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Occupational Aims and Objectives of Scheduled Tribe Students

Dr. Parashuram B. Jogin

Department of Sociology, Karnataka Arts College Dharwad, India

Abstract:

In ancient days, the society was divided on the basis of occupations. Basically, it was Varna society, where it was divided into four varnas as Brahmins, Kshatriyas, Vaishyas and Sudras represented four professions such as teaching, protecting, business, and menial service and in course of time, these varnas evolved into present day caste. After the initiation of British regime in India, the British tried to remove some of the evils of caste system of the society, while passing some of the laws and legislations in this regard they did sincere efforts, and after independence the Indian government inserted some of the rights and duties in the constitution.

1. Introduction

After independence, so many changes have occurred in the economic, social, and political fields. The Government of India has implemented various welfare programmes for the improvement of Scheduled Tribes, who had been exploited since thousand of years in this country. Due to the sincere efforts of Dr. B.R. Ambedkar, the architect of constitution, 'Bharatha Ratna' and the great humanitarian, the Scheduled Castes/Tribes and other backward classes are getting so many government facilities. New era of change has started for the scheduled Tribes; the prominent reason for this is the facilities given by government. The rapid changes, which took place in the social practices and etiquettes and the values, educational and economic aspects of scheduled tribes has

got the attention of so many sociologists and these have started to investigate the real patterns of change emerged in these communities, in this regard, research have been done. In addition, most of this research has dealt about the ways of providing general education to the scheduled castes and other down-trodden and the impact of education on the same. However, the researches regarding the provision of professional education and its impact on the scheduled tribes have been done are few and my effort is to investigate a little more about the professional education and its effect on the same.

The statement of the problem of this research is to know about the professional education, its impact on the Scheduled tribe students, the aims and ambitions of such students and the problem faced by the same in gaining this particular kind of education and the policies are to be charted out to make them more and more professional. As (the education is very important in bringing change in the society, the professional education is very prominent in bringing particular change. It is the professional education, which increases the working efficiencies and prepares a person to involve in particular profession. Professional education is the job-oriented education, which makes one to do some particular job skillfully and generates income. Thus, the professional education being the source of some occupation and income provides a social standing to the individuals in society. Professional education instigates the logical thinking and critical outlook of the person, by this, the individual's behavior will be changed that is the scientific thinking of an individual would be increased by professional thinking, this way of thinking is helpful for the development of scientific and technological knowledge.

Professional education is the important advantage in transforming the scheduled tribes from traditional life to modern style of life. As the professional education determines the different dimensions, aims and ambition of one's life, helps the people to go in the higher social ladder of the stratification. Hence, it is emerging as the life-breath of modern age. Particularly in these modern days, professional education is emerging as the prominent means of empowering women by gaining professional education, women will be employed in outside home and highly remunerative jobs, definitely, and it brings change in the status of women in modern age. Thus, professional education brings change in the economic, social, and political life of the communities in general and scheduled tribes and down trodden in particular.

2. Educational Problems of Scheduled Tribes

About eighty percent of the Scheduled Tribes are illiterates, some of them have not seen educational institutions, and are leading rustic life, they have their own dialects, they do not have the knowledge about other languages, and this is the main

reason for their educational problems. Scheduled tribes have not understood the importance of professional education. It is more in case of professional education, they lack awareness hence they have not utilized the educational facilities given by central government. The existence of a very few educational institutions in rural areas is also responsible for their illiteracy. However, some of the Christian missionaries are involved in educating the tribal but much could not be done due to the problems of conversion and even half of the women population of tribe is still in unlettered dark world.

Lack of interest in the education at the primary stage, financial difficulty in continuing education for some students and poor economic background of the parents are some of the problems of joining professional education. Due to non-availability of convenient facilities in the city, lack of improved methods of teaching to teach according to their mental and cultural standards many number of boys are not joining schools and even if they join, they lose interest and discontinue their education, because of all these reasons, much and positive development in education as well as professional education has not been achieved by these communities. Comparing to man, of the Scheduled Tribe the extent of women involved in professional education acquiring is still less, the reason like early marriage and the lack of freedom for these womenfolk are responsible, even unawareness of the parents regarding professional education and the inferiority complex of them are not showing much interest in providing the skilled education to their children.

It is the trend being found today among the Scheduled tribe students who are involved in acquiring professional education, have been rejecting their age old basic caste professions and accepting new modern age occupations. In ancient days, the society was divided on the basis of occupations. Basically, it was Varna society, where it was divided into four varnas as Brahmins, Kshatriyas, Vaishyas and Sudras represented four professions such as teaching, protecting, business, and menial service and in course of time, these varnas evolved into present day caste. As the scheduled castes and scheduled tribes have occupied lowest rung in the society and the shudras provided menial service to upper strata of the society. After the initiation of British regime in India, the British tried to remove some of the evils of caste system of the society, while passing some of the laws and legislations in this regard they did sincere efforts, and after independence the Indian government inserted some of the rights and duties in the constitution, There are various groups in the tribal communities and the economic status of in all these groups is not equal, some of the groups are too poor and few other groups economically sound. Even these days most of the tribal group have not come out of their traditional professions which are not so profitable such as collection of fruits, roots and tubes, honey and other forest products and hunting, fishing and cultivating the land. In addition,

3. Statement of the Problem

After independence of our country, many socio-cultural, economic, political and educational changes have taken place due to the efforts of great leaders, social reformer like Mahatma Gandhiji, Dr. Babasaheb Ambedkar and many other leaders. After independence constitution and the government implement many schemes and programmes to improve the condition scheduled tribes in different fields. Efforts are being made to understand the influence of education and professional education on improving the socio-economic conditions of the tribal communities in general and to know the problems of students in gaining education and professional education in particular. It is also to know about the importance of professional education in solving the problems of unemployment and

enhancing the quality of life of tribal life. Thus, it is to know and do research about the professional education and social change taking place among Scheduled Tribe students.

4. Objectives

- To study the industrial and occupational mobility of the scheduled tribe students.
- To understand the prominent problems of the scheduled tribes students
- To study the educational level of the scheduled tribe students
- To know the constitutional privileges and facilities for the development of scheduled tribe students
- To suggest welfare measures to the scheduled tribe students pursuing professional education.

SI. No	Opinions	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Effort to get government employment	07 (38.88)	05 (21.73)	08 (21.05)	57 (80.28)	77	51.33
2.	Continuing House work	03 (16.66)	02 (8.69)	04 (10.52)	02 (2.82)	11	07.34
3.	Self-employment	05 (27.80)	14 (60.89)	21 (55.26)	05 (7.05)	45	30.00
4.	Others	03 (16.66)	02 (8.69)	05 (13.15)	07 (9.85)	17	13.33
	Total	18	23	38	71	150	100.00

Table 1: Aspirations of the Respondents after completing their Education

Source: Field work

Note: 1. others indicate private job and can't say

2. The number within the brackets indicates the percentage of respondents

The above table indicates that out of 150 respondents, more number of respondents that is 51.33 percent aspired for government jobs, 7.34 percent of respondents wish for involving in their household works, 30 percent of them wants to be self-employed and only a few of them had interest to do private jobs after completing their professional education. Here we can make out that majority of the respondents have the aspiration to do government service, because of job security and implementation of government norms.

SI. No	Responses	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	More opportunities	10 (55.55)	18 (78.26)	24 (63.15)	35 (49.29)	87	58.00
2.	Opportunities to some extent	05 (27.77)	03 (13.05)	08 (21.06)	26 (36.61)	42	28.00
3.	Opportunities are reduced	03 (16.68)	02 (8.09)	06 (15.79)	10 (14.20)	21	14.00
	Total	18	23	38	71	150	100.00

Table 2: Respondents opinion about employment opportunity

Source: Field work

Note: Figures within the brackets indicates percentage

Table No.6.3 depicts the opinion of the respondents about the employment opportunities after pursuing the course of professional education. It shows that 58 percent of the respondents feel that there are good numbers of employment opportunities after getting the professional education, 28 percent of them say that the employment opportunities are there but to some extent, and the remaining 14 percent of the respondent opine that the employment opportunities have decreased after getting professional education. It is clear that majority of the respondents feel and are confident that there are more opportunities of employment to the youths after getting professional education.

Sl. No.	Determinants	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Education	10 (55.55)	10 (43.47)	20 (52.63)	46 (64.78)	86	57.33
2.	Wealth	05 (27.78)	08 (34.78)	11 (28.94)	14 (19.74)	38	25.33
3.	Caste affiliations	03 (16.68)	05 (21.75)	07 (18.43)	11 (15.48)	26	17.34
	Total	18	23	38	71	150	100.00

Table 3: Determinants of Social status of the Respondents

Source: Field Work

Note: The numbers within the brackets indicate percentages

The opinions about the determinants of social status of the respondents are shown in the Table No.6.4. It informs that 57.33 percent of the respondents think that education is an important determinant of social status, 25.33 percent feels wealth is an important determinants of social status and remaining 17.34 percent of them opine that caste affiliations is a determinant of social status. It can be derived that majority of the respondents express that education is the most important determinant of social status and it is only with the help of education an individual can raise his/her status in the society.

Sl. No.	Determinants	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Economic difficulty	08 (44.44)	13 (56.52)	16 (42.10)	38 (53.52)	75	50.00
2.	Family problem	05 (27.77)	05 (21.73)	10 (26.32)	17 (23.94)	37	24.67
3.	Corruption	03 (16.68)	03 (13.06)	07 (18.43)	09 (12.68)	22	14.67
4.	Others	02 (11.11)	02 (8.69)	05 (13.15)	07 (9.86)	16	10.67
	Total	18	23	38	71	150	100.00

Table 4: Respondents facing the problems in getting government jobs

Source: Field Work

Note: The number within the brackets indicates percentage

A very important aspect about the problems faced by the respondent in getting jobs is shown with the help of Table No.6.5. It depicts that 50 percent of them feels that, it is due to economic difficulty or financial problem they face problems in getting government jobs, 24.67 percent thinks that it is due to the family problems, 14.67 percent have the feeling that it is due to the practice of corruption in government offices they face problems in getting government jobs and only 10.67 percent have other reasons. Thus it can be understood that majority of the respondents have the opinion that due to their economic backwardness they face problems in getting government jobs.

SI. No.	Opinions	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Better	03 (16.68)	06 (26.09)	10 (26.33)	25 (35.22)	44	29.33
2.	Not better	09 (50.00)	13 (56.52)	25 (68.78)	39 (54.92)	86	57.33
3.	Others	06 (33.32)	04 (17.39)	03 (7.89)	07 (9.86)	20	13.34
	Total	18	23	38	71	150	100.00

Table 5: Respondents view about starting self-employment jobs

Source: Field Work

Note: The number within the brackets indicates percentages

The view about starting self-employment jobs is considered in the Table No.6.7. It informs that 29.33 percent of the respondents opine that it is better to start self-employment jobs, 57.33 percent say that it is not better to go for self-employment and remaining 13.34 percent gives other reasons for starting self-employment jobs. It is clear from the above table that majority of them feel that it is not better to start self-employment jobs as they have the aspirations of getting government jobs.

SI. No.	Opinion	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Yes	14 (77.77)	18 (78.26)	29 (76.31)	58 (81.69)	119	79.34
2.	No	04 (22.23)	05 (21.74)	09 (23.69)	13 (18.31)	031	20.66
	Total	18	23	38	71	150	100.00

Table 6: Respondents self-confidence in getting government jobs

Source: Field Work

Note: The numbers within the brackets indicate percentage

The confidence level of the respondents is revealed in the Table No.6.8 about getting government jobs after getting professional education. It shows that 79.34 percent of them are very confident about getting government job and the remaining 20.66 percent do not have much confidence in getting government jobs.

To conclude, majority of the respondents have high self-confidence in getting government jobs.

Sl. No.	Monthly income in thousands	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	0 - 4,000	03 (16.68)	02 (8.69)	04 (10.52)	07 (9.86)	16	10.67
2.	4,001 - 8,000	05 (27.78)	03 (13.06)	18 (47.37)	50 (70.42)	76	50.67
3.	8,001- 12,000	08 (44.44)	11 (47.82)	10 (26.32)	09 (12.67)	38	25.32
4.	12,000 and above	02 (11.10)	07 (30.43)	06 (15.79)	05 (7.05)	20	13.34
	Total	18	23	38	71	150	100.00

Table 7: Salary expectations by the Respondents

Source: Field Work

Note: The numbers within the brackets indicate percentage

It shows in the Table No.6.10 about the salary expectations of the respondents after getting the job based on their professional education. 10.67 percent of them expects the salary of less than Rs. 4,000 , 50.67 percent expects Rs.4,001 - 8,000, 25.32 percent Rs.8,001 - 12,000, and 13.34 percent expect to have the salary above Rs.12,000. Here, majority of the respondents have the salary expectations between Rs.4, 001 - 8,000. This reflects that they are more content and satisfied with this salary and do not have high salary expectation

Sl. No.	Opinion	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Essential	05 (37.77)	09 (39.13)	17.17 (44.73)	21 (29.57)	52	34.66
2.	Very Essential	11 (61.11)	12 (52.18)	20 (52.64)	49 (69.01)	92	61.34
3.	Not essential	02 (11.12)	02 (8.69)	01 (2.63)	01 (1.42)	06	04.00
	Total	18	23	38	71	150	100.00

Table 8: Opinion of respondents about reservations

Source : Field work

Noe: The numbers within the brackets indicate percentage. Opinion of the respondents about the reservations is displayed with the help of Table No.6.14. It reveals that 34.66 percent feel that it is essential to have reservation, 61.34 percent opine that reservation is very much essential and remaining only 4 percent feel that it is not essential.

It can be derived that majority of the respondents support reservations, because reservation plays an important role in the development of the scheduled tribe population to come out of their poverty and have self-sufficiency.

SI. No.	Prominent Reasons	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Interest in Job	05 (27.78)	05 (21.75)	10 (26.32)	36 (50.70)	56	37.33
2.	For life Security	04 (22.23)	09 (39.12)	05 (13.15)	12 (16.90)	30	20.00
3.	For independent life	04 (22.23)	02 (8.09)	03 (7.89)	07 (9.85)	16	10.67
4.	To improve social status and earn more	03 (16.68)	04 (17.39)	13 (34.21)	06 (8.45)	26	17.33
5.	Social Service	02 (11.12)	03 (13.05)	07 (18.43)	10 (14.40)	22	14.66
	Total	18	23	38	71	150	100.00

Table 9: Reason for respondents to get employment

Source: Field Work

Note: The numbers within the brackets indicate percentage

The reasons for getting employment after the completion of their professional education are shown in the Table No. 6.16. It reveals that 37.33 percent of them want to get the job, as they are interested in doing job, 20 percent for self security, 10.67 percent for independent life, and 17.33 percent to improve social status and earn more and remaining 14.66 percent for social service. Majority of the respondents wants to do the job for either interest in job or for life security.

SI. No.	Occupational aims & ambitions	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Central Government service	08 (44.44)	11 (47.84)	19 (50.00)	44 (61.97)	82	54.67
2.	State Government service	06 (33.32)	06 (26.08)	04 (10.52)	15 (21.12)	31	20.67
3.	Private	02 (11.12)	04 (17.39)	10 (26.33)	05 (7.05)	21	14.00
4.	Others	02 (11.12)	02 (8.69)	05 (13.15)	07 (8.86)	16	10.66
	Total	18	23	38	71	150	100.00

Table 10: Respondents Aims and aspirations of higher profession

Source: Field Work

Note: Figures within the brackets indicate percentage

Table No.6.17 displays the aims and aspiration of higher profession of the respondents. It suggests 54.67 percent have the aim and aspiration to get Central government service, 20.67 percent aspire to pursue State government service and 14 percent aspire to do private jobs and remaining 10.66 percent have aim and aspiration of getting other service.

The table helps in knowing the fact that majority of the respondent aspire to do State government service, due to their emotional attachment towards their own state and love and affection towards the homeland.

5. Conclusion

Most of the scheduled tribe students possess high aims and aspirations about their education, professional education and towards the attainment of doing highly remunerative jobs and services of public as well as private sectors but these could not be realized due to the prominent reasons like utter poverty and illiteracy of their parents, lack of proper guidance and all these. The cultural double standard morality, family reasons, economic difficulty, and inferiority complex of the people in the communities rule the most, keeping the women to be underprivileged and not to realize their objectives of achievements.

Thus, the above findings indicate that there is co-relation among the conditions such as economic status, low literacy, low status of women and the opting of particular professional courses and their performance in such courses by the students of these underprivileged groups. It is known fact that people belonging to lower economic status and rural areas used to opt simple and short term duration courses with the intention that they are easy to understand and be employed them early. Further, the socio-economic condition of their parents is not inspiring and conducive to their children's performance in learning in the courses.

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