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## Professional Educational Aspirations and Inspirations among Scheduled Tribe Students

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**Abstract:**

*Professional education is one of the most important ingredients of human resources development in modern society. It makes a significant contribution in raising the quality of life of the people and served to develop the human resources of the country to face the challenges of the present and the future. It promotes economic growth, helps to transform society and liberates it from traditionalism and conservatism and makes people more rational & dynamics In the past welfare measures had been implemented and started to give to these- Scheduled Caste/Scheduled Tribe communities since 1857, May 5 during the British regime, they used to have some schemes and programmes to encourage these students to study in school and colleges. And even after independence of India, the Central and State government have been doing sincere efforts to make the people of these communities to be educated and professionally educated by passing so many legislations creating separate funds and financial assistance, framing special programmes and schemes.*

**Keywords:** *Scheduled Tribe students, Education, Profession, Aspirations, Inspirations, Objectives Conclusion*

**1. Introduction**

In the present study an attempt has been made to know the achievements, aspirations, and inspirations of the Scheduled tribe students who are involved in getting professional education.

Professional education is the means for attaining many achievements in individual's social life. A better life has become possible only through the development in general and professional education in particular. Keeping this in view, almost all the contemporary societies in the world have given preference to the professional education of their people. Professional education has a marked influence on the future of an individual, hence, professional education is often called key to a bright future.

Professional education is one of the most important ingredients of human resources development in modern society. It makes a significant contribution in raising the quality of life of the people and served to develop the human resources of the country to face the challenges of the present and the future. It promotes economic growth, helps to transform society and liberates it from traditionalism and conservatism and makes people more rational & dynamics It generates individual traits required for developing some vocational skills and makes the people to change their irrational attitudes and traditional habits by providing skillful knowledge and occupations. It is the higher level of professional education motivates the individual to have higher level of aspirations and achievements. Thus, professional education is regarded as one of the most effective and scientific method of social transformation.

Because of the inherent reasons, the old people of the community could not realize the importance of education and professional education and they could not make themselves and their children to be educated. There are the reasons like parent's poverty, illiteracy, innocence and non-informative about the benefits of education and most of the women of this community who are responsible to look after their man and homes and socialize their children were illiterate, poor, even the traditional occupation like cultivation, hunting and others which followed for so many years were also responsible to keep these groups in unlettered world. In the past welfare measures had been implemented and started to give to these Scheduled Caste/Scheduled Tribe communities since 1857, May 5 during the British regime, they used to have some schemes and programmes to encourage these students to study in school and colleges. And even after independence of India, the Central and State government have been doing sincere efforts to make the people of these communities to be educated and professionally educated by passing so many legislations creating separate funds and financial assistance, 1 framing special programmes and schemes.

## 2. Methodology

### 2.1. 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, 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.

### 2.2. Objectives

- To understand the prominent problems of the scheduled tribes students in Dharwad district
- 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.

### 2.3. Selection of Field

The Dharwad district has been selected for the present study "Occupational aims and objectives of scheduled tribe students" Since ancient das, Dharwad is the educational center, moreover it is the natal for literatures after the re organization and distribution in 1998, the district has possessed five thalukas, these are Dharwad, Hubli, Kalagatagi, Kundagol And Navalgund. the divided Dharwad district, statistics has been used in this study.

### 2.4. Source of Data Collection

The major sources of data collected for the present study include primary sources and secondary sources

### 2.5. Tools of Data Collection

To extract information the following methods are employed the significant methods are interview, participate observation, question ere Method etc.

For studding of the aims and objectives of scheduled tribe students the following tables are indicate the importance and the problem of the research.

SI. No	Prominent reasons	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Increases economic security	04 (22.23)	15 (65.21)	27 (71.06)	54 (76.06)	100	66.67
2.	It increases social status	10 (55.4)	06 (26.09)	07 (18.42)	10 (14.09)	33	22.00
3.	Other reasons	04 (22.23)	02 (8.69)	04 (10.52)	07 (9.85)	17	11.33
	Total	18	23	38	71	150	100.00

*Table 1.1: The reasons to acquire Professional Education*

*Source: Field Work*

*Note : 1. 'Other' reasons indicate to become 'good citizen'. 2. The figures in the brackets indicate the percentages.*

As per Table No.1.1 it is clear that 66.67 percent of the respondents mentioned that, the professional education would increase economic security thereby security to life, 22 percent of them told that it definitely improves the social status and the others i.e., 11.33 percent have agreed that it would make the people good citizen.

Here majority of the respondents give the reasons that they are pursuing professional education to increase their economic security. This shows that most of the respondents are aware of the fact that professional education increases the economic security of an individual.

Sl. No	Persons inspired	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Father	06 (33.33)	09 (39.13)	17 (44.73)	44 (61.97)	76	50.66
2.	Mother	05 (27.77)	04 (17.39)	07 (18.44)	07 (18.44)	27	18.00
3.	Brother	03 (16.66)	03 (13.06)	05 (13.16)	05 (13.16)	20	13.34
4.	Relatives	02 (11.12)	05 (21.73)	06 (15.78)	06 (15.78)	17	11.34
5.	Others	02 (11.12)	02 (8.69)	03 (7.89)	03 (7.89)	10	6.67
	Total	18	23	38	71	150	100.0

Table 1.2: Inspiration of the Respondents for Pursuing Professional Education

Source : Field Work

Note : The figures within the brackets indicate the percentage

Table 1.2 reveals that, out of 150 respondents, 50, 66 percent of respondents opined that, they are inspired by their father, 18 percent by their mothers, 13.34 percent by their kith and kins and very few of them that is about 6.67 percent were inspired by others, which includes some organizations, village important person, and the leaders of communities. Here we can observe that most of the respondents have inspiration from their father. By this information, we come to know that, parents and kith and kins are getting awareness about the importance of professional education and are encouraging their children to have this kind of education. In addition, even other than their parents and relative like community leaders, Philanthropists coming forward to motivate materially to take up studies

Sl. No.	Prominent reasons	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Poverty	10 (55.56)	06 (26.08)	15 (39.47)	45 (63.38)	76	50.67
2.	Lack of guidance	07 (11.12)	10 (43.49)	08 (21.05)	11 (15.49)	36	20.67
3.	Illiterate parents	04 (22.20)	05 (21.74)	10 (26.33)	09 (12.67)	28	18.66
4.	Others	02 (11.12)	02 (8.09)	05 (13.15)	06 (8.45)	15	10.00
	Total	18	23	38	71	150	100.00

Table 1.3: Opinion of the Respondent for lack of pursuing Professional Education

Source: Field Work

Note : 1. 'Others' indicate the person of disinterest and inferiors

2. Figures within the bracket indicate the percentage of respondents

The above Table No.1.3 indicates that, 50.67 respondents they told that their parents could not get professional education and they felt that the utter poverty would be the greatest obstacle in the pursuance of their have this type of education, they had no any information, even at present generation feels that they have no proper information hence they feel difficulty to continue the same.

For some respondents that is for 18.66 percent, illiterate and ignorant parents were responsible for smooth continuing of their education and the respondents belonged to 'others' told that their fear and inferiority complex was hindrance in the continuation of their education. This endorses the H<sub>1</sub>: The Scheduled Tribes are lagging behind in professional education because of poverty.

Sl. No	Prominent reasons	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Cultural Backward	03 (16.65)	02 (8.69)	03 (7.89)	07 (9.85)	15	10.00
2.	Family reason	04 (22.20)	03 (13.00)	10 (26.33)	15 (21.12)	32	21.34
3.	Financial difficulty	06 (33.33)	15 (65.32)	17 (44.73)	38 (53.52)	76	50.66
4	Disinterest	03 (16.65)	02 (08.69)	05 (13.16)	06 (8.45)	16	10.66
5	Inferiority	02 (11.11)	01 (4.30)	03 (7.89)	05 (7.06)	11	07.34
	Total	18	23	38	71	150	100.00

*Table 1.4: Respondent's opinion about Educational Backwardness of Scheduled Tribe Women*

*Source : Field Work.*

*Note : The figures within the brackets indicate the percentage.*

Out of 150 respondents, 10 percent of the respondents opine about the educational backwardness of women that due to their cultural backwardness, 21.34 percentage told that the family backwardness is responsible for the backwardness of the women, 50.66 percent of the respondents feel that because of their financial problems, 10.66 percent of them say that they do not have interest in getting education and remaining 7.34 percent of the are backward because they have the feeling of inferiority. Thus, it can be concluded that majority of the respondent say that it is due to their poverty they do not join educational institution and remain educationally backward.

Sl. No	Source of Income	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Scholarship	05 (27.78)	07 (30.44)	12 (31.44)	35 (49.39)	59	39.34
2.	Parents	08 (44.45)	08 (34.78)	13 (34.23)	17 (23.92)	46	30.66
3.	Friends	03 (61.65)	02 (8.69)	05 (13.15)	09 (12.60)	19	12.66
4.	Others	02 (11.20)	06 (26.08)	08 (21.05)	10 (14.09)	26	17.34
	Total	18	23	38	71	150	100.00

*Table 1.5: Sources of Income of the respondents for their studies*

*Source : Field Work*

*Note : 1. Others include self-working and relatives*

2. Figures within the brackets indicate percentages.

Table No.1.5 informs about the sources of Income to the respondents to pursue their studies. It shows that 39.34 percent of the respondents receive scholarship, 30.66 percent gets the income from their parents, 12.66 percent from friends, and remaining 17.34 percent by self-employment or relatives. Most of the respondents depend on either scholarship or parents to pursue their study.

Sl. No.	Responses about	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Yes	17 (94.44)	22 (95.65)	37 (97.36)	70 (78.59)	146	97.33
2.	No	01 (5.56)	01 (4.35)	01 (2.64)	01 (1.41)	004	02.67
	Total	18	23	38	71	150	100.00

Table 1.6: Respondent's information about government scholarship

Source: Field Work.

Note : The numbers within the brackets indicate percentages.

Table No.1.6 reveals the fact about whether the respondents receive government scholarship or not. It shows that majority of the respondents that is 97.33 percent of the respondents receive government scholarship and only 2.67 percent of them do not avail government scholarship for the professional education. Most of them are receiving government scholarship as they are economic backward and also due to the government facilities given to the Scheduled tribe population.

Sl. No.	Type of education aspired for	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Professional Education	10 (55.57)	13 (56.52)	23 (60.53)	60 (84.51)	106	70.66
2.	General Education	03 (16.65)	06 (26.09)	09 (23.68)	11 (15.49)	029	19.34
3.	Others	05 (27.78)	04 (17.39)	06 (15.79)	-	015	10.00
	Total	18	23	38	71	150	100.00

Table 1.7: Opinion about the type of Education Scheduled Tribes aspire

Source: Field Survey.

Note : 1. Others indicate Diploma and certificate courses .

2. The figures in the brackets indicates percentages.

The type of education the Scheduled tribes aspire for is shown with the help of Table No.1.7, it depicts that majority of them i.e., 70.66 percent of them aspire for professional, 19.34 percent aspire for theoretical education and remaining 10 percent of them aspire to have Diploma or non-professional education.

Thus, it can be derived that as most of the respondents are pursuing professional to improve their economic condition, they prefer professional education because it teaches skill, which in turns gives economic stability.

Sl. No.	Nature of competitive examinations	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Central Exams	13 (72.22)	08 (34.38)	15 (39.47)	40 (56.33)	76	50.66
2.	State Exams	05 (27.78)	15 (66.22)	23 (60.53)	31 (43.67)	74	49.34
	Total	18	23	38	71	150	100.00

Table 1.8: Respondent's preparations for competitive exams

Source : Field Work.

Note : The figures within the brackets indicate the percentage.

The nature of competitive examination the respondents are preparing in the near future is shown in Table No.1.8, 50.66 percent of the respondents are preparing exams conducted by the central government, and 49.34 percent of the respondents are preparing for the examination organized by state government.

It shows that majority of them aspire to join the central government service as compared to the respondents who are interested in the state government services. Majority of the respondents are very particular about exams conducted by central government. This may be due to the recent trend where students of professional education are entering into civil services. This is also true in case of Scheduled tribes.

SI. No	Prominent reasons	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Cultural differentiation	06 (33.35)	07 (30.44)	13 (34.23)	15 (21.11)	41	27.33
2.	Inferiority Complex	09 (50.00)	05 (21.73)	07 (18.42)	26 (36.64)	47	31.33
3.	Lack of proper facilities at proper time	03 (16.65)	11 (47.83)	18 (47.35)	30 (42.25)	62	41.35
	Total	18	23	38	71	150	100.00

*Table 1.9: Reason for slow changes among the Scheduled Tribes even after having education*

*Source : Field Work*

*Note : Figures within the brackets indicates percentages*

The views of the respondents are asked in the Table No.1.9 about the slow changes taking place among the Scheduled Tribes even after having education. It reveals that 27.33 percent of the respondents say that due to their cultural differentiation there is slow changes among the scheduled tribes, 31.33 percent say that it is due to presence of inferiority complex among themselves and the remaining 41.35 percent feel that it is due to lack of proper facilities and at proper time. The above table makes it clear that majority of the respondents feel that either it is due to inferiority complex or lack of proper facilities at proper time is the cause for slow changes among the scheduled tribes even after having education

SI. No.	Opinion	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Yes	16 (88.89)	22 (95.65)	36 (94.73)	69 (97.18)	143	95.33
2.	No	02 (11.11)	01 (4.35)	02 (5.27)	02 (2.82)	007	04.67
	Total	18	23	38	71	150	100.00

*Table 1.10: Possibilities of reaching their goals after getting professional education*

*Source : Field Work*

*Note : The figures within the brackets indicate percentages*

Table No. 1.10 throws light on what the respondents feel about achieving their goals after getting professional education. It shows that 95.33 of the respondents feel that they will be able to achieve their goal after getting professional education and a very less percentage of about 4.67 percent of the respondents feel that they will not be able to pursue their goals after getting professional education.

Thus, we can say that majority of the respondents are very confident about achieving their goals of life after getting professionally education.

Sl. No.	Aspirations	Respondents				Total	Percentage
		Medical	Technical	Law	Others		
1.	Ph.D	-	-	09 (23.69)	11 (15.49)	20	13.33
2.	M.Ed	-	-	-	60 (84.51)	60	40.00
3.	L.L.M.	-	-	29 (76.31)	-	29	19.39
4.	M.D	10 (55.50)	-	-	-	10	06.66
5.	M.D.S	08 (44.44)	-	-	-	08	05.37
6.	M.E	-	17 (73.91)	-	-	17	11.34
7.	M.Tech	-	06 (26.09)	-	-	06	14.00
	Total	18	23	38	71	150	100.00

*Table 1.11: Respondents Educational Aspirations*

*Source : Field Work.*

*Note : Figures within the brackets indicate percentages*

The above Table No.1.11 provides the information about the aspirations the respondents possessed about acquiring higher education in their fields, it informs that 13.33 percent aspire to pursue Ph.D, 40 percent M.Ed, 19.39 percent L.L.M. and only 6.66 percent M.D., 5.37percent M.D.S., 11.34 percent M.E., and the remaining 14 percent aspire to do M.Tech. It can be concluded that majority of the respondents aspire to pursue either M.Ed., or Ph.D. degree. This trend of opting Ph.D and Master Degree in their course by few respondents and opting more number of Bachelor courses and being satisfied while limiting their education to degree by more number of respondents imply the varying economic condition of the respondents.

Somewhat well-to-do and economically sound people will be able to complete their master degree, because Ph.D and other higher courses require spending a lot of money and pulling over the days without involving in any job. However, as most of the respondents in the tribal community are poor, they want to join some services as soon as they finished their minimum degree. Therefore, we find more number of respondents who wished to have Bachelor degree and be content with them. It shows that "Scheduled Tribe students have high educational aspirations" but in achieving them they find difficulties therefore very few of them realize the ambition of higher master degrees.

### 3. Conclusion

Education is an important indicator of socio-economic development and also a prominent component of population studies of these communities. Equally, it is considered as an essential trait of civilization and overall development of human beings. Emancipation and empowerment of people can be achieved only through education. Indeed, the tribes advancement and development largely depends upon the level of education as it provides enlightenment, power, privilege, protection, and prestige to the people. The study of nature and extent of education level for scheduled tribes in this region reflects pathetic scenes. Their level of education is fairly very low and it is lower at higher level. Despite the constitutional provision and persistent efforts to improve the levels of education since independence, there exhibit high degree of dispersion and disparities. However, it makes obvious that educational strategies in this region should aim at achieving higher level of education to the scheduled tribes and deprived people.

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