Public Opinion on Caste Discrimination in Higher Education

Pooja.V, Sreeya B

Abstract— The division of a general public into castes is a worldwide wonder not solely honed inside a specific religion or conviction framework. In South Asia, caste discrimination is generally established in the Hindu caste framework, as per which Dalits are considered 'pariahs'. Most Dalit understudies who go to a college are original students. The main objective of the study is to understand the caste discrimination in higher education with special reference to Chennai, and to identify the difference between caste discrimination in one's educational life. Descriptive research is used and convenience sampling method is used to collect the samples. The statistical tools used here is ANOVA, independent sample t test, and chi-square. The sample size is 1860. The paper concludes that more awareness is needed among the public about the abolition of caste discrimination in higher education.

Keywords: caste discrimination, Dalits, higher education, statistical tool, descriptive

I. INTRODUCTION

This research paper widely explains about the discrimination faced by the general public on bases of caste. In this I focused on the discrimination of scheduled caste and scheduled tribes that is Oppression Dalits in the instructive framework is an across the board issue in standing influenced nations. The types of basic separation and misuse that Dalit youngsters look in schools are frequently so slandering that they are compelled to drop out of school.

On the off chance that you need to see how victimization Dalit understudies' functions or the effect it has on them, you need to comprehend the distinction a decent training makes to these understudies. Most Dalit understudies who go to a college are original students. Numerous understudies that I cooperate with, for instance, let me know 'Ma'am, my folks don't comprehend what PhD implies. They realize that I am learning at a decent place some place, however they do not understand what a PhD implies'. In any case, when they do gain admittance to advanced education, an astounding thing occurs, I have watched. An informed part enables the whole family. For us as a network, access to advanced education is a tremendous pointer of a family's advancement. It is difficult to achieve this level however for generally understudies.(Ovichegan 2015) There is an absence of monetary assets, an absence of chances, and separation at the school level. However understudies cross these obstructions and achieve school. In any case, here again they are victimized.

II. OBJECTIVES

● To understand the caste discrimination in higher education with special reference to Chennai
● To identify the difference between caste discrimination in one's educational life
● To identify the difference between between the mean scores of reasons for caste discrimination in education and age of the respondent
● To identity the association between stopping the involvement of caste in education and educational qualification of the respondent.

III. LITERATURE REVIEW

Ramratan V Dhumal (2018): the author found out about the The passing of Rohith Vemula by and by set off a serious discussion on the predominance of standing segregation in advanced education.(Paik 2014) Tending to the circumstance from a legitimate point of view, the weaknesses of the current lawful standards on station separation wind up clear, particularly when contrasted and the controls on ragging. Compelling measures to conquer station segregation in advanced education are then the need of great importance. **Gaurav J Pathania and William G Tierney(2018):** the author Discussed about caste system and concept of Untouchability in 1947 in social, economic sectors and also explained in major played by these Concepts in educational sectors. **Abhishek Kumar (2017):** The author discusses about the rate of segregation in instruction, particularly advanced education is accounted for relatively consistently in secret or plain shape all round India. Separation pursues a specific example i.e it is all things considered pointed against dalits and phonetic minorities. **Zain Abdul 2018** The author discovered about how Modern education has brought the changes in social and economic life of the scheduled caste community in India. He also found that all the casted included under the category of SC and woman of SC are not incorporated in the mainstream of higher education. **Rathod Bharat (2017)** This journal is an application of micro aggression theory in India content .

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In this the author clearly spoken about the taxonomic classification of caste-based discrimination which indicates four types of micro aggression conveyed to lower caste students by higher caste groups. **Priya Bharti churiyana (2017)** The author discusses about educational status of Dalit woman in India. In this the author discovered the age of information revolution education, the way of imparting and acquiring of knowledge to teaching and learning is the conscious process and which a person learns and applies. **Vivek Kumar (2016)** The author told us that We have to comprehend the many-headed nature of segregation winning on the grounds of advanced education in India.(Siddique 2009) This article contends that separation, rejection and embarrassment in grounds can be communicated at various levels: in arrangements, affirmation of understudies, substance of educational module of the Social Sciences and Humanities, the manner in which instructors and Dalit understudies associate, and how upper station understudies collaborate with their Dalit partners. The article depends on the accounts of Dalit understudies and educators gathered purposively from various colleges the nation over. **Pratiksha padmasri Deka (2015),** the author founds that in Indian social framework there exists segmental division of society dependent on station gatherings. (Van Dyke et al. 2017)Old sacred writings, written works demonstrate that these gatherings have been put in request of chain of command since early occasions. **G.C. Pal (2015):** the author explained that In the Indian setting, the position personality has been a prevailing variable in the talk of social avoidance. This is generally because of the inescapability of the standing based separation and brutality. The Indian mental writing has given extensive experiences into mental traits of standing gatherings and its linkage to their disadvantage. **Sums scaria (2014)** the author puts a question that Is there a strong correlation between caste and class in access to education, especially higher education? This is the broader question addressed by the study in the context of Kerala, the southernmost state in India, with impressive (Jackson et al. 2015)conventional indicators in education. Micro-level insights based on the study of a village in Kerala show that old forms of inequalities have been replaced by new forms of inequalities in education. **Aman Verma (2013)** The author discusses about caste education syndrome impact of reservation on institutions of higher education. The object of the researchers paper is to measure the effects of the reservation (Kumar 2014; da Silva and Oliveira Lima 2016)on its various stakeholders particularly undergraduate educational institutions. This paper also reflects upon the impact of the policy on the educational institutions. **Rama N. Hanna and Linden (2012):** the said that We report the consequences of an examination that was intended to test for segregation in reviewing in India. We enlisted instructors to review exams.

IV. METHODOLOGY

For the purpose of the study, descriptive research is used. Convenient sampling method is used in this study to collect the sample. Convenient sampling method means selection of elements based on the ease of access. Sample size used in this research are 1860 samples. The independent variables are gender, educational qualification and age. Dependent variables are uplift, lower cost people, involvement of politics, social expectation, and illegal influence.

V. ANALYSIS AND DISCUSSION & RESULTS

Null Hypothesis: There is no significant difference between caste discrimination in one's educational life and gender.

Alternate hypothesis: There is significant difference between caste discrimination in one's educational life and gender.

Table 1: Caste discrimination in one's educational life and gender.

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	1106	1.39	.488	.015
Female	754	1.47	.499	.018

Table 2: Independent Sample t test

	Value	df	p-value
Independent Sample t test	-3.260	1858	.001

Independent sample t test was used to find whether there is significant difference between caste discrimination in one's educational life and gender ,it was found that p value is less than 0.05, which shows that null hypothesis is rejected. Therefore, there is significant difference between caste discrimination in one's educational life and gender.

Null hypothesis: There is no significant difference between the mean scores of reasons for caste discrimination in education and age of the respondent

Alternate hypothesis: There is no significant difference between the mean scores of reasons for caste discrimination in education and age of the respondent

Table 3: ANOVA for reasons for caste discrimination in education and age

		Sum of Squares	df	Mean Square	F	Sig.
Society's expectations	Between Groups	11.610	4	2.902	3.452	.008
	Within Groups	1559.687	1855	.841		
	Total	1571.296	1859			
Uplift lower caste people	Between Groups	46.025	4	11.506	18.662	.000
	Within Groups	1143.723	1855	.617		
	Total	1189.748	1859			
Involvement of politics	Between Groups	138.331	4	34.583	35.880	.000
	Within Groups	1787.925	1855	.964		
	Total	1926.256	1859			
Illegal influence	Between Groups	144.272	4	36.068	41.708	.000
	Within Groups	1604.143	1855	.865		
	Total	1748.415	1859			

ANOVA was done to study whether there exist the significant differences between the mean scores of reasons for caste discrimination in education and age of the respondent.

Significant value is less than 0.05, which shows that there is significant difference in the mean scores of reasons for caste discrimination in education and age of the respondent.

Null hypothesis: There is no significant association between stopping the involvement of caste in education and educational qualification of the respondent.

Alternate hypothesis: There is significant association between stopping the involvement of caste in education and educational qualification of the respondent.

Table 4: Cross tabulation - stopping the involvement of caste discrimination and educational qualification

Stop involvement of caste in education	Educational Qualification					Total
	primary	high school	higher secondary	degree and above	illiterate	
Implementation of new law	34	31	136	123	15	339
Removing caste category	122	340	611	169	24	1266
Bringing awareness	2	16	57	175	5	255
Total	158	387	804	467	44	1860

Table 5: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	411.300[a]	8	.000

Using Chi square test, it was found that p value is less than 0.05, which shows that null hypothesis is rejected. Therefore, there is significant association between stopping the involvement of caste in education and educational qualification of the respondent.

VI. CONCLUSION

The study concluded that Rank based segregation is the most mind-boggling human rights issue confronting India today. To date, the apparatuses used to evaluate its status have been partitioned by control—human rights, legitimate and sociology. From the study the researcher concludes that, as most of the people are not aware about the caste discrimination in higher education, more awareness and strategies should be taken to get an awareness about the caste discrimination in education. The research can be carried out further in certain places like schools, colleges and other educational institutions.

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