

**IMPACT OF EDUCATION ON
OCCUPATIONAL MOBILITY AMONG
THE SCHEDULED CASTE WOMEN:
A MICRO LEVEL STUDY IN
THIRUVANANTHAPURAM DISTRICT**

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CHAPTER - X

SUMMARY AND FINDINGS

Caste system bestowed hierarchically graded privileges on some sections of the population. It inflicted a series of disabilities on others which continued from generation to generation. As a consequence, the underprivileged lagged behind others in social, economic, political and educational development. The most affected were Scheduled Castes and particularly their women folk. Even after six decades, the development activities of the nation only gave a new designation to the Scheduled Castes as 'excluded groups' in the growth process of the economy. It is clear from their low living standard, poverty, malnutrition, low literacy, high number of illiterates, poor access to essential health services, high unemployment rate especially educated unemployment, low urban migration, poor assets and basic necessities, lower quality of education, location in remote, inaccessible areas with limited infrastructure and market access cause poverty and inequity to persist. At the same time India is known as a better performed economy in the matter of high growth rate, high saving, investment and sectoral transformation favourable to industrial and tertiary sector.

The Planning Commission has also realized that economic growth has failed to be sufficiently inclusive. It is noted in the approach to the Eleventh Five Year Plan that while the performance reflects the strength of the economy in many areas, it is also true that large parts of our population are still to experience a decisive improvement in their standard of living.... Far too many people still lack access to basic services such as health, education, clean drinking water and sanitation facilities without which they cannot be empowered to claim their share in the benefits of growth. Therefore, the eleventh plan adopted a strategy for inclusive growth.

The inclusive growth approach takes a longer term perspective as the focus is on productive employment rather than a direct income redistribution, as

a means of increasing incomes for excluded groups. The vision of inclusiveness is much beyond the traditional objective of poverty alleviation to encompass equality of opportunity, as well as economic and social mobility for all sections of society, with affirmative action for Scheduled Castes, Scheduled Tribes, Other Backward Castes, minorities and women. It is the equality of opportunity to all with freedom and dignity, and without social or political obstacles. This must be accompanied by an improvement in the opportunities for economic and social advancement. In particular, individuals belonging to disadvantaged groups should be provided special opportunities to develop their skills and participate in the growth process. Economic growth can also occur by increasing the resources input into the economy-through inclusiveness of underutilized people, assets and places. With the same purpose the framers of the constitution introduced protective discrimination policy generally known as reservation policy for inclusiveness of disadvantaged groups especially Scheduled Castes and Scheduled Tribes in growth and development process of the country. In fact the strategy of inclusive growth in the eleventh plan is not a new term. It is the same as the reservation policy, particularly through education and employment, which aimed to enable them to participate in the contribution of growth and development of the economy from the condition of enjoying the benefit of the growth. This outcome can only be ensured if there is a degree of empowerment that creates a true feeling of participation so necessary in a democratic polity. Empowerment of disadvantaged and hitherto marginalized groups is therefore an essential part of vision of inclusive growth.

Education especially higher education is the strategy for attaining employment. Education is the most critical element in empowering people with skills and knowledge and giving them access to productive employment in the future. Many studies conducted on the social mobility of the Scheduled Castes focussed on the mobility of those in traditional occupations. Studies find that most of them have shifted from traditional occupation and no one is interested to follow their parents' traditional job. On the basis of these findings, they concluded that Scheduled Castes have attained upward social mobility. No one

has tried to focus on the nature of job, nature of remuneration, skill, education and status of job. This type of job leads to a horizontal mobility, where there is no change in their status both socially and economically. At the same time everybody accepts the role of education to attain social mobility in the sense that, it helps these communities to attain white collar jobs, high remuneration, high status, etc. It helps to attain upward mobility. But no scientific and systematic effort took place to assess their occupational mobility through education and its impact.

For the first time in the history of Indian planning there is an attempt to move beyond empowerment and recognize women as agents of sustained socio-economic growth and change. The Eleventh Five Year Plan acknowledges women's agencies and tries to ensure that their needs, rights and contributions are reflected in every section of the Plan document. Therefore, education and employment determines their inclusive growth and upward mobility. Therefore the present investigation is intended to assess the occupational mobility of Scheduled Caste Women as a result of education and its impact on themselves, their family and their community as a whole.

After the formation of The Constitution (1950), Government of India provided constitutional safeguards in social, economic, political and education sector. It is classified as general and special provisions. The former is in the form of Directive Principles and Fundamental Rights and the latter is known as Protective Discrimination Policy generally known as Reservation Policy in education, employment in public sector and legislature/Parliament. Besides, certain other programmes were implemented for the upliftment of the Scheduled Castes. They are Anti-discriminatory measures such as Untouchability Offence Act, Civil Rights Act (PCR) and Prevention of Atrocities(POA)Act and Development programmes such as employment generation programmes ; the Special Component Plans of Central Ministries and of States and Union Territories are partly envisaged to help the Scheduled Castes families through composite income generating programmes. Administrative set up for

implementing and monitoring through National Commission for Scheduled Castes(NCSC), National Commission for Safai Karamcharis (NCSK) and National Safai Karamcharis Finance and Development Corporation (NSKFDC); Financial Mechanism; Institutional Finance for Scheduled Caste Development and Public sector banks.

However, even after six decades later, their status continues to be deplorable. The persecution and alienation of the Dalits has not stopped but it is reported to be at an all time high in many parts of India, even in the states of Kerala where the literacy and education is highest. Caste related violence is high and nobody is convicted. This is an incentive to continue this harassment against lower castes. Scheduled Castes have been subjected to a variety of disabilities. They are discriminated in every field.

The central and state governments have also developed a programme to improve access to civic amenities. Scheduled Castes are generally economically backward groups .The causes of backwardness are lack of land, agricultural labour, bonded labour, lack of basic necessities of life, and child labour. Moreover, entrepreneurial opportunities are extremely limited. Lack of physical as well as human capital leads to backwardness.

In northern states of India, Dalits are still forbidden from entering polling booths and not allowed to contest even in panchayat elections. The presence of Scheduled Castes in the legislative bodies is only through the political reservation. There is no reservations for Scheduled Castes in the Upper Houses in the Centre and the States. As a result, the representation of Scheduled Castes & Scheduled Tribes in the Upper Houses are still poor. In short, Dalits are still victims of human rights violations.

Education is universally recognized as a central component of human capital. As for educational safeguards, various schemes which are sponsored by both central and State governments are implemented, besides the reservation for

seats. To fulfill these Constitutional Directives efforts have been made by the Government to improve educational standards of Scheduled Castes/Scheduled Tribes by extending educational facilities in schools and colleges. However Scheduled Castes in India is characterized as high illiterates, high drop outs, (71.41 percent, boys are 75.49 percent and girls are 73.13 percent), low literacy (64.8 percent males, 66.64 percent females and 41.90 percent for total.), high gender as well as regional inequality in terms of literacy and education. As a result of government's attempts, literacy could rise but has not reached at par with the general level. Not only that the literacy gap between scheduled Castes female with general female is also high (11.80 percent in 2001 while it was 8.66 percent in 1961) and the gap between male and female among Scheduled Castes themselves is wide. Enrolment in higher education has also increased but the rate is lower than non-Scheduled Castes.

Kerala achieved social development indices like literacy, education, health care. But this educational progress has not reached all Scheduled Castes in Kerala, particularly among their women folk. During 1961, literacy rate of SCs in Kerala was 24.4 and among male it was 21.73 and among female it was 17.40 and in 2011 it was 87.6 percent and male was 93.80 and female was 81.60. The educational progress is uneven not only genderwise but also region wise. Literates among SCs are low in number though there is a school within 4 square Kilometers.

Reservation in employment is a means for Community Participation in the governance of the country through administration, its Executive Functions and decision making roles for day to day business of the Governments. The objective of service safeguards is that it empowers the Scheduled castes for inclusive growth. They should attain a transitional change from sharing the benefits of the development of the nation to contributing for the national development. With the purpose, various concessions are allowed such as reimbursement of application fees, marks relaxation in qualification tests, travel allowance for attending interview, free coaching facilities etc,. However, the

reservation system has only minimally benefitted the Dalits. Their representation in Central government service is very low. Majorities are included in sweeping jobs (59 percent), 12% in Class A, 14 percent in Class B, 16 percent in Class C and 18 percent in Class D in 2005. It is not different in the case in Civil service .

This shows that Government of India's concerted effort for the upliftment for the Scheduled Castes does not affect significantly their socio – economic development. They are still lagging behind others. The conditions of Scheduled Castes in Kerala is better off than other states of India. However, this progress is not satisfactory as compared to non-Scheduled Castes in Kerala.

The overall picture of Scheduled Caste Representation in Central, State and Union Territories shows that the degree of representation is less than 50 per cent of posts reserved. Kerala's experience with reservation, however, is rather different. In the Government departments, according to available statistics, the representation of Scheduled Castes exceeds the mandated quota, though it is in the last grade category their representation is the highest.

Findings of the Study

Within the limited economic background, Scheduled castes could not attain upward social mobility. However, with the help of supportive policy of the government somebody has been able to attain education and employment. In the absence of physical resources, human capital is the single instrument for their upward mobility. The groups of persons who attained employment and educational status in this way form the base of this study. 300 Scheduled Caste employed women are the samples used for this study.

Study finds out that even though the respondents were borne after the independence of India and formation of Constitution, they have suffered many problems such as social, economic and infrastructural. These started from time immemorial due to traditional caste system. Their problems are different for

different respondents. This study analyzed these problems under three heads such as (i) problems during studies (ii) problems after studies and (iii) problems during employment.

Problems during studies

Majority of them (85 percent) have reported that they had suffered problems that affected their educational careers adversely. Majority of the respondents (79 percent) suffered the problem of lack of motivation of parents. Other problems like teacher's attitude towards SCs (4 percent), co-students behaviour (1percent) and treatment in the society (1percent) are faced by a few of them and this may be due to education among the people of Kerala and effective implementation of anti-discriminatory policies. Another finding is that though parents understood the functions of education and they send their children with the purpose of getting higher employment, they cannot guide them effectively by taking care of their studies, by providing enough information about selection of subjects and course which would help to get good jobs. Another problem faced is the parents' unwillingness to send their children to school especially to colleges. It is mainly due to economic backwardness, joint family system, unawareness about financial assistance provided by government, distance of the colleges, lack of knowledge about the hostel facilities and superstitions. Some have faced the problems of illiteracy of parents'. It affected adversely their future studies. These problems have been noticed especially among those who are above fifty. Some of the respondents were forced to discontinue their studies for helping their mothers to look after their young ones in the absence of the mother who goes out to earn the livelihood. It meant taking admission too late or taking admission too early due to poverty. This happened due to parents consciousness of government stipends. It is not used for academic improvement but for home affairs. Poverty, distance from home to school and colleges and lack of study materials were the major hurdles in their educational progress. Most of the respondents houses are of one room pattern and the kitchen, bedroom and study rooms are same. Respondents had to face

some problems in school also. Usually in all government schools, a teacher is the head of the institution and he teaches all subjects. Most of the respondents were first student from their family. The absence of home tuition facilities and parent's illiteracy were crucial problems suffered by the respondents.

In schools, they faced discrimination problems in the form of isolation, misbehaviour of co-students even if indirectly, neglect by teacher's, lack of getting individual attention by teachers, abuse by mentioning caste name, and ridicule for accepting stipends. These problems were faced by those who are more than 45. Most of them have faced problems in school and colleges such as lack of language skill and lack of arithmetical skill. It caused detention for some respondents in the class. Very few have been spared from any problem during their studies. It has been noted by those below forty five years old.

Some of the problems rose due to lack of development in the society. It is a general problem. However, it is severe among the Scheduled Castes like lack of transport, kachcha road, lack of electricity etc,. Generally Scheduled Castes are living in rural and hilly area. Most of the schools and colleges are established in cities and urban places. One or two residential schools and hostel facilities did not help them effectively. These affected their educational progress.

Problems faced after their studies

Scheduled Castes faced social, economic and infrastructural problems after their studies also. They have faced social problems in the form of difficulties in getting jobs. Unemployment is the common problem especially educated unemployment not only among the population general but also among the Scheduled Castes. Whatever the level of education and other qualifications, they were excluded in job market only because they belong to Scheduled Castes. This is the distinguishing feature of Kerala where a large number of community institutions are established with government funding but there is

no entry for these castes. It is based on many reasons. One is that there is no establishment run by Scheduled Castes and other is that other communities do not prefer to give appointment to these castes arguing that their establishment is started with the purpose of uplifting their own community even if law exists that a fixed proportion should be allotted for Scheduled Castes. Capitation fee is another reason. Even if respondents have applied for jobs in these institutions, majorities are excluded from job because they pay no capitation fee, there is no reservation in the private sector and community establishments are not ready to post anyone other than their own community members.

They faced economic problems after their study in the form of unemployment, financial difficulties like the expenses for application and expense for written examination and interview. Generally the examination venue is very far away. Unemployment is not due to lack of supply of educated candidates, but due to lack of effective demand in employment market, lack of competency and inadequate quota for the Scheduled Castes. Another reason is that authorities have not reported the number of vacancies from concerned department and make no appointment swiftly through special recruitment. Infrastructural problems are in the form of lack of knowledge about call for jobs, delay on part of authorities to reach the information in the hands of candidates for written test, interview and for appointment, delay in part of applicants in the form of sending application on time due to lack of transport, communication and infrastructural facilities.

One of the serious problems faced by the respondents was the difficulties in regard to the caste certificate. Almost all of the respondents faced this problem. The reason for that is bureaucrats' lack of knowledge about issuing caste certificate for deserving candidates, their irresponsibility in implementing government's objective, inability to produce parent's caste proving certificate etc. These problems are faced mainly by young employees. As a result of the above cited reasons, Scheduled Castes entered into the service too late, sometimes after the normal age over or near to that.

Problems During Employment

Even after getting employment their problems are continuing. After entering government service no one faced caste discrimination outwardly. This is the blessing of Kerala state only because it may be due to high literacy and education and strict following of the anti discriminatory policies. However, some of them faced caste discrimination inwardly in the form of underestimation in the form of Scheduled Castes being branded unintelligent, they are approached with prejudice in the sense that unless reservation policy was not implemented, Scheduled Castes could not have entered government service. Some others are facing social discrimination as they are denied their promotion on time without genuine reasons. Some have faced isolation in their office ignoring the major suggestions in the advisory board, disobeying or denying the orders etc. These problems are generally faced by higher class Scheduled Caste employees. It shows that these problems may arise due to jealousy of higher castes of Schedule Castes reaching the top level and hesitation to accepting them as one among them.

Before and after getting employment, the major problem of the respondents is their economic backwardness. Most of the respondents have faced economic problem. Some of the respondents have to bear full burden of their parents, brothers and sisters because they are the only person who got employment. Some others have to share the financial burden of their kin and kith. This is because this respondents are first generation employees and therefore they are compelled to support their family and relatives. Some of them provide financial securities by providing salary certificate in the banks and other financial institutions. The aftermath is huge debt trap. After much struggle, they got education and employment unlike their parents. The nature and extent of education and occupation shows both in terms of inter and intra generation.

Inter-generational Educational and Occupational Mobility

Study found that respondents could attain upward social mobility in terms of education and occupation. Inter generational educational and occupational mobility is measured at cross generational level-father and respondent. Fathers' generation was the real victim of a caste society and therefore education was restricted to privileged groups. After the implementation of reservation policy and with the help of it and other welfare measures, respondents could earn better education and occupation than their parents. It is true that respondents' generation acquired education but the quality of education is very poor. Professional and Technical degree education shows that their representation is very low. Likewise, Intergenerational occupational mobility also happened among the respondents. As compared with their parents occupation, all respondents acquired upward occupational mobility. It happened as a result of reservation policy and other social, economic and infrastructural development of the country. However, nature and extent of their mobility is not satisfactory. Most of the respondents are concentrated in the lower class level of employment.

Intra -generational educational and Occupational Mobility

Intra generational educational mobility is measured in terms of comparing respondent's education with the highest educated person among brothers and sisters. She is also compared to the highest educated sister. Study shows that almost all brothers are more educated than respondents. Only one respondent was found to be more educated than her brother and some respondents have equal education with brothers. Twenty eight percent have three levels of education less than their brother's and sixteen per cent have two degree level of education less than their brother's education and twenty eight percent have parity level of education with their brother.

Comparison of respondents' education with their sister's education shows that twenty nine percent have three degree level of education less than

sister's education and sixteen per cent are two degree less than that of sister's level of education. Twenty seven per cent keeps parity level of education with her sisters' education. Only one respondent has higher education than her sister.

Intra generational occupational mobility is measured in two terms. Firstly it is measured in terms of occupational mobility occurring among themselves. Study shows that only very few respondents shifted from their first job to present job. Shifting is not from private sector and promoted but from government itself and from lower category. The reason for shifting is high status job and salary. It shows that they are confined in lower category even if they have better education. Intra generational occupational mobility is also measured in terms of respondent's present job with her brother one who has the highest occupation. Study finds that the number of Class I respondent's brothers concentrated in coolie job is much lower than Class I, Class II, and Class III levels respondents. The brother of respondent who have Class IV level employment, are highly concentrated in coolie work. It also shows that possibility of getting government job is higher for Class I employees' brother and lower for Class IV levels employees' brothers.

Influence of family background in educational and occupational Mobility

As a result of many factors, respondents could attain education and employment. One of the main factors is the family background in the sense that parents' education and occupation is significantly correlated. Study finds that educational attainment and social background have a very close relationship.

Study shows that education of the father and education of the respondents is highly correlated. There exists a functional relation between them. i.e. the children of higher educated fathers have more possibility to graduate and PG/Professional education than that of illiterate fathers. Likewise, an illiterate father's daughter has chance for studies only up to secondary or higher secondary education than that of higher educated father. Respondent's educational progress reflects not only father's education level but also father's

occupational status. Study also find out that there is a functional relationship between education of respondents and father's occupation i.e. father who have government and other jobs have more chance for providing higher education, Graduation and PG/Professional to their children than fathers who were coolies. It shows that children get higher education its father is in a well to do situation. Likewise father's education and employment has also influenced respondent's employment. Children of educated fathers have more chance for getting higher class employment than that of illiterate or less educated fathers. Class IV employed respondents' fathers are mostly coolies while Class I employees' fathers are mostly government employees. In the same manner mothers' education and respondents' education is also correlated. There is a functional and direct relationship between them. But mother's occupation and respondent's education has no correlation. Both working and non-working women have children as graduates and PG/Professionals. Mother's occupation status is also related to respondent's employment status. More working mother's children reached Class I and Class II levels than housewife mother's children. Path analysis has also proved it. Thus the present study has emphatically proved that family background has very high influence on the siblings' education and employment.

Impact of Education on Occupational Mobility

Occupational mobility leads to upward social mobility if it is through education and skills formed. Study found that education and level of employment is directly related and socio economic status is also related according to their level of employment. Education and employment go hand in hand. i.e. higher educated respondents got higher level employment and vice versa. However, some of the respondents got lower level employment even if they had higher qualification.

Coefficient of regression model of occupational status by education shows that significance is less than 0.05. It shows that the impact of

PG/Professional education on occupational status is higher and if respondent's education is less than this, the chance of getting better job is less. It means that variation of occupational status of sample women is determined by 58.1 percent of variation of their education. It is stressed by the analysis of education and monthly salaried income.

Another finding regarding the impact of education on occupational mobility is that, education helps to attain occupational mobility. However some respondents could not get higher class employment in keeping with their education and professional qualification. Their upward mobility depends as much upon their entry in higher class employment and otherwise their human capital is waste and it leads to low productivity and underemployment. There is mismatch between the demand and supply of their acquired capital.

Education and Monthly Salary.

A functional relationship is observed between these two variables. The coefficient of monthly income status by education shows that the impact of PG/Professional education on monthly income 3.193 is constant. When education is less, its impact on monthly income also decreased and vice versa. It is highlighted by the analysis of employment and monthly income.

Employment and monthly Income.

There is a functional relationship between these two variables. Employment and monthly income are also positively related. The coefficient of the regression model of employment and monthly salary shows that if the respondent belongs to the class I category of employment, its impact on monthly income added 2.351 to Class IV impact. If Class II, then 2.050 added to Class IV and If Class III, it added 1.029 to Class IV level. These three variables are correlated. It is highly correlated between employment and income.

Study also found that as one of the variable is kept fixed, the rate of correlation between two variables are decreased and as employment is in control, the correlation between education and income not only decreases but also goes into negative. It shows that in the absence of employment, whatever the education they possessed, nothing will effect in their socio economic status and upward social mobility. It leads to horizontal mobility. i.e. employment is the only factor for upward mobility. It is emphasized through the analysis of contribution of employment in socio-economic status.

Socio-Economic Status of the Respondents

Study finds that employment plays a critical role in their socio-economic status. It is varied according to their levels of employment. As employment level increases, income of the person is also increased. It leads to higher purchasing power and higher standard of living. Study finds that hundred per cent of Class IV level respondents belong to low level status while hundred percent Class I level respondent belong in high level status. Class II levels belong more in high level status and less in medium level and Class III level respondents belong more in medium level status, less in low level and least in high level status.

Role of the Reservation Policy

Whatever they achieved today is the outcome of constitutional safeguards and protective discrimination policy. Another important findings of the study is the role of the reservation policy on their education and employment. All respondents have shared the benefit of reservation policy in their education, life and carrier. However the utilization of these available facilities are not satisfactory. In employment sector also various concessions are made to the weaker sections especially for Scheduled Castes. Study found that respondents did not use the available facilities fully. This is because they did not

have enough knowledge about it. Majority reached the employment sector only through the reservation benefit.

However, study also noted that inadequate quota for Scheduled Castes precludes their employment opportunities especially in higher cadres. Even if they acquired higher education they had to wait a long time and sometimes their entry is in low level employment. Major portion of their life span remains unemployed due to ineffective implementation of reservation policy. So many vacancies remain unfilled. Absence of reservation in promotion also affected their upward mobility.

Impact of Social Mobility

One of the objectives of the policies and programmes of the government implemented for the Scheduled Castes not only for the benefit of growth and development of the economy should reach equally for all but also all should be capable of contributing to it. This study found that the respondents not only shared the benefit of the development of the nation in the form of education and employment and contributing to the growth of the economy but also they empowered empower their family members and their community members to contributing to the nations' development. They are in the form of education, employment, awareness of the economic opportunities, social development and awareness about their rights and resistance of atrocities and caste discrimination.

Study found that the effect of social mobility could be reflected in themselves in the form of their views and perception about reservation policy, views on education, especially for women, views on employment for women, particularly Scheduled Caste women, and level of aspiration. These are varied according to their employment level. As per the views on reservation policy, it plays a significant role in their overall development especially in education and employment. However, inadequate quota system hindered their upward

mobility. Another defective implementation of reservation in employment is that even if candidates come under the merit list they were included as the beneficiary of caste reservation instead of general list. It may affect the opportunity of another caste candidate of who belong to the supplementary list. Many persons have lost their job opportunity. Another view collected is regarding the extension of reservation in private sector. Majority were told that it is to be very urgently implemented in the context of privatization era. Another view regarding the reservation provided to other Scheduled Castes who are converting to other religion. Most of them agreed and others disagreed. Higher Class employees agreed on the ground that reservation is the support policy for uplift the victims of caste discrimination as a result of social system and not for religious discrimination and lower Classes employees disagreed. Another view collected to the contemporary problem existing in the nation about the discontinuation of this policy. All of them disagreed on the ground that it is the only scope of entry in the government job and they did not capable to compete with higher castes.

Views on employment ,especially Scheduled Caste women were also collected. They viewed that employment for Scheduled Castes is the sole source of their livelihood. Moreover, women considered employment as the only way for sustained growth. Employment is not only the source of economic emancipation, it is the weapon for attaining equal rights and status. Therefore, employment is essential to women especially for Scheduled Caste women.

Education is the main factor to create adequate employment opportunities. Moreover, education enhances awareness of rights and changes the culture. It is essential for women especially for Scheduled Caste women. Another finding is that as a result of getting employment , the caste inhibition is less among the higher Class employees than lower Class employees.

As they get employment, their aspiration level has changed particularly in the matter of children's education, employment and marriage. Study found

that parents' level of employment acts as motivating factor to educating children. Their aspiration level and awareness varied according to their level of employment.

Another finding is about their status in their family, office and society as a result of employment. The effect of social mobility can be seen in their family in terms of acceptance, freedom to go out, decision making power, sharing the family work and freedom to spend money. In office also they felt that others were accepting them. In their society they have good relations with their neighbours. The educated and employed Scheduled Castes have changed their life style and are in no way distinguishable from incumbents of other castes and communities. They have benefitted thus as a result of the protective measures of the government.

The study found that as a result of their employment they could attain a better style of life, general acceptance and social recognition in the society. Style of life can be seen in their life particularly the type of house, consumer durables and place of residence. It is found that as a result of employment, their style of life has changed. However, it has varied among the respondents according to their employment level. A very discernible change in lifestyle has been observed among the Class I and Class II employees.

Another finding is that the effect of social mobility is not limited to the respondents themselves but to their family members also. After the attainment of their education and employment respondents had cared to uplift their brothers and sisters by giving financial assistance, financial securities in the banks, helping to teaching them, giving information regarding employment opportunities, etc. Another finding is that the effect of social mobility spread in their community as a whole. They try to spread their effect on their community by giving information for the social and economic development. They donate money for their caste association. They act as catalyst for their family and their community as a whole.

One of the objectives of this study is to look into the constitutional safeguards and development measures for the Scheduled Castes and their socio-economic and political status. The present study found that they could attain social, economic and political status as a result of constitutional safeguards and development measures. However, it is only availed by a minority and majority of them are expelled from the benefit of it. Therefore, majority are remained marginalized in terms of social, economic, education and political.

Another objective of the study is that to observe the nature and extent of inter and intra generational educational and occupational mobility among the Scheduled Caste women in Kerala. The present study found that respondents attained mobility in terms of education and occupation in both directions inter and intra generational. Upward mobility happened between the generations in both terms of education and occupation. While intra generational educational mobility shows that all brothers and sisters have more educational attainment than respondents except one. Intragenerational occupational mobility shows that some of the respondents have shifted from their first job to the present job due to high status and salary. Intra generational occupational mobility is also measured in terms of respondents with her brothers and sisters. Respondents who are Class I employees have no brother more than her employment level. Respondents who are Class II employees have no brother more than her employment level but four brother have equal level of employment. Class III and Class IV have no brother equal or more than the respondents' level. It shows that occupational mobility does not happened according to educational mobility. Study shows that education and employment is varied among the respondents due to family background of the respondents. Thus hypothesis is proved that inter generational and intragenerational educational and occupational mobility has happened among the respondents and also proved that family background in the sense that education and occupation of parents has highly influenced on it.

Another objective of the study is that to observe the problems they faced during and after their studies and during their job career. The study found that during studies economic problem was severe. This is due to economic backwardness of the parents. Social problems are very few reported and infrastructural problems were also suffered. After studies, economic problems are severe due to lack of employment. This is mainly due to lack of reservation in private sector, inability to compete to forward castes, lack of community establishment for SCs and no entry in the other community establishment even if fixed seat allotted for SCs in these institutions. Social problems in the form of caste discrimination are also faced during employment. Very few have faced caste discrimination from the Class I and II employees and severely among lower class employees. The reason for that high Class level employees have power and knowledge to fight against it. Economic problems are very severe due to many of them entered in service at too late and their entry is in lower category. Over dependency of their parents, kith and kin was another problem cited. Absence of reservation in promotion also affected their social and economic mobility. Thus the hypothesis has proved that Scheduled Castes have suffered social and economic problems during their studies, after their studies and during employment.

Another objective of this study is to examine to what extent reservation policy has helped to attain education and employment. The present study found that the whole respondents have used the reservation policy during their studies and entering into the service except some persons. This shows that Scheduled Castes are not capable to compete with others. Study also proved the hypothesis that reservation policy has helped to attain education and employment.

The major objective of this study to examine the contribution of education on their occupational mobility and socio economic status of the Scheduled Castes Women in Kerala. This study found that education and employment is positively related. However, some of the respondents could not attain high status job even if they are well qualified. This study also found that

education and monthly salary is positively related and in the absence of employment, but education is not related to income. It is also found that status of the respondents is directly correlated to their level of employment. High Class employees have high status and lower Class employees have low status. It shows that in the absence of employment, education is not capable to attain the upward mobility and socio economic status. Thus hypothesis have proved that education has highly contributed to occupational mobility and it has highly contributed to their socio-economic status.

Another important objective of this study is to examine the impact of social mobility on themselves, on their family and on the community as a whole. The present study found that the impact of social mobility can be seen on respondents in terms of the changes of perception and views on variables like reservation policy, views on higher education for women, views on employment for SC women, level of aspirations, level of awareness and size of family, though it is varied among the respondents according to their level of education and employment. Another term is that present status of the respondents in family, office and society. Thus hypothesis proved that the occupational mobility has effected their status in their family, office and society.

Thus the study concluded that employment is the single most effective instrument to attain upward social mobility and high socio-economic status. The theory of occupational mobility theory is practiced among the Scheduled Caste women also. Education is the cause of upward occupational mobility and higher income leads to high socio-economic status. However, mere education does not guarantee their upward mobility and high social status. It should create better employment.

Suggestions

Based on the findings of the study, the following suggestions are made to be undertaken for further improvement and all round development. In order to attain social status, laws (the employment of manual scavengers, Untouchability Offence Act and Implementation of Civil Rights Act (PCR) 1955 and Prevention of Atrocities (POA) Act 1989) should be strictly implement and those who violate, it should be prosecuted. Implementing the constitutional safeguards and protective discrimination policy effectively is more important.

For getting economic betterment, it has to be ensured that economic opportunities open to the Scheduled Castes should reach into the hands of deserved groups. Promote saving habits among the rural poor and extend terms and conditions of self employment and liberalize the collateral securities for it.

In order to reduce drop outs, financial incentives should be increased and monthly stipends should be given every month and it should be allotted on the basis of attendance percent. Allow fee concessions in unaided school.

Remedial coaching should give be separately for Scheduled Castes/ Scheduled Tribes and should be monitored by an external agency and complaints if any, should be collected from students directly.

Ensure their enrolment in technical and professional education in full seats. Reservation should be separately provided for Scheduled Caste girl students in colleges.

Scheduled Caste Department should keep data about enrolment, retention, passed out and failed students in schools and colleges.

Make aware the officials to issue caste certificate. Increase reservation quota for Scheduled Castes in employment and extend reservation in private sector. Also implement reservation in promotion.

Consider merit students in the competitive test as merit students not on Scheduled Caste base. Otherwise it will cause losing the chance of getting job from supplementary list. Inform vacancies on time and if vacancies exists and qualified persons are available, post should be filled through special recruitment policy. Ensure that enough representation in government funding institutions. Allow reservation in private sector swiftly.

Increase the retirement age for Scheduled Caste employees those who have entered in service above forty.