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## Educational And Environmental Deprivation of Dalits Students – A Sociological Study

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### Abstract

Dalit's students may be designated as genetic deprivation and the latter as social or educational and environmental deprivation. Therefore social deprivation is conceived as lack of opportunities in the development of self due to certain constraints in the social environment of the individual. Though it is a wide term which includes disadvantage suffered due to many social condition such as income , education, occupation, physical facility, isolation from group, faulty rearing style of parents and birth in deprived group. Deprivation implies a felt loss and it indicates certain deficiency experienced by individual. Educational and Environment deprivation in the sense that it relates to certain features or aspects of the environment that are absent or inadequate in the certain degree which cause an impact on the functioning of individual. Objective of this study is to measure the educational and environmental deprivation of Dalits students in higher education. In this study research tools are used environment deprivation scales by S.K. ojha and N.P. Yadav A Sample size of 100 post graduation students and 100 under graduate students randomly selected from H.N.B.Garhwal University (A Central University) Utrakkhand. Though psychologists and sociologists have given varying emphasis on different dimensions of deprivation but there seems to be fairly sufficient agreement on the major themes which make the profile of deprived individual. These are low income , low level of education of self and parents rural resistance, bad housing condition, non congenial house environment, faulty parental rearing style, inadequate motivational and emotional experience etc.

**Key words-** Educational, Environmental, Deprivation, Dalits Students.

### Introduction

The development of innate potentialities of the individual is obstructed and limited not only due to certain genetic deficiencies and physical deformities but also due to some socio-economic condition of his life. Dalits students may be designated as genetic deprivation and the latter as social or educational and environmental deprivation. Therefore social deprivation is conceived as lack of opportunities in the development of self due to certain constraints in the social environment of the individual. Though it is a wide term which includes disadvantage suffered due to many social condition such as income , education, occupation, physical facility, isolation from group, faulty rearing style of parents and birth in deprived group. Deprivation implies a felt loss and it indicates certain deficiency experienced by individual. Educational and Environment deprivation in the sense that it relates to certain features or aspects of the environment that are absent or inadequate in the certain degree which cause an impact on the functioning of individual. Langmeier (1972) has imagined deprivation as insufficient satisfaction of the basic



needs for a prolonged period .Nurcambe(1970) deprivation refers to a disposition or loss of privileges, opportunity, material goods and the like which occurs with reference to physical, psychological and socio-cultural needs.If you are suffering from sleep deprivation the emphasis is on the relevant aspect of the environment which is deficient or wanted. Though psychologist and sociologist have given varying emphasis on different dimensions of deprivation but there seems to be fairly sufficient agreement on the major themes which make the profile of deprived individual and these are low income ,low education of self and parents, rural residence, low caste affiliation, bad housing status, non congenial house environment, faulty parental rearing style , inadequate motivational and emotional experiences etc.

### **ReviewofLiteratures**

Mohanty and Mishra (2000) found that motivational functioning of deprived groups is some what weak and fails to support positive behavioral changes necessary for pursuing desired goals.

Bhatt and Rajput (2003) found that educational aspirations and academic achievements of students were ,in general found to be positive influenced by certain family factors as family environment and socio economic status.

Ojha and kumari (2007) They found that the state of environmental deprivation accelerates some psychopathic traits such as alienation, identity crises and hostility.

Ojha and Yadav(2012) They concluded that high deprived group demonstrated preference for extrapersistive approach and punitive avoidance modes of coping while low deprived group showed preferences for interapersistive approach and defensive avoidance mode of coping.

O.C.Chukwadi (2013) They reported that there are some factors which can either influence or hinder students school performance in which emanating from school and teachers, peer groups, siblings, location of the home, parents education, modern gadgets at home and parent child relationship and so on.

D.Lily (2018) observed a significant relationship between home environment and academics achievement and also found that academic scores of students of moderate favourable home environment is better than those with favourable home environment.

### **Objective of Study**

Objective of this study is to measure the educational and environmental deprivation of dalitsstudents in higher education.

### **Research Tools**

Environmental Deprivation scale by S.K.Ojhaand N.P.Yadav.

In this research tool to measure deprivation items from different area of deprivation such as home environment, economic status, food, clothing, parents education, social cultural experiences, childhood experience, motivational and emotional experience, area of residence, caste status etc.



### Sampling Method

A Sample size of 100 post graduation students and 100 under graduate students randomly selected from H.N.B.GarhwalUniversity(A Central University) UtraKhand.

The questionnaire were required to mark any of the five alternative responses which were true in their case and before applying the test sincere cooperation of the subject was sought and rapport was established with each of them.The test was administered in group of 20 to 25 subjects. The subject were told in the beginning that they need not mention their names but must state the reality as it was a survey for gathering information about the physical, social,cultural and motivational conditions of students where we are not at all concerned with individual but group as whole.

The procedure of item analysis as suggested by Goode and Hatt and they said that DP of each item was calculated by subtracting the low weighted mean from the high weighted mean. The DPs of items show in Table 1. On the criterion of items selection as suggested by Goode and Hatt (1952,p.276) only 4 items fell short of the required value of 0.50 in either of the 2 groups but it was decided to retain only those items which has DPs above 1.0 in both groups. This was done with 2 objective in mind 1.0 to shorten the scale and 2.0 to include only highly discriminating items. On this criterion altogether 8 items were eliminated and only 24 were retained. The DPs values of finally selected items are mentioned in the Table 1.

Table-1

SI. No. of items in Final Form	DPs	
	P.G. Students (N=100)	U.G. Students (N=100)
1	1.36	1.48
2	1.21	1.75
3	1.39	2.26
4	1.29	2.30
5	1.75	1.38
6	1.45	1.30
7	1.26	1.75
8	1.01	1.06
9	1.35	1.21
10	1.05	1.56
11	1.26	1.56
12	1.75	2.08
13	2.45	2.89
14	1.41	1.53
15	1.09	1.02
16	1.32	1.45
17	1.12	1.00
18	1.02	1.49
19	1.67	1.33
20	1.58	1.35
21	1.08	1.21
22	1.11	1.01
23	2.86	2.38
24	2.88	2.00



### Scoring

The scoring for every items except item no. 21 is done in ascending order such as a is assigned a score of 1, b a score of 2, c a score of 3, d score of 4 and e a score of 5. In case of 21 scoring is done in the reverse order to e is assigned a score of 1, d a score of 2, c a score of 3, b a score of 4 and a score of 5. Hence the score of the subject on each item are obtained and item wise score sheets for the two groups are prepared.

### Reliability

For estimating the reliability coefficient of environmental deprivation scale the 24 item final form of the test was administered to 100 post graduation and 100 under graduate students (75 males, 25 females). The same procedure of test administration was adopted.

In order to determine the internal consistency reliability coefficient the scale items were divided into odd and even halves and for each subject score on odd and even items were summated. Then the product moment correlation coefficient between the score of two halves of the test were computed. The correlation was equal to 0.67. Following Spearman Brown prophecy formula it gave a reliability coefficient of 0.80 for the full length of test.

For estimating temporal stability reliability coefficient the same subjects were re-administered the test after a month. However only 85 subjects (67 males, 18 females) their score for the full test were entered into the score sheet and product moment correlation between the test and retest scores of these 85 subjects were computed. The correlation was 0.81. This served as the temporal stability of the test.

It may be mentioned here that for a scale of just 24 items these split-half and test-retest reliabilities are not insufficient if not very high. Hence the test can be used reliably with college students.

### Validity

Two types of validity for the test were estimated first the content validity and second criterion related validity.

**Content Validity** – It may be recalled that the present investigation had requested a group of senior teacher to judge the items from a pool of 50 items whether they were appropriate to measure deprivation level of students and after discussion and full agreement of all ten judges 32 items were selected. These items included all important aspect of deprivation and it shows test possesses sufficient content validity.

**Criterion Related Validity**- It is a very common and popular type of test validity. According to its name means criterion related validity is one which is obtained by comparing the test scores with scores obtained on a criterion available at present or to be available in future. It's defined as an external and independent measure of essentially the same variable that the test claims to measure. We know that in Hindu society upper caste have been most privileged caste and dalits the most disadvantaged caste. However income level is another true index of deprivation therefore 25 rich upper caste under graduate students and 25 poor dalits under graduate students were selected as criterion groups and the environmental deprivation scale was administered to them and it was presumed that the former would obtain significantly a lower score as compared to the latter. It found that rich upper caste subjects obtained a lower mean score (52.32) as compared



to poor dalits who obtained a higher mean score (70.12). The difference between the two groups was highly significant ( $t=9.84, p 0.001$ ). This presented the evidence for criterion related validity of the test.

### Percentile Norms

For determination of the norms 100 post graduation and 100 under graduation randomly selected university students aged 18-25 years were administered the final test. The percentile norms and the interpretation of obtained scores appear in Table -2 and Table-3.

**Table-2**  
Percentile Equivalants of Test Scores (N=200)

Percentile	Integral Scores
95p	43
90p	40
80p	36
75p	35
70p	34
60p	32
50p	30
40p	28
30p	26
25p	24
20p	22
10p	20
05p	18

**Table-3**  
Interpretation  
Table-3 : Interpretation of Scores.

Criterion	Category	Score range
Above 90p	Very Highly Deprived	40-45
75p – 89p	Highly Deprived	35-39
60p – 74p	Above Average Deprived	32-34
40p – 59p	Average Deprived	28-31
25p – 39p	Below Average Deprived	24-27
10p – 24p	Less Deprived	20-23
Below 10p	Very Less Deprived	18-19

### Conclusion

We can concluded that Interpretation of scores criterion above 90p which scores range 40 to 43 these show very high deprived. Criterion 75p-89p which scores range 35 to 39 these show highly deprived. Criterion 60p-74p which scores range 32 to 34 these show above average deprived. Criterion 40p-59p which scores range 28 to 31 these show average deprived. Criterion 25p-39p which scores range 24 to 27 these show below average deprived. Criterion 10p-24p which scores



range 20 to 23 these show less deprived. Criterion below 20p which scores range 18 to 19 these show very less deprived.

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