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EDUCATIONAL PROBLEMS OF SC AND ST STUDENTS IN HIGHER EDUCATIONAL INSTITUTE: A CASE STUDY OF KANDHAMAL DISTRICT, ODISHA.

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1. INTRODUCTION

The problems arises from some need or obstacle or accumulation of frustrations or maladjustments and sometimes all of these to gather, which threatens or has already attacks the adequacy of the person's living situations or the effectiveness of his efforts to deal with it.

Human beings face difficulties in day to day living, many of which are handled adequately with resources at hand, these are difficulties of living that fall within our coping abilities and strategies when difficulties assume dimensions that strain our coping capacity and go beyond our competence in handling, they become problems. Before discussing and analyzing the problems of SC and ST educated youth it is imperative to grow attention the problems of scheduled caste and scheduled tribes in general.

2. INSTITUTIONAL PROBLEMS/ EDUCATIONAL PROBLEMS.

While the SC and ST educated youth pursuing the higher education their facing so many problems. SC and ST students were asked several questions to assess if they felt any difficulty in the institutions of higher learning. The questions varied from their choice of institutions to their problems during admission and also the huddles they faced while pursuing higher studies, which is an important point of investigation.

2.1. DIFFICULTY IN ADMISSION

Students were asked whether they had to face any difficulty for admission into the institution.

- i. Providing Admission Fees
- ii. Adjusting to New Environment

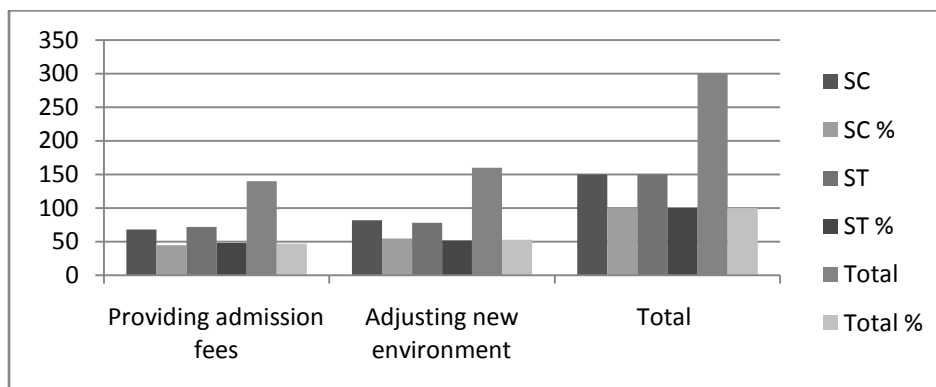
Table- 7.9

Distribution showing the opinion of respondents related to difficulties in pursuing higher education

Views on Difficulties	Caste				Total	%
	SC	%	ST	%		
Providing admission fees	68	45	72	48	140	47
Adjusting new environment	82	55	78	52	160	53
Total	150	100	150	100	300	100

Figure- 7.9

Distribution showing the opinion of respondents related to difficulties in pursuing higher education



In regards the problems for providing the admission fees the respondents reflected that as it is shown in the above table. Table shows that 47% of respondents faced difficulties in providing admission fees.

When students were asked about their feeling after entering the new institution, 53% of respondents said that it took some time to get over the feeling of discomfort and adjust to the new/independent environment of college. Clearly, they need help in the initial stages of adjustment. The table also depicted that 45% of SC and 48% of ST respondents said that they have faced the problems in providing admission fees, whereas 55% of SC and 52% of ST respondents said they faced adjustment problem in new environment. It is found that the economic problems and adjustment problem affecting more in the higher study of SC and ST respondents. Hence, the appropriate steps should be taken by the college authority, district administration as well as govt. to mitigate the problems of the students.

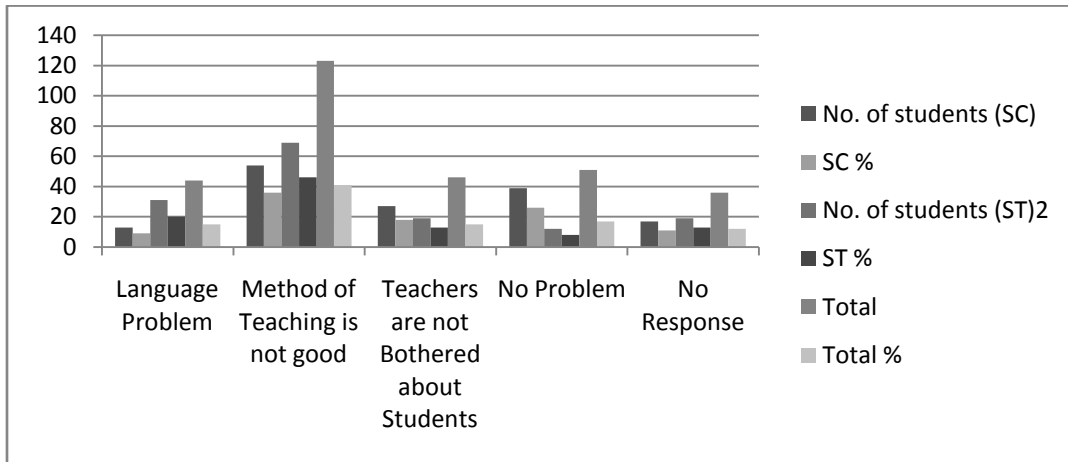
2.2. PROBLEMS IN UNDERSTANDING LESSON

The lesson plan and teaching methodology is playing vital role for understanding the conceptual clarity of the subject matter. The teacher should be prepared lesson plan and study materials for better understanding and reference their study. Sometimes the students do not understand lesson due to various reasons. Hence, the researcher studied on this matter. The following table shows the problems of respondents in understanding the lesson.

Table- 7.10**Distribution of respondents on the basis of their problems in understanding the lesson**

Sl. No.	Problems in Understanding lessons	SC		ST		Total	%
		No. of Students	%	No. of students	%		
1	Language Problem	13	9	31	20	44	15
2	Method of Teaching is not good	54	36	69	46	123	41
3	Teachers are not Bothered about Students	27	18	19	13	46	15
4	No Problem	39	26	12	8	51	17
5	No Response	17	11	19	13	36	12
	Total	150	100	150	100	300	100

Figure- 7.10
Distribution of respondents on the basis of their problems in understanding the lesson



SC and ST students were asked whether they faced any problem in understanding lessons in the class. As seen from their response, 9% of SC and 20% of ST said that they could not understand lessons because the medium of teaching was English. The problem of language is more acute for ST respondents, most of whom had Oriya medium school background. 36% of SC and 46% of ST respondents also complained about method of teaching, which they could not follow. According to them, only lectures were not enough and delivery was too fast to comprehend. Very few students mentioned about teacher’s indifference towards their understanding of lessons. And 18% of SC and 13% of ST respondents said that teachers not bother about study. 26% of SC and 8% of ST respondents felt that they have no problem in understanding the lesson. It is found that the students having problems in language and methods of teaching, it also found that the teachers are not bother about the students which is the matter of discussion and rectification.

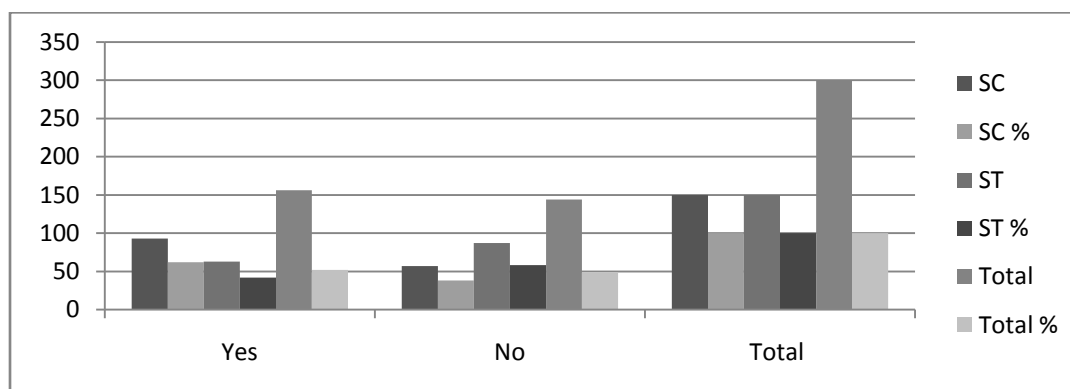
2.3. SEEKING TEACHER’S HELP

Teacher is the guide, philosopher and friend. His playing vital role for all round development of the students. He shown the right path for the future and his architecture of future of the students. Hence, the help and attention of the teacher is very precious for all students. Hence, the present study focuses on the opinion of the respondent about teacher’s help. The following table presents distribution of respondents on the basis of seeking teacher’s help.

Table- 7.11
Distribution of respondents on the basis of seeking teacher’s help

Seeking teacher’s help	Caste				Total	%
	SC	%	ST	%		
Yes	93	62	63	42	156	52
No	57	38	87	58	144	48
Total	150	100	150	100	300	100

Figure- 7.11
Distribution of respondents on the basis of seeking teacher’s help



In the present study students were asked whether they sought teacher’s advice from time to time. Surprisingly, many of them replied that they have never gone to their teachers beyond class hours.

The table shows that 48% of respondents have said that they had never gone to their teachers to clarify difficulties, most probably due shyness and lack of confidence. Whereas 52% of respondents said that they used to take help. Clearly the teachers will have to be more approachable. The table also supplemented that 62% of SC and 42% of ST respondents said they are taking help from the teacher, whereas, 38% of SC and 58% of ST respondents said they are not taking help from the teachers. It is found that the SC and ST students are facing problems in this matter and there is gap between students and students. The teachers should be more friendly with the students by which the students can come forwards towards the main stream of development.

2.4. TEACHER'S ATTITUDE

There was a question regarding teachers' attitudes towards SC and ST students. There were varied answers which can be tabulated as follows:

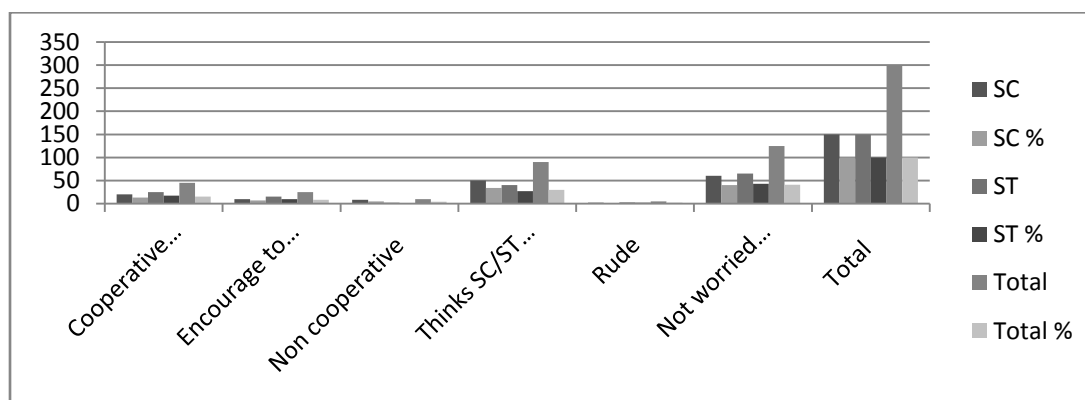
Table- 7.12

Distribution of respondents on the basis of their views related to the teacher's attitude on them

Sl. No	Teacher's attitude	Caste				Total	%
		SC	%	ST	%		
1	Cooperative /friendly	20	13	25	17	45	15
2	Encourage to read more	10	7	15	10	25	8
3	Non cooperative	8	5	2	1	10	4
4	Thinks SC/ST youth are poor in studies	50	34	40	27	90	30
5	Rude	2	1	3	2	05	2
6	Not worried about students problems	60	40	65	43	125	41
	Total	150	100	150	100	300	100

Figure- 7.12

Distribution of respondents on the basis of their views related to the teacher's attitude on them



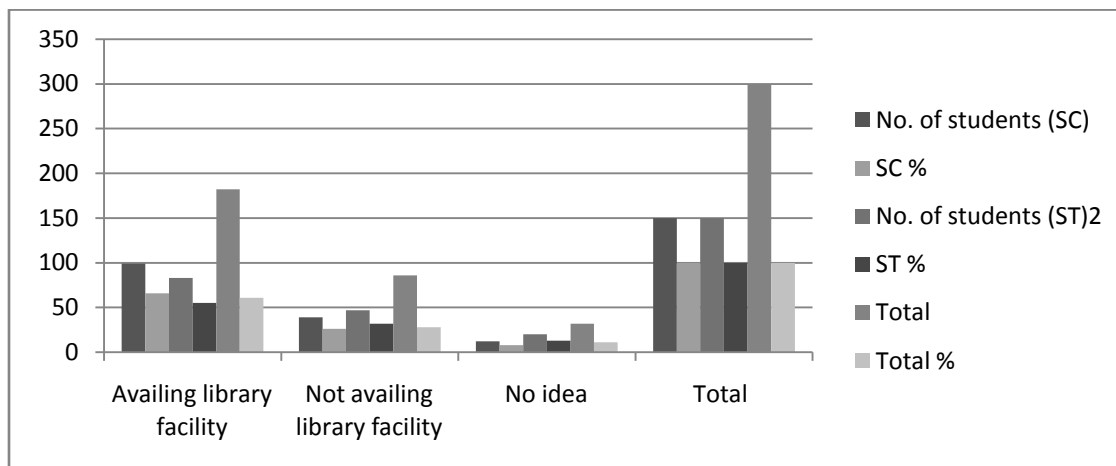
Teacher’s attitude plays the vital role to grown up the intellectual and professional competence among the students. In regards to that, the table no-7.12 revealed that 15% of respondents said that teachers were co-operative and friendly, about 8% of respondents felt that teachers were not very friendly and cooperative. Even 30% of respondents felt that teachers always took it for granted that they were poor in studies. 2% of respondents expressed that teachers were rude to them and 4% of respondents said that teacher did not bother about their problems. The above table also supplemented that 13% of SC and 17% of ST respondents said teachers are cooperative and friendly, 7% of SC and 10% of ST respondents are said teachers are encouraging them to read more, 5% of SC and 4% of ST respondents felt that teachers are not cooperative, sadly 34% of SC and 27% of ST respondents said that the teachers are thinking that SC and ST students are poor in studies, 1% of SC and 2% of ST respondents said the teachers are very rude towards them. Unfortunately 40% of SC and 43% of ST respondents are failed that teachers are not worried about their problems. This is really a matter of concern and discussion was later held with teachers on this issue.

2.5. AVAILING LIBRARY FACILITY

Table- 7.13
Distribution showing the opinion of respondents related to use of library

Respondent’s views	caste				Total	%
	SC	%	ST	%		
Availing library facility	99	66	83	55	182	61
Not availing library facility	39	26	47	32	86	28
No idea	12	8	20	13	32	11
Total	150	100	150	100	300	100

Figure- 7.13
Distribution showing the opinion of respondents related to use of library



To my question on availing library facility, most students (61% of respondents) said that they visited library regularly. But the rest of them, who did not go to library, offered various reasons for this like scarcity of book, too much crowding, lack of time, etc. surprisingly, 11% of respondents have expressed that they had no idea about the procedure for availing library facility. Whereas 28% of respondents express that they are not availing the library. The table also supplemented that 66% of SC and 55% of ST respondents said their availing library, 26% of SC and 32% of ST said their not availing library, whereas 8% of SC and 13% of ST respondents said they have no idea about library facilities. It is found that some of the students not aware about the library facilities and not serious about their studies. It would be useful to explain the library rules and importance to SC and ST students at the very beginning and encourage them to use the facility.

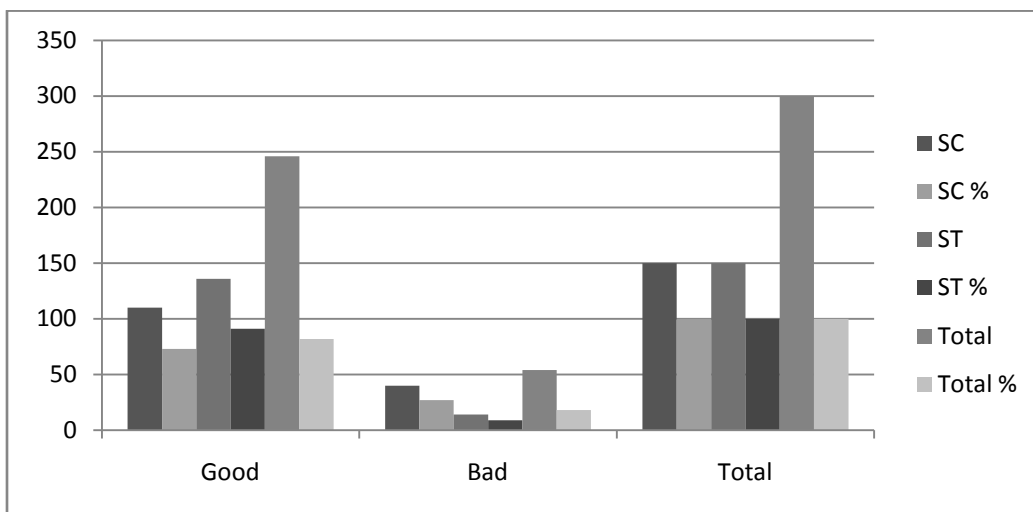
2.6. PEER GROUP ACCEPTANCE

Table-7.14
Distribution of respondents on the basis of their views related to the peer groups acceptance

Views	Caste				Total	%
	SC	%	ST	%		
Good	110	73	136	91	246	82
Bad	40	27	14	9	54	18
Total	150	100	150	100	300	100

Figure-7.14

Distribution of respondents on the basis of their views related to the peer groups acceptance



The respondents were asked questions on peer groups acceptance their response was 82% of respondents said peer group’s acceptance is good, whereas 18% respondents said acceptance is not good. The table also revealed that 73% of SC and 91% of ST respondents said the peer group acceptance is good, whereas 27% of SC and 9% of ST respondents the peer group acceptance is not good.

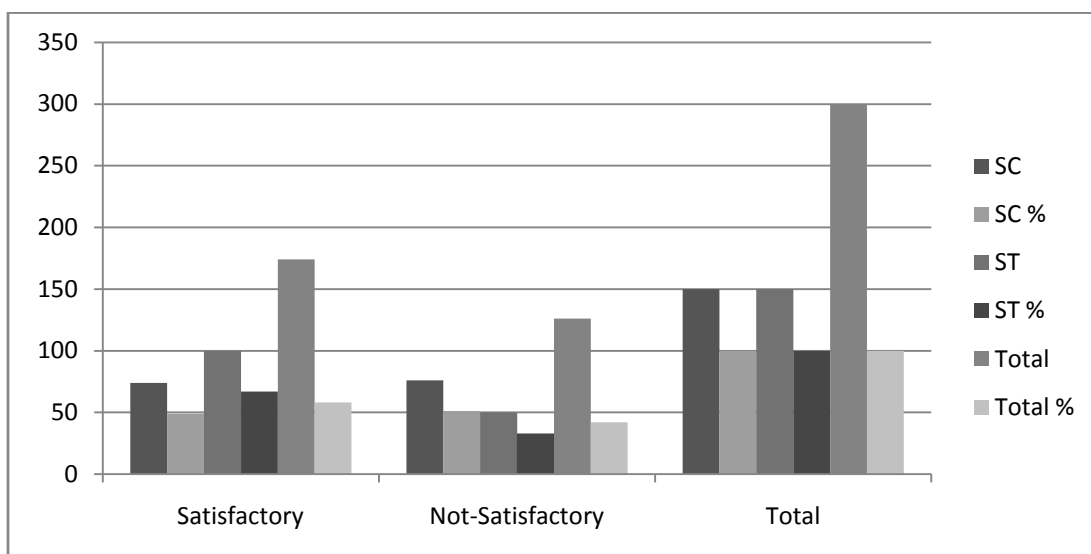
2.7. HOSTEL FACILITY

Table-7.15

Distribution showing the opinion of respondents related to the hostel

Opinion	Caste				Total	%
	SC	%	ST	%		
Satisfactory	74	49	100	67	174	58
Not-Satisfactory	76	51	50	33	126	42
Total	150	100	150	100	300	100

Figure-7.15
Distribution showing the opinion of respondents related to the hostel



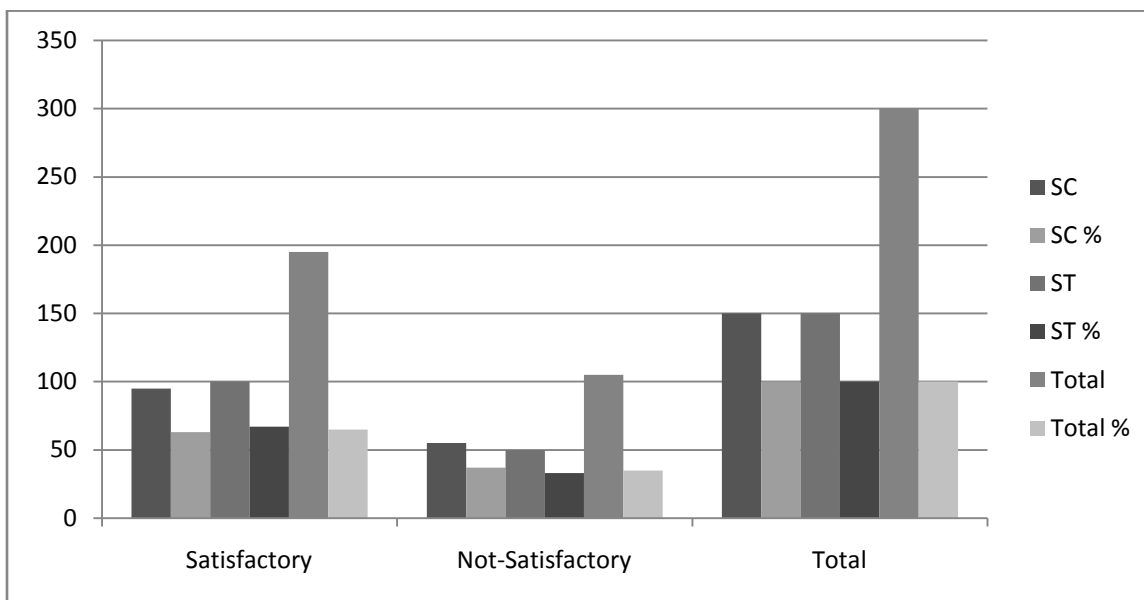
Some of the question was asked the respondents regarding the hostel facility. In reply 58% of respondents were satisfied with the hostel facility, whereas 42% of respondents were not satisfactory. In regards to SC and ST 49% of SC and 67% of ST respondents said they are satisfied with hostel facilities, where as 51% of SC and 33% of ST respondents not satisfactory with hostel facilities. It is clearly revealed that the hostel facility is needed to be improved.

2.8. COLLEGE CURRICULUM

Table-7.16
Distribution showing the opinion of respondents related to the college curriculum

Opinion	Caste				Total	%
	SC	%	ST	%		
Satisfactory	95	63	100	67	195	65
Not-satisfactory	55	37	50	33	105	35
Total	150	100	150	100	300	100

Figure-7.16
Distribution showing the opinion of respondents related to the college curriculum



College curriculum is playing vital role for the all round development of the students, hence, 65% of respondents were satisfy with the college curriculum, whereas 35% respondents not satisfied in this regard. The table also supplemented that 63% of SC and 67% of ST respondents said the college curriculum is satisfactory for them, whereas 37% of SC and 33% of ST respondents said they are not satisfied with college curriculum. It is found that college curriculum should be change time to time to reinforcement quality education for the students.

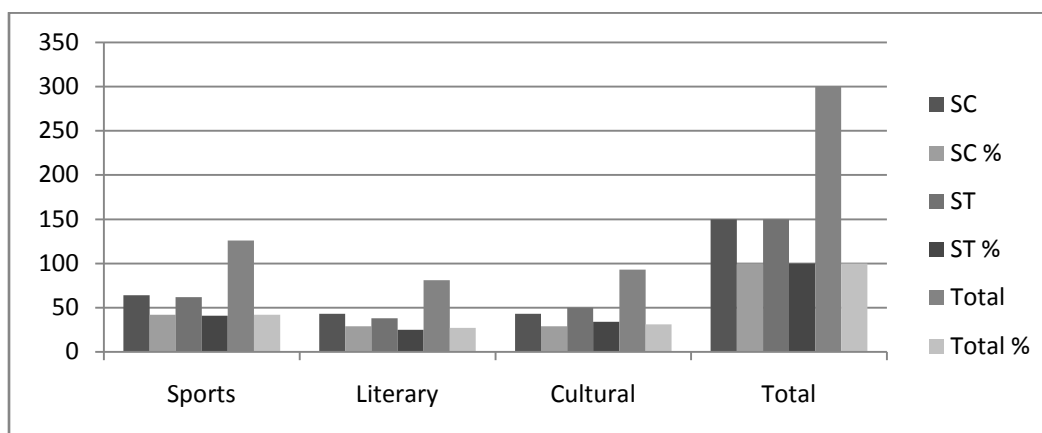
2.9. EXTRACURRICULAR ACTIVITIES

Table-7.17
Distribution of respondents on the basis of their participation in extra-curricular activities

Extra-curricular	Caste				Total	%
	SC	%	ST	%		
Sports	64	42	62	41	126	42
Literary	43	29	38	25	81	27
Cultural	43	29	50	34	93	31
Total	150	100	150	100	300	100

Figure-7.17

Distribution of respondents on the basis of their participation in extra-curricular activities



Extracurricular activities enhance the inherent qualities of the students. The table revealed that 42% of respondents were participated in sports activities, 27% of respondents were participated in literary activities, 31% of respondents were participated in cultural activities. Out of total percentage of respondents 42% of SC and 41% of ST respondents participated in sports activities, 29% of SC and 25% of ST respondents participate in literary activities, whereas 29% of SC and 34% of ST respondents participated in cultural activities.

CONCLUSION

Primary data regarding review of economic, social, cultural and institutional problems was collected from SC and ST educated youth respondents through interview schedule. Many SC and ST students were found to be from families with low monthly income which definitely indicated economic problems for higher education and in higher education. From the inter-relation study, it was found that performance of students was related to their economic conditions i.e. students from high income groups family showed relatively better performance. Their career option and interest in co-curricular activities also depended on family’s income condition.

Regarding social problems, it was observed that SC and ST educated youth felt different in company of general caste students, and prefer roommates and friends from their own caste. They did not like to take food in dining room with others. Some of the respondents admitted that they had no friends from general caste students.

As cultural problems, they had revealed that all decisions regarding their education were taken by their fathers and they did not mind it that way. Only in case of educated mothers, it was a joint decision. It is matter of

great concern the some of the SC respondents had feeling of being treated as untouchables by general caste students.

Regarding problems in educational institutions, the first difficulties faced by respondents related to arrangement of money for admission. After admission the respondents or SC and ST educated youth (55% of SC and 52% of ST) found difficulty in adjusting to the new environment of college, which was quite different from the schools they were attending. Some students have admitted that they could not understand the lesson because the medium of teaching was English and the method of teaching was different. 38% of SC and 58% of ST students said that they had never gone to their teacher in case of difficulties who, they felt, were not cooperative and sympathetic. They even felt shy and fear to discuss lessons with general caste students. Some SC and ST students did not use library facilities. Still the caste feelings existing among the general caste students. Clearly the need for orientation and counseling at the commencement of their college life and for greater consideration and empathy on the part of teacher cannot be overemphasized.

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