

Educational Advancement of Dalits

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Abstract – Scheduled caste and scheduled tribes are the most backward sections of Indian society in terms of Educational development. Education is the key to development of any community. It can broaden the world view of the people, equipping them to meet the present day challenges. It can also build up inner strength of the people. The role of education as an investment in human resources’ has been increasingly recognized all over the underdeveloped and developed countries. Education has special significance for the weaker section of society, which are facing a new situation in the development process to adjust themselves property to the changing circumstances. For them education is an input not only for their economic development, but for promoting in them self-confidence and inner strength to face the new challenges.

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The last two decades have spelt the decline of the welfare state under the powerful impact of global economic forces and neo-liberal economic policies. The egalitarian ethic underlying planned change and development is being rapidly decimated. The ideology of the Indian states’ New economic policy emphasizes the pre-eminence of markets and profit. In the context of an elite directed consensus on the inevitability of liberalization and structured adjustment, the predominant problem and debates of education have undergone major shifts structural adjustment have provided the legitimacy and impetus for a number of education reforms that pose a direct threat to the mission of universalizing elementary education and equalizing educational opportunity for SC/ST, especially those left behind.

The state is withdrawing from social sector of educations and health and delegating its social commitments and responsibilities to private agencies and non-governmental organizations. There is already enough indication that basic education need of SC/ST are getting seriously under mind under the new dispensation adversely affecting chances of vast sections of those who have yet to make the shift to first generation learning.

PROVISION FOR EDUCATION OF SC AND ST AND RECENT TRENDS IN THEIR EDUCATIONAL PROCESS

Commitment for the education of SC/ST children is contained in Articles 15 (4), 45 and 46 of the Indian constitution. In the initial five year plans the focus was on making available basic education facilities such as schools especially in remote areas and providing scholarship and books. Both central and state government tie up the responsibility of special

education provision. Special schemes pertaining to school education of SC/ST children included (i) free textbooks & stationery (ii) Free Uniform (iii) free education (iv) pre-metric stipends and scholarships to students at middle of high school stage (v) Pre metric scholarships (vi) Hostels for SC/ST students (vii) Ashram schools for ST students (“educationally more conducive”) (VIII) so many other schemes in several states eg. Coaching, prizes etc.

IMPORTANT RECOMMENDATIONS ACCORDING TO 11TH FIVE YEAR PLAN (2007-12) AS UNDER:-

- 1) Education policy should be sensitive towards cultural and linguistic diversity of the society and therefore uniform standards should not be applied.
- 2) Data gaps of students SC/ST need to be filled at each stage of education.
- 3) Majority of the people are not aware of all the plan, schemes, which benefits them. In view of this an “equal opportunities cell” may be set up an officer (ombudsman) who would manage this EOC should be made responsible to widely circulate information brochure and pamphlets and also to educate people in the target group .
- 4) Vocational education scheme required monitoring and evaluation must be done.
- 5) Mid-day meal scheme increased enrolment but only for eating, so look forward to also for

learning, refresher course may be developed for the teacher.

- 6) Anti-discrimination cell should establish at the earliest.
- 7) For the Technical education fees of the SC/ST students given scholarship, loan, subsidized fees should be extended.
- 8) Reservation policy strictly follows.

According to census 2001 (Total literacy rate)

	SCs		STs	
	M (%)	F (%)	M (%)	F (%)
MP	72.33%	43.28%	53.33%	28.44%
India	66.64%	41.90%	59.17%	34.76%

Dropout Rate in SCs

	CLASS-I-V			CLASS-I-VIII			CLASS-I-X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
MP	-0.23	-3.79	-1.85	36.67	51.51	43.28	62.13	71.05	65.92
India	37.03	35.36	36.61	54.60	58.37	56.24	68.42	73.42	70.57
Dropout in STs									
MP	18.73	26.44	22.21	44.05	44.24	44.13	73.41	78.84	76.25
India	41.10	40.03	40.61	62.71	62.74	62.72	76.90	77.49	77.14

Source: .HRD min(2001)

FACTORS AFFECTING IMPROVEMENT OF EDUCATION FOR SC^s/ST^s

Constitution, schemes, policies etc. and more tools for the improvement of quality of education for SC^s/ST^s. A. continuous and comprehensive monitoring and supervision system developed by the country. Qualified teachers, training, curriculum text book, material, school grants, computer aided learning, research activities all quality issues provident but it's all depends children attendance community support, supervision, teacher availability, classroom and other facilities.

Major factor identifying affecting quality are inadequate teachers and physical structure in the existing school, outdated instructional methods and poor quality of teaching learning, resulting low level students etc. its effects higher education level also quality and excellence are the water words in today liberalized environment.

One of the most important factors for the low level of education is social environment of the **family participation and positive social environment** of the family depends for the development of student as well as society. **Parents- teachers- meeting** is essential

for the development and improvement of quality education. But in SC/ST students of remote areas as well as urban poor socio economics states not fulfill or understand the priority of it. Social environment design the opportunities for educational participation which gets strengthened through family climate, social system of India, highly dominated by the old traditions, social evil and superstitions. Education, once being social responsibility become state's subject after independence but quality education of out- caste- skill development opportunities remained a distant dream for educational participation of SC and ST.

FOCUS AREAS IN QUALITY OF EDUCATION (COMPULSORY):-

- 1) Faculty development
- 2) Infrastructure development
- 3) Use of technologies
- 4) Language facilities
- 5) Availability of health facilities.
- 6) Parents sensitization for participation
- 7) Inter school exchange programme
- 8) Skill development
- 9) Equal Syllabus.
- 10) Need to aware for the moral/value in positive manner.

CONCLUSION AND SUGGESTIONS

1. Education policy should be sensitive towards cultural and linguistic diversity of the society.
2. Data gap of ST student need to be filled at each stage of education.
3. Majority of the people are not aware of all plan and schemes regarding education for this there is making "EQUAL OPPORTUNITY CELL" may be set up and officer who would manage EOC for educating target group.
4. Vocational education with paralleling traditional education required monitoring and evaluation must be done.
5. Learning and refresher course may be developing for teacher.
6. Establishment of Anti-discrimination cell.
7. Reservation policy strictly follows.

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