



Educational and Political Awareness of Scheduled Castes and Scheduled Tribes– A Brief Study

Dr. Sanat Kumar Ghosh

Katwa College, B.Ed. Dept., P.O.- Katwa, Dist.-Burdwan, West Bengal- 713130

ABSTRACT

The present study proposes to understand the excruciating problems of more than twenty-five crores of the Indian who are Constitutionally categorized as members of the SCs and STs.. In this respect this paper aimed to provide an understanding and to study the Educational(EDA) and Political awareness(PA) of SC and ST people. 30 SC and 30 ST people of Burdwan district were selected as sample to estimate their awareness. Data were analyzed by adopting appropriate methods. It was observed from the findings that the degree of awareness of the both SC and ST people is average, Socio-economic status (SES) score of the SC people is higher than the ST people and there is a relation between SES and EDA and SES and PA both of the SC and ST groups.

KEYWORDS

Educational awareness, Political awareness , Scheduled caste and Scheduled tribe.

Introduction;

One of the most important social objective of education is to equalize opportunity enabling the backward or under privileged classes and individuals to use education as a level for the improvement of their socio-economic conditions. These are traditional values of social justice in every society. On the other hand every society is anxious to improve the a lot for the common people and cultivate all available talent to ensure progress by creating the scope of equality of opportunity to all sections of the people. This is the only guarantee for the building up of an egalitarian and human society in which the exploitation of the weaker section will be minimized

Since independence the Indian government has been giving special attention to uplift socio-economic conditions of SC and ST people of the Indian society and therefore, through planned action a number of welfare schemes and programmes have been adopted for their betterment. The policy of reservation for the weaker sections has been taken for the weaker sections has been taken into account through constitutional measures by the Government and the areas are, reservation of seats for admission to education institutions, reservation for assembly, parliament, local bodies, for jobs in government sectors etc. in our constitution, certain provisions under articles – 15, 16, 17, 41, 330, 332, 341 and 342 are made, so that the privileges of those backward people are guaranteed.

Participation by the people in various political activities is generally considered to be the main focus of all democratic system in our country. In fact, inputs of the political system, such as demand and support, political socialization, recruitment, interest, articulation etc. are functions of political participation. All output, in direct or indirect manner, are related to it. Political participation can be regarded as the principle by means of which consent is granted or withdrawn in a democracy. It refers to those voluntary activities by which members of a society share in the selection of rulers directly or indirectly in the formation of a public policy. It relates to shaping or reshaping of power, authority or influence. Participation in politics is a value in itself. It has priority over all other ends, including efficiency. It is a core element of democracy, essential for learning legitimacy and stabilization.

Activities related to political participation typically include voting, seeking information discussing and changing opinion, attending meetings, contributing finance and communicating with representatives, in our country, Political sense or awareness is a very necessary part of our democratic system. It fosters stability and order by reinforcing legitimacy of political au-

thority. But a large number of people in our stratified society, specially of the SC and ST category and lagging far behind in politically, socially and educationally awareness than the general people.

They are not aware about their duties and responsibilities. Keeping this in view the present study was conducted on SC and ST people of Burdwan District of West Bengal to estimate their awareness about educational and political situation of the society.

Objectives of the study: The following objectives were laid down for the study

1. To estimate the degree of educational and political awareness of SC and ST category people.
2. To estimate the socio-economic status of the SC and ST category people.
3. To find out the relationship among the socio-economic status, educational and political awareness.

Methods and procedure:

With a view to collect data related to the objectives of the study, the following tools were used.

1. Socio-economic status scale.
2. Educational awareness scale.
3. Political awareness scale.

Sampling

Purposive and Random sampling techniques were used for selection of the sample. Two village from the Block Katwa of Burdwan district were selected purposively. A list of families of SC and ST people was prepared by dictating the names of the family heads for every village. From the list of families 30 SC and 30 ST heads were selected at random, as sample.

Data collection and analysis

Data were collected from the heads of the family who were selected as a sample. Measures of central tendencies, percentage calculation, correlation and χ^2 test were used for analysis of data.

Table No. 1

		N	SES	Educational			Political			Counting Point
				Total	Male	Female	Total	Male	Female	
SC	M	16	29.	103.	108.	98.	105.	109.	9.	100
	F	14	21	80	81	07	07	88	57	
ST	M	18	20.	111.	118.	101.	111.	118.	102.	100
	F	12	64	67	50	42	87	33	17	

1. Table -1, indicates that the degree of awareness of the both SC and ST people is average but the awareness score of the Male is higher than that of female both in the educational and political fields.
2. Socio-economic status (SES) score of the SC people (29.21) is higher than the ST people (20.64) in Katwa Block of Burdwan District.
3. The table clearly indicate that the awareness score of the ST people is much higher than the SC people both in the field of Education and politics.
4. Co-efficient of correlation between Educational and political scores is highly positive both in the SC ($p=.86$) and ST ($p=.82$) people.

Table No. 2 Mean of Age-group wise Educational awareness (EDA) and political awareness (PA)

Age	18-27		28-37		38-47		48 +	
Caste	SC	ST	SC	ST	SC	ST	SC	ST
EDNL	103.22	106.20	118.20	114.22	101.90	116.00	95.83	114.00
POL	105.22	106.90	116.00	116.00	101.40	124.67	101.03	108.63

Table-2, indicates that the middle groups (22.37, 38-47) are more aware than the terminal groups of SC and ST people.

Table No. 3 showing X² value between Socio-economic status, educational awareness (EDA) and political awareness (PA)

	X ² Value		DF	Significant level
	SC	ST		
SES AND EDA	0.469	0.218	1	Not significant
SES AND PA	0.469	0.218	1	Not significant

Table-3, shows that X² value is not significant at .05 level meaning there by two distribution do not differ significantly, that means there is a relation between SES and EDA and SES and PA both of the SC and ST groups.

Conclusion :

In conclusion we may say that the SC people acquire 69.2% (103.80 out of 150) score in education and 70.04% (105.07 out of 150) score in political awareness, whereas ST people acquire 74.45% in education and 74.58% in political awareness which is higher than the SC people. It may be mentioned here that the ST people of this surveyed area are influenced by Christian missionaries for the last few years and they enjoy some additional advantages in the field of education and other social aspects due to missionary help. So educational and political awareness of these ST people have considerably increased but their SES did not increase equally. On the other hand it clearly indicates that the co-efficient of correlation

is highly positive between the education and political awareness which is higher than the SC people. It may be mentioned here that the ST people of this surveyed area are influenced by Christian missionaries for the last few years and they enjoy some additional advantages in the field of education and advantages in the field of education and other social aspects due to missionary help. So educational and political awareness of these ST people have considerably increased but their SES did not increase equally. On the other hand it clearly indicates that the co efficient of correlation is highly positive between the education and political awareness.

The educational policy should be viewed as an integral part of India's National development policy and due consideration should be given to its direct and indirect effects on other sub-reactions of the economy, politics and vice-versa. In view of our study as mentioned above we may conclude that welfare measures of the development and non-government organizations should be properly extended of the SC and ST people and appropriate measures should be taken to uplift the socio-economic conditions for ensuring better awareness. Government should increase the share of expenditure on education from 3.4% to 6% of GDP.

Lastly is can be say that we shall be able to enhance the social and political awareness of the backward people without any doubt if people from all walks of society come forward with a wholehearted effort to increase the total literacy rate from 74% (census report 2011) to 100 percent.

REFERENCES

1. Agarwal, Y & Sibou, S. (1994). "Educating Schedule Castes: A Study of Inter District and Intra Cast Differentials," NIEPA, New Delhi. | 2. Agarwal, S.N. (1985). 'Population Problem of less developed Countries,' indias population Problem, Tata McGraw Hill Publishing Co. Ltd. | 3. Ahmad, M.S. (2004). 'Five Decades of planning and Tribal Development,' Gyan Publishing House, New Delhi. | 4. Journal of Indian Education -Vol.XXXIV, No.4, Feb- 2009-NCERT, New Delhi | 5. Garrett, Henry E and R.S. Woodworth. 1971. Statistics in psychology and education. Vakis, Feffer and Simons Ltd. Mumbai. | 6. Likert, R. 1932. A technique for the measurement of attitudes. Archives of psychology. | 7. "Reports of the Secondary Education Commission," Ministry of Education, 1953, New Delhi. | 8. "Sixth All India Educational Survey," Main Report, NCERT, 1999, New Delhi. | 9. Journal of Indian Education -Vol.XXXV, No.4, Feb- 2010-NCERT, New Delhi | 10. Ministry of Human Resource Development, NPE-1986 and POA-1992. Dept. of Education, New Delhi. | 11. Buch. M.B. (1988-92) Fifth survey of Educational Research, NCERT, New Delhi. | 12. Bahuguna, A.k. (2003). 'Populatin Awareness and the impact of Educational Interventions,' Kanishka publishers, Distributors, New Delhi. | 13. Basu, A.R. (1985). 'Tribal Development Programmes and Administration in India,' National Book Organisation, New Delhi. |