Bibliography

A


B


C


D


E

Education in Pre-independent India. 2011. Accessed from dxnelson.blogspot.in.


G


Right to Education: Problems and Prospects of Educational Development of Scheduled Caste and Scheduled Tribe

The Scheduled Castes and the Scheduled Tribes are two groupings of historically disadvantaged people that are given express recognition in the Constitution of India. During the period of British rule in the Indian sub-continent they were known as the Depressed Classes. The right to education originates from the apparent motion that it obligatory for the state to provide education to its citizens. Education is empowerment for socio-economic mobility, an instrument for reducing socio-economic inequalities, and equipment to trigger growth and development. In India, the total literacy rate is 74.04%. The male literacy rate is 82.14% and the female literacy rate is 65.46%. The literacy rate of Scheduled Caste males is 73.0% and that of the female is 52.1%. The literacy rate of Scheduled Tribes in India is 70.7% for males and 52.1% for females (Government of India, National Sample Survey Organisation, Primary Data, 2009-2010). The study was conducted at Srimantapur and Ramchandrapur villages at Bangaon Sub-Division of North 24 Parganas covering between the Munda tribe and the Scheduled Castes of that village. The objective of the study is to understand Right to Education and Right to Equality of Scheduled Caste and Scheduled Tribe, to study the nature and level of education of Scheduled Caste and Scheduled Tribe and particularly examining the disparity of education, if any, with reference to other groups and to study educational rights and awareness about the rights among the Scheduled Tribe and Scheduled Caste in reference with the other communities in the village.

It has been observed during the field study that the children got involved in agricultural work more than they do in the summer months and thus often bunk their school to work in the field. Since the Scheduled Caste community is a bit well placed than the Scheduled Tribe community in terms of awareness, they send their children to school not only to avail the mid-day meal but also to study, unlike the tribal families. Moreover, the tribal families are mostly non-literate compared to the Scheduled Caste families and thus we can see an educational disparity between these two communities and the other communities that was present within the village.