

# A Review: Impact of Higher Secondary education on effectiveness of Higher Education of Scheduled Castes and Tribes in India with special reference to Madhya Pradesh

Priyam Singh

Deptt.of Botany, Govt. College Pipalrawan,

Dist. Dewas (M.P.), India

Lokesh Kumar

Deptt. of Geography, Govt. College Pipalrawan,

Dist. Dewas (M.P.), India

**Abstract:** - The present study analyses the reasons of ineffectiveness of higher education of Scheduled castes and tribes in India. Besides physical environment, Social disparity and discrimination in the education system is leading to the literacy gap between lower caste and upper caste residential in the rural areas. This section of society faces economic discrimination and combat for basic needs. It's also not untouched with the practice of gender inequality. Linguistics and lack of proper network is an important factor interrupting education flow. Curriculum designs, teaching methods and resources are to be reconsidered and practiced to be completely followed to bridge the gap in the education system. The higher secondary education system should be followed keeping in view to develop basic concepts of higher education.

**Keywords:** - Higher Education, Rural Areas, Gender Inequality, Curriculum Designs

**Introduction:** - In India most of the people of scheduled castes and tribes are the inhabitants of rural areas. Many rural areas facing lack of resources like school buildings, teaching aids, electricity, water resources, and other basic needs contribute to the great gap between statuses of higher secondary education in rural and urban areas. As a result, it poses problem of effectiveness of higher education of Scheduled Caste (SC) and Scheduled Tribe (ST) students even when they continue their higher education in urban areas. The first and very simple reason behind this the absence of technical understanding. The syllabus of the higher education is merely the extension and vast details of the higher secondary stream's subjects so rural students do not have proper understanding of the basic concepts thus the students face various difficulties in attaining further details of the subjects. The second reason is the Triple Language Formula (TLF) adopted for teaching in India (MHRD, GOI, 2016). In rural areas besides two languages English and the Hindi the third language that is the local dialect which actually is the regional language, of the region is masking the effective teaching in the first two languages. The student if does well in the third language even then they have to face the language problem in teaching methods which usually in the first two languages of TLF especially in technical subjects like sciences in higher education. In such condition the students in higher education are unable to maintain their previous scores of higher secondary education.

**Social disparity:** - The study concluded that the level of disparity between SCs and Non SCs are low in general education as compared with technical education because of the SCs are low performance in higher secondary level as compared with Non SCs. (Ulaganathan,2016)

**Social discrimination:** - Discrimination is widespread on various counts – caste, ethnicity, religion, gender, age, class, disability, region, language, family occupation, or a combination of these. These have found their way into every aspect of social life, including the education system. Dalits face the worst forms of discrimination and violence, given the religious basis of the caste system, concepts of purity, pollution and untouchability.

According to Census 2011 the effective literacy rate of SCs increased from 54.7% to 66.1%, from 2001-2011. In the same time period effective literacy rates of STs increased from 47.1% to 59% but still very low as compared to all India level of 64.8% in 2001 and 74.04% in 2011. The male female literacy gap is 16.6% at national level. (Census of India (2011))

**Economic discrimination and Combat for basic needs:** - Dalits are not getting equal opportunity in market to establish small business so that they can be self-employed but instead of getting equal opportunity in market, they get unfavourable terms and conditions to establish any small business for their livelihood. This employment inequality leads towards their economic discrimination in society whereby they are deprived from equal opportunity and forced to remain backward. (Ajeet Kumar Pankaj, 2016)

**Gender inequality:** - The main hindrance in the women education in India is rural residence, lower caste, low economic standing combined with the traditional attitude towards women education as a whole. These factors tend to deny opportunities of education to a girl. (Shailendra Kumar Singh, Richa Pandey 2016)

**Lack of proper network:** - For the development of Information Technology internet access is essential. Use of internet in education is not possible till connectivity issue persists. For many schools, teachers and student's digital literacy is also required further those also need to find and use locally relevant content and should know to clarify various errors of the contents and not to be misled. (Michael Kendeand Karen Rose, 2015)

Educational imbalances in India deserve particular attention because traditional social disparities based on caste relations which are rapidly being transforming into class inequalities through differential educational attainments. Although a number of studies describe various aspects of social distance and discrimination between different castes in diverse areas of life (Bayly 1999; Deshpande 2011; Mendelsohn and Vicziany1998), social and economic disparities are perhaps the most pernicious, resulting in perpetuating the cycle of inequality across generations. While educational inequalities are not the sole determinants of economic status, they play an important role in creating disparities in earnings. Policy intervention, particularly in the case of the highly controversial reservations or quotas in college admissions, comes much too late in the educational path of students.

Drawing on data from the India Human Development Survey (IHDS) conducted in 2004–05 by researchers from the University of Maryland and the National Council of Applied Economic Research (NCAER), it shows the rate of leaving school/college at a given education level for boys from different social backgrounds (Desai et al. 2010). A number of studies have suggested that overambitious curricula

without concomitant support to teachers lead to low levels of growth in learning outcomes (Pritchett and Beatty 2012).

The institutes with high standards in our country demand a very high standard of English. Those that do not have their education in English medium schools are unable to compete for such institutes. as per their poor economic conditions as a community they cannot afford sending their children to those schools and colleges (Kumar 2016).

**Table 1**  
**Status and growth of Higher Education in India**

Years	Colleges	Universities	GER of All Category	GER of SC	GER of ST
1947-48	516	20	0.2	NA	NA
1950-51	578	27	0.2	NA	NA
1960-61	1,819	45	0.6	NA	NA
1970-71	3,277	82	2.0	NA	NA
1980-81	6,963	110	2.8	NA	NA
1990-91	5,748	184	4.4	NA	NA
2000-01	10,152	254	8.1	5.8	4.2
2010-11	32974	621	19.4	13.5	8.9
2011-12	34852	642	20.8	14.9	11.0
2012-13	35525	667	21.5	16.0	11.1
2013-14	36634	723	23.0	17.1	11.3
2014-15	38498	760	24.3	19.1	13.7
2015-16	39071	799	24.5	19.9	14.2

Source- Higher Educational Statistics at a Glance, MHRD, GOI, New Delhi

NA: Not Available

According to All India Survey on Higher Education 2017-18 (AISHE) Higher education institutions are categorized in 3 broad categories- University, College and stand-alone Institutions. There are 903 Universities, 39050 Colleges and Alone Institutions listed on AISHE web portal. College density, i.e. the number of colleges per lakh eligible population (population in the age group 18-23 years) varies from 7 in Bihar to 51 in Karnataka and Telangana as compared to All India average of 28. 64.48% Colleges are located in rural area. 11.04 Colleges are exclusively for women. 18.5% of the Colleges are having enrolment less than 100 and only 3.6% colleges have enrolment more than 3000. Total enrolment in higher education has been estimated to be 36.6 million with 19.2 million boys and 17.4 million girls. Girls constitute 47.6% of the total enrolment. Gross Enrolment Ratio (GER) in Higher Education in India is 25.8%, which is calculated for 18-23 years of age group. GER for male population is 26.3% and for females, it is 25.4%. For Scheduled Castes, it is 21.8% and for Scheduled Tribes, it is 15.9% as compared to the national GER of 25.8%.

Table 2

Gross Enrolment Ratio in Madhya Pradesh during last 8 years AISHE 2017-18 (T-47)

State	All			SC			ST		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
MP	21.2	21.8	20.5	19.8	20.7	18.8	10.4	11.2	9.6
2017-18	21.2	21.8	20.5	19.8	20.7	18.8	10.4	11.2	9.6
2016-17	20.0	20.9	19.0	17.3	18.3	16.1	9.7	10.4	8.9
2015-16	19.6	21.1	17.9	15.5	17.0	13.8	8.6	9.8	7.4
2014-15	19.6	21.6	17.3	14.4	16.2	12.4	7.8	9.1	6.5
2013-14	19.6	21.6	17.3	13.1	14.8	11.2	6.9	7.9	5.8
2012-13	19.2	22.7	15.2	12.6	14.1	10.8	5.9	7.0	4.9
2011-12	18.5	22.0	14.6	12.4	13.7	10.9	7.1	8.4	5.8
2010-11	13.6	15.1	11.9	10.4	12.3	8.3	4.9	6.2	3.6

Fig.1

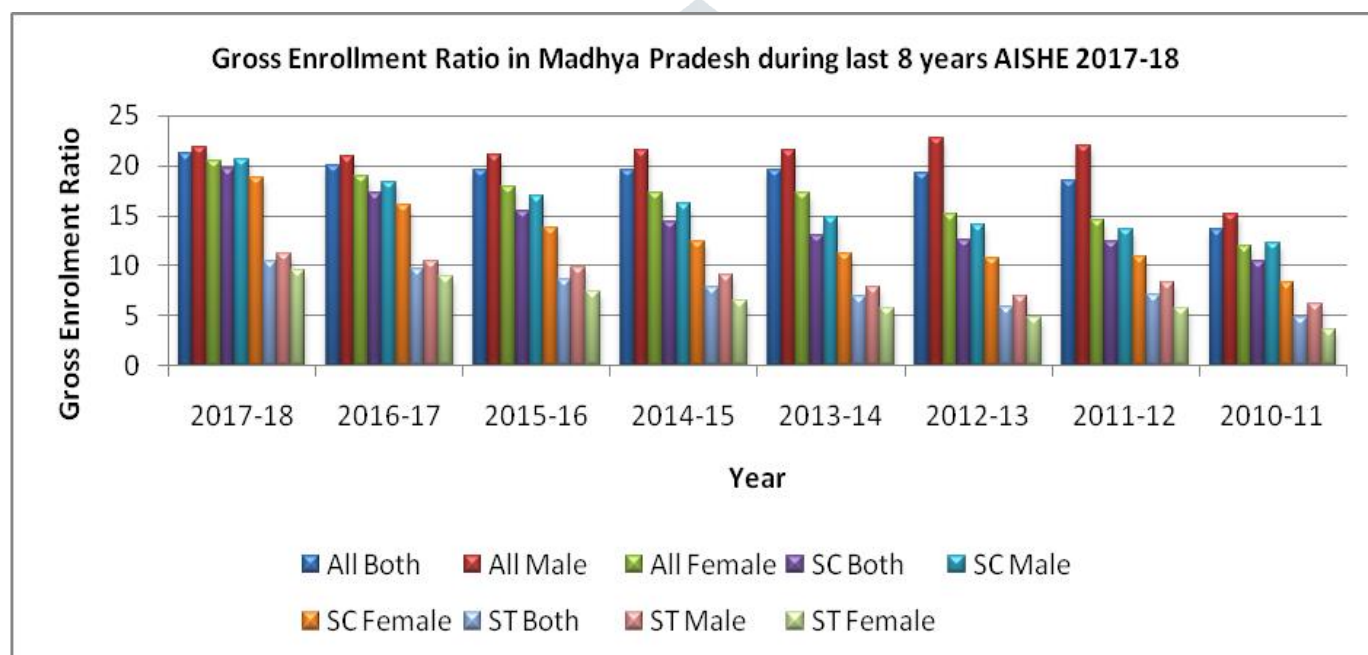
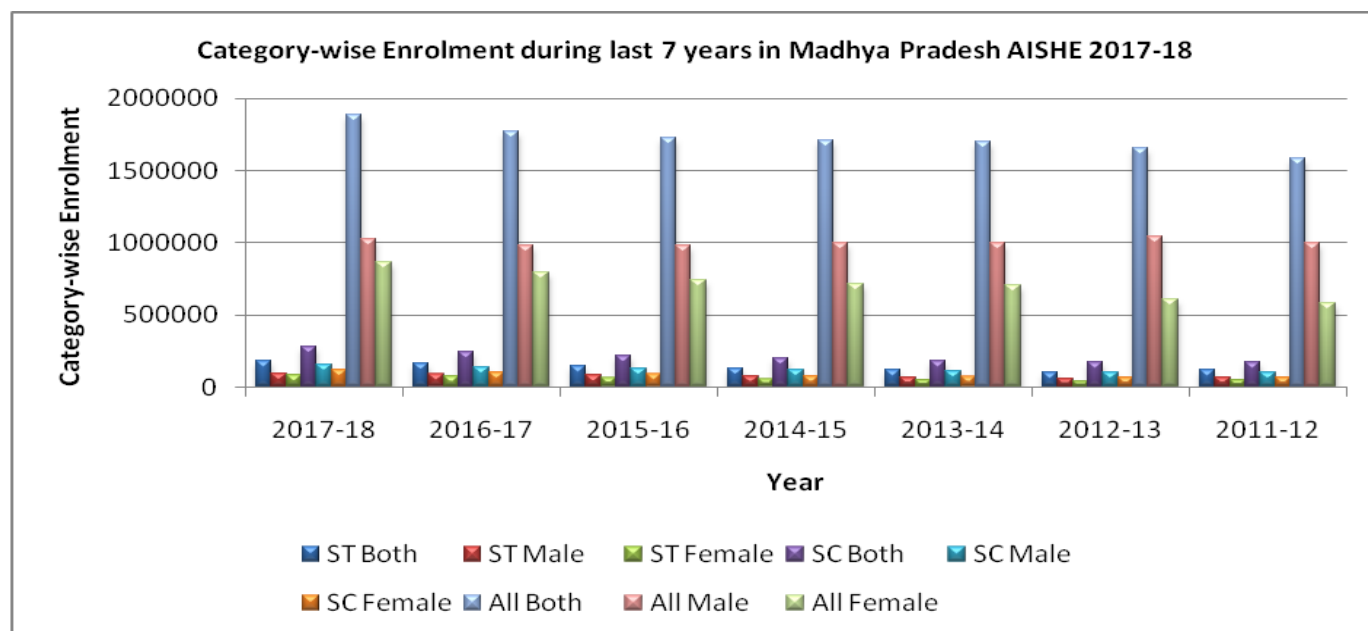


Table 3

Category-wise Enrolment during last 7 years in Madhya Pradesh AISHE 2017-18 (T-45)

State	All			SC			ST		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
MP	180898	96286	84612	283786	159632	124154	1885479	1023418	862060
2017-18	180898	96286	84612	283786	159632	124154	1885479	1023418	862060
2016-17	166793	88959	77834	245472	139807	105665	1773253	978110	795143
2015-16	147732	83508	64224	219034	129383	89651	1725182	983122	742060
2014-15	132678	77051	55627	202224	122579	79645	1712419	1001729	710690
2013-14	115886	66779	49107	183031	111810	71221	1698228	995098	703130
2012-13	99644	58709	40935	173600	105596	68004	1652814	1041963	610851
2011-12	118402	70008	48394	170743	102579	68164	1585207	1001858	583349

Fig. 2



**Results and Discussion:** - Since time immemorial the concept of education has its roots in the form of monasteries based on different religions. Schooling is the concept laid by the modern society. In the ancient times this education was restricted to only upper castes. Indian constitution deal with the special provisions for implementation of the objectives set for Article 46. The state shall provide with special care of the educational and economic interest of weaker section of the people and in particularly Scheduled Castes and shall protect them from social injustice and all kind of exploitation. (Kumar 2016).

On May 2008 the Indian Institute of Technology, Delhi terminated 12 Dalit Students (11 SC and 1 ST) for low academic performance. On the intervention of National Commission for Scheduled Castes (NCSC) 2 Scheduled Caste students were taken back by giving some relaxations in their grade requirements. For the justice students have to file the case against IIT, Delhi in Supreme Court of India. The Supreme Court of India bench K.G. Balakrishnan and P. Sathashivam instructed the IIT, Delhi to not to expel SC/ST students merely on the basis of performance and directed the IIT to arrange special classes for such students so that they could catch up with other students (Gatade 2012). Such concept-based clearance if is followed since beginning of the school education it might remove the gap between all the category students till the level of higher education.

According to the economist Amartya Sen “Primary education in India suffers not only from inadequate allocation of resources but often enough also from terrible management and organization”. The two major defects i.e. the curriculum and the teaching method plays a major role in impact of higher secondary education on effectiveness of higher education.

**Curriculum Design:** - Our curriculum is composed of as much information and knowledge as possible but the aim of education to promote concept-based study to improve their capability as practicability and field application is missing. The problems which children may face in higher education are not kept in view. In following the triple language formula, the importance of universal communicating language is neglected.

**The Teaching methods and Resources:** - In the era of the technology the previous teaching methods are still in vogue. Due to lack of resources in the management system of schools the technological teachings are



still missing. No methods of teachings with animations and PowerPoint presentations on projectors are included in the lectures. As a result, the education pattern is losing its child centeredness, joyfulness and activity-basis. Still the internet facilities are far beyond the life of rural regions to be afforded and maintained by the school management systems. Still the government schools which are the major enrolment centres of the children of Scheduled Castes and Scheduled Tribes are far beyond the utilization of Information technology and basic requirements of infrastructure viz. building, electricity, furniture, drinking water, hygienic toilets, equipments, laboratories, libraries, computers etc.

**Conclusion:** - Heading in the race of being a developed country Indian government still have to fight back for basic concepts and phenomenon of school education in rural regions to lay down the strong base of coming future generations to stand in the race of being pillars of a developed and sound nation. The importance of universal communicating languages should not be neglected and considered as an important stair to concept clearance in higher education curriculum that is each language of the three-language formula should be given equal importance. The curriculum design should be keeping in view of career opportunities in different sectors. The teaching methods should be redefined and all the required teaching resources should be made to reach of rural students.

**Acknowledgement:** - The author is highly thankful to Dr. Lokesh Kumar, Assistant Professor Department of Geography, Government College Pipalrawan, District Dewas (M.P.) for manuscript reviewal.

### References

1. All India Survey of Higher Education 2017-18, T-45,47, Government of India, Ministry of Human Resource Development, Department of Higher Education, New Delhi 2018, [www.aishe.gov.in](http://www.aishe.gov.in)
2. Bayly, Susan. 1999. Caste, Society and Politics in India from the Eighteenth Century to the Modern Age. Cambridge: Cambridge University Press.
3. Desai, S., Amaresh D. and Brij L. J. 2010. Human Development in India: Challenges for a Society in Transition, New Delhi, Oxford University Press.
4. Deshpande, A. 2011. The Grammar of Caste: Economic Discrimination in Contemporary India. New Delhi, Oxford University Press.
5. Mendelsohn, Oliver and Marika, Vicziany. 1998. The Untouchables: Subordination, Poverty and the State in Modern India. Cambridge: Cambridge University Press.
6. Pritchett, Lant and Amanda Beatty. 2012. 'The Negative Consequences of Overambitious Curricula in Developing Countries'. CGD Working Paper no. 293, Centre for Global Development, Washington, DC.
7. Ulaganathan, S. 2016. Social Disparity in Access to Higher Education in Tamil Nadu. Status of Scheduled Caste's Higher Education in India (ed.) D. Karbhari and L. Kumar, Shree Prashmani Publication, Indore, 50-70.
8. Census of India. 2011. Registrar General of India, Government.
9. Pankaj, A. K. 2016. Social Exclusion and Economic discrimination: Employment Inequality among Dalits in Uttar Pradesh. Status of Scheduled Caste's Higher Education in India (ed.) D. Karbhari and L. Kumar, Shree Prashmani Publication, Indore, 107-122.

10. Singh, S. K. and Pandey, R. 2016. Economic growth and demand of education for girls: A study of Uttar Pradesh. Status of Scheduled Caste's Higher Education in India (ed.) D. Karbhari and L. Kumar, Shree Prashmani Publication, Indore, 136-137.
11. Michael Kendeand Karen Rose. 2015. Promoting Local Content Hosting to Develop the Internet Ecosystem, <https://www.internetsociety.org>
12. Kumar, L. 2016. Scheduled Castes and Higher Education. Status of Scheduled Caste's Higher Education in India (ed.) D. Karbhari and L. Kumar, Shree Prashmani Publication, Indore, 8-27.
13. Gatade, S. 2012. Dronacharya All: Caste Discrimination in Higher Education. info change news and features, Oct. 2012.
14. Higher Education Statics at a Glance. 2017. Ministry of Human Resource Development, Bureau of Planning, Monitoring and Statics, New Delhi.
15. Ministry of Human Resource Development, Govt. of India. 2016. Some Inputs for Draft NEP, 30.

