

Administrative Response of Scheduled Caste Girls Education in Telangana State: A Study

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Abstract: This paper mainly concentrate with scheduled caste girls education and there problems Education is “the process of training and developing the knowledge, skill, mind, character, etc., especially by formal schooling”. Education is the basic tool for empowering a woman; moreover, Education is the key to development. India has made progress in education, but not enough and definitely India attained independence, almost sixty percent of girls / women are not literate. The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the Act came into force on 1 April 2010. It presents a tremendous opportunity to overhaul India’s education system and change the inequities that exist within it. The Act is enormous in its scope, with various provisions that cover aspects of school management, curriculum, teacher qualifications, pupil-teacher ratio, physical infrastructure, as well as many other provisions regarding access, equity and quality. Moreover, the Act also specifies proper mechanisms for its implementation. The constitution of India providing Sections 21 of the Right to Free and Compulsory Education Act 2009 (RTE).

Key Words: Right To Education, School Management committees, SarvaShikshaAbhiyan (SSA) , Constitution, Free and compulsory education.

1. INTRODUCTION:

The 86th Constitutional Amendment (2002) inserted Article 21A in the Indian Constitution which states:“The State shall provide free and compulsory education to all children of 6 to 14 years in such manner as the State, may by law determine.” As per this, the right to education was made a fundamental right and removed from the list of Directive Principles of State Policy. The RTE is the consequential legislation envisaged under the 86th Amendment. The article incorporates the word “free” in its title. What it means is that no child (other than those admitted by his/her parents in a school not supported by the government) is liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. This Act makes it obligatory on the part of the government to ensure admission, attendance and completion of elementary education by all children falling in the age 6-14(six to fourteen) years. Essentially, this Act ensures free elementary education to all children in the economically weaker sections of society.

1.1. OBJECTIVES OF THE STUDY:

- To study the various educational schemes and programs and facilities available about the scheduled caste girl students in selected study area.
- To examine the social and educational background of teachers, principals and their attitude towards the SC girls.
- To identify the perception of the parents of the parents on present scheduled educational schemes and programs in residential schools.
- To study the impact of educational programs and schemes on scheduled caste community girls.
- To study the constraints in scheduled caste girls education.
- To assess the educational gaps and suggest suitable remedial measures for improvement of their education.

2. METHODOLOGY:

The research depends upon secondary data. And also related secondary data will be collected through books. Magazines, annual reports, documents, news papers journals thesis and etc. This promoted the selection of district and the selection of schools will be mainly observing the extent of availability of educational institutions in an areas and its proximity to rural area and their importance. The scheduled caste social welfare girl's educational institutes are located at different places.

Schedule Caste Population of State wise

SL.N	State	Population	SC Population	SC Population %
1	Andhra Pradesh	84580777	13878078	16.41
2	Arunachal Pradesh	1383727	0	0.00
3	Assam	31205576	2231321	7.15
4	Bihar	104099452	16567325	15.91
5	Chhattisgarh	25545198	3274269	12.82
6	Goa	1458545	25449	1.74
7	Gujarat	60439692	4074447	6.74
8	Haryana	25351462	5113615	20.17
9	Himachal Pradesh	6864602	1729252	25.19
10	Jammu & Kashmir	12541302	924991	7.38
11	Jharkhand	32988134	3985644	12.08
12	Karnataka	61095297	10474992	17.15
13	Kerala	33406061	3039573	9.10
14	Madhya Pradesh	72626809	11342320	15.62
15	Maharashtra	112374333	13275898	11.81
16	Manipur	2570390	97042	3.78
17	Meghalaya	2966889	17355	0.58
18	Mizoram	1097206	1218	0.11
19	Nagaland	1978502	0	0.00
20	Odisha	41974218	7188463	17.13
21	Punjab	27743338	8860179	31.94
22	Rajasthan	68548437	12221593	17.83
23	Sikkim	610577	28275	4.63
24	Tamil Nadu	72147030	14438445	20.01
25	Tripura	3673917	654918	17.83
26	Uttar Pradesh	199812341	41357608	20.70
27	Uttarakhand	10086292	1892516	18.76

3. Constitutional Provisions for Education:

Originally Part IV of the Indian Constitution, Article 45 and Article 39 (f) of DPSP, had a provision for state-funded as well as equitable and accessible education.

- The first official document on the Right to Education was Ramamurti Committee Report in 1990.
- In 1993, the Supreme Court's landmark judgment in the Unnikrishnan JP vs State of Andhra Pradesh & Others held that Education is a fundamental right flowing from Article 21.
- Tapas Majumdar Committee (1999) was set up, which encompassed the insertion of Article 21A.
- The 86th amendment to the constitution of India in 2002, provided the Right to Education as a fundamental right in part-III of the Constitution.
- The same amendment inserted Article 21A which made the Right to Education a fundamental right for children between 6-14 years.
- The 86th amendment provided for follow-up legislation for the Right to Education Bill 2008 and finally the Right to Education Act 2009.

Feature of Right to Education (RTE) Act, 2009. The RTE Act aims to provide primary education to all children aged 6 to 14 years. It enforces Education as a Fundamental Right (Article 21). The act mandates 25% reservation for disadvantaged sections of the society where disadvantaged groups include: SCs and STs, Socially Backward Class, Differently-abled persons. It also makes provisions for a non-admitted child to be admitted to an age-appropriate class. It also states that sharing of financial and other responsibilities between the Central and State Governments. It had a clause for "No Detention Policy" which has been removed under The Right of Children to Free and Compulsory Education (Amendment) Act, 2019. It also provides for the prohibition of deployment of teachers for non-educational work, other than decennial census, elections to the local authority, state legislatures and parliament, and disaster relief. It provides for the appointment of teachers with the requisite entry and academic qualifications. It prohibits 1.1. Physical punishment and mental harassment. 2. Screening procedures for admission of children. 3. Capitation fee. 4. Private tuition by teachers. 5. Running of schools without recognition. It focuses on making the child free of fear, trauma and anxiety through a system of child-friendly and child-centered learning. The Act forces state governments to make sure that every child in the age group of 6-14 years under their jurisdiction receives at least eight years of education in a school that is able to meet the minimum standards. Children admitted like so, will be allowed to complete their elementary education even after 14 years of age as well. Authorities are also obligated to identify dropouts or other children who have never been to school and allocate them to age-appropriate classes after providing special training to make sure they do not fall behind. Free education does not mean the exemption of the tuition fees alone.

Every private school is required by the Act to ensure that 25 percent of the children enrolling for their incoming class are from weaker sections and disadvantaged communities. This quota cannot be left empty. The teacher-student ratio is fixed at 1:30 for each school and has to be complied with. This ensures that the teacher is able to give equal importance to all students in a given class. The financial weight of such an elaborate scheme covering such a massive population have been agreed to be split by the central and state governments in a 55:45 ratio. These are a few key aspects of what is a very elaborate effort by the Indian government in bringing about a change in the country by reducing illiteracy and providing education to the masses.

4. Milestones of Right to Education Act, 2009:

The RTE Act has successfully managed to increase enrolment in the upper primary level (Class 6-8). Stricter infrastructure norms resulted in improved school infrastructure, especially in rural areas. More than 3.3 million students secured admission under the 25% quota norm under RTE. It made education inclusive and accessible nationwide. Removal of "no-detention policy" has brought accountability in the elementary education system.

- The Government has also launched an integrated scheme, for school education named Samagra Shiksha Abhiyan, which subsumes the three schemes of school education:
- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Centrally Sponsored Scheme on Teacher Education (CSSTE).

Limitation of Right to Education Act, 2009 The age group for which Right to Education is available ranges from 6 – 14 years of age only, which can be made more inclusive and encompassing by expanding it to 0 – 18 years. There is no focus on the quality of learning, as shown by multiple ASER reports, thus the RTE Act appears to be mostly input-oriented. Five states namely Goa, Manipur, Mizoram, Sikkim and Telangana have not even issued the notification regarding 25% seats for underprivileged children of society under the RTE. More focus is being given to

statistics of RTE rather than the quality of learning. Lack of teachers affects the pupil-teacher ratio mandated by RTE which in turn affects the quality of teaching.

Assistance to State Scheduled Castes Development Corporations (SCDCs):

The scheme for assistance to Scheduled Castes Development Corporations was introduced in the year 1978-79 as a Centrally Sponsored Scheme in the States/Uts having sizeable Scheduled Castes population. At present, SCDCs are functioning in 23 States and 4 Uts. They are playing an extremely useful role in obilization of finance of economic development of the Scheduled Castes living below the poverty line. They have been acting as promoters and catalysts for generating credit from financial institution, providing missing inputs by way of margin money loans and subsidy to the target groups.

The objectives

- Identification of eligible SC families and motivating them to undertake economic development schemes.
- Sponsoring those schemes to financial institutions for credit support.
- Providing financial assistance in form of margin money on low rate of interest and subsidy in order to reduce their repayment liability.
- Providing necessary link/tie up with other poverty alleviation programme.

The main functions of SCDCs is identification of eligible SC families and motivating them to undertake economic development schemes, sponsoring these schemes to financial institutions for credit support, providing financial assistance in the form of margin money at low rate of interest and subsidy in order to reduce the repayment liability of the beneficiaries and providing necessary tie up with other poverty alleviation programmes,

Problems of Scheduled Caste Girls Education:

All of the aforementioned points sound really appealing and nice on paper. The actual implementation is actually far from easy and even after more than ten years, there is much more to be seen in terms of changes brought about by the act. There are many reasons for this.

SC corporation not utilization and Lack of Funds:

The first thing that immediately comes up is the glaring deficit of funds in order to implement every aspect of this Act as efficiently as possible. Despite the state and central governments coordinating it is not a small amount that is required to educate such a large population. Many state governments initially came out and said that they would require additional funds in order to implement the Act. The Orissa government then also made a demand that the state should be allocated into a special category.

Challenges for Infrastructural:

The Act aims for schools to keep up a minimum standard of infrastructure for students. Basically, making sure that with free education there is no lack of necessary student amenities such as availability of drinking water, clean kitchens for midday meals, number of classrooms and their capacities, playgrounds and finally separate toilets for boys and girls. The underlying reality is that most schools still do not meet such basic requirements and come up short in many aspects. A survey conducted by the National University of Education Planning and Administration revealed that roughly half of the elementary schools in the country do not have separate toilets for girls.

Qualified Teachers recruitment:

A much less evident problem is the lack of qualified teachers in most schools across India. It is predominant in the government schools in rural areas, but private schools are also susceptible to the same problem. Even where there are qualified teachers, the average teacher-student ratio is much higher than the prescribed 1:30 in the Act. This disappointing shortage of teachers is very detrimental to the cause of educating such a big population.

No Detention Policy:

The policy of not detaining students in a class as prescribed by the Act is one that has proved to be a loophole. What this means is that, there is no insistence on a formal examination that a student must write and pass before being promoted to the next class. The measure was taken to reduce the chances of a student dropping out of school in case they were detained. A direct offshoot of this is that it fails to examine a students' knowledge base.

5. CONCLUSION:

Scheduled girls education it would be impossible for RTE to succeed without the people's support and government taken initiative programmes for SC girls education. It has to increase welfare activities for SC girls

education programmes. The RTE mandate for age-appropriate admission of every out-of-school SC girls child, special training for each child to enable him/ her to cope in school, promoting child-friendly child-centered and activity-based learning processes, which is free of anxiety, trauma and fear, set the agenda for proactive community participation. Community participation would be a central and overarching factor in planning, implementation and monitoring interventions for universal elementary education. To facilitate such massive mobilization and solicit active participation of NGO's also as a microcosm of the society, can collaborate with the larger community and go a long way.

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