

INCLUSION OF SC/ST GIRLS EDUCATION: A DIVERSITY OF GOVT SCHEMES WITH THE WORKING WITH REGULATORY BODIES

Madhuri Isave, Ph.D.

(Project Director ICSSR), Asso.Prof.Tilak College of Education Pune

Email-madhuisave@gmail.com

Paper Received On: 25 DECEMBER 2022

Peer Reviewed On: 31 DECEMBER 2022

Published On: 01 JANUARY 2023

Abstract

Present paper highlights the problems of SC/ST girls education and the implementations problems of govt schemes w.r.t. regulatory bodies functioning. It shades the light on various angles of SC/ST girls educational problems and the working mechanism of the regulatory bodies. The schemes which are made for SC/ST girls are under the governance of central govt and state govt which acts as the regulatory bodies to control the proper implementation of these schemes. It is concluded that the govt schemes implemented in schools are not reached to the benefits of the SC/ST girls. From the observations it can be focused that 74.28% school teachers and principals want an autonomous body to regulate the governance of the govt schemes. Respondents reflected that there should be an autonomous & independent body to control the proper implementation of govt schemes which would be more purpose specific, time bound and result oriented.

Keywords: regulatory bodies, govt schemes, SC/ST girls, autonomous regulatory bodies, implementation of govt schemes.



[Scholarly Research Journal's is licensed Based on a work at www.srjis.com](http://www.srjis.com)

Introduction

Though the education has been spread in all over the country in India, it can not be said surely that the educational status of SC and ST girls has been improved so far. Out of India's total population 16 % are the Scheduled Cast people and 8% are Scheduled tribe people. As the say of Dr. Babasaheb Ambedkar Education should reach to each and every student specially deprived castes and it is the most sophisticated weapon to improve the life quality of the common man. Today though the whole world is undergoing the revolution of technology, some part of population can not reach the benefits of education and can not complete their primary and secondary education also. Govt has designed and implemented various schemes for upliftment of SC/ST girls education. But it has been found by the

surveys and researches that Govt schemes are not implemented properly and are not reaching to the most disadvantaged groups like SC/ST girls. The schemes are designed specially for girl child since in our society many myths and traditions are present which prohibits the girls' education. The schemes which are made for SC/ST girls are under the governance of central govt and state govt which acts as the regulatory bodies to control the proper implementation of these schemes. But it is seen so far that the govt schemes are not reaching to the SC/ST girls who are needful and there are problems in the implementation of govt schemes. Present paper tries to discover the various angles of the education of SC/ST girls and it shade the light on the lacunas in working system and the control of the regulatory bodies for the governance of govt schemes. Present paper tries to find the solution for what could be done for proper implementation of govt schemes and whether there should be an autonomous separate body which would control the proper governance of the schemes to reach for SC/ST girls.

Background of the study

Since independence our country to provide universal free and compulsory education to all children between the age of 6 to 14 years. In 2009 Right to Education (RTE) and Indian Constitution Article 45 emphasized on it. Although we have made substantial progress but still not have been able to achieve the target. We all know the primary education is a gateway of higher education and that improves the social wellbeing. But we have seen in Census 2011 and other research reports wastage and stagnation have been most prominent in socially deprived section especially in Scheduled (SC/ST) population. The policy makers and other regulatory bodies, National Policy of Education (1986) and various programmes and schemes are declared for scheduled classes (SC/ST) at both national and state level. However today it has been notified that not all students who enroll for primary education enter secondary school but are very far from higher education. Those who reach upto higher education can complete their education and it may be possible because of regulatory function of higher education. If we fail to sustain the enrolment and successful complete the educational journey of (SC/ST students) how can we achieve the target of universalization of education and Sarva Shiksha Abhiyaan and also the aspiration of NEP 2020. Present research paper reveals the problems in implementation of govt schemes of SC/ST girls education.

Need of the study

In NEP 2020 one of the vision is upliftment of deprived classes students specially girls education .Various govt schemes are planned and implemented for the education of SC/ST girls. But it has been found from researches that the benefit of these schemes are not reached to the targeted group i.e. to the SC/ST girls. There are problems in implementation of these govt schemes. Central govt and state govt are the regulators for school education. If they are controlling the implementation of govt schemes why it is not reflecting in performance of the school education of SC/ST girls. For studying implementation problems of govt schemes made for SC/ST girls present research is needful.

Literature Review

M.Y. Anand and Yadav M. (2016) stated the girl child is a critical agent in any society. Despite more than half a century of various affirmative policies and programs, there remains little improvement in the overall status particularly educational status of SC girls. A large no. of SC girls do not have access to successive stages of education. Present paper not only listed the factors responsible for the low female literacy and non-participation of SC girls in education but also makes an attempt to look into some of the initiatives undertaken by the government to improve the situation. N. Halim, K.M. Yount & Solveig C.(2017) elaborated despite India's substantial investments in primary schooling, gaps in schooling persist across gender and caste –with scheduled caste and scheduled tribe(SC/ST) girls being particularly disadvantaged . She highlighted the representation of SC/ST women in state legislatures was positively associated with SC/ST girls grade completion and age-appropriate grade progression but was apparent not SC/ST girls' primary- school performance SC/ST women's representations in state legislatures may reduce gender –caste gaps in primary-school attainment in India. G.Paswan (2018) highlighted the scheduled caste who are classified as untouchables appear to exist at the bottom of India's upper castes. Scheduled caste women are traditionally depressed and neglected in Indian Society. They also remain at the bottom of economic hierarchy having no land of the own. He stated education is the only weapon through which the status of the scheduled caste women in society can be improved. Govt & non-govt agencies have made a lot of efforts, provisions and reservation for the scheduled caste women. But even today scheduled caste woman is designated as “disadvantaged group”.

Objectives of the study

1. To study the problems of SC/ST girls in school education.
2. To find out the govt schemes which are useful for education of SC/ST girls.
3. To analyze the implementation problems of govt schemes made for SC/ST girls.
4. To highlight the problems of school regulators made for school education.

Problems faced by SC/ST girls in school education

There are many problems for SC/ST girls due to which they need to leave the school. Few of them are following.

- Mindset of family
- Early marriages, taking care of families ,responsibility
- Financial problem
- Ignorance towards education
- Lack of awareness
- Gender Inequality
- Lack of motivation while taking education
- Impact of the area they belong to urban/rural.
- Distance of the school to home.
- Because of social customs , traditions & myths
- Lack of education in the family.
- Due to lack of fee payments due to private unaided schools.
- Lack of resources

Different types of govt schemes for SC/ST girls

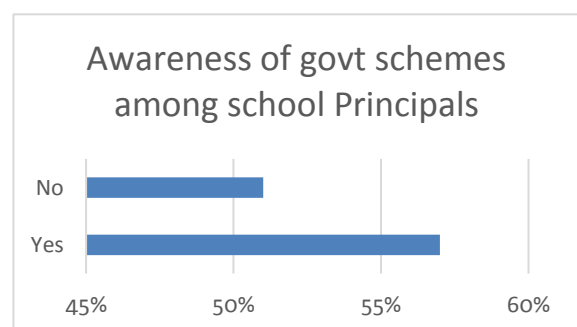
1. **Kasturba Gandhi Balika Vidyalaya**:-This scheme was launched in July 2004 for setting up residential schools at appear primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme provides minimum reservation of 75% of the seats for girls belonging to SC, ST communities and priority for the remaining 25 % is accorded to girls from families below poverty line.
2. **Beti Bachao Beti Padhao**:- is a scheme which was launched by the Prime Minister on 22nd January ,2015 at Panipat ,Haryana .**BBBP** addresses the declining Child Sex Ratio (CSR) and related issues of women empowerment over a life-cycle continuum.

3. **Sukanya Samridhi Yojana:-** is a government-backed small savings scheme for the benefit of girl child. It is a part of the **Beti Bachao Beti Padhao. Yojana** and can be opened by parents of a girl child below the age of 10.
4. **Balika Samridhi Yojana:-** It targets specifically the welfare and betterment of the girl child ensuring that every girl born in economically weaker sections of the society has a better chance to gain good primary as well as secondary education.
5. **Mukhyamantri Rajshri Yojana:-**The primary objective of this scheme is to eradicate child mortality and child marriage in society. This scheme ensures to improve girl child ratio and also promotes girls education in the state.
6. **Mukhyamantri Laadli Yojana:-**The main aim of this scheme is to bring a change in the negative approach the society possesses towards the birth of a girl child.
7. **CBSE Udaan Scheme: - UDAAN** is a project launched by 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.
8. **National Scheme of Incentives to Girls for Secondary Education:-**A sum of Rs. 3000/- is deposited in the name of eligible unmarried girls as fixed deposit on enrolment in class IX who re entitled to withdraw it along with interest thereon upon reaching 18 years of age and passing class X examination.
9. **Mukhyamantri Kanya Suraksha Yojana.** The Bihar government launched this scheme to promote the safety and security of the girl child.

Content Analysis and Interpretation of Data:-

Awareness of govt schemes	
Yes	57%
No	51%

Table 1



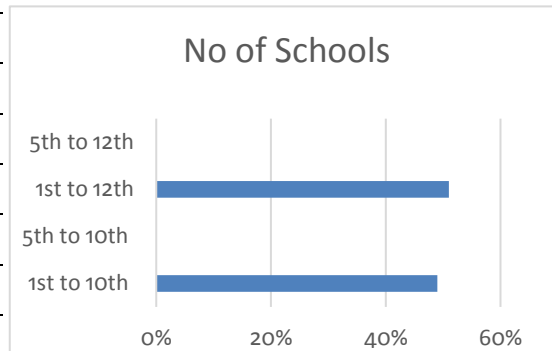
Observation: - It is observed from table 1 that 57% teachers/school Principals are aware of govt schemes which are implemented in schools by govt and 51% of school principals are not aware of the govt schemes which are implemented for SC/ST girls.

Interpretation

It can be interpreted from the observed values that most of the school principals and teachers are knowing the govt schemes present for SC/ST girls but few of the teachers are not aware of the govt schemes since these schemes are not followed by private schools.

Upto the Std school is	
	No of Schools
1st to 10th	49%
5th to 10th	0
1st to 12th	51%
5th to 12th	0

Table 2



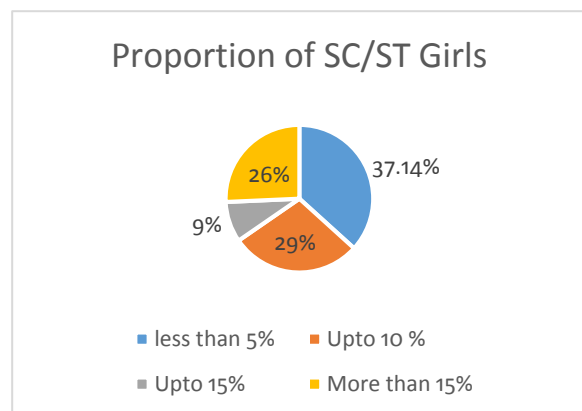
Observation:- It can be observed from table 2 that the % of schools having stds 1st to 10th are 49%. The schools starting from 1st to 12th are around 51%. It is observed from the table values that there are very few schools which are of 5th to 10th or 12th.

Interpretation

It can be interpreted from table 1 that most of the schools are having STD 1st to 10th or 1st to 12th.

% of SC/ST Girls in School	
Proportion of SC/ST Girls	No of schools
less than 5%	37.14%
Upto 10 %	29%
Upto 15%	9%
More than 15%	26%

Table 3

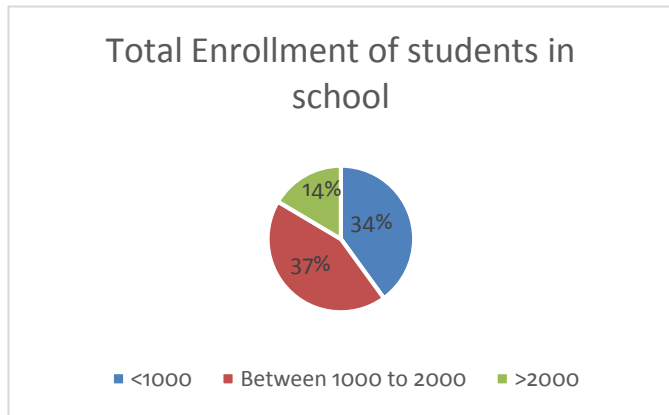


Observation: - It can be observed from table 3 that 37.14% of schools contain less than 5% proportion of SC/ST girls whereas 29% of the schools includes SC/ST girls upto 10%. 9% of the schools include SC/ST girls upto 15% and there are 26% of the schools which contains more than 15% of the SC/ST girls.

Interpretation:-Maximum schools have 5% to 15% of SC/ST girls in the main educational stream that means there are a limited no of girls quota for SC/ST students.

Total Enrollment of students in school	
<1000	34%
Between 1000 to 2000	37%
>2000	14%

Table 4

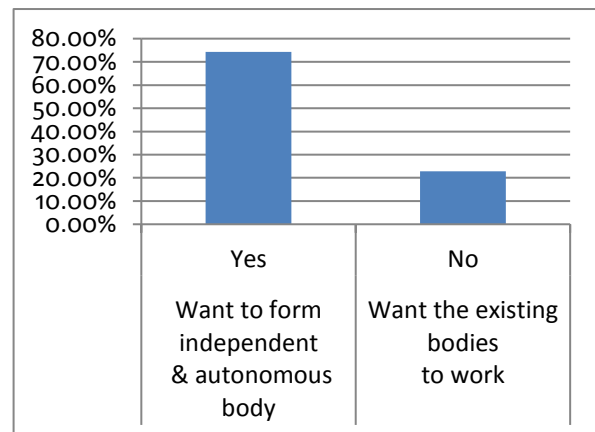


Observation: - It is observed from table 4 that 34% schools which includes less than 1000 no. of students. There are 37% schools which includes no. of students 1000 to 2000. There are 14% schools which includes no. of students more than 2000.

Interpretation:-There are around 34%, 37% & 14% schools which contains students upto 2000 which includes 5% to 15% SC/ST girls.

	Want to form independent & autonomous body	Want the existing bodies to work
Responses	Yes	No
	74.28%	22.85%

Table 5



Observation :- It is observed from table 5 that 74.28% School Principals agreed to form independent & autonomous body and around 22.85% school Principals have opinion to work with existing bodies for the proper implementation of the govt schemes.

Interpretation: - From the observation it is seen that most of the school principals want an independent & autonomous bodies for governing of implementation of govt schemes whereas some of the school principals want the existing bodies to work efficiently.

Content Analysis/Qualitative Analysis

Major problems in implementation of the govt schemes

The benefits of govt schemes are not reached to the targeted group. There is no awareness among the SC/ST girls and their parents about the govt schemes. Funds are also not used while implementation of the govt schemes & corruption occurs to a large extent in this process. Another problem is manipulation of the documents. The documents submission is so rigid which needs flexibility. There are no. of documents which is needed to submit on time due to which parents get irritated. There is not the proper coordination of the regulatory bodies & it does not exert proper control on the stakeholders. There needs strong mechanism which works on mediators & regulatory bodies should do this. There should be more need of awareness among the families of the SC/ST girls. There is a lack of skilled manpower and lack of coordination through proper channels. Due to improper working system the schemes are not reached to the students who really need them. There is a need to a great extent that mediators or stakeholders should do their work properly on time & regulatory bodies should control them. Then only govt schemes would reach to the needy people.

Changes needed in the functioning of regulatory bodies for proper implementation of govt schemes:-

Regulatory bodies should keep a check on the whole work system and the mediators of the implementation of the govt schemes. It should regularly supervise, take audits & follow-ups of these govt schemes. It should always keep a track & monitor the implementation of the govt schemes. The regulatory bodies should try to solve the implementation problems of govt schemes. It should take participation of the volunteers & parents in this process. If the whole process of implementation of govt scheme is made online it would be easier for parents. Regular and rigorous follow-ups & monitoring should be done. The schools/regulatory bodies should arrange awareness sessions/workshops on regular basis. Local committee should be formed with the connection to the regulatory bodies. Accountability of authorities should be done. One of the options is to give target-based payments rather than fixed monthly salary. It would be beneficial to keep goal-oriented approach with time limits. Regulatory bodies & schools should involve the parents in the implementation who benefit from it. They should make use of mass media to spread awareness. Circulars should be given to all the stakeholders & workshops should be arranged in online/offline modes. Planning of the

schemes should also be worked out by regulatory bodies. The schemes should reach to all the stakeholders with appropriate awareness. On times hiring a private sector /organization will expedite the work. School teachers / Principals should educate or create awareness regarding the govt schemes made for SC/ST girls. Schemes should reach to each & every needy girl. For that well-planned resources should be made available. There is a need of passionate people who is regularly taking follow-ups, communicate with the people, understand their issues & do the needful.

Justification for the need of an independent and autonomous body to control for the proper implementation of govt schemes

All the respondents responded that there is a need of independent and autonomous body to control for proper implementation of govt schemes. Many of them reflected that this separate body will pay attention with sincerity and honesty & would be fully responsible for working system of implementation of the govt schemes for SC/ST girls. It would be more purpose specific, time managed and well-thought system. It would remove all the barriers taking regularly follow-ups and making the stakeholders do their work properly on time. The autonomous body will have more power to implement the schemes effectively. Independent body will not be biased and will not work for personal interest & monitor the schemes effectively. It would plan the schemes more specifically and the action plan for implementation would also be done. It would properly take follow-up on time and remove the barriers from the system.

Only one respondent reflected that why to have a separate body why not to activate the existing one & why can't they be made accountable. Hence let existing dept/officers be answerable for their existing work.

But maximum school principals reflected that there is a need of independent & autonomous body to properly implement the govt schemes.

Conclusion

Present paper is based on various govt schemes implemented in schools for SC/ST girls. It has been found that govt schemes are not implemented well hence they are not been able to reach to the benefits expected from the schemes. There are various problems for SC/ST girls education like economical problems, early marriages , mindsets of families etc. Hence drop out rates for primary and secondary education are very high. The govt has planned various

schemes for the education of SC/ST girls. It is observed from various research reports that regulatory bodies which are the governing bodies for govt schemes are not exerting proper control .Hence govt schemes are implemented properly and can not reach to the benefits of the needy people. Hence respondents reflected that there should be an autonomous & independent body to control the proper implementation of govt schemes which would be more purpose specific, time bound and result oriented.

Acknowledgement



The present research paper is a part of ICSSR Major Project, entitled, “Decision making process of school education and its implication on Access, Retention & Success of SC/ST Female Learners”.

Title of the paper: Inclusion of SC/ST girls Education: A diversity of govt schemes with the working with regulatory bodies

References

[http:// www.jstor.org](http://www.jstor.org)>stable

<http://indianexpress.com>>india>india

<http://www.researchgate.net>>publication>26121409

<http://www.ticijournals.org>>Scheduled-tribe-children

<http://www.academia.edu>>educational_Problems_among_Tribal_in_Nandurbar_District

<http://govtschemes.in/kasturba-gandhi-balikavidyalaya>

<http://samagra.education.gov.in>>kgbv

<http://teachersbadi.in/kgbvkasturba-gandhi-balika-vidyalaya>