



WWJMRD 2018; 4(10): 55-58
www.wwjmr.com
International Journal
Peer Reviewed Journal
Refereed Journal
Indexed Journal
Impact Factor MJIF: 4.25
E-ISSN: 2454-6615

Muhammed Abduraheem V. P
Research Scholar,
Ph.D,Category.B, Bharathiar
University,Coimbatore,Tamiln
adu.Research Guide, India

Dr. Ck Ahammed
H.O.D. (Rtd)Dept.Of
English,Farook
College,Calicut, India

Correspondence:
Muhammed Abduraheem V. P
Research Scholar,
Ph.D,Category.B, Bharathiar
University,Coimbatore,Tamiln
adu.Research Guide, India

Why Do The Male Students from Scheduled Castes of Kerala Shun Higher Education?

Muhammed Abduraheem V. P, Dr. Ck Ahammed

Abstract

This article attempts to study the factors dealing with the decline in the number of male students from scheduled castes communities taking higher degrees. My affinity and constant contact with a number of scheduled castes members and their colonies especially as part of my PhD work has enabled me to study this unpleasant development in the recent years. There are certain socio-economic and psychological factors coupled with their difficulty to study English language and to comprehend classes taken in English are behind this bleak situation. It is imperative on the part of government and society leaders to take urgent measures to check this untoward phenomenon. The remedial steps suggested in this article would be useful in this regard.

Keywords: Scheduled Castes, Indigeneity, self-financing institutions, heterogeneity, deprived classes, vernacular medium

Introduction

No nation can survive in this ultra modern world without providing the quality of education to its young people. According to UNESCO "adult education and learning is an integral part of the right education and life-long learning" (UNESCO Recommendation on Adult Learning And Education (2015:para.1)). It is also important for a brighter future of it to dispense and maintain equality in the growth and development of its citizens irrespective of class, caste and creed. The facilities for quality higher education in a country earn much recognition and distinction from the world. Concerning our nation the accomplishment of higher education among the backward classes is a big question since they form 52% of total population. Among these backward classes, scheduled Castes deserve higher concern since they share a considerable proportion of this section. They need special consideration and reservation because they are historically deprived arising out of age-old unethical practices like untouchability and social ostracism. They also suffer extreme social, economic and educational backwardness owing to lack of infrastructure facilities and due to geographical isolation. They had been pushed in to the edge of the society by not allowing them an active voice, identity or place in it. They have been undergoing a form of acute and persistent disadvantage deeply rooted in social equalities. Even though they are constitutionally and legally supported and aided by various government organizations and NGOs, it is obvious that they continue to be in an impoverished condition and deprived of their rightful place in the society. It is evident that poverty, unemployment, illiteracy and segregation are still looming large in this society. Since in the Independence innumerable projects have been initiated and implemented to save them from this perilous situation. By understanding accordingly the significance of higher education corresponding to this a number of programs have been envisaged and promoted. Thanks to all these a good many positive signals had been generated and in the pursuing decades many visible changes have been occurred. But unfortunately, in Kerala it is observed that the graph of the number of the Scheduled Castes male students joining in the degree courses is coming down. It is this negative syndrome which has prompted to write this article. What are the factors contributed to the culmination of this untoward state? Apart from socio-economic and cultural aspects, what are other factors responsible for this development? Whether English as a subject of study as well as a

medium of instruction has made any negative influence upon this? Since central and state government have been allocating considerable share of their resources in the field of education of scheduled castes it is imperative to study their outcome.

1. Pressure to earn money at an early age
In their academic studies many of the young boys from Scheduled Castes fail to maintain continuity soon after their SSLC examination or plus two course. There are some others who discontinue their degree courses before are completion. Very often the reason for this disengagement from the education is same. They have to look for an early income source due to a number of reasons related to their own socio-cultural and financial backgrounds. Some of them have to take the family responsibility and become the bread winners as the result of poor financial condition. Alcoholic addiction among their parents could be also the reason for such a fate. Poor family condition also prevents them to pursue their courses. More over many of the new generation courses are offered by the Un-aided or Self-financing colleges where the fee is unaffordable. Being lured by trendy and freak life styles of modern youth many of them look forward to possess bikes and latest types of mobile phones which are very often above their means. Today's code of dressing is also very expensive. Exposure to the outside world does not permit them to resist the temptations of 'fast food culture' and to satisfy instead with the cheaper and healthy food prepared in their own household. Thus the present day young generation's ways of life are very expensive irrespective of caste and creed. So, there is nothing to wonder if the youngsters of this community also choose to run behind all these trendy means. More over all these modern devices and machine including motor bikes and mobile phones are available on 'easy' installments which readily trap these vulnerable young men.
2. Another new compulsive factor to earn money early is the present day high wage structure prevalent in Kerala. As usual many of the colony residents are daily laborers. They invite these young boys as their assistants by offering an attractive remuneration which they cannot easily reject. Many of the college goers fail to negotiate to combine both studies and work together. The consequence will be the piling up of arrear examinations. It is more complicated now since almost all courses are in semester mode. The low performing scheduled caste boys struggle too much to encounter the main examinations which come twice in every year. Once they get arrears it will be difficult to overcome the hurdle. Those who don't get tuition or such assistance will get easily frustrated and which eventually lead in to giving up of the course itself.
3. The news about the growing unemployment among the graduates has its impact among the young men including the Scheduled Castes too much. Already the traditional degree courses have lost their glory and glamour. The graduates from these courses struggle to find out a place in the shrinking conventional job markets. This steers the young boys in to quiet different pastures.

"There is a rapid increase in the number of non-formal

educational institutions which are not affiliated to any university or government. Most of them offer job oriented courses"(Ajith kumar and George 2009).These institutes provide courses of short durations like mobile phone repairing, certificate courses in computer based accounting, animations etc.

4. Another important issue related to the disengagement of Scheduled Caste male students from higher degree courses are related to their indigenous socio-cultural character. The inferiority complex they keep up with them bar them from mingling with their peers. The communication problems related to unpolished vernacular they use hinder them to establish a strong network of support with their classmates. This ultimately leads in to a state of isolation and dismay.

There are also other host of problems like inaccessibility to the colleges, rigid and inflexible curriculum, domestic violence and disorder, lack of proper career guidance, personal indiscipline due to want of monitoring by the elders etc.

The English ordeal

One of the major reasons which keep the Scheduled class male students from the degree courses is so called 'English Scare'. It is compulsory for under graduate students to pass in the general papers in English of the first four semesters of their degree courses. But a large number of students especially from Scheduled class communities struggle to get through in them and the examinations end up as a true lack-luster game. The reasons could be the following:-

- a. The average school leaver's English language competence is poor now a day. Since target expectations of higher secondary students in English are limited to simply passing in the final examinations, an average school leaver's competence in this language remains to be poor. Such students fail to negotiate examinations in English general papers of the hectic semester system of the under graduate courses. Little they know that a rigid curriculum and huge syllabi which is prepared with a presupposition that the learners is coming with an ample functional knowledge of the language.
- b. A good majority of the scheduled class students are based in rural areas. Their parents do not necessarily know how to help students excel in academic duties.
- c. Topics and related to their daily lives in the prescribed text books.
- d. This students are force it to cramming method as the sole emphasis is for passing the examinations.
- e. Over dependence on age-old Grammar Translation method.
- f. Stereotyped examination and conventional valuation system.
- g. Uninteresting teaching and dull classroom experience.
- h. Unskilled teachers
- i. Overcrowded classrooms with unhealthy teacher-student ratio.
- j. English taught as a subject, not as a language.
- k. In accessibility or skipping of modern technology in teaching and learning process.

Remedial measures

First Let us see what we can do it the issues related to English.

- a. Shed off fear about English from the minds of the students and inculcate confidence instead.
- b. Programs, curriculum, syllabi and text books must be designed in a way that takes in to account the particularities that area and standard and nature of the learners.
- c. Instead of limiting the sole aim to clear the examinations, the emphasis will be lead on the acquisition of the skills related to all expects of the language. Due importance will be given to reading skills which is sadly neglected now a days.
- d. Check the stagnation of teaching-learning process by providing novel experiences.
- e. Limit the tendency of cramming among the students ("the emphasis for passing the examinations lies so heavy on the students that they opt for the cramming method"- Deepanshu Singh).
- f. Make the teaching and learning process more attractive and colorful by providing the chances to dive in to the amazing depths of literature.
- g. Do not let them fed up with monotonous activities in the classrooms and instead let them have a variety of experiences.
- h. System of examinations and valuation should be made more students' friendly.
- i. Award internal marks by taking in to consideration of the situations of the students. More likely there would be students whose pathetic family conditions do make it difficult for them to keep up with the tight schedule of internal presentations like seminars, assignments, attendance etc..
- j. Make use of modern aids. It will be equal to a crime if we avoid the stunning advancement in information and communication technology from the teaching and learning process.

Regarding socio-economic and cultural issues the following remedial measures are suggested:-

There is an impressive increase in the financial assistance for the education of scheduled castes but still the enrollment rate of them in higher education continues to be unacceptably low. In relation to the above mentioned reasons some remedial measures are given below.

- a. Increasing the stipend and allowances to the scheduled castes young boys may prevent them from discontinuing their courses due to poor family background.
- b. The interest free loans will be helpful to alleviate their burden.
- c. Those who prefer works to higher education can be lured by offering new combination of vocational courses with traditional degree courses. The collages can provide apprentice training and short term job – oriented courses which can be done along with the degree courses. Like in Australia work related qualifications would attract such students to an excessive degree colleges shall be not only an arena of educational courses but also serve as a job market. Evening colleges are highly practical and convenient in this regard.
- d. The young boys who disengage from higher education to seek works for possessing bikes, new generation mobile phones etc... shall be considered with sympathetic concern by providing financial support

flavoured with right advice and direction.

- e. A qualified counselor is a must in all colleges and the authorities concerned shall try to make sure that a regular meeting is held between the students especially those who show the sign of truancy. College authorities especially the academic staff should take it as their own responsibility to encourage and enlighten the slow learners and poor achievers.
- f. Psychological problems such as depressive illnesses, inferiority complexes etc.. are quite common among the students of marginalized society especially the Scheduled Class boys from Ernad and Nilambur Taluks mainly because of the communication problem. The people of Ernad and Nilambur Taluks prefer to speak Malayalam in colloquial style. The speech of Muslims, SC and ST's are more often reduced to slang. Even the educated class among them is not completely free of that. The students from these communities obviously suffer a lot out of that as it clutches like a leach even in formal occasions as they fail to make free of it. Among the students it culminates in to a negative syndrome and ends up in an inferiority complex which hampers from free communication with their peers. This also drastically affects their acquisition of other languages especially in the case of pronunciation. A special attention and coaching shall be given to these students especially by the English faculty members in the colleges of these areas. Language laboratories are essential in this regard.
- g. The atmosphere at the collages shall be such that everyone here feels that he is heard, supported and empowered. A board of faculty members shall be there to value students' experiences at the college. A good communication networks should be established between the faculty and students. Students will be able to utilize ON and OFF campus resources for support. He will be able to be a part of organizations that promote social justice by respecting the rules and regulations of our nation. The curriculum and syllabus should be more flexible. The present type of rigid structure would only help to nurture a grudge and dislike among the student community. Removing the dead end curriculum is an urgent necessity of today. Thus, the students should feel a lot more relaxed.
- h. Springing up of the self-financing institutions would ring the death knell to the state sponsored public educational system. It would finally result in the complete withdrawal of the state from the educational sector. As a consequence, the poor students will lose access to higher quality education. Already monthly per capita consumption expenditure (MPCE) on education in rural Kerala is more than double that of rural India. Proliferation of self-financing institutions will make the situation worse. The global campaign for education (GCCE), a coalition of 26 NGOs and feeding unions wants all nations to reserve minimum 6% of GDP to education. But India's current allocation is about 3% according to the news published in the India Express on 31 Jan 2018. It is high time that all the political parties shall form a consensus to provide education at lower cost by the support of government. They should stop the support to the onslaught of privatization. And new generation courses shall be introduced in government institutions as well. They

should breathe in a fresh environment where their confidence and interest will be boosted and recharged time to time.

Conclusion

The reasons of high incidence of detachment from higher studies by the scheduled castes male students of Kerala are to be found as the consequences of a complex mix of factors. Key influences are the misconceptions and inhibitions about English language coincided with socio-economic and cultural factors such as pressure to find out an immediate income source (due to multiple grounds). The students are to be treated with love and encouragement due to them, and see their studies are not unduly hampered.

As the society is the manifestation of the united and co-existent heterogeneous entity we can't neglect the welfare of this community alone and we are always proud of our nation's amazing diversity by granting everyone an active voice, identity and place in it. The perceptible improvement already seen in their lives and socio-economic status should not be hampered. Our students should be inspired by the spirit of social welfare, and would be capable of undertaking the task of fighting anti-social activities. The socio-economic backwardness of the scheduled castes shall be addressed in a scientific and holistic way

Reference

1. James, P.J. "Pareekshanam Vidhyamakunna Thalamura." Mathrubhumi Weekly, Oct.18-24-1998.print.
2. Mohan, Sanal P. "Imagining Equality:Modernity and Social Transformation of Lower Castes in Colonial Kerala." Ph.D. Thesis: M.G.University, Kottayam.2006.print.
3. Rami, Reddy, Chaganthi, "Educational Development of Scheduled Castes in professional and Higher Education." 2010.
4. Kumar, Ajith, N. and George, K.K. "Kerala Education System: From Inclusion to Exclusion?"(Article in Economic and Political weekly 44(41)).2009.print.
5. Prof. Narayan, Mishra. "Scheduled Castes Education Issued and Aspects". 2001.print
6. Karade, Jagan. "Development of Scheduled Castes and Scheduled Tribes in India". Cambridge Scholars Publication, 2008.print.
7. Padmanabhan, Roshni. "Padichu Theeratha Padangal". Kerala Bhasha Institute publication, 2013.print.
8. Priyadarshini, Nibetida. "Primary School Teacher in Tribunal Areas".
9. All India population Census, 2011.
10. National Educational Survey, 2011.
11. All India Survey on Higher Education 2015-16.
12. UNESCO- Recommendation on Adult Learning And Education.(Para-1.2015)