



## Status of Scheduled Caste and Scheduled Tribes Pursuing Higher Education in Buldhana District

### KEYWORDS

Scheduled Caste(SC) and Scheduled Tribes(ST) and education Level.

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**ABSTRACT** *Nearly one third of Indian population constitutes SC and ST. Almost all belong to poor family, and in remote area so they are unable to participate in development program. They are still lying below poverty level. As compared to SC, ST are far behind in education as well as social activities and development. The reason may have several problems and they should be identified and it is differ in both the caste. This paper tries to put their education status and factors affecting to pursue the education.*

Education plays the vital role through aims and habits and culture sustains from generation to generation. It is the process through which the society deliberately transmits its collected knowledge, skill and value from generation to generation. With the knowledge and skill level of education extended and contributes to increase in national productivity. One who is having good education he can accumulate skill, knowledge which will be beneficial to their society. Article 45 of Indian constitution declares the state endeavor to provide free and compulsory education for all children until they complete the age fourteen. Article 46 expresses the specific aim to promote with special care the educational and economic interest of SC and ST.

### Status of SC and ST in Higher Education.

The position of higher education in India is third largest in the world. First is USA and second is China. An autonomous body UGC is the main governing Commission. Under UGC all the university are affiliated.

Though there is increase in the institutions but education system is not reached to door to door and the special communities SC and ST are lacking behind. According to survey of higher education institution in India during 2012 – 2013 by MHRD the enrolment of SC and ST students is low as compared to OBC students. The SC and ST students enrollment in the year 2011-2012 was 27.1 percent male, 22.5 percent female and for ST category it was 15.9 for male and 9.1 for female (AISHE 2011-12). Due to discrimination and economic exploitation and poor economic condition, gender based inequality is the reason of low enrolment

### Objective of the Study

- To identify the profile of SC and ST students pursuing higher education
- To study the problem faced by SC and ST students pursuing higher education
- To compare the ratio of higher education in SC and ST
- To suggest the suitable strategies to come in the flow.

### Hypothesis

- The profile of SC and ST students pursuing higher education is not similar.
- the problem faced by SC and ST students pursuing higher education is not similar.
- The ratio of higher education in SC and ST is not similar.

### Scope and Limitations of the study

The present study focus the status of SC and ST in pursuing higher education and tries to find out the problems of pursuing the higher education. The study covers the student of SC and ST in Buldhana District, Maharashtra. The secondary data has been collected for SGBAU of the year 2009-2013 and Primary data by taking individual interview from the villages in Buldhana district.

### Research Methodology

The Study is purely related to Buldhana district of Maharashtra. It constitute the status of SC and ST in higher education in Buldhana district. Primary data is collected by SRS method by personally visiting the villages and their interviews. The secondary data of higher education is collected from SGBA. This tries to express the status of caste SC and ST in higher education in Buldhana District. For the analysis of the data, some application of statistics has been used such as average, percentages, correlation etc.

### Finding

To identify the SC and ST students pursuing higher education

Problem faced by this caste to pursue the higher education and their economical condition

Course wise status of SC and ST Students in Buldhana District

According to the census of India 2011 the population of SC and ST in Buldhana district is 470895 out of which 241445 are male and 229450 are female and ST is 124837 out of which male are 64153 and female is 60684 (source Registrar general and census commissioner of India). Out of which 75 percents are living in remote area. According survey it came to know that maximum strength of SC and ST are workers and their annual income is about 25000 per Year. As it came to know that a majority of the SCs live in rural areas and hence are deprived of so-called 'better' education; the lack of urban, modern exposure makes them unaware and ignorant of many basic things which are important for their motivation and aspirations. Moreover, the SCs, being economically dependent on the upper castes, have to survive by a hand-to-mouth existence. Consequently, their level of self-perception is low and their life is mainly reduced to struggle for survival. From her it reflect

the situation that education is not only the factor which determine the level but the social existence of the people which determines accessibility to education and development.

Buldhana district is the backward district in Vidharbha region. Most of the villages are in remote area which is far away from developing cities. The villages which are near to the developing cities are better than remote villages. And the ratio of pursuing higher education is more than remote villages. Buldhana District is Affiliated to Sant Gadge Baba Amravati University, Amravati having 418 colleges in five district.

The Table shows the average drop out ratio of Educational Status of the Caste SC and ST in Buldhana district.

**Table 1 about here**

Course	Faculty	Category	Years				
			2009	2010	2011	2012	2013
UG	BA	SC	36.17	34.15	34.54	43.91	34.77
		ST	21.52	28.29	33.15	32.79	33
	B Sc	SC	42.79	37.87	31.31	64.75	29.31
		ST	31.25	13.79	9.97	118.33	23.4
	B Com	SC	27.02	23.95	27.97	34.71	34.23
		ST	30.18	26.53	51.18	24.99	69.56
PG	MA	SC	26.6	28.47	41.49	59.72	68.26
		ST	66.6	116.66	75	37.5	17.14
	M COM	SC	100	58.3	56.25	20.14	41.76
		ST	0	0	0	0	0
	M Sc	SC	100	100	26.66	59.52	45.83
		ST	0	0	0	0	0
Professional	BE	SC	36.44	18.69	34.15	39.09	62.09
		ST	17.64	14	42.52	32.18	50.18
	LLB	SC	26.66	5.55	0	27.2	16.66
		ST	0	0	0	0	0

**Analysis**

From Table 1 here it came to know that the villages which are nearer to the cities are having progress in education and the villages which are far from the cities they are lacking behind because of their poor financial condition and their culture depends upon the caste.

In views of Arts Graduate students from 2009-2013 it came to know that average drop out ratio SC is 36.70 and ST is 29.75 which is low for both the caste. And in Commerce faculty average drop out ratio for the SC and St is 29.57 and 40.48. Here average drop out ratio of ST is more than SC which shows progress in commerce faculty. In Science Faculty the ratio of SC is 41.20 and ST is 19.60 which is very low. Status of Post graduate in arts is 44.90 and 49.60 and commerce is 55.29 and for ST is 00 (ZERO). And in science faculty is 66.40 and for ST is 00(ZERO). Here it confirms that there is need to uplift the caste ST in pursuing higher Education. For professional education B E the average drop out ratio of Sc is 38.09 and ST is 31.30 all the enrollment are from the cities and the villages near to cities. For LLB is 15.21 and for ST 00 (ZERO). Considering all status of faculty there should be improvement in

higher education in science faculty and professional faculty also. Here thought the average is satisfactory in some faculty but the enrolment is very poor so it is necessary to increase the strength.

**Table 2 about here**

Years	Faculty									
	BA	BSC	B COM	MA	BE					
2009	36.17	21.52	42.79	31.25	27.02	30.18	26.6	66.6	36.44	17.64
2010	34.15	28.29	37.87	13.79	23.95	26.53	28.47	116.66	18.69	14
2011	34.54	33.15	31.31	9.97	27.97	51.18	41.49	75	34.15	42.52
2012	43.91	32.79	64.75	118.33	34.71	24.99	59.72	37.5	39.09	32.18
2013	34.77	33	29.31	23.4	34.23	69.56	68.26	17.14	62.09	50.18
COBR	0.196744306	0.944833608	0.392956932	-0.861883504	0.7914556					

From Table 2 there is very low correlation between art faculty and commerce faculty of SC and ST Students. For Science faculty and for Bachelor of Engineering there is high correlation trend between SC and ST. And there is only negative correlation between SC and ST in Post graduate of Arts Faculty. From the above it is clear that the drop out ratio of SC is higher than ST so the profile of SC and ST of pursuing higher education is not similar and the problem faced by these caste is dissimilar so the hypothesis is accepted.

**Suggestion and recommendations**

Home languages in classroom process is also essential to build child's self-esteem and self confidence.

It is very essential to make awareness among SC/STs about the importance of education and social activities and development.

This is important particularly in the context of the caution sounded by researchers about difficulty of making schools closer to tribal childrens' worlds.

It is very essential to change the mind of teacher against castism which effects the enrolment of the students in remote area.

required to create awareness and promote the adjustment with the environment of the higher education institutions and self confidence so as to succeed in their efforts.

Arrange camp in the remote area to improve the studies, gender awareness programmers, standard of living, technology development and to protect SC/ST from ragging and teasing.

Scholarships should be released in time, free education should be for remote area in any level.

Providing books and other materials, introducing incentives for Scand ST students.

Earn while learn scheme should be adopted to SC and ST student pursuing higher education are some of the measures to increase the participation of SC and ST students in higher education.

To make aware of family planning and the marriage age.

All the schemes related to SC and ST are on the paper and the schemes implementation process very inferior.

The significance of social culture factors, education level and there financial level cannot be ignored in formulation

of schemes for the overall development.

### Conclusion

This study reflect the reality of caste SC and ST in Buldhana district that the state policy and bureaucracy together serve to provide quantitatively the most inadequate and qualitatively the most inferior education. Their children are in Elite school and children of remote area are in inferior schools where there is no class and no top management. If this responsibility is not accepted then there will be widening of the relative gap between them and the other caste and classes, in both quantities and qualities of education so we need to urgently respond to this situation.

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