

Awareness of Educational Schemes among Scheduled Caste and Scheduled Tribe Students at Secondary School Level

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Abstract

Scheduled caste and scheduled tribes are groups of people who for thousands of years were under the clutches of slavery. They deprived of social, economical and educational facilities. The educational progress of these sections can lead the nation to prosperity. Any educational programme without proper education for Scheduled caste and scheduled tribes is meaningless. The present study made an attempt to find out the level of awareness about educational schemes available for Scheduled caste and Tribe among scheduled caste and scheduled tribes secondary school students, their parents and teachers in Mysore district. The findings of the study revealed that only 30% of parents have the awareness of the educational schemes aimed at facilitating education of the children belonging to scheduled castes and scheduled tribes. 40% and 52% of male and female teachers have the awareness of educational schemes, 35.71% and 16.66% of male and female parents have the awareness of educational schemes respectively. It is also found that 64.28% and 83.33% of male and female parents don't have the awareness of educational schemes respectively. The study also made an attempt to find out the problems faced by students and parents in availing the facilities and their suggestions.

KEYWORDS: Schedule Caste and Schedule Tribe, Awareness, Educational Schemes, Students, Parents, Teachers.

1. Introduction.

The Scheduled Castes (SC) and Scheduled Tribes (ST) are faced with many diverse problems, which are of social, economical, political and educational in nature. It is known that these communities are suffering from time immemorial. The problems aggregated over the years and pushed these communities to subjugation and exploitation. In the Indian society almost all the activities of the society economical, political, educational and socio-cultural revolve around the notion of society.

Education as a powerful instrument in the development of individual, economy of the nation and social emancipation should be accessible to all. But the problems of education of these groups and the general population differ both quantitatively as well as qualitatively. The literacy rate for general population in India (52.21%), according to the 1991 census, was 15 per cent to 23 per cent higher than that of SCs and STs (with SCs having 37.41% and STs having 29.60% literacy rate). The difference in the literacy rates varies greatly between states and within the states also. We can find such a difference in the literacy rates of males and females also.

The enrolment ratios for the Scheduled Castes in India stand at 111.91 per cent and 61.33 per cent at the primary and middle levels respectively in 1995-96. They range from a high of 263.3 to a low of 26.2 percent in Arunachal Pradesh at the primary level. At the middle level, Assam ranks first with an enrolment ratio of

176.16 per cent and Arunachal Pradesh is again last with 17 per cent (Govt. of India, 1996).

In comparison to Schedule caste the Enrolment ratios for Scheduled Tribe children stand at 113.03 per cent and 50.04 per cent respectively at the primary and middle levels of schooling in 1995-96. They range from 184.18 per cent in Assam to 12.38 per cent in Goa at the primary level and from 104.7 per cent in Assam to 16.1 per cent in Goa at the middle level.

2. Need and importance of the study:

Education has occupied an important place in the life of man. In other words it can be said that education is as old human race itself. Education has always been accorded an honoured place all over the world. It is a process which starts at the birth of a person and goes on till his death. It is a powerful instrument in bringing about a change in man and society. Further, to adjust to the changes of society one needs education.

The Constitution of India has clearly stated in its Preamble that everyone has the right of equality of status and of opportunity. Article 46 of the Constitution states that, "The State shall remote, with special care, the education and economic interests of the weaker sections f the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and hall protect them from social injustice and all forms of social exploitation".

But even today majority of the Scheduled Castes and Scheduled Tribes are suffering from complete poverty, illiteracy and ignorant of various programmes launched by the Government for their development and identified as the most depressed and oppressed groups of Indian society. Many of them are economically dependent on the upper castes. Research studies revealed that the Scheduled Castes and Scheduled Tribes are working as landless agricultural labourers. Any educational programme without proper education for Scheduled caste and scheduled tribes is meaningless.

In the post-Independence period, sincere and concerted efforts were made for the economic and educational development of tribal group. Despite these efforts the performance of the tribes in education is much lower than the Scheduled Castes. (T. Brahmanandam, T & Bosu B.T, 2016)

As the schedule caste and schedule tribe are materially and economically backward the attempts have been made by the Government to develop them. Today, the governments of all countries are paying special attention to development of the tribes (Nithya 2014). Though our national leaders and constitutional makers are committed to uplift the tribal people, a desired level of development has not been achieved yet (Chandra Guru et. al: 2015).

Although sincere and intensive efforts have been made for the economic and educational development of tribal groups since from the Independence period, the performance of the tribes in education is much lower than the Scheduled Castes. (T. Brahmanandam, T & Bosu B. T, 2016).

This background had motivated the researcher to take up the study to find out the awareness about educational schemes among the Schedule Caste and Schedule Tribes.

3. Statement of the problem.

Awareness of educational schemes available for the scheduled caste and scheduled tribes is meaningful and essential for the progress of scheduled caste and scheduled tribe's children.

Hence the study was entitled as “**A study on Awareness of Educational Schemes among Scheduled Caste and Scheduled Tribe Students at Secondary School Level**”.

4. Objectives:

The study was taken up with the following objectives:

1. To study the awareness of students, teachers and heads of family regarding the educational schemes aimed at facilitating education of the children belonging to scheduled castes and scheduled tribes.
2. To identify the sources of awareness about the educational schemes facilitating education of the children belonging to scheduled castes and scheduled tribes.
3. To study the problems faced by the scheduled castes and scheduled tribes students and parents in the utilization of educational schemes.

5. Methodology:

5.1 Method of the study:

Descriptive survey method has been followed in the present study. Data have been collected from Scheduled Caste and Scheduled Tribe students studying in IX Standard in secondary schools of Mysore.

5.2 Sample of the study

Following proportionate random sampling technique 157 Scheduled Caste and Scheduled Tribe students studying in 9 the standard in Mysore were selected for the study. 100 parents and 92 teachers were selected.

5.3 Variables of the study:

The following are the main variables of the study:

- ❖ Educational schemes for SC and ST Students.
- ❖ Awareness of students, parents and teachers.

5.4 Tools used for collection of data

Three questionnaires (Students, Teachers and Parents) constructed by the researcher were used in the present study.

5.4.1 Questionnaire for Heads of Family: The purpose of the questionnaire is to study the awareness, source of awareness about educational schemes, utilization of educational schemes by their children, the problems faced by them in availing these educational schemes and solutions suggested by them for removing the difficulties and modifications of these schemes.

5.4.2 Questionnaire for Students: The purpose of the questionnaire is to study the awareness, source of awareness and the problems faced by them in availing of these educational schemes and solutions suggested by them for the modifications of the existing educational schemes.

5.4.3 Questionnaire for teachers: The purpose of the questionnaire is to study the awareness, source of awareness of teachers about educational schemes for scheduled caste and scheduled tribes students and the problems faced by the students in availing these educational schemes and solutions given by them for removing the difficulties and modifications of these schemes.

5.4.4 Personal data sheet: Personal Data Sheet was prepared by the researcher to collect personal details of parents, students and teachers.

5.5 Statistical techniques used to analyze the data

Utilizing the Percentage analysis statistical technique the collected data was analysed.

6. Analysis and interpretation.

The collected data was analyzed, interpreted and tabulated as follows.

6.1 Awareness of students, parents and teachers regarding the educational schemes aimed at facilitating education of the children belonging to scheduled castes and scheduled tribes.

Table -1: Awareness of Students, Teachers and Parents

Sl. No		Yes	Percentage	No	Percentage
1.	Students	124	78.98%	33	21.01 %
2.	Teachers	92	100 %	0	0 %
3.	Parents	30	30 %	70	70 %

Table – 2 Gender wise awareness of Students, Teachers and Parents

Sl. No	Groups	YES			NO			Total
		Male	Female	Total	Male	Female	Total	
1.	Students	67 (75.28%)	58 (85.29%)	125 (80%)	22 (24.71%)	10 (14.70%)	32 (20%)	157 (100%)
2.	Teacher	40 (40%)	52 (52%)	92 (92%)	0 (0%)	0 (0%)	0 (0%)	92 (100%)
3.	Parents	25 (35.71%)	05 (16.66%)	30 (30%)	45 (64.28%)	25 (83.33%)	70 (70%)	100 (100%)

6.2 Awareness of different educational schemes facilitating education of the children belonging to scheduled castes and scheduled tribes.

Table-3: Awareness of Educational Schemes

Sl. No	Educational schemes	Students 157	Teachers 92	Parents 100
1	Scholarship	157 (100%)	92 (100%)	98 (98%)
2	Fees Concession	65 (41.40%)	85 (92.39%)	42 (42%)
3	Free books	80 (50.95%)	92 (100%)	83 (83%)
4	Free uniform	84 (53.50%)	92 (100%)	82 (82%)
5	Merit Scholarships	23 (14.64%)	45 (48.91%)	00 (0%)
6	Hostel Facilities	38 (24.20%)	80 (86.95%)	20 (20%)
7	Free admission	66 (42.03%)	85 (92.39%)	70 (70%)
8	Incentive for girls	18 (11.46%)	53 (58.88%)	38 (38%)

6.3 Sources of awareness about the Educational Schemes facilitating education of the children belonging to scheduled castes and scheduled tribes.

Table-4: Sources of awareness about educational schemes

Sl. No	Sources of Educational Schemes	Students	Teacher	Parents
1.	News paper	60 (38.21%)	92 (100%)	20 (20%)
2.	Media	68 (43.31%)	67 (72.82%)	23 (23%)
3.	School	145 (92.35%)	92 (100%)	78 (78%)
4.	Teachers	135 (85.98%)	76 (82.60%)	72 (72%)
5.	Friends	52 (33.12%)	54 (58.69%)	26 (26%)
6.	Relatives	24 (15.28%)	24 (26.08%)	30 (30%)
7..	College students	40 (25.47%)	10 (10.86%)	28 (28%)
8.	Others	0 (0%)	45 (48.91%)	0% (0%)

6.4 Problems faced by the scheduled castes and scheduled tribes students in the utilization of educational schemes.

Table-5: Problems faced by the Students

Sl. No	List of problems	YES			No		
		Male (89)	Female (68)	Total (157)	Male (89)	Female (68)	Total (157)
1.	Condition	57 (64.04%)	36 (52.94%)	93 (59.23%)	32 (35.95%)	32 (47.05%)	64 (40.76%)
2.	Publicity problems	73 (82.02%)	57 (83.82%)	130 (82.80%)	16 (17.94%)	11 (16.17%)	27 (17.39%)
3.	Aspirants selection procedure	75 (84.26%)	61 (89.70%)	136 (86.62%)	16 (15.73%)	11 (10.29%)	27 (13.37%)
4.	Applying for the schemes	84 (94.38%)	63 (92.64%)	147 (93.63%)	05 (5.61%)	05 (7.35%)	10 (6.36%)
5.	Renewal	53 (59.55%)	37 (54.41%)	90 (57.32%)	36 (40.44%)	31 (45.58%)	67 (42.67%)
6.	Financial assistance	50 (56.17%)	34 (50%)	84 (53.50%)	39 (43.82%)	34 (50%)	73 (46.49%)
7.	Administrative	55 (61.79%)	25 (36.76%)	80 (50.95%)	34 (38.20%)	43 (63.23%)	77 (49.04%)

Table-6: Problems faced by the Parents

Sl.No	List of problems	YES			NO		
		Male (70)	Female (30)	Total (100)	Male (70)	Female (30)	Total (100)
1.	Condition	40 (57.14%)	20 (66.66%)	60 (60%)	30 (42.85%)	10 (33.33%)	40 (40%)
2.	Publicity	10 (14.28%)	10 (33.33%)	20 (20%)	60 (85.71%)	20 (66.66%)	80 (80%)
3.	Aspirants selection procedure	30 (42.85%)	15 (50%)	45% (45%)	40 (57.14%)	15 (50%)	55 (55%)
4.	Applying for the schemes	45 (64.28%)	25 (83.33%)	70 (70%)	25 (35.71%)	05 (16.66%)	30 (30%)
5.	Renewal	35 (50%)	18 (60%)	53 (53%)	35 (50%)	12 (40%)	47 (47%)
6.	Financial assistance	05 (7.14%)	10 (33.33%)	35 (35%)	65 (92.85%)	20 (66.66)	85 (85%)
7..	Administration	15 (21.42%)	12 (40%)	27 (27%)	55 (78.57%)	18 (60%)	73 (73%)

7. Findings.

The analysis and interpretation of the data revealed the following findings.

- 78.98% of students have the awareness of the educational schemes aimed at facilitating education of the children belonging to scheduled castes and scheduled tribes, and 21.01 % of students don't have the awareness of the educational schemes aimed at facilitating education of the children belonging to scheduled.
- 100% of teachers have the awareness of the educational schemes aimed at facilitating education of the children belonging to scheduled castes and scheduled tribes.
- Only 30% of parents have the awareness of the educational schemes aimed at facilitating education of the children belonging to scheduled castes and scheduled tribes. 70% of parents don't have the awareness of the educational schemes aimed at facilitating education of the children belonging to scheduled.
- 75.28% and 85.29% of male and female students have the awareness of educational schemes for their educational progress respectively. 24.71% and 14.70% of male and female students don't have the awareness of educational schemes respectively.
- 40% and 52% of male and female teachers have the awareness of educational schemes respectively.
- 35.71% and 16.66% of male and female parents have the awareness of educational schemes respectively. 64.28% and 83.33% of male and female parents don't have the awareness of educational schemes respectively.
- 100 % ,41.40%, 50.95%, 53.50%, 14.64%, 24.20%, 42.03%, 11.46% of students have the awareness of Scholarship schemes, Fees Concession, Free books schemes, Free uniform, Merit Scholarships schemes, Hostel Facilities schemes, Free admission schemes, Incentive for girls respectively.
- 58.60%, 49.05%, 46.50%, 75.80%, 57.97% and 88.54% of students don't have the awareness of Fees Concession, Free books, free uniform, Merit Scholarships, Hostel Facilities, Free admission and Incentive for girls respectively.
- 100 % , 92.39%, 100%, 100%, 48.91%, 86.95%, 92.39%, 58.88% of teachers have the awareness of Scholarship schemes, Fees Concession, Free books schemes, Free uniform, Merit Scholarships schemes, Hostel Facilities schemes, Free admission schemes, Incentive for girls schemes respectively.
- 51.09% and 41.12% of teachers don't have awareness of Merit Scholarships and Incentive for girls schemes respectively.
- 98% 42%, 83%, 82%, 0%, 20%, 70%, 38% parents have the awareness of Scholarship schemes, Fees Concession, Free books schemes, Free uniform, Merit Scholarships schemes, Hostel Facilities schemes, Free admission schemes, Incentive for girls respectively.
- 58%, 00%, 80%, and 62% of parents don't have the awareness of Fees Concession, merit scholarship, hostel facilities and incentive for girls schemes respectively.
- 38.21% of students and 100% of teachers and 20% of parents have the awareness through newspaper.
- 43.31% of students and 72.82% of teachers, 23% of parents have the awareness through Media.
- 92.35% of students 100% of teachers, 78% of parents have the awareness through School.

- 85.98% of students 82.60% of teachers 72% of parents have the awareness through Teachers.
- 33.12% of students 58.69% of teachers 26% of parents have the awareness through Friends.
- 15.28% of students 26.08% of teachers 30% of parents have the awareness through Relatives.
- 25.47% of students 10.86% of teachers 28% of parents have the awareness through College students.
- 48.91% of teachers have the awareness through others sources.
- 64.04% male and 52.94% female students express that they have faced the problem of conditions related to getting the educational facilities respectively.
- 82.02% male and 83.82 female students express that they have faced the problem of publicity related to getting the educational facilities respectively.
- 84.26% male and 89.70% female students express that they have faced the Problem of selection procedure aspirants respectively.
- 94.38% male and 92.64% female students express that they have faced the problem of applying for the schemes respectively.
- 59.55% male and 54.41% female students express that they have faced the problem of Problem of Renewal of the schemes respectively.
- 56.17% male and 50% female students express that they have faced the problem of Financial assistance respectively
- 61.79% male and 36.76% female students express that they have faced the administrative problems respectively.
- 57.14% male and 66.66% female parents express that they have faced the problem of conditions related to getting the educational facilities respectively.
- 14.28% male and 33.33% female parents express that they have faced the problem of publicity related to getting the educational facilities respectively.
- 42.85% male and 50% female parents express that they have faced the problem of selection procedure aspirants respectively.
- 64.28% male and 83.33% female parents express that they have faced the problem of applying for the schemes respectively.
- 50% male and 60% female parents express that they have faced the Problem of Renewal of the schemes respectively.
- 7.14% male and 33.33% female parents express that they have faced the problem of financial assistance respectively.
- 21.42% male and 40% female parents express that they have faced administrative problems respectively.

7.1 Problems and Suggestions:

The problems faced by SC and ST students and heads of family and the suggestions given by them were listed and categorised as follows.

A. Sufficiency of the Schemes

- The facilities provided by the government cover only a part of the expenditure incurred on the education of the children and
- The schemes for welfare were insufficient.
- ❖ **Suggestions.**
- Increase in the rate of scholarship.

- Provision of auxiliary services i.e. books, slates and other essential materials free of cost.
- Residential hostels, expenditure on educational excursions.
- Hostel facilities for both boys and girls need to be improved especially for the later.

B. Problems faced regarding Sources of awareness about educational schemes.

- Indifferent attitude of officials
- Short Notice.
- Inconspicuous advertisements
- Repulsive language of communications
- Illiteracy among parents
- Inadequate Publicity
- Absence of publicity in local papers
- Difficult language

❖ Suggestions

- Guidance centers for publicizing the educational facilities in school
- Utilization of the local means such as social workers, scheduled caste Panchayat member in villages, welfare associations and religious places for publicizing the various educational schemes.
- Use of mass media other than newspapers
- Establishment of helping agencies i.e. voluntary organizations, public, and private agencies for publicizing the schemes and
- Use of simple and regional language in newspapers
- Publicizing the schemes through local newspapers and Parent Teacher Associations
- Setting up of separate cell in the Directorate of Public Instructions for dealing with complaints and disbursement of scholarships
- Proper maintenance of record.
- Periodical supervision and evaluation of the implementation of schemes by government.
- Revision of amount of concessions to meet the cost of children's education.

C. Problems faced in Availing Schemes for Education due to conditions of Eligibility

- Production of scheduled caste and tribe's certificate was the main hurdle in getting scholarships as it is so tedious procedure to obtain it.
- Inadequate income ceiling the income limit is so less that a child of Class IV employees cannot avail stipend
- Scholarship amount is inadequate.
- Difficulty in producing Aadhar card and bank account to avail educational facilities for their children.

❖ Suggestions

- Simplification of procedure for implementing various educational schemes.
- Income ceiling should be revised keeping in view the present economic conditions. The income limit should be increased so that at least the class IV people can avail the benefits of the educational schemes easily.

- Education of masses through adult education, social gatherings, and dramas etc. for creating consciousness about schemes for their children's education.
- Educational schemes should be implemented properly through by making it obligatory on the part of high officials to keep vigilant eyes on the lower machinery and by making evaluation of the programmes from time to time so that their problems arising out of the short comings in the procedure are solved.

D. Problems related with Submission of application

- Cumbersome procedure for submission of application.
- Language Difficulty and lengthy form.
- Attestation of application forms.
- Lengthy time for the completion of formalities like production of Adhar card, Bank account, caste certificate etc.
- Procedure for renewal of schemes was rather difficult, as the same procedure is repeated every year that the entire process of submitting applications and their sorting out was cumbersome.
- Non-cooperative, indifferent and unhelpful behaviour of the authorities including teachers and other members of the administrative staff at the time of supplying as well as receiving application forms.
- Obligation of completing lengthy forms in English and some other administrative requirements, parents do not prefer to submit applications of their children because of their illiteracy.
- Very short notice for submission of the applications makes them difficult to complete all the formalities within available time which is invariably inadequate.

❖ Suggestions

- Rational distribution of the materials under the ancillary services at the primary stage
- Advertisement of the schemes with sufficient time
- Abolition of lengthy application forms and only minimum essential information should be retained so that the every student fills up and submit the application in time.
- Easy availability of application forms for various schemes.
- Application forms should be in simple language.
- Simplification of the renewal procedures.
- Application forms for scholarships/ stipends etc. should be got filled up only once in school period and after that information given by the head of the institution concerned should be considered sufficient for the sanction and disbursement of the scholarship.
- Government should set up helping agencies.
- Creating awareness about the educational schemes.

E. Problems in availing financial assistance

- Formalities at the time of disbursement of money or materials under the educational schemes.
- Irrational distribution of auxiliary services.
- Inadequate supply of uniform and other materials.

- Delayed payment and provision of scholarship at the end of session causes students to drop out from school because of financial difficulties.
- As many percent respondents have reported that the procedure of disbursing money is cumbersome.
- Deduction of Part of amount in the name of development fees and donation.
- Number of official formalities at the time of taking money.
- Inefficient administrative officials filling up wrong information.

Suggestions

- Rational distribution of ancillary service like uniforms, books, slates and mid-day meals, etc. at primary stage should be given at proper time to every scheduled caste and tribe's student.
- There should not be any kind of application form etc. at the primary stage to be filled up.
- Prompt payment of scholarship / stipend in convenient installments like monthly payment in the case of scholarships.
- The scholarships should be awarded within one month of the submission of application and should be given to all.
- Setting up of a separate cell in the Directorate of Public Instruction for dealing with complaints concerning disbursement of scholarship
- Strict action against the practice of compelling the scheduled caste and tribe's parents to donate a part of their scholarship to the institution.

F. Problems in the Renewal of Scholarship

- Renewal procedure is cumbersome as the application forms are lengthy, printed in difficult language and has irrelevant columns for information which is unnecessary.
- Providing caste certificate is difficult as it is difficult to get every year which is tedious procedure.
- Short notice for filling up of the forms.

Suggestions

- The procedure for the renewal of scholarships should be simplified and made automatic.
- Periodicity of making payment- it will be better if scholarship is disbursed monthly for the convenience of students.
- The condition of failure should be relaxed for the renewal of scholarship.
- For effective working periodical Evaluation of the procedure is essential.
- Some teachers had suggested the necessity of checking whether the scholarships given to students are properly utilized or not. This will help in checking the misuse of the money by the students.

8. Educational Implications.

With reference to the findings of the study the following implications were drawn.

- Awareness programmes for parents regarding the schemes and facilities available should be provided through organizing awareness camps in

collaboration with school, community, governmental and nongovernmental Organizations.

- Awareness should be provided through different streams of media which should be accessible and available.
- As most of the teachers found to possess lower level of awareness regarding some schemes the awareness programmes for teachers also be organized by the government to enhance the level of education of SC and ST children.
- The implementation of the schemes should be monitored and supervised regularly for effective working.
- Proper guidelines should be provided regarding the functions of various schemes or facilities.
- As the Inefficient administrative staffs may affect the smooth functioning of the schemes action should be taken against this kind of behavior.

9. Conclusion.

Awareness of educational schemes for the progress of scheduled caste and scheduled tribe's children as a meaningful study provided direction for improving the awareness level of students, heads of family and teachers so as to increase their utilization and increase the incidence of the education among scheduled castes and scheduled tribes. The planning and implementation of the schemes for the educational progress of the long neglected section of the Indian society leads to the national development.

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