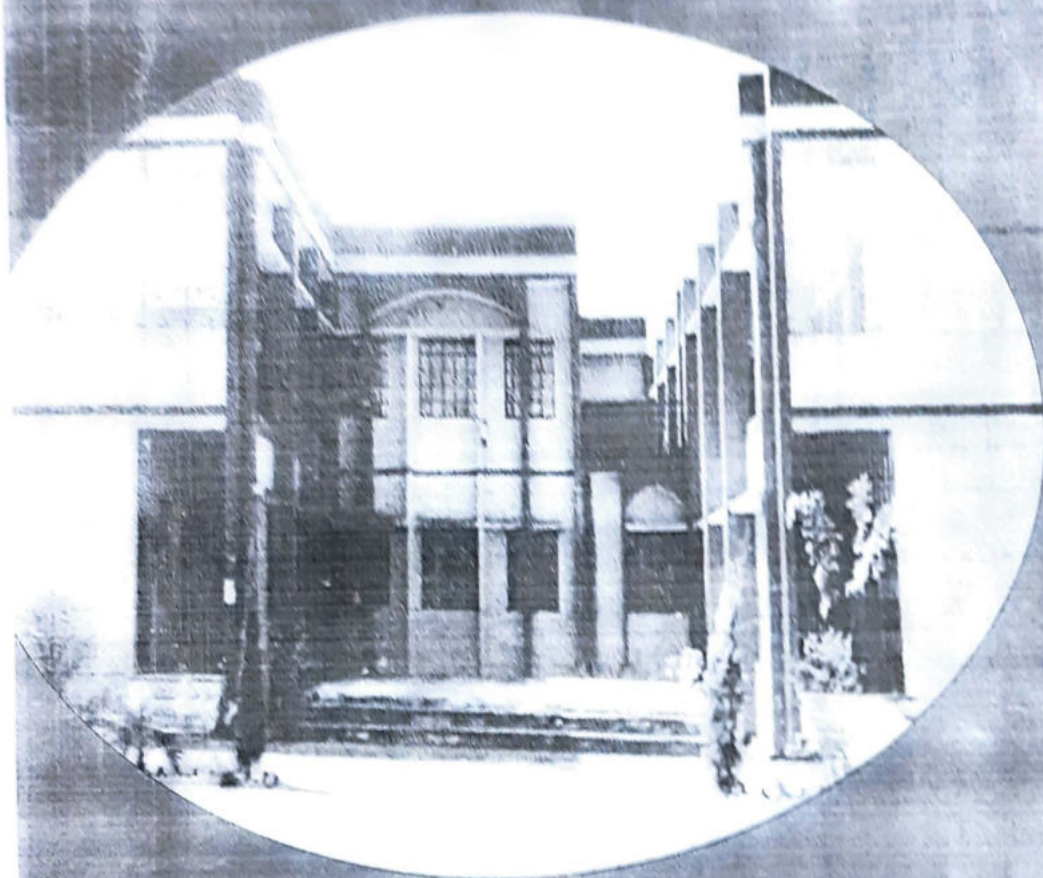


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**UPGRADE HIGHER EDUCATION POLICY OF INDIA :
VISION AND DIMENSIONS**

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nce on "FUTURE HIGHER EDUCATION POLICY OF INDIA : VISION AND DIMENSIONS"

Qual Representation of Scheduled Castes Students in Higher Education

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Introduction

of different castes and sub-castes. Actually, the prevailed divination of this castes exist by birth earlier as it today. There was Varna vyawastha in our old social system. In, Kshatriya, Vaisya and Shudra these four Varnas exist. The socialistic task of the get education and to impart it, while the Kshatriya was to take care of these varnas. s to calculate economic status and the Shudra was to serve all these three varnas less service. This varna vyawastha was an effective attempt of that time to run the or it has taken a terrible form in which the sudras were deprived of the right of e started a sense of untouchability with these sudras and they were called with the ars, atisudras, dalits underdogs and weaker section of the society. They were not reely on the roads that was for savarnas and to fetch the water from the wells. If they ng according to their will they would be beaten mercilessly and insulted publicly. de reality of these underdogs and suppressed people before the Pre-Independence of eduled castes" is the legal and constitutional name given to the traditionally ons of the people. They are the worst victim of social inequality. So they are linked eputations or force to work in rural areas as agricultural labours or peasants without o of the scheduled castes are landless and 49% of scheduled castes are workers. The e explains that Panjab, Himachal Pradesh, West Bengal, Uttar Pradesh and Haryana states where the percentage of scheduled castes population are higher but the n higher education is very low. As the literacy rate of India is 74.04% whereas the tes literary rate is 66.1% in 2011. So they are provided certain preferential benefits by nt. They are specified with the article 341 of our constitution. Our constitution made as for the betterment of their life standards. The article 15(4), 16(4), 19(5), 23, 46, 330, e deals with the upliftment of weaker sections. The implementation of reservation in on was included only for granting them their upliftment. So there has been reservation ilament, higher education institutions, employment sector etc.

tion and Its Development

e key to the development of any nation. In 1947 the literacy rate was just 12%. Now eveloping nation has changed social, economically and globally. The past education ot a universalistic nature. The arrival of the British opened the door of education for savarnas or avarnas. At the time of colonisation of India Lord William Bentinck and ed to reform our educational system according to the need of people. They laid a stress nt-based education. Many Indian social reformers also advocated in the favour of that

education strategy of the Britishers. The untouchables thought it a ray of hope and found ablessing for themselves. Though the Britishers have their own political interest behind it. After Independence the government provides special privilege in the field of education. The first constitutional guarantee says under article (46). "The state shall promote with special care, the educational and economic interest of the weaker sections of the people and in particular of the scheduled castes and scheduled tribes and shall protect them from social injustice and all forms of exploitations."

Higher education plays a vital role to achieve overall development of any nation. It supplies the fuel to social inclusion. Higher education has successfully registered in India under the national policy of 1948. This commission was headed by Dr. S. Radhakrishnan. He laid emphasis on general education for national development. Many commission like –Hunter commission, Mudaliar commission, Kothari commission and the national education policy 1986 recommended the need of revive and improving the standard of education along with the importance on 'delivery of service' rather than exploring of knowledge. The system of higher education transferred from vocationalisation to professionalization. These commissions recommended their suggestions as they found many drawbacks in higher education as the lack of poor research training, infrastructure, poor faculty, lack of relevant resources and poor assessment etc. The USA President Barak Obama's proposals was to develop a national scorecard for ranking universities. It was a valuable contribution to improving the accountability for higher education.

Funding For Higher Education

Though education is the basic foundation of everyone's economic, social growth. It is a powerful tool to build knowledge –based society in 21-century. But it gets affected by the mechanism of caste system. Almost 90% of the scheduled castes live in rural area. So they are the easily victim of social and economic exploitation and devoid of their right of education. Our constitutional policy of "positive discrimination" favours a lot to the scheduled castes students. RastriyaUchchatarShikshaAbhiyan (RUSA) a central scheme aims to improve the overall quality of higher education institutions by adopting a mandatory quality assurance frame work.

The department of higher education has been provided an allocation of Rs. 15855.26 crore under plan. The university grants commission has been provided Rs. 3905.00 crore which is inclusive of allocation for central universities and deemed universities. For the RashtriyaUchchatarShikshaAbhiyan(RUSA) a provision of Rs. 1155.00 crore(including Rs. 269.03 crore for NER) has been made for ensuring more and more participation of the students in higher education.

Reason for Indifference and Unequal Participation of Scheduled Castes

There are many reasons behind the unequal participation of scheduled castes in higher education. Actually in India the scheduled castes come in the category of disadvantaged, deprived class and they live in remote rural areas. So they have not proper access, awareness and knowledge about the utility and importance of education. They pass their lives in immense poverty and indulge in their old family occupation rather than to education. Their parents also prefer to engage their children in family income so that they may meet to the needs of their lives. According to them education cannot give bread and butter and the best return to them so quickly. Another reason is that they live on the mercy of their employer who gives them employment. So they are facing "Double Jeopardy" of poverty and social discrimination.

Solutions for the Better Participation of Scheduled Castes in Higher Education

Education is the single most instrument for social and economic upgradation. Our government implemented various schemes for the upgradation of the scheduled castes to access equitable and qualitative higher education. Industrious and meritorious students are blessed with fellowships like Ramn Gandhi National fellowship for conducting research, Senior Research Fellowship and many post metric scholarship, subsidised hostel facilities and loans for professional courses have also increased. The National Literacy Mission Scheme 1986 has improved and expanded the visions of higher education among all groups of people. UGC has also given the relaxation of the minimum percentage of marks for Scheduled Castes students for appearing NET examination.

Conclusion

Though we are living in 21 century and our country is developing rapidly still our educational system is faulty and suffers from many deficiencies. As we are lacking world class ranking institutions and universities due to lack of infrastructure, effective faculty, attractive salary and advanced laboratories. We are not pacing up with the world class universities owing to the unskilled manpower. The higher education commissions also find out the problems in our educational system that is poor research training, weak assessment structure, relevant curriculum, and lack of relevant resources are the major problems. The standard of academic research declining day by day. So we need highly skilled educated people to move forward the nation. Today we want that sort of education that can motivate the skills of its students and their talents according to their choice. In fact the higher education system should focus on the inclusive development of scheduled castes students. Our nation wants growth without social prejudice. It is the duty of the government to revise and modernise our educational system in an inclusive way so that our institutions and universities also come in world class ranking. It has to ensure time to time the participation of deprived people by running so many programmes.

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