CHAPTER I

INTRODUCTION

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CHAPTER - I

INTRODUCTION

Education has always been given a prime importance in Indian Society. In ancient India knowledge was revered as a 'third eye'. The great national leaders Gopal Krishna Gokhale, Lokmanya Tilak and Mahatma Gandhi, who had devoted their lives for the cause of freedom had also emphasized the role of education in awakening national feeling among the masses. The great social reformer Mahatma Jyotirao Phule thought of education as a "Means for social equality".

The modern educationists give a high premium to education. They think of education not only as a prerequisite for individual and national development but also a key to social transformation. The education commission 1964-66 thinks of education as "the only instrument of change". The commission observes, "if this change on grand scale is to be achieved without violent revolution (and even for that it would be necessary) there is one instrument and only one instrument that can be used. EDUCATION. Other agencies may help and can indeed sometimes have more apparent impact. But the national system of education is the only instrument that can reach all the people."

Highlighting the social and cultural importance of education Gunnar Myrdal maintains, "Education has also an independent value. Certainly an individual benefits from the
development of his faculties and anything that enlarges his opportunities to participate in the life and culture of his nation and the world enriches him personally. While the instrumental value of education attaches to its results -- knowledge, skills, and changed values -- the educational process itself may have an independent value. On a more practical plane, education is important to individuals because it gives them a chance to increase their incomes and raise their levels of living.\(^4\)

Therefore, education like healthful living, has been recognised as a human right. "Every one has a right to education. Education shall be free and compulsory, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and Professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit."\(^5\)

Attuned to this human right the Indian constitution demands of the state "to provide with in a period of ten years from the commencement of this constitution, for the free and compulsory education for all children until they complete the ages of 14 years."\(^6\)

This is followed by the assurance in the constitution - "The state shall promote, with special care, the educational and economic interests of the weaker sections
of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation."

The target of free and compulsory education is yet to be achieved. The literacy rate which was 33.98 in 1961, and 39.18 in 1971, has increased to 48.1 in 1981. Had the goals of 'Universalization of Primary Education' been realized, the literacy rates would have been higher.

The Indian Society is a highly stratified social order over-ridden with prejudices against castes, tribes and women. These groups were denied of education in the traditional Indian Society. This is self-evident from the differences in the literacy rates given in the Table 1.1.

Table 1.1: Literacy rates: general population, Scheduled Castes and Scheduled Tribes.

<table>
<thead>
<tr>
<th></th>
<th>Literacy rate for People</th>
<th>Scheduled Castes</th>
<th>Scheduled Tribe</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>61.2</td>
<td>50.5</td>
<td>30.6</td>
</tr>
<tr>
<td>Female</td>
<td>34.4</td>
<td>21.0</td>
<td>11.9</td>
</tr>
<tr>
<td>Total</td>
<td>48.1</td>
<td>34.6</td>
<td>18.9</td>
</tr>
<tr>
<td>Maharashtra</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>58.8</td>
<td>48.9</td>
<td>32.4</td>
</tr>
<tr>
<td>Female</td>
<td>34.8</td>
<td>21.5</td>
<td>11.9</td>
</tr>
<tr>
<td>Total</td>
<td>47.2</td>
<td>35.6</td>
<td>22.3</td>
</tr>
</tbody>
</table>

(Source - Education at a Glance - 1984-85)
"It is widely recognised that the formal education plays a vital part in social mobility both horizontal and vertical. On the one hand it is directly related to occupational mobility and the subsequent improvement in economic status and on the other it forms and element of social prestige."\(^9\)

So "the constitution of India opened the flood gates of legalised opportunities for the weaker sections of the community to improve their equal opportunities in all spheres of life. The state as well as the voluntary agencies have rendered great service to the cause of social uplift of these people through their multifarious programmes of activities."\(^10\)

"Schooling as an equalizer seemed to be confirmed by recent studies of intergenerational transmission of economic status."\(^11\)

So planners at the national level have given priority to the educational development of these, disadvantaged groups particularly the Scheduled Castes and Scheduled Tribes. "The main emphasis will be on raising literacy and improving the level of backward classes through the schemes of pre and post matric scholarships, educational incentives like provision of books, stationery, uniforms coaching classes, Boarding Grants, hostel facilities etc."
The problem of first generation learners among the Scheduled Castes and Scheduled Tribes is lack of guidance and encouragement from parents specially at the highschool level. Greater emphasis is being placed on girls' education and checking dropouts. This will be done by giving them special coaching programmes to enable them overcome their environmental handicaps and educational backwardness.  

Inspite of these special efforts the Scheduled Castes and Scheduled Tribes are still lagging behind other communities at every stage of learning. It is quite apparent from the tables 1.2 and 1.3 given below.

Table - 1.2 : Stage wise Enrolment of Scheduled Castes and Scheduled Tribes.

<table>
<thead>
<tr>
<th>State</th>
<th>Percentage of Total Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scheduled Castes</td>
</tr>
<tr>
<td>I - IV</td>
<td>14.62</td>
</tr>
<tr>
<td>VI - VIII</td>
<td>10.56</td>
</tr>
<tr>
<td>IX and Onwards</td>
<td>8.99</td>
</tr>
</tbody>
</table>

(Source : Fourth All India Educational Survey - New Delhi, N.C.E.R.T., Page- 5)
The traditional Indian Society purposefully kept them socially and educationally backward, and therefore economically too. "The real problem of untouchables is economic. If the economic status of the untouchables is improved the untouchability will be eradicated."13

So special efforts are being made to improve the economic conditions of the Scheduled Castes and Scheduled tribes through various programmes of community development. Table 1.4 gives the outlay and expenditure in successive plans for special programmes for Backward Classes.

### Table 1.3: Proportional Enrolment of Scheduled Castes and Scheduled Tribes.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of Institution</th>
<th>Proportion of enrolment of S.C. to total enrolment</th>
<th>S.T. to total enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>60-61</td>
<td>64.65</td>
</tr>
<tr>
<td>1</td>
<td>Pre-primary</td>
<td>5.3</td>
<td>5.5</td>
</tr>
<tr>
<td>2</td>
<td>Primary/Jr. Basic</td>
<td>12.0</td>
<td>12.9</td>
</tr>
<tr>
<td>3</td>
<td>Middle/Basic</td>
<td>8.7</td>
<td>9.4</td>
</tr>
<tr>
<td>4</td>
<td>High/Higher Secondary</td>
<td>7.1</td>
<td>7.7</td>
</tr>
<tr>
<td>5</td>
<td>University and Colleges of Education</td>
<td>5.0</td>
<td>4.5</td>
</tr>
</tbody>
</table>

(Source: Naik J.P., Policy perspectives in Indian Education 1947-74, Page-97)
Table 1.4 : Outlay and expenditure in Successive Plans.

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outlay (in crores)</th>
<th>Expenditure (in crores)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>39.00</td>
<td>30.00</td>
</tr>
<tr>
<td>Second</td>
<td>90.00</td>
<td>79.00</td>
</tr>
<tr>
<td>Third</td>
<td>114.00</td>
<td>99.14</td>
</tr>
<tr>
<td>(1966-69)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td>171.29</td>
<td>141.00</td>
</tr>
<tr>
<td>(1969-74)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fifth</td>
<td>227.89</td>
<td>226.00</td>
</tr>
<tr>
<td>(1974-78)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1978-79</td>
<td>99.09</td>
<td>99.94</td>
</tr>
<tr>
<td>Year 1979-80</td>
<td>98.84</td>
<td>86.40</td>
</tr>
</tbody>
</table>

(Source: Annexure 26.1 in Six Five Year Plan 1980-85, Government of India Planning Commission, Page 422)

The success of the community development programmes depends on the education of beneficiaries. "Education both formal and informal is one of the elements that enters into the complex factors on which community development is based." The award of educational facilities both in cash and kind to the Scheduled Castes and Scheduled Tribes is a part of these efforts.

The planning commission of the sixth five year plan observes "three decades of development had not the desired impact on the socially, economically and educationally handicapped groups. Their problem cannot resolved
through percolation of general economic growth. The majority of the scheduled castes and scheduled tribes who form the one fourth of population are below the poverty line and also face special problems peculiar to them. So more emphasis is given on their educational development.

While extending the special educational facilities to the scheduled castes and scheduled tribes, "it was envisaged that the educational youths of scheduled castes and scheduled tribes will come out of the universities and will occupy their suitable position in the national affairs and in social and cultural life of the society. Thereby the nation's social-economic and cultural life will be more or less representational. The morale of scheduled castes and scheduled tribes will improve. The educated youth of scheduled castes and scheduled tribes being the emerging leaders in the communities will steer up the process of social equality."

How far have these expectations been fulfilled? What is the impact of this assistance on welfare of scheduled castes and scheduled tribes? Has the financial assistance in education really served the real purpose of social equalizer? These issues and the like led to the emergence of the problem.
1.1 : **Statement of the Problem**

The problem is formulated as under:

"A critical study of the Post-Matric Educational facilities availed by the students of scheduled castes and scheduled tribes of Jalgaon District in light of their social, cultural and educational development."

1.2 : **Significance of the Problem**

The government has been making efforts to promote the educational development of scheduled castes and scheduled tribes through the policy of protective discrimination. More than three decades have passed but the literacy percentages of scheduled castes and scheduled tribes have not come on par with that of the general population. The scheduled castes constitute nearly 15% and scheduled tribes constitute nearly 7% of our country's population. The backwardness of scheduled castes and scheduled tribes is one of the unfulfilled promises that the constitution has given.

Out of the total population of Jalgaon District 5.89% are scheduled castes and 8.25% are scheduled tribes. It is one of the districts which has made marking strides in the field of education. The non-govt. agencies (private institutions) in the district have been very active in providing resources to education. Some of these agencies
have devoted themselves to the cause of tribal development. Keeping in view the incentives provided by the Govt. and Non-Govt. agencies, the enrolment of scheduled castes and scheduled tribes should show marked increase. But it does not appear so. The researcher, therefore felt the need of exploring how far the students of scheduled castes and scheduled tribes, keeping pace with the other students by utilizing the facilities they have been provided for. The researcher was also eager to know if education had been helpful to them in redeeming their socio-economic deprivations. The researcher thinks that the problem is significant and justified on the following grounds:

(i) The literacy percentages and enrolment ratios of scheduled castes and scheduled tribes in various stages of learning have not come to the level of that of the general population.

(ii) The social organizations of scheduled castes and scheduled tribes have their pressing demands for the expansion of incentives.

(iii) Some sectors in the Indian Community are now complaining against the special treatment given to the scheduled castes and scheduled tribes. They feel that the Govt. policy of 'protectionism and development' has created an elite class among the scheduled castes and scheduled tribe. They
aspire too much for white collar jobs and aspire little for self-employment.

These are the controversial issues in the educational development of scheduled castes and scheduled tribes. Reviewing the researches in sociology of education Dr. Chopra observes: "Considerable work also appears to have been done regarding the socially disadvantaged groups and problem children from these groups. It may quite be rewarding if studies are now planned to find out the awareness of the students and their parents about the special facilities available to them and the extent to which they are taking advantages of such facilities."  17

1.3: Objectives of the Present Study

The specific objectives of the study are:-

1. To study the trends in enrolment of scheduled castes and scheduled tribes in higher education.

2. To identify the nature of facilities availed by them and the difficulties encountered by them in availing of these facilities.

3. To study the socio-economic conditions of their parents.

4. To trace their opinion about facilities.
5. To probe into the factors that affect their choices of the institutions and courses of study.

6. To find out their preferences in ordering the common goals of learning.

7. The study the nature of their vocational and educational aspirations.

8. To locate their awareness about the impact of education on their life styles.

9. To analyse the nature of difficulties encountered by them in the course of their learning.

10. To investigate into the causes of their slow progress in education and suggest measures to overcome them.

11. To compare their socio-economic conditions with Vismakta Jaties and Nomadic Tribes and Other Backward Communities.

1.4: Scope Assumptions and Limitations.

SCOPE AND LIMITATIONS

1. The study was delimited to the post-matric students learning in the educational institutions located in Jalgaon District, who are taking education, who were learning outside the Jalgaon District were not included in the study.
2. Similarly, study included some students from Vimukta Jatis and Other Backward Communities in Jalgaon District for the sake of comparison only.

3. For the purpose of studying enrolment trends and extent of utilization of scholarship a period of five years is selected.

4. The study pertains to both general and professional streams of education.

ASSUMPTIONS

The study is based on the following assumptions.

1. The government's policy of bringing about educational development of scheduled castes and scheduled tribes by providing to them educational facilities under various schemes is the right policy.

2. Education as a 'third eye' infuses insight in the learner to perceive his social economic role in the right perspectives and actuates awareness to the problems in these areas.

3. The system of education, in vogue, enables a learner to get gainful employment.

4. Individuals when they are exposed to a questionnaire, reveal what they really feel.
1.5 Definition of Important terms

**Critical Study** :- A study that probes into the pros and cons of the issues relating to the problem of study and also traces its bearing or impact.

**Post-Matric** :- Stages of Learning beyond Secondary School Certificate Examination i.e. Std. X.

**Educational Facilities** :- Facilities in the form of cash and kind such as freeship, scholarship, maintenance grants to day scholars, hostel facilities, free books, uniform, reservation of seats for admission in educational institutions, free coaching etc.


**Social Development** :- Social development here implied the free and friendly relationships with peers, awareness and readiness for social uplift.

**Educational Development** :- Educational Development here mean only the quantitative development in terms of increase in enrolment only.
REFERENCES:

1. Quoted from, 'Subhashita Ratna Sandoh' Shloka No. 194 -
   'Dnyānam Tritiyam Manujasya Metram
   Dnyānam Pusām Sakalartha Sidhii I


5. Article 26 of the Universal Declaration of Human Rights.


