



An In-Depth Analysis of the Socio-Economic Barriers Faced by Scheduled Caste Students in Pursuing Post-Graduation at Central University of Jammu

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ABSTRACT

This study investigated the problem faced by scheduled caste students at central university of Jammu. All we know the education is our fundamental right. This study focused on the socio-economic status of scheduled caste students pursuing post-graduation. Also results show that most of the students at university level they are not aware about their welfare schemes offered by Govt of India and also lack of proper guidance.

KEYWORDS: - scheduled caste, fundamental right, guidance, awareness schemes.

INTRODUCTION

A significant component that affects a person's socioeconomic standing is their caste. A caste is a social class to which a person belongs. A caste is made up of families who share similar eating customs, social customs, civil and religious rights, professions, and marriage customs. A caste is an ancestral social group made up only of people with the same rank, vocation, economic standing, etc. 'Scheduled Castes and Scheduled Tribes' (SC/ST) are the recognised names in official government papers to describe former untouchables and tribes. However, the National Commission for Scheduled Castes requested the State Governments to stop using the phrase "Dalit" in official documents in 2008 after observing that it was frequently used interchangeably with the term "Scheduled Castes." The fundamental battles, subject to some restrictions, are guaranteed to defend the fundamental human rights of all Indian citizens. The Right to Equal Treatment is one of these fundamental liberties. The term "right to equality" relates to the notion of equality before the law, which excludes any unfairness based on caste, race, religion, place of birth, or sex. Additionally, it calls for the elimination of titles, untouchability, and equitable employment opportunities. The Indian Constitution's Articles 14, 15, 16, 17 and 18 specifically stress the right to equality. The main cornerstone of all other rights and advantages accorded to Indian people is this fundamental right. One of the main assurances of the Indian Constitution. Every Indian citizen must therefore have easy access to the courts in order to exercise his or her right to equality.

Anyone enrolled in a postgraduate programme, such as a master's, M. Phil., or Ph.D., is considered a postgraduate student. The entry requirements for that include having an undergraduate degree. Most full-time postgraduate students take one to three years to complete a master's degree. Fewer postgraduate students frequently have extremely demanding study schedules and typically have less free time than those A postgraduate degree includes a variety of credentials that call for an undergraduate degree to be taken into consideration, such as Postgraduate Diploma level courses all the way up to a Ph.D. There are many diverse reasons why postgraduate degrees are pursued, including entry into academia and research, career specialisation, or

LITERATURE REVIEW

Gautam (2012) in "Education Among Scheduled Castes, Privatization and Enrolment Perspectives in Higher Education" analyzes various policies, five year plans, enrolment pattern, gap between the Scheduled Castes and general category, gender gap and other in higher education. He highlighted that privatization in higher education has not made any change in the gender disparity among Scheduled Castes in terms of male.

Arora (2012) in "Dalit and Economic Reforms" studied on economic, social, culture and movements of Dalit. Government should re-distribute land to landless peasants. Back-log posts should be filled up among the Scheduled Castes, Scheduled Tribes and OBCs, special component plan should be properly implemented, infrastructure should be developed, and irrigation for unirrigable lands, untouchability to be rooted out and prevention of atrocities act should be strengthened.

Khan (2013) in "A Geographical Analysis of Availability of Amenities in Scheduled Castes Households in India" analyses the availability of amenities of Scheduled Castes households in India. The Government should decentralize the urban schemes and avail it to low facility areas in order to enhance the economic level. Schemes like poultry, sericulture, silviculture, piggery, fisheries, animal husbandry etc, should be started in rural areas.

Kadun and Gadkar (2014) in "Social Exclusion-Its Types and Impact on Dalits in India" pointed out that the concept of social exclusion is a process of blocking the progress of marginalized populations. The system of social exclusion had made the Dalits dependable on higher caste. The study pointed out social exclusion still exists in society in other new forms and strategies.

Rao and Satyapal (2011) in "Socioeconomic Status, Scheduled Caste and Creativity" analysed the socio-economic status of Scheduled Castes and their creativity. They highlighted the flexibility of language creativity among the Scheduled Castes students. He analyses that socio-economic factors have affected the creative potential among the Scheduled Castes students.

Singh (2015) in "Emergence of Lower Castes Associations and Their Role in The Eradication of Untouchability in United Provinces" highlighted the role of Dalit Associations and its eradication of untouchability among the lower caste in U.P. The British had played a very important role in the upliftment of the lower caste. It has been noted that social and political mobility was brought by Brahmo Samaj, Arya Samaj, Scheduled Castes Association and Dalit leaders.

Apparya and Patil (2014) in "Socio-Economic conditions of Scheduled Castes: A Study in Kulaburagi District" highlighted the issues and challenges of Scheduled Castes women in their empowerment. These women face triple discrimination from their husbands, Hindu society and their own community members. They are empowered only to some extent in urban areas but isolated in rural areas. Women are self-employed in rural areas by their traditional caste-based occupations.

Chauhan (1975), Yadav (1983) and Shah (1989), found that the most significant reason behind the scheduled caste backwardness in education lies not in their culture but in the financial problems, poverty and non-implementation of government funds and schemes.

Singh, Kunwar and Harpal (1989), in his study of 'Personality characteristics and psycho-social problem's of scheduled caste students in Rajasthan' found that, the scheduled caste student differed significantly in terms of occupational structure of parents as compared to non-scheduled caste students.

Another study by Elangovan, P. (1989), reveals that, the factors related to teachers, parents, community, students, economic status and also other factors come in the way of scheduled caste education and act as barriers in many times.

Jaganath (2005) in "Organizations of Scheduled Castes and Social Change" highlighted the role of Scheduled Caste Organizations and Scheduled Castes elites. It is observed that they brought a substantial managerial and structural change in the Indian society. They had played a very important role in social transformation.

Kumar (2006) implementation of Scheduled Castes Development Programs, Impact and Status" highlighted the attempts made by the Government to improve the socio-economic status of the Scheduled Castes population by setting up different committees, commissions, working groups, advisory boards, five year plans etc. But such step fails to improve the employment opportunities and unable to solve their problems.

Rao & Babu, (1994) in "Scheduled Caste and Scheduled Tribe, Socio-Economic Upliftment Programs" highlighted the schemes of socially and economically deprived classes implemented by Karnataka Government. Many problems were identified an

discussed while implementing up the programs such as beneficiary misused the assistance due to small amount. While distributing schemes, the staff should take care of their status and the purpose.

Trivedi (1996) in "Scheduled Castes Quest for Land and Social Equality" studied about the quest of land and social equality of Scheduled Castes population of Gujarat. He recommended that the students should be provided with free food grains, land for cultivation, task force member in land committee, job to change occupational patterns, training etc. He also outlines the social background of Scheduled Castes communities.

OBSERVATIONS OF THE STUDY

From the above studies, it can be observed that most of the studies conducted in Quantitative in nature. Researchers found that most of the significant reason behind the scheduled caste backwardness in education lies not in culture, but in the financial problems, poverty and non implementation of government funds and schemes and the factors related to teachers, parent's community, students, economic status and also other factor come in the way of scheduled caste education and acts as the barriers in many times. But the researchers ignored the area of PG scheduled caste student's in higher education. The investigator has focused on this area because no studies have been conducted on scheduled caste PG student's problems. It is understood that due to economical problems, especially SC students at PG level are not out boundaries of the problems. The major problems probably faced by scheduled students are lack of awareness, lack of guidance, lack of facilities and so on.

METHODOLOGY AND DATA

All the scheduled caste PG students of Central University of Jammu have been constituted as the population of the study. In the present study, the sample of 150 students (62 males and 88 females) of all the scheduled caste PG students of Central University of Jammu.

ANALYSIS OF THE DATA

For analysing the assembled data, the investigator has followed the frequency and percentage calculations. The data which has been collected with the help of the interview scheduled was analyzed through frequency and percentage calculations only; and the data which has been collected with the help of the semi-structured questionnaire was analysed quantitatively through frequency and percentage.

Objective of the study

To find out of socio-economic problems beings faced by scheduled caste students pursuing post graduation at Central University of Jammu.

The study discovered that 19.3% students responded they ignored by the other community students due to their low caste while 80.66% students responded that they were not ignored.

76% students responded that they were not joined any skilled development programme.

in their education because they were not heard about this programme.

The study found that 92% students responded parents' qualification affect their study.

because they stated that their parent's qualification helpful for the future studies.

The study found that 27.34% students responded that they were discriminated by the teachers while assessed their programme while 72.66% responded they were not faced any discrimination in assessment.

EDUCATIONAL IMPLICATIONS OF THE STUDY

Many educational programs were organised for the scheduled caste community students.

Scholarships schemes were available for the reserved category students in the University.

Free coaching classes for the improving the socio-economic status of the students

The present study elaborated that facilitates given by state as well as Central government to the scheduled caste students.

SUGGESTIONS FOR FURTHER RESEARCH

The present study confined to only samba district, a similar study can be replicated in other districts also.

The present study was a descriptive survey in nature. For exploring in deeply about the target group, qualitative study can be undertaken on population of the study.

The present study was confined only SC students, a similar type of study can be carried out other category students.

The present study was surveyed with a few post-graduation students so it comprehensive of the sample would be very limited. It is suggested that a study can be undertaken with a large sample of other students also.

CONCLUSION

According to a research paper study on scheduled caste, scheduled caste members in various states across the nation are much less developed than non-scheduled caste members in practically every area. When compared to members of the state's non-scheduled caste, their educational standing is often very poor across the nation. Their academic achievement was also found to be very low in various studies carried out by various numbers of research scholars, experts, and other social workers in the state. Additionally, their literacy percentage is lower than the general population in the entire state, their participation in education is also lower, and their attitude towards education is also less favourable corresponding state. As far as scheduled caste parents, guardians, and students are concerned, they are less informed about both their own and their children's educations, according to several research findings. People from the scheduled caste live in extremely precarious socioeconomic circumstances. The children's education is impacted by the parents' and guardians' attitude towards members of the scheduled caste.

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