"A STUDY OF IMPACT OF HIGHER EDUCATION ON ATTITUDE OF SCHEDULED CASTE FAMILIES TOWARDS SOCIAL CHANGE IN UTTAR PRADESH"

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ABSTRACT

The present paper is an attempt to find out a correlation between higher education and attitude towards modernity. In this study four aspects of social change are considered which are socio-religious, marriage, position of women and education. The results show that there is a positive correlation between higher education and attitude towards social change. This study suggest that higher education is important for scheduled caste families for not only making them self dependent but it is also helpful in bringing social change in society.

Keywords:- Higher Education, Impact, Social Change, Attitude towards, Scheduled caste families.

INTRODUCTION:-

The Indian social system suffers from the in flexibilities of a rigid caste system. For centuries, caste had been a determining factor in education, work and employment. Shah rightly points out 'higher education is still mainly open to the higher castes.' (Shah 1960) Large section of the population belonging to the lower castes were denied education and also access to high income yielding and power imparting occupations. Hence, in India, caste has been the determinant of class positions resulting in acute inequality in the distribution of wealth and incomes. So, especially higher education is a tool for social change. Higher education has provided social mobility to the Indian society. Every society is under the continuous changes of the development and growth. Social change occurs at different rates

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and through different medias at different levels. The attitude of different groups of people towards social change is also related with education.

HISTORICAL BANK GROUND:-

Historically, the vulnerable groups of the Indian society, namely, the Scheduled Castes, the Scheduled Tribes, other backward classes and women have suffered deprivation in all walks of long life education. The government in the post-independence period has been trying to promote the educational status of these different groups through several measures but the progress made in their case is well below the targets envisaged. During the post-independence period, the Government of India inherited the legacy of educational backwardness in addition to many other drawbacks. The Constitution of India is a Magna Carta for the schedule caste, schedule tribes, other backward classes and women in respect of the special provisions made for them, for example, reservations in jobs and educational institutions and the provisions against discrimination. Article 46, a Directive Principle of the Constitution, suggests that the state shall take special care of the educational interests of the weaker sections, particularly the schedule caste, schedule tribes. Even article 15(4) in the section on Fundamental Rights states that nothing shall prevent the state from making special provision for the socially and educationally backward classes, particularly the schedule caste, schedule tribes.

OBJECTIVES:-

The objective of the present study is to compare highly educated scheduled caste families in Saharanpur and highly educated scheduled caste families in Ghaziabad in Uttar Pradesh according to their attitude towards social change.

HYPOTHESIS:-

There is no significant difference in attitude towards social change between highly educated scheduled caste family in Saharanpur and highly educated scheduled caste families in Ghaziabad in Uttar Pradesh.

METHOD:-

The selection of research method depends upon the objectives, nature and resource of the research. By keeping in view all these points, the Ex-post-facto research method is used for the study. The term Exp-post-facto is used here to refer to an experiment in which

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researcher, rather than creating the treatment, examines the results of naturalistically occurring treatment. In this type of design the treatment is included by selection and not by manipulation.

SAMPLE:-

For this study, researchers have chosen purposive sampling as a method of taking sample. The purposive sampling is selected by some arbitrary method because it is known to be representative of total population or it is known that it will produce well matched groups.

It is a big question in front of researchers that how many units should be selected as sample from the population which could represent the population clearly and would provide reliable and valid result. Keeping in view all these points 400 Scheduled Castes Families were included in this study, among which 200 were highly educated scheduled caste families in Saharanpur and 200 were highly educated scheduled families in Ghaziabad in Uttar Pradesh.

VARIABLES:-

Following variables have been used in this study.

Independent Variable   : Highly educated scheduled caste families

Dependent Variable   : Attitude towards social change.

TOOL:-

After selecting sampling procedure, research instrument has been used for data collection. To collect the data about attitude towards social change the modernization scale made by Dr. R.S. Singh, A.N. Tripathi and Ram Ji Lal is used.

STATISTICAL TREATMENT:-

In general process of analysis of research data, statistical method has contributed a great deal. Statistics is the body of mathematical techniques or process for gathering, describing, organizing and interpreting numerical data. In the present study comparative study of attitude of highly educated women and low educated women towards social change is done through t-test.

In the statistical treatment, t-test is commonly used for testing the difference between two statistics of the two groups. The statistical inference is made on the basis of t-test for true difference or as estimate of population means difference. The following formula is used for calculating t-value :

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$$ t = \frac{M_1 - M_2}{\sqrt{\dfrac{\sigma_1^2}{N_1} + \dfrac{\sigma_2^2}{N_2}}} $$

where -: t = t-test for difference of two means

M_1 = Mean of first sample

M_2 = Mean of second sample

σ_1 = S.D. of first sample

σ_2 = S.D. of second sample

DATA ANALYSIS:-

In this process of analysis and interpretation, the data are organised in such a way that the direct results about the problem could be obtained.

Table-1
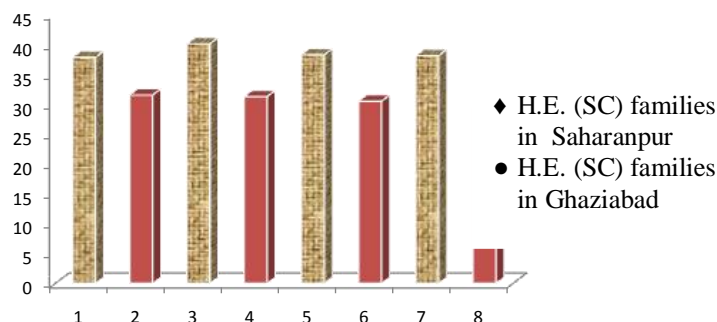
A comparison of highly educated scheduled caste families in Saharanpur and Ghaziabad according to their attitude towards social change

Group-I	:	H.E. (SC) families Saharanpur		Group-2	:	H.E. (SC) families Ghaziabad

S.No.	COL	N	MEAN	SD	SED	t-Value
1.	A1	200	37.90	5.372	0.619	9.068*
		200	31.58	3.070		
2.	A2	200	40.17	3.865	0.482	18.34**
		200	31.31	2.932		
3.	A3	200	38.34	4.193	0.472	16.52**
		200	30.54	5.197		
4.	A4	200	38.19	5.070	0.499	17.02**
		200	29.69	4.912		
5.	TOTAL	200	150.47	13.706	1.450	21.81**
		200	118.85	15.253		

N = 400

Where A1 – Social-religious, A2 – Marriage, A3 – Position of women, A4 - Education

H.E. (SC) – Highly Educated (Scheduled Caste)

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Graphical representation showing mean difference in attitude of highly educated scheduled caste families in Saharanpur and highly educated scheduled caste families in Ghaziabad in Uttar Pradesh.

RESULTS AND CONCLUSION:-

As it is clear from above table and graph, at all the four dimensions of social change i.e. socio-religious, marriage, position of women and education, the scores obtained by highly educated scheduled caste families in Saharanpur is significantly different from scores obtained from the highly educated scheduled families Ghaziabad.

The difference between mean achievements of both groups is too attributing to normal fluctuation. So here null hypothesis is rejected because it can be said that apparent difference is not merely the result of sampling error.

DISCUSSION:-

We have seen that at all four dimensions, highly educated scheduled caste families were showing very positive attitude at every dimension of social change so we can say that education helps in diminishing social rigidity and makes thinking wider and thus helps in brining development in the society and brining social change. So higher education must be given to as much population as possible.

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