



GOVERNMENT SCHEMES IMPLEMENTATION FOR SC/ST FEMALE LEARNERS IN TERTIARY EDUCATION

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Abstract

The National Education Policy 2020 (NEP) mentions that at present only 26.3 % of the relevant age group is in higher education (HE) and projects that by 2035 we will increase it to 50%. In the present era tertiary education is another form of higher education. Dr. Radhakrishnan Commission report mentioned that we cannot transform tertiary education unless we change our school system. In spite of the policies and programmes to increase participation we have not been able to provide equitable and level playing field to all children. The participation of children from the less privileged classes namely SC and ST especially girls seems to be low. Present paper aspires to study the systematic weaknesses and the reasons behind the drop-outs of the SC/ST female learners for tertiary education. The aim of the study is to know the reasons behind the drop-outs of the SC/ST female learners and to study the regulatory framework and decision making process of school education and its implication for Scheduled Cast (SC/ST) students w.r.t tertiary education. Researcher prepared a qualitative questionnaire which is supported by qualitative interview of the principals of the government schools... Present paper is primarily a study on the policy making process for the school sector and its outcome should heavily impact policy making for school education. Data is analyzed by conversational analysis and it has shown in graphical expression. Verbal responses have been noted and percentage has been given. The present study highlights the drawbacks of policies and implementation of SC/ST learners. It would be helpful to give proper direction in the area of socially disadvantaged groups. Conclusions of the study predicts the poor performance of the school regulators. The implementation of the government schemes and policies is not done properly due to poor performance of school regulatory bodies. These students do not get basic facilities as well as lack of awareness & guidance to their parents has been a major problem. This research reveals the gap between school regulatory system and actual functioning of programs & policies w.r.t tertiary education. The present study finds the solutions for better implementation of the government schemes and finds how it would reach maximum SC/ST girls and make them more access for tertiary education. It would be helpful for regulatory bodies to provide better access, services that are responsive to an identified need of people and making more & more access to tertiary education.

Keywords: SC/ST girls, govt schemes, tertiary education, regulatory bodies



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I Background

The education for backward classes has been possessing the problems from many decades. But still the problems has not been ended. According to Census 2011 Total SC/ST population of the Maharashtra is around 10,510,213. There are a lot of problems for SC/ST girls. One of the problems for SC/ST girls education is financial problem of parents and parents' illiteracy. Hence various govt schemes are developed for the SC/ST learners. When SC/ST learners are girls problems are more complicated. Hence government has arranged various schemes for the development of SC/ST learners. In the new technological era tertiary education has got a great importance. Tertiary education refers to the post secondary education which includes public & private universities, colleges, technical training institutes, vocational training institutes, open & distance learning sources etc. Tertiary education enhances skills of the students, reduces poverty and enhances growth & development among students. The govt schemes which are planned to make the education easy and productive for SC/ST learners. It helps to increase the success rate of SC/ST learners in taking their education. It makes more access and enrolment for elementary education. Tertiary education is a gateway to all kinds of education. It includes vocational and non-vocational courses. Government schemes which are applied makes it easy to take elementary and secondary education. Thus makes an easy path towards tertiary education.

II Rational of the Research

The foremost intent of this paper is to create awareness about various govt schemes of the SC/ST female learners in tertiary education as per the reviewed previous researches it has been observed that the SC/ST girls have weak family financial status. Their parents' have low income. So they do not get all the educational facilities. Hence government schemes provide them financial aids for supporting the education. Many SC/ST girls have to leave the education due to family problems and due to insufficient income. As per the data available on social welfare website (<http://mahaeschol.maharashtra.gov.in>) many government schemes provides scholarships and incentives for SC/ST girls education. Everyone should get education as per the inclusive education strategy. Everyone should get quality education. It should be helpful to bring quality education & achieve the goals of sustainable development goal 4, quality education for all & universalisation of education. They make the girls to fulfil

their educational needs by the means of govt schemes. The girls which are passing out from secondary education would naturally come in the mainstream of tertiary education. Hence present research is needful. The girls who have taking benefits of the schemes fulfil their education for secondary education to higher secondary, tertiary education and higher education but in tertiary education drop out rates is high . It can be noticed while conducting survey what is the reason behind drop outs & why SC/ST girls not reaching higher education . It is one of the reasons our GER is low . It will be increased upto 50% as envision in NEP 2020. That provides attention to the issue. The govt made policies for girls education but why not reach upto that level. So in paper researcher has highlighted issues, challenges ,opportunities especially for SC/ST girls.

III Review of Related Literature

Sr.No	Title of the Research	Focus on the Past studies
1	S. Sasikumar & Balaji P (2020) developed perception of students towards cost-free welfare schemes in school-education –A study with special reference to govt schools of Talmilnadu.	Present exploratory study aimed to understand the govt school students perception towards cost-free welfare schemes of Government of Tamilnadu. The researcher has adopted survey method to gather the perception from school students those who are residing in Chennai city of Tamilnadu and pursuing their school education at different govt schools. The data collected were subjected to analysis by using percentage analysis , descriptive statistics , mean based ranking ,factor analysis and independent sample t test. Conclusions highlight school students are expecting more welfare schemes from Tamilnadu school education department to increase the enrolment ratio across different govt schools. Especially , the food offered in noon-meal system can be enriched with good quality to attract more number of beneficiaries in govt schools in Tamilnadu.
2	Sangeeta P & A Raghurama (2018) developed A study on student loan schemes in India and Australia :IRA International Journal of Management & Social Sciences	The present study focuses on tertiary education has been perceived as an important sector which contributes to the economic progress among the countries of the world . Higher education has grown rapidly at the same time the cost of higher education is also rising throughout the world. The study highlighted education loan or student loan or student loan schemes as one of the sources of financing higher education has been introduced in most of the countries. Present study attempts to understand either through the commercial banks or through the government . The study concludes that the student loan procedures followed in other countries can also be considered with suitable modifications of our education loan scheme at present.
3	S. Sharma & Singh A(2020) developed	The study highlights on the challenges faced due to dealing public budgets on education on one hand & the need for more resources

<p>Importance of scholarship in tertiary education for students from the deprived sections.: IEG working paper No.395</p>	<p>on the other ,many developed & developing countries such as India , are now examining alternative methods of subsidizing higher education to benefit students from deprived sections. Present paper critically examines 24 scholarship schemes provided by the central govt and the paper examines the private expenditure of students on tertiary education. The study observed that the GER (Gross Enrolment Ratio)of all categories is 26.3 in tertiary education but when we exclude SC & ST from it ; then GER for all other categories increased to 28.25 %.2) The share of means-based scholarship schemes is less in comparison to means cum merit-based scholarship schemes. The study concluded that the current scholarship schemes are making little contribution to either the efficiency or equity of the higher education in India .The existing lacuna in Indian scholarship schemes can be corrected by doing some alteration in the policies such as 1) The govt should be more focused on means-based scholarship rather than merit-based.2) The scholarship amount for both the course fees and the maintenance cost should be revised every 5 years. 3) A greater number of scholarship schemes should cover the course fees of the students.</p>
<p>4 Ahmad & Waqar (2019) developed Causes of girls drop outs from Primary Schools in Tehsil Bahrain District Swat , KPK Pakistan : Asian Journal of Contemporary Education ,v3n1p44-58</p>	<p>The study highlights on getting education is very important for both boys & girls .However there are female children do not complete school cycle and leave school before it's completion which is one of the concerning issues for the Ministry of Education in Pakistan .To know why these girls drop outs of school the study provides some brief information on it. To get information on the above issue structured interviews were used. After collecting information some of main causes for the drop outs were found as work to earn some money for support of family(poverty), moving from one place to another ,culture of the village , punishment , teachers' behaviour ,long distance from house to school and lack of textbooks and facilities . By looking to the findings of the study , there is a need of other researches in the area.</p>
<p>5 P. Maila & Ross E. developed (2018) Perceptions of disadvantaged rural matriculants regarding factors facilitating and constraining their transition to tertiary education: Journal of Educational Psychology</p>	<p>The study highlighted that While education has been recognised as a route out of poverty, for many black South Africans, equality of opportunity and access to quality post-school education are often hampered by lack of resources and the lingering legacy of apartheid. The main focus of this study is on learners' perceptions in the disadvantaged rural community of Siyabuswa, Mpumalanga regarding tertiary education and factors affecting their pursuit of such an education. A qualitative research design was adopted and data collection occurred through the use of semi-structured interview schedules administered via face-to-face interviews. The analysis of the data took the form of thematic content analysis, and was framed within a discussion of Paulo Freire's theory of</p>

conscientisation. Findings from the research suggest that respondents perceived education to be important. However, linguistic constraints, under-resourced schools, and a lack of career guidance appear to hinder their aspirations to successfully transition from secondary to tertiary education. A key conclusion reached was that even if learners are provided with high quality career guidance, educational facilities and equipment, this strategy is unlikely to facilitate academic success at tertiary level if attention is not paid to the development of critical language and literacy skills in the early years.

IV Focus of the study :



V Objectives of the study

1. To generate information about various govt schemes & it's implication for SC/ST female learners at tertiary education
2. To study concurrent monitoring of schemes being implemented .at tertiary level
3. To study challenges and issues regarding education of SC/ST girls in tertiary education

VI Respondent for the study

- Principals /supervisors/administrative staff from govt schools from Pune districts is the sample for the present study.

VII Methodology

A questionnaire of 20 questions has been prepared which has to be analysed by qualitative & conversational analysis. Random sample has been taken.

VIII Data Collection

Researcher has visited to the schools where junior colleges are attached regarding tertiary education and taken interview of the principals or the concerned authority and taken the information as per mentioned in the questionnaire which was analysed by qualitative method.

IX Data Analysis

A) Opportunity-

Table-1: Government schemes for SC/ST Girls for tertiary education

Govt Schemes Access	Opportunities
1) Kasturba Gandhi Balika Vidyalaya	KGBV is a scheme for girls Education launched in July 2004 for setting up residential schools at upper primary level belonging predominantly to the SC ,ST,OBC and minority communities.
2)SavitribaiPhule Scholarship	SavitribaiPhule Scholarship is mandatorily reserved to the girl students of class 5 th to 10 th who come under the minority communities in Maharashtra such as SC/ST ,VJNT ,SBC .
3)10 th Board fees Scholarship	Those students who are sitting to 10 th std board exam, their board fees are exempted.
4) SukanyaSamridhhiYojana	SukanyaSamridhhiYojana is a small deposit scheme of the Government of India meant exclusively for a girl child and is launched as a part of BetiBachaoBetiPadhao Campaign .The scheme is meant to meet the education and marriage expenses of a girl child.
5) BetiBachaoBetiPadhao	Under the BetiBachaobeti padhao Yojana , a saving scheme known as SSA (SukanyaSamridhhi Account) has been unveiled . This account is exclusively for girl children where guardian or parents of the child may easily save money for daughters.
6)CBSE Udan Scheme	Udan is a of Human Resource project launched by the CBSE under the aegis of Ministry of Human Resource Development (MHRD) to address the low enrolment of girl students in prestigious engineering institutions and the teaching gap between school education and engineering entrance examinations.
7) SarvaShikshaAbhiyaan	SSA has been launched in 2001-2002 aimed to

	provide useful and relevant ,elementary education to all children in the 6 to 14 group by 2010.
8) Pre-matric Scholarship for Scheduled Cast students	This scholarship is for those Sc/ST girls whose parents' annual income is less than 2 lakhs.
9)Post-matric Scholarship to SC/ST students	This scholarship is for 11 th and 12 th SC students whose parents annual income from all sources is up to rupees two lakh fifty thousand(Rs,2,50,000)are eligible for full scholarship.
10) Mid Day meal scheme	This scheme provides lunch like Khichdi PoshanAharYojana to all the students.
Incentive to SC/ST girl students for Secondary Education	This is a centrally sponsored scheme for SC/ST girl students who take admission in 9 th class after passing Middle Standard Examination from H.P. Board of School Education.
12) NMMS (Nations means cum Merit Scholarship)	For any cast scholarship whose income is around 1 lakhs
13)Govt of India Scholarship /Freeship	For those students parents income is below 2 lakhs
14) Rajashri Chhatrapati Shahu Maharaj merit Scholarship	This is a merit Scholarship .
15)Merit scholarship for EBC students	Any class students who is economically backward
16) Open Merit Scholarship for Jr. College	For those students who has got marks above 80%

Observation:-

Table 1 indicated that govt has provided access in the form of various schemes for upliftment of SC/ST girls

Table 2

Names of the schools	No of SC/ST GIRLS ENROLLED PER YEAR	
	SC	ST
Kendriya Vidyalaya No1, Dehuroad	10	10
Kendriya Vidyalaya No2, Dehuroad	18	9
Kendriya Vidyalaya, Ganeshkhind	20	10
N.M.V Girls High School ,Pune	62	3
Nauroji Wadiya Jr. College	70	15

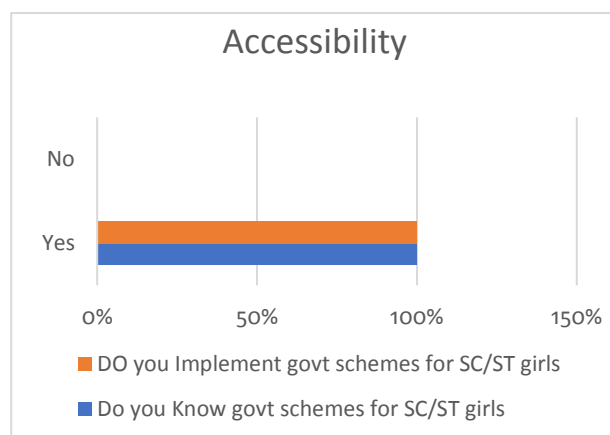
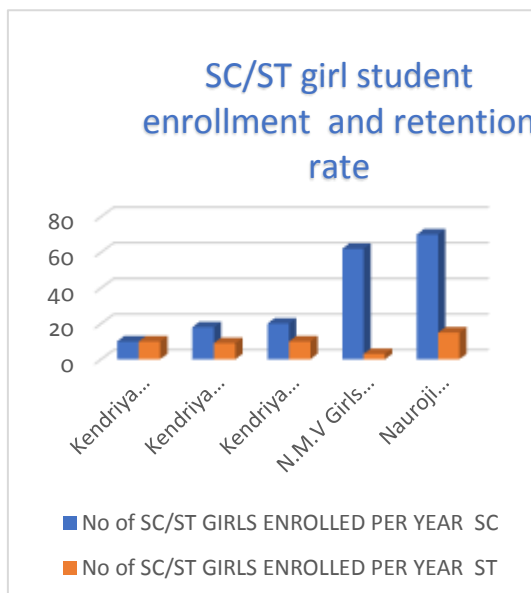


Table 2 indicated that most of the schools have the knowledge of the govt schemes and they are also implementing the govt schemes at some extent in their schools.

Table 3

Responses	Yes	No
Do you Know govt schemes for SC/ST girls	100%	0%
DO you Implement govt schemes for SC/ST girls	100%	0%



Observation

Table 3 indicated that all of the schools are aware of the govt schemes, they are implementing the govt schemes but there are many problems in the implementation of the govt schemes. The SC/ST girls are not taking advantage of the schemes, hence the enrolment per year in the schools is very less .Table 4 indicated that the no. of ST girls are less than as compared to SC girls

B) Challenges/Dropouts

Reasons for drop-outs of SC/ST girls education

- Parents are illiterate.
- Lack of money for education.
- Insufficient no of documents.
- Lack of awareness of the govt schemes
- Lack of conducive atmosphere.
- Lack of guidance.
- Possibility of language difficulties
- Due to early age marriages drop-outs occur.
- Due to parents migrate from place to place ,drop-outs from schools occur.

Challenges of implementation of govt schemes

- Parents are not aware about these govt schemes.
- They do not get proper documents related to govt schemes.
- They do not get scholarship money on time.
- Scholarship money amount is very less as per the time. Because of less amount parents don't take interest to collect documents & submit in the school.
- Some scholarships are good, but SC/ST girls do not get information on proper time.
- Students do not give information on time like documents are not submitted on time.
- The regulatory bodies do not communicate with school properly. They should give the information on time like in the beginning of the school they have to give suggestions about which documents they should provide.
- Regulatory bodies should inform about changes in the GR on time and they should make the appropriate submissions of documents from schools on time.
- If any school do not submit the documents on time regulatory bodies should take actions on that school.
- Regulatory bodies should make the transactions of the money either online or offline but only one way system. Sometimes they frequently changes the policies due to which school administration face the problems.
- Government should increase the scholarship amount sufficiently to increase their interest in education.
- They should provide the scholarship those who are needy ,only they should get the scholarship.
- Schools' record keeping is not proper.
- Schools do not get updated information regarding regulations and GRs which are being changed time to time.
- Government take so many information about SC/ST girls but they don't provide comparatively sufficient amount to the students.
- Regulatory bodies do not work properly. Parents are not aware of these schemes. They face problems in getting the documents like cast certificate, income certificate etc.

- Application process for govt schemes is tedious and it is online. Students should go to <http://maharashtra.gov.in> online & fill the scholarship application form.

C) Measure that should be taken for proper implementation of govt schools

- **Need of special system:-** There should be some special regulatory system for the implementation of the govt schemes. Specially they should work on these schemes only.
- **Solutions regarding implementation of govt schemes**
 - They should directly go in school and gather the information. Not just virtually or on paper.
 - Schools should appoint a separate teacher for the proper implementation and follow up of the govt schemes. He should take follow up of the implementation of the govt schemes. It is better if he is from tribal community so that he can well understand and solve the problems of the SC/ST girls.
 - Some non-grant schools do not take the govt schemes. If the students come from non-grant school to granted school they are not aware of these govt schemes. So they do not take facilities of such govt schemes.
 - In the tertiary education quantity of SC,ST girls is very less. Those girls who are taking tertiary education do not seem to take the benefits of govt schemes.
- **Need of Govt Schemes for all round development:-** There should be govt schemes for all round development of SC/ST girls having enrolled for tertiary education. Tertiary education benefits not just the individual but for the whole society. Then how can the SC/ST part of the community be left aside? Graduates of SC/ST girls should be more environmentally conscious, have healthier habits and should have a higher level of civic participation. Hence the schemes of the SC/ST girls should be updated as per the time. And not just schemes updation is needed, but its implementation is also very necessary.
- **Advertisement:-** Govt schemes need more advertisement in different medias.
- **Need of bottom up approach:-** Govt Schemes should be implemented in bottom –up manner instead of Top-Down method. This would reduce the actual implementation problems of the govt schemes.
- **Lengthy Process:-** All the process of govt schemes is very lengthy. It should be short.
- **Need of awareness among parents:-** There should be awareness created about the govt schemes for parents.
- **Flexibility:-** There should be flexibility in the terms & conditions of the govt schemes.

- **Incomplete documentation:-**Most of the parents do not get documents on time. Hence they can not apply for scholarship.

X Data Analysis

Table 4: Regulatory bodies from which govt schemes are taken

Names of Regulatory Bodies	School1	School2	School3	School4	School5
SCERT				√	√
NCERT		√			
CBSE	√	√			
Central Govt	√	√			√
State Govt	√		√	√	√

Observation :

Table 4 indicated that the govt schemes are implemented by SCERT, NCERT, CBSE ,Centralgovt and state govt.

Table 5

Girls Continuing Education	
Rural Area	Urban Area
There are drop outs in the rural area	No drop outs in urban area

Observation

Table 5 indicated that there are no drop outs in the rural area whereas there can be drop outs in the urban area.

Table 6

Schools	Rating of Coordination of Regulatory Bodies with schools				
	Excellent	Very Good	Good	Poor	No Communication
School 1			√		
School 2	√				
School 3					√
School 4				√	
School 5	√				

Observation

Table 6 indicated that some schools say that regulatory bodies properly coordinate with them while some other schools have the problem that regulatory bodies do not coordinate with them properly.

Findings

- This study reveals that the govt schemes are beneficial for the SC/ST girls.
- There should be a special system for the implementation of the govt system to The school level.
- There should be awareness sessions regarding govt schemes for parents of the SC/ST girls of tertiary education.
- Proper follow up should be taken of the govt schemes at the school level. One special teacher should be appointed in each school for monitoring the implementation of the govt schemes.
- Regulatory bodies should directly contact the schools and visit the school for proper implementation of the schemes and not just on paper work.
- Regulatory bodies should update the information regarding change in policies and GRs to the schools time to time and properly communicate with the school. They should take proper follow-up for implementation of the govt schemes.

Conclusions

Data& findings revealed that all of the schools are aware of the govt schemes and they are implementing the schemes in their schools. But SC/ST girls are not taking benefits of these govt schemes hence they are not reaching towards tertiary education and higher education. Parents of the SC/ST girls do not have the awareness about govt schemes.Regulatory bodies do not take proper follow up of the schemes .They do not coordinate with the schools properly. There are implementation problems of the govt schemes .Hence it is needed to create awareness among the parents about these schemes so that schemes should be reached to the needy parents for the education of the SC/ST girls. For proper implementation of the govt schemes there should be a special system which will control the whole procedure for successful implementation of the govt schemes. By doing this it would bridge the gap between school education and tertiary education leading to promote towards higher education.

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Title of the paper: Government schemes implementation for SC/ST female learners in tertiary education

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