

A Review of the Socio-Economic Complication of Scheduled Caste Students in Higher Education Keeping Assam as the sample

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Abstract

Education is the most fundamental requirement for overall development and all round achievement of the nations. In democratic country like India, it is necessary that educational opportunities should be equalized in our country most of the schedule caste populations are educationally, socially and economically backward. Education is the birth right of an individual, so everybody should get opportunities for education in India. Higher education takes a central place in India. It can help to the national development with the help of human resources. The scheduled caste are official designations given to various groups of historically disadvantaged indigenous people of India the terms are recognized in the conditions of India and various groups are designed in one or other categories. The scheduled castes comprise about 16.6% respectively of Indian population. Since independence, the scheduled castes were given reservation status, guaranteeing political lays down the general principles of affirmative for scheduled caste. After independence, the government of India has taken a number of steps to strengthen the educational base of the person belonging to scheduled caste.

Key word

Education, caste, higher education, socially. Case study, education empowerment, women empowerment

I. Introduction

Education is the most fundamental requirement for overall development and all round achievement of the nations. In democratic country like India, it is necessary that educational opportunities should be equalized in our country most of the schedule caste populations are educationally, socially and economically backward. Education is the birth right of an individual, so everybody should get opportunities for education in India. Higher education takes a central place in India. It can help to the national development with the help of human resources. Higher education reforms our society from different points of view. It plays a vital role in developing the nations to a great extent. It helps the members of the society to get lives, to develop well and to improve the strength of the nations. The caste system in India has deep roots in social set up, and it has many changes from Vedic age to present age. The word caste originated from Spanish word *casta* which means breed or race. Thus, caste means people belonging to the same class. Caste is a social stratification characterized by endogamy, hereditary transmission of lifestyle which often includes an occupation, status in a hierarchy, and customary social interaction and exclusion. The scheduled caste are official designations given to various groups of historically disadvantaged indigenous people of India the terms are recognized in the conditions of India and various groups are designed in one or other categories. The scheduled castes comprise about 16.6% respectively of Indian population. Since independence, the scheduled castes were given reservation status, guaranteeing political lays down the general principles of affirmative for scheduled caste. After independence, the government of India has taken a number of steps to strengthen the educational base of the person belonging to scheduled caste.

II. Objectives of The Paper

The present field study of my research is conducted in rural areas people of Saruhooj goan in the district of Jorhat Assam. There were certain objectives of the topic on respondent view. As we,

all know social research is a scientific approach of adding to the knowledge about the society and social phenomena. It is guided by certain objectives. Objectives only mean that the researcher who has carried on study has to get himself detached from the subject matter or the phenomenon. That he is studying. In fact, objectivity is the most important characteristics of scientific method. We know that before study a research takes some objectives about the universe or field, like that the present field study of our research there are certain objectives of my topic. The objectives of the topic are as given below-

- To study the social problems of scheduled caste students in higher educations.
- To study the economic problem of scheduled caste students in higher educations.

III. Methodology of The Study

The study utilized two types of data. One is field data of oral nature and another is documentary data of historical and contemporary nature. Oral or primary data have been collected from the people of the Saruhooj area and documentary or secondary data are collected from various governmental and non-governmental records, newspaper, journals, books, internet etc. The data have been collected in administering a structured questionnaire and informal discussion. The study is based on a sample of 30 household, which have been selected purposively from the field of study. In this regard, utmost care has been given to make the sample as representative of the whole universe. The subject matter of my study is respondents view on solid waste management in hohuhug during my fieldwork. We had collected some basic data about the respondent. By applying some of the methods, they are given below-

A/ **Selection of the topic** – Before we proceed to find out difference in anything new we first of all select a topic or problems. The title of my present field study is respondent view on socio-economic problems of higher education in a particular area.

B/ **Observation method**- Observation is the acquisition of

information from a primary source. In living beings, observation employs the senses. In science, observation can also involve the recording of data via the use of instruments. Observations can be qualitative, that is only the absence or presence of a property is noted, or quantitative if a numerical value is attached to the observation by counting or measuring.

C/ **Interview**- In my field study it cover interview of the 100 respondent. All respondent are selected from the horuhug in jorhat district. An interview is a conversation where questions are asked and answers are given. Interviews usually take place face to face an in person.

D/ **Questionnaire**- It are the most important method of survey to collect data. In research or survey questions asked to respondent.

IV. Study Area

The study is placed in the context of a Saruhooj goan in the district of jorhat, Assam. Jorhat is the administrative district of Assam situated in the central part of the Brahmaputra valley. The district is bounded by lakhimpur district on north, Nagaland state on the south, sivsagor on the east and golaghat on the west. The northern most area of the present district was a part of the sutiya kingdom before the ahom-Chutia. War in the 16 Th centuries. In 1794 the ahom king gaurinath singha shifted the capital from sibsagor to jorhat. This town was a flourishing and commercial metropolis but destroyed after a series of the Burmese in various since 1817 until the arrival of the British force in 1824 under the stewardship of David Scott and Captain Richard. The cultural environment, which prevails in jorhat in the results of people to preserve its culture. The primary language of jorhat and entire state of Assam is Assamese and various regional languages. The total area of the district is 2,851 square kilometers. And two sub division titabor and jorhat.

V. Analysis and Interpretation

In the present study the data of the social and economical problems of scheduled caste in higher education's of Assam are analysis and interpreted as follows-

Table.1.Social problems of Scheduled caste students in higher educations

Sl. no	Nature of problems	Total respondents	yes	percentage	no	percentage
1	Lack of attitudes of parents to go their children in school	100	20	20%	80	80%
2	Encourages reading and attending the classes regularly.	100	60	60%	40	40%
3	Accommodations and transportation problems	100	65	65%	35	35%
4	Lots of study due to the pressure of domestic works	100	55	55%	45	45%

From the above table reveals that 80% parents have positive attitudes regarding higher education.60% parents encourages their children to attend classes regularly in higher education.65% students face accommodation and transpiration problems, and 55% students are unable to attend their classes for domestic works.

Table.2. Total responses on the social problems of scheduled castes students

Total respondent	100	percentage
yes	40	40%
no	60	60%

From the above table reveals that 40% of students are suffering from social problems and 60% of students are not suffering from this problem from their higher education.

Table.3 : Economic problems of scheduled caste students in higher education

Sl.no	Nature of problem	Yes	no	Total respondent
1	Problems of paying the tuitions fees, admission fees etc.	65	35	100
2	Problems of study materials	69	34	100

From the above table it is found that 65% students are facing the problems of paying tuitions fees admission fees etc. and 35% of students are cannot faced this problems for their higher education.

Table.4 : The occupations of SC Students parents

categories	Agricul ture	Govt service	business	Private sectors	House wife
father	45	10	30	15	0
mother	0	3	7	0	90

From the above table it is observed that 45% of parents scheduled caste students are cultivator, their main occupation is agriculture, whereas it also found that only 30% parent's scheduled caste people are businessmen. 10% of People are engaged in movement services, 15% of people worked in private sectors. And 90% mother of scheduled caste students are housewife.

Table.5 :Total responses on the economic problems of scheduled castes students

Total respondent	100	percentage
yes	55	55%
no	45	45%

From the above table reveals that 65% of students are suffering from economic problems and 35% of students are not suffering from this problem for their higher education.

VI. Findings

1. From the study it is found that 40% of scheduled caste, students faced social problems and 60% students do not face social problems in their higher education.
2. From the study it is found that 55% of scheduled caste,

- students faced economic problems and only 45% students do not face economic problems in their higher education.
3. The study reveals that 45% of parents scheduled caste students are cultivator, their main occupation is agriculture, whereas it also found that only 30% parent's scheduled caste people are businessmen. 10% of People are engaged in government services, 15% of people worked in private sectors.
 4. In the study it is found that 65% of students faced accommodations and transportation problems in their higher education.
 5. The study reveals that 55% of the scheduled caste students face problems in their higher education due to domestic works.
 6. The study shows that due to their economic problem scheduled caste students are not getting sufficient reading and study materials facilities for study at home.
 7. It is found that 65% of scheduled caste students facing the paying of tuition fees, examination fees etc. in higher education of Assam.
 8. Most of the scheduled caste people are engaged in agricultures, in fishing, gold smith, carpenter etc.

VII. Conclusion

From the above study, it is found that scheduled caste students are facing social and economic problems in their higher education. The parents support them for their higher educations. The main occupations of the scheduled caste are cultivation, so their yearly income is also limited therefore they are not able to give sufficient financial support to their children. The achievement of boys was superior to girls in scheduled caste. We can know that after the study the scheduled caste peoples are faced in various problems such as primary education, lower socio- economic conditions, job satisfaction of teacher, growth and development of women education and attitude and problems of educations of effecting on education. Higher education reforms our society from different points of view. It plays as vital role in developing the nations to a great extent. It helps the members of the society to get lives, to develop well and to improve the strength of the nations.

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