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OPINION OF SC/ST STUDENTS ON EFFECTIVE UTILIZATION OF VARIOUS SUPPORTIVE FACILITIES OF SCHEMES AND PROGRAMMES IN DEGREE COLLEGES

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Abstract:

Education has been recognized as a tool for ushering in changes in an orderly manner and it essentially is concerned with individual as well as social development. The Indian Constitution enshrines justice, social, economic and political equality of status and opportunity to all the countrymen may be through equity. For this education system needs ensuring all people get the benefits of education, levels may not be too disparate between sexes, among social groups and across geographic regions Education has now begun to be treated an entitlement and as an instrument of freedom in itself.

KEYWORDS:

social, economic and political equality , education system .

INTRODUCTION

In India, the educational facilities or the economic benefits happen to have not reached evenly to all sections of the society. There has been astonishing success on some fronts and 'conspicuous failures' in case of others. A number of far reaching changes could be noted in some of the sections which seeped and percolated into the very ethos of functioning of these sections. It is useful to distinguish between those people and groups directly served by the educational system and those who benefit indirectly. The former are clients, the later are stake holders. In principle, the education system is supposed to serve all children but this act of going to undergraduate degree colleges, in itself continues to be a challenge to traditional inequalities. Knowledge is not important or appropriate for members of the lower orders including Scheduled Castes, Scheduled Tribes, Women, minorities etc. Many ideological convictions have contributed to this mindset, ranging from social prejudice to distorted interpretations.

The empowerment of Scheduled caste and Scheduled Tribes of India is taking place slowly through the active participation of State sponsored incentives and reservation in educational institutions and government jobs. It also includes different fields of development: namely Social empowerment, Economic well-being, job opportunities, educational growth and political participation. Empowerment is directed towards nation-building and socio-economic progress. It is an attempt to strengthen socio-economic development through empowerment policy in the context of empowering Scheduled Castes and Scheduled Tribes. The various political parties and various state Governments accepted the national commitment for the weaker social sections as a nationally accepted policy. In India till today empowerment is aimed at giving preference to the marginalized social position for their over all development to bring social-economic equity. Its most important priority area includes education, so as to make them suitable to the job opportunities in Government and public sector. It is for enhancing the equality for their socio-

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economic status.

SCHEMES AND PROGRAMMES

For the academic survival and success of SC/ST students, special education promotion schemes are needed to be planned and implemented which could attract and retain them in the education system as well as enhance their performance. Ministry of Social Justice and Women Empowerment is an apex statutory body for co-ordination, determination and maintenance of standards of education. It has always been responsive to the need and constraints of disadvantaged social groups particularly SC/ST. It has been contributing towards social equity and socio-economic mobility and in turn empowerment of SC/ST students through the special schemes. These special schemes are likely to retain SC/ST students in education system and help them to enhance their academic achievement as well as prepare them for competitive examinations required for services. In the present study examine and discuss the effect of opinion of students of SC/ST Education Schemes and programmes on academic achievements of undergraduate students, as well as their potential to empower SC/ST student's academic achievement.

Following are the Various Schemes and Programmes

- 1) Up-gradation of merit of SC/ST Students.
- 2) Coaching and allied Schemes.
- 3) Concessions and Relaxations Scheme.

Up-gradation of merit of SC/ST Students: Under this Scheme, central assistance is provided on 100 percent basis to State Government/UT administrations for providing remedial and special coaching to the SC/ST students. The scheme was started in 1987-88 by the Ministry Of Human Resource Development (Department of Education). It was later transferred to the Ministry of Welfare in the middle of 1993-94. This is intended to help the SC/ST students Studying in classes in IX to XII by providing them extra coaching both remedial and special in an effort to remove their social and educational deficiencies and facilitating their admission to professional courses such as Medical and Engineering etc. where entry is based on competitive examinations. The scheme has a great deal of potential provided it is properly utilized by the states.

Coaching and allied Schemes: The Government of India Sanctioned the scheme in 1958-59 to improve the intake of the SC/ST in various Government services in cadres like IAS/IPS/Allied services under the public sector undertakings by providing pre-examination training to candidates appearing in examinations held by the Union Public Service Commission, State Public Service Commission, Banking Services recruitment boards and other recruiting bodies.

The Ministry of Welfare has been administering the scheme since the fourth plan (1969-67). The ministry finances:

- a) Pre-Examination Training Centers (PETC's) established by the state governments and the universities.
- b) Private coaching institutions: The state run PETC's are financed by the centre and the state Government on a matching basis over and above the committed liability of the State Governments in the terminal year of the previous five year plan. The committed liability is borne by the State Governments from their own resources. The Centre's run by the universities and the Union Territory Administrations are reimbursed the actual expenditure incurred. Private coaching centres are paid on a contractual basis.

The scheme offers a monthly stipend of Rs. 400 for the hostellers and Rs. 100/- per month for the day scholars. The norms for payment of remuneration to the teachers in the training centres have been fixed for some of the examinations. Teachers Coaching Candidates for civil Services examinations are paid an honorarium up to Rs. 500 for a lecture of two hours duration.

Concessions and Relaxations Scheme: Various relaxations and concessions have been provided for SC/ST's students. They enjoy a considerable relaxation in examination fees for the study course as well as competitive examination. Also they are given the traveling allowances while going for and coming from the examination centre.

Following are the Relaxations and Concessions

1) Fees for Examination

The fees prescribed for admission to any examination or selection to the service or post will be reduced to one fourth in the case of candidates belonging to Scheduled Castes and Scheduled Tribes candidates.

2) Age Limit

The maximum age limit prescribed for direct recruitment to a service of post shall be increased by 5 years in the case of candidates belonging to Scheduled Castes and Scheduled Tribes.

3) Traveling Allowance

Scheduled Castes and Scheduled Tribes candidates called for interview by the UPSC are entitled to a single II class railway fare from the normal place of residence to the place of interview and back. When SC/ST candidates are called for interview for appointment to Group C and Group D (Class III and Class IV) advertised posters, recruitment to which is made departmentally (otherwise then through the UPSC), the recruiting authority or the staff selection commission as the case may be may allow such candidates single II class rail fares, chargeable by the passenger train, by the shortest route from the Railway station nearest to their normal place or residence, or from which they actually perform the journey whichever is nearer to the place of interview and back to the same station, provided the distance traveled by rail each way exceeds fifty miles. No extra charges, if any incurred for reserving seat / sleeping berth in the train will, however be reimbursed to them.

STATEMENT OF THE PROBLEM

The problem undertaken for the present investigation can be stated as: "Opinion of SC/ST Students on Effective Utilization of Various Supportive Facilities of Schemes and Programmes in Degree Colleges".

OBJECTIVES OF THE STUDY

1. To study the significant difference between Scheduled caste and Scheduled tribe students with respect to opinion and utilization of supportive schemes and programmes.
2. To study the significant difference between male and female students with respect to opinion and utilization of supportive schemes and programmes.
3. To study the significant difference between Arts, Science and Commerce degree students with respect to opinion and utilization of supportive schemes and programmes.
4. To study the significant difference between urban and rural students with respect to opinion and utilization of supportive schemes and programmes.

VARIABLES OF THE STUDY

The present investigation related to the following variables influencing the opinion and utilization of supportive schemes and programmes of students for detailed investigation.

- ❖ Gender
- ❖ Caste
- ❖ Location
- ❖ Degree

Research Design

The present study is a descriptive type of research method.

Hypotheses of the Study

Hypothesis: There is no significant difference between Schedule caste and Schedule tribe students with respect to opinion and utilization of supportive schemes and programmes.

Hypothesis: There is no significant difference between male and female students with respect to opinion and utilization of supportive schemes and programmes.

Hypothesis: There is no significant difference between Arts, Science and Commerce undergraduate degree students with respect to opinion and utilization of supportive schemes and programmes.

Hypothesis: There is no significant difference between urban and rural undergraduate degree students with respect to opinion and utilization of supportive schemes and programmes.

Research Tools Used

In the present study the data was collected by using the following tools:

- a. Check list of various EPSS implemented in the colleges
- b. Openionnaire for Students

Sample

By using Random sampling technique three hundred students have been selected from undergraduate degrees viz., B.A., B.Sc. and B.Com. studying in various degree colleges located in Bijapur district.

Data Collection

The data was collected from 300 undergraduate degree college students of Bijapur District. The collected data was systematically pooled for analyses.

Statistical Technique

The following statistical technique was used for analyzing the data as per the objectives of the study stated earlier.

1. Differential Analysis

Data Analyses

Table-1: Results of t-test between Male and Female Students with Respect to Opinion of Supportive Schemes and Programmes

Gender	Mean	SD	t-value	P-value	Signi.
Male	15.64	3.31	0.3591	0.7196	NS
Female	15.53	3.17		>0.05	

From the results of the above table, it can be seen that, a non significant difference between male and female students with respect to opinion scores of supportive schemes and programmes (t=0.3591, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female students have similar opinion scores of schemes and programmes.

Table-2: Results of t test between Scheduled Caste and Scheduled Tribe Students with Respect to Opinion of Supportive Schemes and Programmes

Caste	Mean	SD	t-value	P-value	Signi.
Schedule caste	15.60	3.56	0.1353	0.8924	NS
Schedule tribe	15.56	2.68		>0.05	

From the results of the above table, it can be seen that, a non-significant difference between Scheduled caste and Scheduled tribe students with respect to opinion scores of supportive schemes and

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programmes ($t=0.1353$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Scheduled caste and Scheduled tribe students have similar opinion scores of supportive schemes and programmes.

Table-3: Pair Wise Comparison of Arts, Science and Commerce Undergraduate Degree Students with Respect to Opinion of Supportive Schemes and Programmes by Tukeys Multiple Posthoc Procedures

Degree	Arts students	Science students	Commerce students
Mean	15.9110	14.9400	15.9030
Arts students	-		
Science students	0.0156*	-	
Commerce students	0.9997	0.0172*	-

* $p<0.05$

From the results of the above table, it can be seen that,

- ❖ A significant difference between Arts and Science undergraduate degree students with respect to opinion scores of supportive schemes and programmes at 5% level of significance is noticed. It means that, the Arts degree students have higher opinion of supportive schemes and programmes as compared to science degree students.
- ❖ A non-significant difference between Arts and Commerce undergraduate degree students with respect to opinion scores of supportive schemes and programmes at 5% level of significance is noticed. It means that, the Arts and Commerce degree students have similar opinion scores of supportive schemes and programmes.
- ❖ A significant difference between Science and Commerce undergraduate degree students with respect to opinion scores of schemes and programmes at 5% level of significance is noticed. It means that, the Commerce degree students have higher opinion of supportive schemes and programmes as compared to Science degree students.

Table-4: Results of t-test between Urban and Rural Undergraduate Degree Students with Respect to Opinion of Supportive Schemes and Programmes

Location	Mean	SD	t-value	P-value	Signi.
Urban	15.99	3.38	2.8402	0.0047	S
Rural	15.18	3.03		<0.05	

From the results of the above table, it can be seen that, a significant difference between urban and rural undergraduate degree students with respect to opinion scores of supportive schemes and programmes ($t=2.8402$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban undergraduate degree students have higher opinion of supportive schemes and programmes as compared to rural undergraduate degree students.

MAJOR FINDINGS OF THE STUDY

- ❖ The male and female students have similar opinion about supportive schemes and programmes.
- ❖ The Scheduled caste and Scheduled tribe students have similar opinion about supportive schemes and programmes.
- ❖ The Arts degree students have higher opinion about supportive schemes and programmes as compared to Science degree students.
- ❖ The Arts and Commerce degree students have similar opinion about supportive schemes and programmes.
- ❖ The Commerce degree students have higher opinion about supportive schemes and programmes as compared to Science degree students.
- ❖ The urban undergraduate degree students have higher opinion about supportive schemes and programmes as compared to rural undergraduate degree students.

CONCLUSION

The above findings of the study revealed that the male and female student have opinioned that they are availing supportive schemes and programmes of central and State Government for SC/ST students. From the present study it is known that the SC/ST students have almost similar opinion regarding supportive facilities of schemes and programmes. Another finding of the study state that totally the Scheduled caste and Scheduled tribe students have similar opinion about the supportive schemes and programmes. Comparatively the Arts undergraduate degree students have higher opinion about the supportive schemes and programmes towards utilization of the facilities launched by the Government as compared to Science undergraduate degree students. Other finding of the study indicates that the urban students opinioned that they utilize the maximum supportive schemes and programmes. These independent variables can be correlated with dependent variable and its effects can be studied systematically.

RECOMMENDATIONS

This study reveals that even today majority of the Scheduled Castes and Scheduled Tribes in villages suffering from complete poverty, illiteracy and ignorant of various programmes launched by the Government for their development. But whereas college going undergraduate SC/ST students avail all the supportive schemes and programmes introduced in their colleges respectively. Many of the scheduled caste officers, Dalit leaders, and SCs / STs MP's & MLA's expressed their view that Government launched the various developmental programs, but they are not properly implemented to reach the targeted people. Continuous efforts have to be done to popularize these schemes in the higher secondary schools itself.

Compared to the Scheduled Castes and Scheduled Tribe the students who are having better economic status and political consciousness. In many rural areas majority of the Scheduled Castes and Scheduled Tribes students expressed their helplessness about the socio-economic conditions. even to day students are very innocents and Ignorant about the legal and constitutional provisions. There are number of programmes launched by the Government, but they are not being properly implemented to reach the needy persons. Majority of the SC/ST students have no knowledge of the constitutional facilities. In order to protect and uplift them the state should make various strategies, polices and procedures.

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