

# Problems Encountered by the Scheduled Caste Students Pursuing Post Graduation at Central University of Jammu

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**Abstract:** This study investigates the problem faced by scheduled caste students at central university of Jammu. All we know the education is our fundamental right. Article 45 speaks, “Provision for free and compulsory education for children. The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years. But after that some students not able to get education. Our study findings that the educational problems faced by the student at university level. 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.

## 1. Introduction

Caste is an important factor which is associated with the socio-economic status of an individual. A caste social category to which a belongs caste is a collection of families who came from ancestors and follow similar type of food habits, social relations, civil and religious privileges occupational choice and marriage rituals. Caste is hereditary social group limited to persons of same rank, occupation, economic position etc.

The terms ‘Scheduled Castes and Scheduled Tribes’ (SC/ST) are the official terms used in government documents to identify former untouchables and tribes. However, in 2008 the National Commission for Scheduled Castes, noticing that the word ‘Dalit’ was used interchangeably with the official term ‘Scheduled Castes’, asked the State Governments to end the use of the word ‘Dalit’ in official documents by calling the term ‘unconstitutional’ and to replace it with the term ‘Scheduled Caste’ instead.

### A. Right to Equality

The fundamental rights are guaranteed to protect the basic human rights of all citizens of India and are put into effect by the courts, subject to some limitations. One of such fundamental rights is the Right to Equality. Right to Equality refers to the equality in the eyes of law, discarding any unfairness on grounds of caste, race, religion, place of birth sex. It also includes equality of prospects in matters of employment,

abolition of untouchability and abolition of titles. Articles 14, 15, 16, 17 and 18 of the Constitution of India highlight the Right to Equality in detail. This fundamental right is the major foundation of all other rights and privileges granted to Indian citizens. It is one of the chief guarantees of the Constitution of India. Thus, it is imperative that every citizen of India has easy access to the courts to exercise his/her Right to Equality.

A post graduate student is anyone who is studying a post graduate course including a master course, M. Phil and Ph.D. that requires an undergraduate degree as a part of the entry requirements. Most full time post graduate students towards a master degree over one to three years. A smaller number of post graduate students often have quite intensive study program and usually hence less spare time than those A postgraduate degree encompasses a range of qualifications that require an undergraduate degree to be considered for entry, these include courses at Postgraduate Diploma level all the way to Ph.D. Postgraduate degrees is taken for a number of different reasons, such as to move into academia and research or to specialize a career path or change track entirely.

## 2. 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

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Table 1  
Response related to problems faced by post-graduation (N=150)

S.No.	Item	Yes	No
1.	Under which category, have got admission in this programme?	54 (36%)	96 (64%)
2.	Do you get any guidance from your family to pursuing higher education?	148 (98.66%)	2 (1.34%)
3.	When you feel dishearted to purchasing books when your family income are very less?	147 (98%)	3 (2%)
4.	Being a scheduled caste student, have you ever missed any of its benefits under reservation?	128 (85.34%)	22 (14.66%)
5.	Do you aware of skill development programme launched by MHRD?	80 (53.34%)	70 (46.66%)

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, piggyery, 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" analyzed the socio-economic status of Scheduled Castes and their creativity. They highlighted the flexibility of language creativity among the Scheduled Castes students. He analyzes that socio-economic factor 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 Brahma 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.

### 3. Observations of the Study

From the above studies, it can be observed that most of the studies conducted in quantitative 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, parents' 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 students 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 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.

### 4. 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 (62males and 88 females) of all the scheduled caste PG students of Central University of Jammu.

### 5. Analysis of the Data

For analyzing 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 analyzed quantitatively through frequency and percentage.

It can be observed that 36% of the students have got admission through Scheduled caste category while 64% have got through open merits. Regarding the guidance from the parents related to education 98.66% were agreed and 1.34% were not agreed. When the students feel dishearten when they purchasing books 98% and 2% students were not feeling bad. It can also observe that 85.34% Student were missed opportunities of getting scholarship because they are not awarded.

Also seen that the 53.34% students aware about the skilled development programme for scheduled caste students and 46.66% were not aware. It observed that some students were confidence to get employment after the completing this programme because they were stated that employment opportunities were low, recruitment process was long etc. Some students responded that they were eligible in open merits but according to the procedure we were come under the category.

### 6. Conclusion

From the research paper study on scheduled caste, it is found that scheduled caste people are very backward in almost all the aspects of development in comparison to the non-scheduled caste people in different states of the country. Their position in education is very low almost in all the states of the country in comparison to the non-scheduled caste people in the state. Their literacy percentage is lower than the general people in all the state, their participation in education is also lower, their attitude toward education also less favourable, their intelligence level also found very lower than the general people, their academic achievement also found very low in different studies conducted

by different numbers of research scholar, experts and other social workers in the respective state. So far, the awareness about the education of scheduled caste parents, guardians and students are concerned, they are less aware about the education of their own and their children too, which found from various research reports. Scheduled caste people are very poor in their socio-economic conditions. This attitude of the parents and guardians of the scheduled caste affects the education of the children.

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