

A Study of Educational Programmes for Scheduled Caste Students Implemented By Government

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Abstract

India is a land of diversities. It also enjoys very deep historical background. As which among the amazing world civilization Indian culture is ever scrutinized by the foreigners. Compare the South India with the Africanized North; it maintained a distinct Dravidian civilization. However the ideas and ritual in the Vedas and later Vedas influenced the people of south and were formed a distinct quasi-Dravidian culture. The Vedic texts categorized the human beings in our sub-continent as the Severna's and avarnas or the elite and subalterns. These classifications are mainly based on their color, birth and caste. Moreover the division of labour and inheritance of certain low qualified jobs aided in number of the downtrodden group. It also caused to worsen the social and economic conditions of the accursed group.

Government implement various educational development program for the development of scheduled caste but majority of these programme fail to achieve it's the real result because of corruption and inefficiency of bureaucracy , proper execution, awareness about the programmes is essential for getting benefit of these programme

This paper tries to Explain impact on various educational development program implemented by government for the development of scheduled caste with a special reference to kerala

KEYWORDS Education ,Implementations, Government, Educational Programm Social Justice, Empowerment, Schemes ,Programmes , Lakshadweep Administration

INTRODUCTION

India is a land of diversities. It also enjoys very deep historical background. As which among the amazing world civilization Indian culture is ever scrutinized by the foreigners. Compare the South India with the Africanized North; it maintained a distinct Dravidian civilization. However the ideas and ritual in the Vedas and later Vedas influenced the people of south and were formed a distinct quasi-Dravidian culture. The Vedic texts categorized the human beings in our sub-continent as the Severna's and avarnas or the elite and subalterns. These classifications are mainly based on their color, birth and caste. Moreover the division of labour and inheritance of certain low qualified jobs aided in number of the downtrodden group. It also caused to worsen the social and economic conditions of the accursed group.

Colonization and the exploitation of the westerners again worsens the conditions of this subalterns group. During the time of freedom struggle the

downtrodden class were searching for their identity in India. They were in a state of confusion, that who were the real exploiters-foreigners or the negative elites.

However, they also participated in the struggle for the freedom of India. At the same time the downtrodden group always enforced the congress as well as the British to sanction the individual rights of the lower class.

During the pre and post independent era. Dr. B.R. Ambedkar stood for the Dalit's especially the scheduled castes. He believed, only through the law and justice the human right of the subaltern can be protected. Ambedkar's production was correct. In the later years many of the higher class people trying to snatch the reservation of the depressed class. At last India won the independent struggle against the British. The hope flourished in the mind of the socially and economically disadvantaged group. But in the beginning Indian government failed to meet the highest demand of its people gradually the Indian government introduced first five year plan in 1951. Through the plans and many of the welfare project out government trying to meet the demand of the downtrodden group.

NEED AND SIGNIFICANCE OF THE STUDY

As far as independent India is covered its population is number two in the world. Moreover, the highest rate of illiteracy, lack of researchers and capital income caused a major set back to the welfare measures. Infact inspite of more than 50 years of independence, the concept of welfare state and egalitarian social order still remain as an unfilled pot to the establishment of an egalitarian society, the upliftment of the depressed class is a must. As far as India is concerned the scheduled caste are depressed group. Although the scheduled caste are original inhabitants of India, they are considered as the third class citizens. Moreover, they kept away from the main stream of national life. Their living standard is below of the average standard of the other group.

As part of the eradication of poverty the government should emphasis the literacy programmes and the social upliftment measures for the down trodden group. There is a report on the welfare of the backward class in here that "unless the increasing economic and social imbalance . In our society is renewed, the country cannot claim the object in the process of planning, the existence of unclear, semi-starved people in large number especially in rural area residing in huts and unsanitary surroundings without even the minimum amenities is certainly an indelible blot on an egalitarian society".

In India, different states are now providing incentives to Dalits in all their aspects, but still much more facilities are required to make them equal partners of our society. Only with sufficient resources and its proper management of welfare polices will further help them on the path of educational attainment. Now they participate in political, social and economic system of the country. So they can attain the equal status with the modern society. To bring about the social change is the responsibility of education, here Margret Mead (1953) stated that "education is needed in all these areas to cope with the repair the decision already introduced and beyond this to make it people for the people, they there choose to take their place in community of national to take advantage of the progress of science and technology in improving their standard of living.

In order to fulfill the national goal, our government has been providing

literacy and education to the downtrodden group but only these scheme would not enables them to reach in the main stream of the social order. So the authorities must think of the social and economic conditions of the poor. Besides, the associate and other social taboos had created a bond of in mind of this group. Therefore programmes must be implemented with considering the severe backward condition of Scheduled Caste.

Scheduled Caste must make aware of their rights and duties: moreover, their attitude towards themselves and to the society is to be changed. Although government of India introduced five-year plans for the welfare of the people for this central and state government has allowed huge amount. But may of them not triumphed in its implementation.

Even after the 57th years of independence the social, economic and educational level of the Scheduled Caste is not attained as the middle class. This condition is thread to the article 46 which state each of the Indian state shall provide special care to the educational and economic interest of the weaker sections for the proper development of this downtrodden group it is essential to provide the elementary education to their young ones.

If we consider different stages of formal education system elementary stage of education is the most crucial stage. It includes the first seven years of schooling in our country. It is the stage of laying formation for habit, attitude and personality, it is the period, when the budding children acquiring knowledge, skill, sense of social conference and capabilities of communities with peoples. It is the responsibility of the organization the school administrator teachers and so they have to play crucial role far providing proper environment in institutions.

Among the Indian state Kerala shows certain improvement in its educational sector when we consider the history of Kerala it derives its identity either from the dominated coconut tree or from the ancient dynasty of chera/cera which gave the land its name. As a coastal land Kerala had witnessed many migrations from all part of the world through the seas it has been influenced the culture of Kerala.

During the colonial period ethnographic account of the communities of three regions of Kerala- Travancore, Cochin and Malabar been surveyed. This survey showed number of caste group especially the downtrodden as Pulayan, Vettavan, Thadan, Pathiyan, Paravan, Boyan, Cheruman, Kadaiyan,, Kanakkan, Mannan, Nayadi, Parayan, and Vannan etc. Though the majority of these caste groups now enjoys the financial and legal support from government, they are still in the back bench of development. when we consider the supportive measures taken by our government, the 5-year plans have a special significance.

In the post independent era, there has to be an intensification of efforts to bridge the gap in the level of development o scheduled castes, ST, Backward class and other section of the population. The disadvantaged section of the population are brought on par with the rest of the society in all spheres of national endeavour.

The first and second five year plans laid major stress or carrying out programmes in the field of education.

In the third five year plan emphasis was on some special education and training schemes. The fourth plan emphasis the condition, improvement and expansion of service already undertaken to accelerate the process of development

meant for them. However the fifth plan shows that they did not produce any tangible results and the desired developments of Dalit communities could not take place. The sixth five-year plan states “These programmes were intended to be formulated in an effective manner without any perspective about welfare schemes”.

In addition to the five year plan, there is special component plan for Dalit, comprised of

- (1) Direct flows of financial assistance through family and individual oriented programme aimed at economic development of scheduled Dalit.
- (2) Flow of funds to the Dalit’s through the provision of service and other facilities such as drinking water, drainage, health service, electricity, education, vocational guidance, etc.

These programme are designed to channelize the flow of benefit and to the development of Dalit Both in physical and financial terms.

The 7th five year plan was aimed to continue the thrust towards the socio economic development of the Scheduled Caste and to give them occupational mobility and economic strength.

Problem of scheduled caste/ST have to be tackled by suitable streamlining of the mechanism of planning and implementation of programmes of special component plan, Tribal sub plan and the schemes specifically targeted for the welfare and development of scheduled castes and scheduled tribes.

Re-orientation of administration structure at all levels for functional coordination, integration and effective delivery of service will be necessary. Integration and effective delivery of service will be necessary. There is considerable inter caste and inter-tribe variation in the levels of socio-economic development of SC/ST and in the social and economic organization of their life.

All eviction of poverty through sustained employment and generation of income is vital. Skill programmes will be necessary to improve their earnings.

Elementary scavenging and rehabilitation of scavengers will be an important programme in the 8th plan.

A national polity or rehabilitation of people displaced by large development project will need to be evolved.

Facilities like school hostel and institution structures for healthcare, nutrition, drinking water supply, road linkage and housing will be made available in such a manner that these promote integration of SC/ST with the rest of the society.

During the 8th plan state “a number of constitutional provision exist for protecting and promotion of the interest of these weaker sections”.

The ninth Five-Year plan introduced more funds and facility to the primary school students especially the student in the pr-metric and post metric obtained better environment to their study. The government increased their food allowance, library facilities and provided better materials surroundings. However, the educational level of these hotel remained the same.

Thus the depressed section of society still could not capable to face the challenges of the society and was deprived of benefits of the programmes, which are

undertaken only by govt.

STATEMENT OF THE PROBLEM

“A STUDY OF EDUCATIONAL PROGRAMMES FOR SCHEDULED CASTE STUDENTS IMPLEMENTED BY GOVERNMENT

DEFINITION OF KEY TERMS

The definition of key terms are given below

Education

Discipline that is concerned with methods of teaching and learning in schools or school-like environments as opposed to various nonformal and informal means of socialization (e.g., rural development projects and education through parent-child relationships).

Educational Programmes for Scheduled Caste

Special reservation provided by the government under constitutional provision regarding education, welfare programmes by the central and state government.

Implementations

In this study the word implement means to execute or carryout the educational programmes for the scheduled caste students.

Scheduled Caste

The official name given in India to the lowest cast, considered ‘untouchable’ in Orthodox Hindu scriptures and practice, officially regarded as socially disadvantaged, as per the article 341 and 342 of the Indian constitution.

Government

In the present study government of India and government of Kerala state are included.

Central government

Government of India officially known as the union government and also known as the central government, was established by the constitution of India and is the governing authority of the Union 28 states and seven Union territories, collectively called the Republic India.

OBJECTIVES

1. To identify the different educational programmes for scheduled caste.
2. To understand the awareness of scheduled caste students regarding different educational scheme.
3. To find out the sources of awareness of scheduled caste students about different educational scheme.
4. To understand the usefulness of educational scheme.
5. To study the problem faced by the Scheduled Caste students for getting the benefits of educational scheme from the government.
6. To identify the awareness of policy of protective discrimination among

Scheduled Caste students.

7. To collect suggestions and recommendations of students to improve the condition of Scheduled Caste.

METHODOLOGY

Design of the Study

The investigator adopted survey method and documentary analysis to study of the educational programmes for schedule caste students implemented by the government at Malappuram district. Data are collected from sample group selected from the total population, through survey method. Through documentary analysis the records and reports in Panchayath, bodies, journals, previous study reports, articles, newspapers, internet, etc. and also the investigator interviewed the scheduled caste development officer to get the information about the scheduled caste students and their programmes.

Sample

A sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample one can make certain inferences about the characteristics of the population from which it was drawn. In the present study the field of study was different schools in Malappuram district which was situated in Kerala state. For this study 300 Higher Secondary school students were selected randomly from the 12 schools in Malappuram district. Out of this 138 students are Plus one and 168 students are belonged to Plus two course and also 132 students are male and 168 are female.

Tool

The investigator had collected data from scheduled caste student in Malappuram district. For collecting data investigator prepared a unstructured questionnaire consist both closed-ended and open-ended types of questions. This tool was developed by the investigator collaboration with the supervising teacher. The tool used for presented study was:

- **Questionnaire on a Study of Educational Programmes for Scheduled caste students implemented by Government STATISTICAL TECHNIQUES USED**

In this study, the investigator used computation of percentage as statistical technique for the purpose of analysis of data. This percentage analysis helped the investigator to make a critical analysis of the responses of scheduled caste students about their educational programmes.

SCOPE AND LIMITATIONS OF THE STUDY

The main purpose of the present project is to study the educational development programmes for Scheduled Caste student at Malappuram District. For getting a clear idea about the educational development programmes the investigator study the documents and related literature. This helped the researcher to collect the responses from members of scheduled caste student about the educational empowerment. The study was conducted through survey method and documentary analysis.

The minimum care was taken to make the study comprehensive but some limitations occurred.

- The researcher conducted the study and data collection within a short period of time.
- Lack of time may have affected in establishing rapport with the respondents.

There is a chance of exaggerated information provided by the respondents.

MAJOR FINDINGS

Following are the major findings of the study:

- The study helps to understand the different educational development programmes implemented by Govt. for the enhancement of scheduled caste student.
- The study find out the respondents age, religions, educational qualification, annual income of the family, opinion towards Education, opinion about existing reservation pattern, computer literacy of the student, awareness about protective discriminatory, difficulties faced by student for getting the benefit of different programmes, parents opinion towards children education, influence of hostel life, teachers opinion towards Scheduled Caste students. Scheduled Caste Students ambitions about future.
- From, the analysis of the data reveals that 100% of the student know about the fees concession for educational and 100% of the students received fee concession from government and 12.3% of the student respond that existing fee structures is adequate and 87.3% of the student respond fee concession is inadequate.
- From the analysis 100% of student know about monthly stipend and lumpsum grant and also 100% of the student receive the stipend but only 44% of respond that it is adequate and 56% of the student respond it is inadequate.
- Only 57.3% of student know about the Book Banking Scheme of Government and 17.3% of the student received these benefit and 4% of the student respond, It is adequate and 13.3% of the student respondent it is inadequate.
- The percentage of respondent, aware about private boarding with fee concession only 34.7% one received this scheme from government.
- From the analysis 73% of students aware about aid to study tour and 62.7% of the students received, These facility 4% of the student respond it is adequate and 58.7% of the student respond its inadequate.
- From analysis 63% of the student know about free uniform distribution and 22% of the student received and 6.3% of the student respond it is adequate.
- 44.3% of the respondent know about the fee concession to unaided school students and 9% of the respondents received 3% of the respond say it is adequate 6% of them respond it is inadequate.
- Among the respondents 56% of the students know about the civil service coaching for SC and among them 4.3% of student respond it is adequate and 51.7% of the student respond it is inadequate.

- From the analysis only 16.7% student know about the centre for excellence and no one received it and 3% of the student respond it is adequate and 13.7% of student respond it is inadequate.
- From the analysis 13.7% of the student know about Khetrapraveshana Smaraka scholarship and no one can receive and 2.7% respond it is adequate and 10.7% respond it is inadequate about Ayyankali Talent Search Scholarship only 22.7% know and about one can receive and 6% respond it is adequate and 16.7% respond it is inadequate.
- From analysis of respondents we can understand that only 40.7% of the respondents have the computer literacy and 59.3% of the respondents are computer illiterate.
- 66% of the student opined that reservation helped for admission and 16% respond that it has not helped them and 18% of the student respond that it is moderately helped them.
- From the analysis it is clear that only 2.7 percent of student respond it is adequate and 41% of student respond it is inadequate 56.3% can undecided.
- 15.3% of the student have the power to compete with others without reservation and 36% of the student can not able to compete with others and 48.7% of student is undecided.
- Only 9.3% of the respondents are satisfied and 65.3% respondents not satisfied and 25.3% of the respondents undecided.
- 36.3% of students parent helping their children in their study and 58.7% of the parents partially helping their children and 5% of the parents have not helping for their children in their study
- From the analysis 87% of the student opined the education helping them to utilize different programmes in proper manner and 13% of student respond education do not helping them to utilizing various programmes of government.
- It is clear from the analysis that – 17.3% of student respond that teacher having co-operation and sympathy towards their and 4% students said, that teacher cannot provide enough care to them and 78.7% of student respond that teacher considered scheduled caste students like other students.

EDUCATIONAL IMPLICATIONS

Education is the significant in improving the status of individual. There is a close connection between education and development. The relevance of Person's education to social, economic, cultural and political development of individual, family, community and nation is universally acknowledged. Education is important in the process of national development; it improves the quality of life and leads to formation of human capital and is an important asset for the development process.

Education like all social institution is never static; it evolves and change overtime. Few educators would oppose the principle of continual change. Education to some degree reflect social change, if change is slow and systematic errors in conception or direction of change are unmanageable and can be correlated with relative ease. The most early acceptable form of educational change is innovation.

SUGGESTION FOR IMPROVEMENT

- Before implementing the educational programme authority should take initiation to make Awareness about these programmes.
- Adequate and regular supervision is need to check whether the programme is improved or not.
- Frequent awareness camp can be organized to create awareness about different schemes.
- Should extent the activities through out of state.

SUGGESTION FOR FURTHER RESEARCH

- A study may be conducted as socio-economic and educational empowerment of scheduled caste.
- A study may be conducted reason for backwardness of scheduled cases.
- The same study may be conducted in other destruct in Kerala.
- A study can be conducted to analyze impact of educational programme of scheduled caste student.
- A study may be conducted in educational disparities in urban and rural people special reference to backward classes.

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