

Opinion Of Higher Secondary School Students About The Existence Of Inequality With Respect To Gender And Caste

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Abstract: Educational Inequality is the difference in the learning results, or efficacy, experienced by students coming from different groups. Educational efficacy is most often measured by grades, GPA scores, test scores, drop-out rates, college entrance statistics, and college completion rates. A lot of educational inequality is attributed to economic disparities that often fall along racial lines and much modern conversation about educational equity conflates the two, showing how they are inseparable from residential location and, more recently, language. Educational inequality between white students and minority students continues to perpetuate social and economic inequality. Throughout the world, there have been continuous attempts to reform education at all levels. With different causes that are deeply rooted in history, society, and culture, this inequality is difficult to eradicate. Although difficult, education is vital to society's movement forward. The present study was to find various form of inequality based on gender and caste among the higher secondary school students of Kerala. The study reveals that there exist no gender and caste inequality among the students and the students does not support caste as well as gender inequality

Keywords: *Inequality*

Inequality in education is a question at the heart of the social theorist, sociologist, policy makers and educational practioners. Educational Inequality is the difference in the learning results, or efficacy, experienced by students coming from different groups. Educational efficacy is most often measured by grades, GPA scores, test scores, drop-out rates, college entrance statistics, and college completion rates. A lot of educational inequality is attributed to economic disparities that often fall along racial lines and much modern conversation about educational equity conflates the two, showing how they are inseparable from residential location and, more recently, language. Educational inequality between white students and minority students continues to perpetuate social and economic inequality. Throughout the world, there have been continuous attempts to reform education at all levels. With different causes that are deeply rooted in history, society, and culture, this inequality is difficult to eradicate. Although difficult, education is vital to society's movement forward. It promotes "citizenship, identity, equality of

opportunity and social inclusion, social cohesion as well as economic growth and employment" and for these reasons, equality should be promoted. Unequal educational outcomes are attributed to several variables, including family of origin, gender, and social class. Achievement, earnings, health status, and political participation also contribute to educational inequality within the United States and other countries. Gender and caste are identified as the factors contributing inequality in education.

CASTE AND GENDER INEQUALITY

For a majority of Indians, life is still ruled by the dictates of caste society. With whom one eats, lives and marries is determined by the caste to which one belongs. The hierarchy of purity and pollution assigns each caste a rank, and gives each individual a fixed identity at birth. Trying to break out of that assigned place invites opposition, even violence. For centuries, the Untouchable castes were the worst oppressed by

the caste system. They were condemned to live outside the village or town, confined to 'polluting' occupations that involved dealing with human and animal waste, coerced into serving the higher castes at all times. After Independence, untouchability and other practices of caste-based discrimination were abolished. Steps were taken to help the newly-designated Scheduled Castes gain access to education and government jobs. However, the movement towards equality has been slow.

Dalit (as many Scheduled Caste persons prefer to identify themselves) activists have highlighted how caste-based oppression and discrimination still persists in rural and urban India. Most Dalits continue to be among the poorest, denied access to productive resources and social welfare services.

Dalits are not allowed to use the water sources or temples that upper castes use. They are forced to walk barefoot through upper-caste neighbourhoods and must use a different set of glasses in tea stalls. Dalit women are vulnerable to sexual exploitation. Dalit children may be forced to sit apart in the classroom or when school mid-day meals are served. In cities, their caste identity may lead them to be denied housing or rejected at job interviews. Crossing the caste line by 'talking back' to an upper-caste person or 'acting above one's station' can bring retribution in the form of arson and physical assault, including sexual violence. Marrying an upper-caste woman can lead to murder.

Gender equality in Indian society is another area that needs active affirmation. Women at the grassroots already disadvantaged by their marginalized community status are further compromised by caste and gender hierarchies. Women and girls find themselves victims of not only violence of various kinds, but also haplessly dispossessed and voiceless. In a country where the feminine principle has been traditionally revered, it is ironic that millions of women and girls are brutally victimized - socially, physically, mentally, economically and sexually. Activists integrate gender equality as an intrinsic part of the social action undertaken by them. The protection and empowerment of groups especially at the risk of violence and/or dispossession - adolescent girls, rural and urban women including indigenous/ethnic minority women (dalit, tribal & PTGs), migrant women workers, domestic workers and victims of trafficking and displacement - across India is prioritized.

STATEMENT OF THE PROBLEM

The present study intends to find out the form of existence gender and caste inequality among higher secondary school students. Hence the present study is worded as "OPINION OF HIGHER SECONDARY SCHOOL STUDENTS ABOUT THE EXISTENCE OF INEQUALITY WITH RESPECT TO GENDER AND CASTE"

OBJECTIVES

- The following are the objectives of the present study.
- ✓ To find out inequality in caste among Higher Secondary Students of Kerala
 - ✓ To find out inequality in gender among Higher Secondary students of Kerala

METHODOLOGY

The present study comes under the descriptive method of research. The method adopted by the investigator is normative survey method. This method helps to reveal the opinion of students about the existence of inequality of gender and caste among higher secondary school students.

TOOLS USED FOR THE STUDY

Questionnaire for secondary school students to find out the existence of inequality based on gender and caste among student. Initially 40 questions were prepared and after discussion with experts 15 questions were deleted. Final questionnaire consists of 25 questions. Students are asked to ticks on either YES/ NO in the responded sheet.

SAMPLE USED FOR THE STUDY

The sample for the study consisted of 500 samples from 15 Higher Secondary School in Kerala. Stratified random sampling technique was used for the sampling.

STATISTICAL TECHNIQUES USED FOR THE STUDY

The important statistical technique employed for the study is percentage analysis.

PERCENTAGE ANALYSIS: percentage analysis is the method to represent raw streams of data as a percentage (a part in 100 - percent) for better understanding of collected data.

ANALYSIS OF DATA

Q.NO	YES	NO
1	36(15%)	203(85%)
2	48(20%)	191(80%)
3	13(5%)	226(95%)
4	49(21%)	190(79%)
5	161(67%)	78(33%)
6	7(3%)	231(97%)
7	229(96%)	10(4%)
8	35(15%)	204(85%)
9	135(56%)	104(44%)
10	198(83%)	41(17%)
11	37(15%)	202(85%)
12	13(5%)	226(95%)
13	25(10%)	214(90%)
14	92(38%)	147(62%)
15	161(67%)	78(33%)
16	124(52%)	115(48%)
17	185(77%)	54(23%)
18	18(8%)	221(92%)
19	229(96%)	10(4%)
20	19(8%)	220(92%)
21	36(15%)	203(85%)

22	184(77%)	55(23%)
23	235(98%)	4(2%)
24	231(97%)	8(3%)
25	5(2%)	234(98%)

Table 1

INTERPRETATION OF DATA

- ✓ 85% of the students replied that they do not agree writing caste and sub caste in the application form.
- ✓ 80% of the students do not agree giving fee concession for studies based on caste reservation.
- ✓ 95% of the students not interested studying in single stream school.
- ✓ 80% of the students have not faced gender discrimination in the schools.
- ✓ 67% of the students agree that they were given equal preference while electing leader in the class.
- ✓ 98% of the students have not felt caste discrimination from teachers and friends.
- ✓ 96% of the students share their noon meal.
- ✓ 85% of the parents restrict their children participating in educational tour.
- ✓ 56% of the students agree equal participation is given in cleaning the classroom.
- ✓ 83% of the students tolerate different religious customs.
- ✓ 85% of the students disagree to the statement that teachers restrict their mixed studies.
- ✓ 95% of the students says that there is no gender discrimination in the house for the consumption of food.
- ✓ 90% of the students do not agree that others underestimate their talents.
- ✓ 62% of the students do not agree in celebrating religious function in school.
- ✓ 68% of the students agree to in clued religious studies along with their subjects.
- ✓ 52% of the students agree separate seating arrangement for girls and boys.
- ✓ 77% of the students agree that their parents give equal importance in giving education without gender discrimination.
- ✓ 92% of the students do not agree it is the only responsibility of the girls in house hold work.
- ✓ 96% of the students says that their parents teach them to love other religion as they love their religion.
- ✓ 92% of the students disagree that there is no difference between academic achievement and gender.
- ✓ 85% of the students disagree that there is any gender difference for choosing subject for their study.
- ✓ 77% of the students agree that they are getting equal preference for their travelling allowance.
- ✓ 98% of the students agree friendship between boys and girls
- ✓ 97% of the students believe in the view "Oru Jathi Oru Matham Oru Daivam Manushyanu"
- ✓ 98% of the students disagree for discriminating people on the basis of caste and religion.

CONCLUSION

The present study was to find various form of inequality based on gender and caste among the higher secondary school students of Kerala. The study reveals that there exist no gender and caste inequality among the students and the students does not support caste as well as gender inequality.

Education is linked with happiness and wellbeing as well as mental and physical health and life expectancy. You are more at risk of spending time 'not in education, employment or training' if you have no qualifications. Throughout the world, there have been continuous attempts to reform education at all levels. With different causes that are deeply rooted in history, society, and culture, this inequality is difficult to eradicate. Education is vital to society's movement forward. It promotes "citizenship, identity, equality of opportunity and social inclusion, social cohesion as well as economic growth and employment" and for these reasons, equality should be promoted. Unequal educational outcomes are attributed to several variables, including family of origin, gender, and social class. Achievement, earnings, health status, and political participation also contribute to educational inequality within the United States and other countries.

A simple solution to this problem is to spread the wealth of our nation more equitably. This concept applies not only to schools, but also to the home situations that set some students behind their peers even before they enter school. The long term benefits of education are so substantial that the very concept of cutting education budgets should be outlawed. Increasing funding for all schools will have the effect of creating a more economically robust and viable society that could in turn alleviate many other budgetary concerns. It is essentially an application of the cycle of privilege at the societal level.

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