towns. We have generally accepted the urban area as defined by the Census Report of India, 1952, wherein an area having a population of 5000 persons and more and having some urban characteristics are regarded as the urban areas. In the present inquiry, urban area comprises the town of Sokhda in Baroda taluka, and the taluka towns of Chhotaudeipur, Dabhoi, Jabugam, Karjan, Padra, Sankheda, Savli, Sinor and Waghodia. These are included under the urban area because they are not of the nature of the city of Baroda nor are they of the nature of rural area. It must be noted here that i) Jabugam and

1. Baroda District Census Report (based on the 1951 Census), 1952.

Naswadi talukas have no town - urban area - under them;
 and ii) Bahadharpur in Sankheda taluka is included in
 this inquiry in the rural area and not in the urban area
 as is done in the Census Handbook, for it displays
 more rural traits than urban and also has population
 of 4,936 persons; and iii) Sokheda in Baroda taluka
 having a population of 5,273 persons and having other
 urban traits is included in the urban area in this
 inquiry, though it is included in village in the Census
 Handbook. The areas with a population below 5000 are
 considered as rural areas. In the present inquiry,
 rural area comprises the villages of Bajwa, Bhaili,
 Itola and Koyali in the Baroda taluka; Amreshwar,
 Chandod, Karvan and Mandala in the Dabhoi taluka;
 Jabugam and Pavi in the Jabugam taluka; Choranda and
 Rared in the Karjan taluka; Masar Road, Mobha Road and
 Sadhi in the Padra taluka; Bahadharpur, Bodeli and
 Kosindra in the Samkheda taluka; Bhadarva, Sandasal
 and Wejpur in the Savli taluka; Sadhli in Sinor taluka
 and Jarod in the Waghodia taluka.

The urban rural habitation has an important socio-
 logical significance. It is obvious that facilities
 for secondary and higher education will be more in a
 city than in a town and it would be still less - almost
 nil - in the case of the rural area. Even if we look

at the number of high schools that are in the Baroda city, in the Taluka towns i.e. an urban area and in the villages i.e. rural area, and if we compare this with the area and the population which they cover, this fact will be more evident. And also, as its consequence, the number of students will be more in the city and less and less in urban and rural areas. These we examine in Chapter II.

The facilities available in the city and the towns may have its advantages and disadvantages on the student world. We will try to observe the extent to which city, urban or rural habitation has its effect on the habits of the student, on his mode of behaviour, on his estimations and aspirations.

A study of the students against their rural, urban and city set up may explain several facts, but in order that these facts may be still better explained they have to be put and examined in relation to the several sociobgical aspects such as -

- ✓ 1. Caste of students
- ✓ 2. Education of Guardian.
- ✓ 3. Occupation of Guardian.
- ✓ 4. Economic condition of Guardian.

We consider below the significance of these aspects.

i) Caste of Students:

As a result of the educational policy of the then ruler of the Baroda State, late His Highness Sir Sayajirao III, education at all stages was thrown open to all - irrespective of caste or community, creed or religion or sex differences. And yet it is an undeniable fact that not all castes have come forward in an equal measure to take advantage of educational opportunities afforded at several stages including primary education which was made free and compulsory by him, 'long before the rest of India had done more than think of the free and compulsory education of the people as something desirable but hardly attainable',¹ in the year 1905-6.

This is because of the reason that every caste has its own traditions, its own taboos, its own conventions and has a historical background of its own and therefore, whereas some castes are obviously recognisable as advanced in matters educational, economical and cultural, others are observed to be backward. From traditions, some castes may be enjoying the place of predominant social position than the rest in the entire social set up. It is only of late that the

1. Baroda Gazetteer, Vol. II. P.30.

lower castes have been exerting (partly on their own and mainly by State support) to come forward and be on par with the level attained by the advanced castes. These differences between the background of the different castes are bound to be reflected in the student to a considerable extent. It will be our endeavour to observe in which aspects of the student's life, these differences become manifest and how could they be explained.

It is quite possible that the students of the higher castes may be contrasted with the fellow-students of the lower castes in matters of civil condition, habits, estimations, aspirations etc. Even in matter of friendship pattern it is possible that the friendship amongst the students be confined to individuals of equal level castes or higher level castes rather than of the lower level castes. So also, students' choice of occupation, place of settlement and future course of study may be observed to be related with his caste.

Thus, caste is an important sociological aspect for the study of the student, as it would be related to the student in a particular way or in a variety of ways.

2) Education of the Guardian:

It is quite natural that the children of educated parents would not normally remain without any education. That is because the guardians have a positive interest in the welfare of the child and they know it further that the future welfare of their wards rests on their receiving education. No educated guardian therefore, is or can afford to be negligent about his ward's education. But not all guardians are educated and it will therefore be our task here to categorise the guardians of students in light of their educational achievement and observe if guardians' education has any relation with the composition of the student population and with the habits and behaviour of the student, with his estimations and aspirations. It is likely that the general outlook of a student of educated parents may be different from the general outlook of the students whose parents are not educated.

3) Occupation of Guardians:

The occupations followed by the guardians depend upon several factors, but the occupation in which a guardian is engaged has something positively to do with shaping the student and moulding him. It is by

observing the guardian in his occupation that the student forms his opinion about his guardian's occupation, guardian's interest in him and in the family. Further, a student would be enjoying a social status in the school and the outside community in relation to the social status of the occupation of his guardian - as some occupations have higher social status rather than certain others, and as some occupations have higher economic reward as compared to certain others.

It would therefore be pertinent to observe whether guardian's occupation has something to do with the future plans of the student, with his like or dislike for guardian's occupation, with his choice of occupation.

It is also possible that the student may come to judge the social values in accordance with what he has observed and felt about his guardian's occupation. There may also be a possible correlation between the economic condition of the family and the occupation of the guardian.

4) Economic condition of Guardian:

The economic condition of a family to a considerable extent determines its place in society. Income gives a social prestige and a social status. This

enables the economically well-placed to respond to the available educational opportunities in ways different from the economically handicapped. The income level of a family may have its effect on the habits of the student, on his behaviour, and on his estimations and aspirations. The income level of a family is generally difficult to ascertain and the method of determining the economic condition of the family has been on the basis of rating the students have done of their families as very good, good, average, ordinary and poor. The reliability of the students' rating of his economic condition may be questioned, but that is the only rating available to us, and hence we go by it.

Thus the present inquiry concerns itself with the student of higher classes of high schools, who is presumed to play an important role in the society. We are intending to observe in what respects and to what extent the existing social structure affects the educants who are to occupy the positions wherever educated persons are required. With this end in view it tries to describe the habits, interests, estimates and aspirations of the students and point out whether there is any relationship between these and their

social characteristics such as their city-urban-rural residence, their caste, religions, their family, economic condition and their guardians' education and occupation.

:PROCEDURE OF THE INQUIRY:

It would be appropriate to discuss in brief the procedure followed in this inquiry.

(a) Questionnaire:

A questionnaire (Appendix 'A') was devised in Gujarati and administered to the students of Classes X (pre-S.S.C.) and XI (S.S.C.) of the highschools in the district of Baroda. The results contained in this inquiry are based on the investigation of the answers given to several questions contained in the questionnaire.

In the preparation of the questionnaire, the questionnaires of the previous inquiries were taken as a basis, and while some of the questions pertaining to the social background were retained with but little alterations, the questions relating to students' habits were altered where necessary, and the questions in regard to the place of the students in the family and his attitude to religion were added.

16-2
Class of 1919
Class of 1920

(b) The universe under observation:

The universe, from which the sample is selected, consisted of boy students of 52 High Schools of the Baroda District. 5 High Schools meant exclusively for Girls in the Baroda city are not included in this. A high school is treated as one which provides for imparting instruction upto and including the S.S.C. classes and sends its students for the Secondary School Certificate examination conducted by the S.S.C. Examination Board of the Gujarat State. In the year 1960-61, the year of inquiry, there were in all, 57 high-schools and 31 secondary schools. The total number of male students in the 52 high schools of the district during the year of inquiry was 6,477, of whom 2,674 were studying in the S.S.C. class and 3,803 in the pre-S.S.C. class. Thus the universe under observation is of 6,477 students.

(c) The Sample:

A little over 8% sample of these 6,477 male students, to be exact, 540, is taken for this inquiry. The sample has been selected on an at random basis from each of the 52 high schools in the district. Most of the schools have the alphabetical list of the students on their rolls and from these every thirteenth

number was taken. Where the rolls were not alphabetically arranged, they were so arranged by the inquirer and thereafter students were selected in this manner. In case the student selected was absent, which was indeed rare, the student next after him in the alphabetical list was selected. In all 540 students thus selected formed the sample.

(d) Field work:

The draft questionnaire was ready by about the middle of August, 1960. It was printed by the end of August. The months of September, November and December were considered to be most suited for administering the questionnaire to the students. The academic session in a school commences in June, the terminal examination is in October and hence the month of September was considered the best for field-work. A large number of schools of the city and a few from the urban and rural areas - could be covered during this month. The rest could be done in the months of November and December, 1960. The field-work commenced from the 1st September, 1960 and was concluded by the 20th December, 1960. All efforts were made to secure full co-operation from the Principals of the high schools. The inquirer wrote to them asking for

their appointment. He then met them personally and explained the nature of work he was undertaking and solicited their co-operation. They were good enough to give a day and time when the inquirer could meet the students and administer them the questionnaire. But for the active co-operation of the Principals of the schools the field-work programme could not have been executed as planned. Fortunately, some of the schools were meeting in the morning and hence two schools could be done in a day in the city.

(e) Distribution and Response:

At most of the places, the inquirer himself went, either alone or with his assistants, and administered the questionnaire to the students. The sample students were collected in one room, they were brought in a state of ease, explained in Gujarati the purpose of the questionnaire, were requested to co-operate by answering all questions, as far as possible, and never to answer any question wrongly; were taken into confidence that nothing of what they wrote as answers will be used against them or will be made public. In a friendly and congenial atmosphere the students answered the questionnaire. The response from the students was indeed very appreciable. They took the

No impact of C.P. on the response of the students.

required period of time in answering the questionnaire and responded to the questionnaire quite satisfactorily. It took a little over 90 minutes for a student to answer the questionnaire.

(f) Pilot Report:

A pilot report was prepared for the urban area on completion of the field-work of that area. This was considered useful, before undertaking the detailed report of the entire sample. And it proved to be useful. It enabled to work out some methodological details. It even suggested the frame-work of the report for the full sample. What is more, it gave the inquirer an opportunity to devise a 'Percentage Reckoner'.