



भारत में उच्च शिक्षा दशा एवं चुनौतियाँ

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सम्पादक

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Need of Participation of Disadvantaged People in Higher Education

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Social inequalities in higher education is ubiquitous not only in India but all around the globe. Inequality stands from the age old nature of our Society. It was constituted with number of castes and sub castes and within its gender biasness scheduled caste, scheduled tribes, minorities and females of all these sections come into the category of disadvantaged section. The scheduled castes have been considered as the weakest section of the Hindu Social culture. They are designated as untouchables, harijans, dalits, depressed classes weaker sections, avarnas and atisudras. These disadvantaged people are the worst victim of social inequality. This kind of inequality is based on purity and pollution. In mythological sense these people are born as impure so they are to link with impure occupations. Infact one of the renowned hindi poet named Tulsidasa also expressed his views on it like:

ढोल गंवार शूद्र, पशु नारी सकल ताडना के अधिकारी।

Though now a days untouchability is outlawed. The Constitution of India made some provisions for their welfare. The article 15(4), 16(4), 19(5), 23, 46, 330, 334, 335, 338 deals with the upliftment of the weaker sections. There has been reservations of seats in parliament, higher education institutions, employment sector etc only for granting upliftment and to bring them into the mainstream of society. The aim of this paper is to examine issues concerning Higher education access, equity, participation and of disadvantaged people. These people are the most impoverished and socially disadvantaged groups in India. They account for 8.2% of the total Indian population this group stands at the lower strata of access and participations in

higher education despite constitutional protection and strong government affirmative action policies. The gross enrolment ratio (GER) of these groups has improved significantly during the last decades but the participation in absolute terms is much below the national average.

Education is significantly related to Human development India has the third largest higher education system in the world next only to China and the United States. The higher education system in India grew rapidly after independence. Today Indian higher education is comprised of 33,657 institutions made up of 634 universities and 33,023 colleges. It is the largest higher education system in the world in terms of the number of institutions still our country is facing many problem and lack of quality in Higher Education.

Victor S. D' Souza (1975) in his study found that efforts made in India to advance economic development and to reduce inequalities, while yielding small gains in economic growth have resulted in a further increase in inequalities. The wide inequalities which deprived people have by reason of their social and economic structure persist today. These people continue to work largely as agricultural labourers, with inadequate work and low wages or cultivate some inferior piece of land. Only a few received education. Only a few have gained from the schemes and have reached some position of social, political or economic importance, but such number is infinitesimal. Now it is the right time that one tries to take a fresh look at the problem and see the downtrodden classes get a rightful place in the socio-political-economic structure. Because only urban scheduled students are getting benefitted as they have literacy status while the rural scheduled caste students are worst in their conditions. They are not allowed to fetch water from Public wells and to worship in temples that are for High caste people. Infact they haven't any role in a developing society. They continue to be landless and poor so equality is a far cry. When they are deprived of their inborn rights then how they pay heed to education for themselves or their offspring. The completion of livelihood is the major question before them. Dr. B.R. Ambedkar drew attention to the fact that the scheduled castes were not able to prosecute their persecutors for want of economic and financial means. Consequently they had to

compromise with the Hindu offenders. The law remained a dead letter because those in whose favour it was enacted were unable to put it in action and offenders were able to silence the victim.

Higher education plays an important role to achieve sustainable development of the nation. It is a source in all steps of life which supplies the fuel to social inclusion. Now the Higher education system adopted bottom up people centric approach which is also called as "Efficiency Approach". Several schemes of UGC Support the education of scheduled castes and scheduled tribes e.g. remedial coaching at U.G. and P.G. level, Coaching classes for preparation for national eligibility Test (NET), Coaching classes for entry in services, postgraduate scholarships and inclusive policy. UGC has integrated schemes such as teacher preparation in special education (TEPSE) and higher education for persons with disabilities. Infact educational advancement of students belonging to minority communities is also a point of focus. In recent years gender parity index has shown continuous improvement and active participation of women. Their representation is increasing in arts as well as in science, though still low in faculties like law, medicine veterinary science etc. Government has launched a number of schemes to achieve gender parity. UGC is also implementing Indra Gandhi Scholarship for single girl child for pursuing higher and technical education. Constitution of girl's hostel for colleges is supported by UGC. It is only to impart knowledge and transmission through teaching and research.

Today we need active participation of each and every citizen of India whether male or female, deprived or upper class for the amelioration of our country. We need highly skilled educated people to move forward the nation. The nation wants growth, with social justice of its every citizen.

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