

**IMPACT OF EDUCATIONAL DEVELOPMENT SCHEMES
ON SCHEDULED CASTES**

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ABSTRACT

Education has been perceived as an instrument for introducing changes in an efficient way and it basically is worried about person as well as friendly development. The Indian Constitution reveres equity social economic and political fairness of status and opportunity to every one of the compatriots might be through value. For this education framework needs guaranteeing all individuals get the advantages of education, levels may not be excessively different between genders among gatherings and across geographic locales. Education has now started to be treated as qualification and as an instrument of opportunity in itself. The strengthening of Scheduled Castes and Scheduled Tribes of India is occurring gradually through the dynamic interest of state supported motivating forces and reservation in educational foundations and Government occupations. It likewise incorporates various fields of development: specifically friendly strengthening, economic prosperity, open positions, educational development and political cooperation. Strengthening is coordinated towards country building and financial advancement.

Keywords-*Education, caste*

INTRODUCTION

When we think back and survey the advancement of our country in various regions, we observe that we have gained significant headway since independence yet we actually have not had the option to accomplish every one of our objectives. In the field of education, various Committees and Commissions were established which did more extensive conferences and made suggestions. Based on these suggestions, a National Policy of Education was planned in 1986 and a Program of Action was created in 1992 which spelt out present moment, medium term and long haul measures to accomplish the objectives as spelt out in National Policy of Education. This was trailed by various programs and undertakings, both at the National and State levels and the headway made under them was thought of. At the essential and rudimentary level, some of such programs were District Primary Education

Program (DPEP), Sarva Shiksha Abhiyan, Shiksha Karmi Yojana, Bihar Education Project, Lok Jumbish, Non-formal Education Program, Education Guarantee Scheme, Kasturba Gandhi Balika Vidyalaya and so forth, which enjoyed their own benefits and explicit objectives. Long term plans of the nation have dealt with various accomplishments to set up additional objectives and assign assets for the equivalent. Be that as it may, even today, the framework has a few difficulties which should be met however the enrolment of kids in schools has gone up. Despite the fact that, the number of inhabitants in Scheduled Castes and Scheduled Tribes are addressed in proper extent, substantial number of youngsters drop-out at upper essential level. The explanations behind the equivalent are notable and endeavors are being made to offer them one more opportunity to finish their education essentially till the rudimentary level. Regardless of this, the nation felt the requirement for making education a major right in 2009 by RTE Act passed and expounded upon steps to be taken up to accomplish it. We, as a nation, are moving towards Universalisation of Secondary Education yet can't disregard the current issues of Education at the Elementary Level.

Education is the most remarkable and significant instrument by humankind to shape and form himself in an appealing way. Education is spine of country and it's creating to a general public. It achieves a momentous change in friendly, social, political, strict, moral, profound, and change in more vulnerable area (SC, ST, and OBC) of the general public. Development is working on the nature of the life, financial state of the community individuals. Development is a course of progress including the entire society it's economic, social, political, educational as well as the worth framework its kin. The people having a place with the SCs are economically no dissolvable, socially overwhelmed by the greater part of individuals. They are for the most part viewed as 'Untouchables'. Development of SCs community looks to engage people and gatherings will the ability they need to impact change inside their networks. The more fragile segment in India have dealing with numerous issues to their development and headway regarding part of nature of education due mostly friendly and economical more terrible off. Consequently, these people need some extra insurance for building a general public or country which yearns for impartial distribution of privileges and education. In this manner education assumes a significant part to foster more fragile segment of society.

Education of Scheduled Castes

As has been referenced before, the Constitution of India has made a few arrangements and changes which are useful for guaranteeing social balance and common liberties. After independence, three significant commissions were set up. While Radha Krishnan Education Commission (1948) managed the entire school education framework, Kothari Commission has likewise given a thorough vision of balance of educational open door in Chapter VI (p.108, para 6.01). According to it, one of the significant social objectives of Education to balance opportunity empowering the regressive or under-

avored classes and people to involve education as a level to improve their condition. Each general public that values civil rights and is restless to work on the parcel of the everyday person and develop all suitable talent should guarantee moderate equity of chance to all segments of the populace. This is the main assurance for the structure up of an equalitarian and human culture wherein the double-dealing of the feeble will be limited. In like manner the National Policy Resolution on Education (1968) expressed that strenuous endeavors ought to be created to adjust educational open door. The commission had likewise made a few proposals like free studentship for scheduled castes for working with education of kids having a place with this particular gathering.

Private and Government Schools

Indeed, even as the education framework looks to contact each kid by broadening access and giving school foundation and instructors, the issue of value presents overwhelming difficulties. Indian education framework is known for its discriminatory person - there are high expense charging schools taking care of the rich and favored and standard government schools with very inadequate offices to which the majority of individuals living in provincial regions and metropolitan ghettos send their kids. There is a scope of government and private schools between these limits. Opportunity has arrived to make a definitive mediation to change what is happening so all kids independent of their religion, station, class, orientation and area get an education of equivalent quality.

Programmes for Educational Development of Scheduled Castes

Up to this point various programs for SC youngsters are concerned they are of two kinds: one, those programs which are for all children including those from Scheduled Castes and two, which are solely for Scheduled Castes kids. There is one more classification of programs of Ministry of Social Justice and Empowerment which have joined exceptional provisions for Scheduled Castes.

Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) are two significant programs of education of Ministry of Human Resource Development, Government of India. SSA is a leader program of universalisation of education which focused on all kids finishing eight years of tutoring by 2010. It likewise pointed toward connecting all orientation and social classification holes at both essential and rudimentary education levels by 2010 and universalize maintenance by 2010.

This calls for making educational provisions at optional and higher secondary level additionally as universalisation of rudimentary education is probably going to encourage an interest for education at a higher level (auxiliary and higher optional level) too. The Right to Free and Compulsory Education for 6-14 age bunch Act (2009) is one more advance to guarantee that no kid is abandoned. This Act, additionally guarantees more prominent cooperation by community through School Management Committees in education. The emphasis on "quality" during the twelfth year plan and explicit portion

under SCP (Special Component Plan) are probably going to work on norm of education of kids from Scheduled Castes. There exists an instrument through which audits are held ceaselessly to guarantee that the benefits of the relative multitude of steps taken arrive at the objective gathering.

Scheduled Castes and their Educational Scenario

The Scheduled Castes, one of the socially burdened gatherings, establish around 16% of the all out Indian populace with checked State and Regional varieties as far as their extents. They have been exposed to persecutions, under the medieval rank framework, because of their low custom and societal position in the conventional social progressive system. Also thus, their youngsters have generally been prohibited from the conventional education framework.

It would be seen from the table that the overall education raised by 13.17 percent during the ten years from 1991 to 2001 as it rose from 52.21 percent in 1991 to 65.39 percent in 2001 with male proficiency being 75.65 percent and female proficiency being 54.16 percent. Essentially, there has been checked improvement in the proficiency pace of the Scheduled Castes. The pace of increment of proficiency among the SCs was 17.28 percent when contrasted with 13.17 percent expansion in general education as the proficiency of the SCs expanded from 37.41 percent in 1991 to 54.69 percent in 2001. There is, notwithstanding, still a wide hole of 10.64 percent in the general education pace of the country all in all and the proficiency pace of SCs. The hole between the male proficiency of everyone and SC populace is 9.21 percent while it is 12.26 percent on account of female education.

Census	Total Population			SC Population		
	Male	Female	Total	Male	Female	Total
1961	40.40	15.34	28.31	16.96	3.29	10.27
1971	39.45	18.69	29.54	22.36	6.44	14.67
1981	46.29	24.82	36.25	31.12	10.93	21.38
1991	64.13	39.29	52.21	49.91	23.76	37.41
2001	75.85	54.16	65.38	66.64	41.90	54.69
2011		80.9	73.0		75.2	66.1

Another significant reality worth focusing on is that there was 44.28 percent expansion in the proficiency rate for SC males which rose from 22.36 percent in 1971 to 66.64 percent in 2001 however the ascent in the female education during this period was 35.46 percent just as it was 6.44 percent in 1971 and 41.90 percent in 2001.

The above patterns in the proficiency paces of SC populace show substantially more endeavors are expected for their educational development. Exceptional consideration is required for expanding the female education pace of SC populace since expansion in their proficiency is low when contrasted with the increment in male proficiency.

Education and Society

Butchery and Desai (2019), while examining the investigation of the connection between various fragments of a social framework, express the significance of learning the particular capacity or capacities performed by the arrangement of education and the idea of utilitarian or broken results that it might have for one or other part of bigger framework.

In 'Towards an Enlightened and Humane Society' (1990), a work was made to evaluate the connection between various portions of the general public. It likewise featured a portion of the utilitarian and broken parts of the present-day education in the school.

"Present-day educational plan is brimming with content, of techno-enlightening information, quite a bit of it are nonpartisan information, comprising of statistical data points, speculations, developments and regulations, and so forth A few of these realities are chosen in and others are chosen out. To that degree, there is an open educational plan, the last option having so a lot or more influence on the students as the previous. While one just illuminates, the other successfully frames assessments, outlooks and values".

"To represent: In the introduction of the historical backdrop of India's opportunity battle, realities are referenced driving one to presume that Independence was won without contribution of an enormous mass individuals of India, especially of the normal and denied segments of society. Social examinations illustrations contemplatively keep away from any reference to the imbalances and uncalled for treatment that the SC/ST and the minorities have been looking in free India. The understudy doesn't gain from the educational program of the educational, social and economic differences. Designs of the Government, of the courts, and so on, are given exhaustively, however little arrangement for lawful education, specifically to see the value in one's freedoms and furthermore of one's obligations.

Till as of late, modernization (innovative and modern development) has been the objective of Indian culture. Yogendra Singh (2019) notices: "The answer for the emergency of advancement, regardless of whether in the creating or the created world lies in perceiving the double person of our social and existential moorings. It requires an acknowledgment of social pluralism, methodology of agreement and compromise in human dealings in view of exchange and different method for informative cooperation. It additionally intelligently perceives the requirement for a significant space inside the philosophy of disappointment for upsides of custom".

Educational Policies

The central put which the National Policy on Education (NPE) 1986 (as updated in 1992) provided for the normal center with different parts that are adaptable as a fundamental condition for building the

national arrangement of education, needs more prominent consideration in the educational cycle. It lays weight on the expulsion of social obstructions and education for ladies correspondence. It is likewise wanted in the arrangement that mindfulness about ancestral individuals ought to be generated through the educational interaction.

In the illumination of the significance of center regions, the study of sociologies should track down its expected portrayal at the phase of general education. Further, the NPE-1986 (1992) was figured out subsequent to auditing the proposals of the 1968 Education Policy and it had been felt that the educational interaction has lingered behind in exchanges.

The 1968 Education Policy gave accentuation to advancement of national advancement, a feeling of normal citizenship and culture, and to fortify national incorporation. The pressure was on the requirement for an extreme reproduction of the education framework and to work on its quality at all stages. The arrangement focused completely on science and innovation, development of virtues and closer connection among education and life of individuals.

In the National Policy on Education-1986 it is felt that the overall definitions consolidated in the 1968 approach lack converted into a nitty gritty technique for execution. Therefore, issues of access, quality, amount, utility, and so on, have expected enormous extents. The NPE-1986 states, "India's political and public activity is going through a stage which represents the risk of disintegration of long acknowledged qualities. The objectives of secularism, communism, a majority rule government and expert morals are going under expanding strain." It further expresses, "The approaching ages ought to can disguise groundbreaking thoughts continually and innovatively. They might need to be taught with a solid obligation to human qualities and to civil rights. This infers better education". It shows worry for the social parts of the kid's current circumstance. A portion of the worries communicated are, "To advance fairness, it will be important to accommodate equivalent open door to all in access, yet in addition in the conditions for progress. Consciousness of the intrinsic correspondence of all will be made through main subjects. The object is to eliminate biases and buildings sent through the social climate and the good fortune". Clearly, the reference here is to rank, sex, religion and the act of distance in the general public in India.

Apparently the arrangement designers felt that there is whole among education and social customs. "The current break between formal arrangement of education and the nation's rich and fluctuated social customs should be crossed over. The distraction with the cutting edge advances can't be permitted to cut off our new ages from the roots in the India's set of experiences and culture. De-culturisation, de-humanization and distance should be kept away from no matter what."

The significant objectives and jobs of education might be additionally explained considering something similar to be a course of strengthening and of becoming (for the person, which, for a similar explanation, likewise turns into) an instrument for social change.

OBJECTIVE OF THE STUDY

1. To study on Scheduled Castes and their Educational Scenario
2. To study on Programmes for Educational Development of Scheduled Castes

LITERATURE REVIEW

Das and Hossain (2017) concentrated on the socioeconomic status of Cobbler people group of scheduled castes in Tripura. The study discovered that the educational level was bad among the Cobbler. Taking everything into account, guys were more educated than females. They were residing in Kacha houses whose quality was low. The occupation design was not super great and greater part of them were work specialist, day by day worker, easygoing laborer, cleaning specialist under government workplaces, and so forth Their month to month pay was additionally low in the study region which portrays the financial conditions of cobbler local area of scheduled castes was not well and government should step up to the plate for their development and advancement.

Singh (2019) made an endeavor to study the socioeconomic status of scheduled standing individuals of Kangra in Himachal Pradesh. As per him, the financial status of some respondent was bad. Because of poor financial conditions, it was hard for them to give great quality education to their youngsters. The study discovered that the vast majority of the family pay relied upon day by day compensation. The study likewise expresses that greater part of respondents were under obligation in view of education, wellbeing and different necessities. The study additionally shows that social and economic status of a portion of the scheduled castes individuals were improved as contrast with before time because of the improvement in education and furthermore because of the reservation of scheduled rank individuals in various area.

Apparaya (2019) broke down the financial conditions of scheduled castes in Kalaburagi district. For the study, a sum of 450 respondents was consulted to get the essential information. The study featured that large numbers of the scheduled castes were experiencing hardship in various social and economic viewpoints. The study discovered that the month to month pay of most of scheduled castes was extremely low as they were living underneath destitution line. The study likewise saw that larger part of them was all the while working in disorderly or rank based occupation. Henceforth, there is need of government to work on the financial conditions of scheduled castes in Kalaburagi district.

Dutta (2018) made an endeavor to study the socioeconomic exercises of the scheduled castes populace of Bachagaon town of Lakhimpur district in Assam. It was seen from the study that most

extreme groups of scheduled castes in town were exceptionally poor as their principle kind of revenue was agriculture and fishing. A few individuals from the town were occupied with business area however their procuring was exceptionally low which portrays that the financial condition was bad in the study region.

Arora and Koundal (2019) inspected the socioeconomic status of the scheduled castes living in line areas of Jammu district. The study featured that the scheduled castes in the study region experienced the double handicaps like economic double-dealing and social double-dealing. The study in view of both essential and optional information. The study additionally discovered that the economic state of scheduled castes living in line regions was not good as they come up short on offices, for example, safe drinking water, sterilization offices, educational offices and sufficient work amazing open doors.

Hawkrige(2019) distinguished various purposes behind remembering software engineering for schools relying upon what is the reasoning in a specific education framework, cultural (need of data based society), professional (plan for a vocation), academic (advance growth opportunity with innovation) or synergist (change the education interaction) approach is embraced in planning the educational program and its instructing. The created nations of the west take on an instructive or synergist approach. PC education in United Kingdom schools during the 1980s was established on the thought of instructing with or through PCs rather than about PCs (Cloke and Al-Ameri, 2019). In the United States, the ACM proposes rules on what ought to be instructed in K-12 to assist kids with becoming dynamic members during the time spent innovation education. Endeavors have been equipped to address the prerequisites of school students to become familiar with the innovation.

Alfons ten brummelhuis et al (2018) revealed that during the time of 1989-1992 the quantity of Dutch grade schools that are in the ownership of PCs expanded by 40%. The greater part of the educators in grades 4, 5 and 6 (9-11yr) really utilize the PC in the homeroom. In auxiliary education all schools are in control of PCs. The quantity of instructors who utilize a PC for existing subjects in the subsequent grade has multiplied in the beyond 3 yrs. Despite the fact that there is a significant development of PC use in essential as well as optional schools, the information show likewise that PC utilization particularly relies on the singular instructors and isn't implanted in the educational plan of existing subjects.

Fayneese Miller (2019) led a study on the impacts of psychosocial factors on Indian kids' mentalities toward PCs. The reason for this study was to analyze the impacts of such psychosocial factors as PC experience, PC utilization, likely arrangements with respect to PCs, and various kinds of nervousness on kids' perspectives toward PCs. Subjects comprised of 120 guys and 159 females in grades six (N= 120) and seven (N = 159), who were signed up for two single-sex, private, private schools in Dehradun, India. The shower area PC mentalities study was utilized to gauge perspectives toward PCs.

The Spielberger quality tension scale and the Fennema-Sherman math uneasiness scale were utilized to gauge subjects' attribute nervousness and arithmetic nervousness levels, separately. Results showed that PC experience, use, likely arrangements, attribute tension, and arithmetic nervousness were huge variables in anticipating PC perspectives. The outcomes were reliable with comparable exploration on North American kids.

Rossi, Freeman, and Lipsey(2019) proposed that each assessment be custom fitted to the specific purposes and conditions of a given program so it will be fit for yielding believable and valuable solutions to the particular inquiries at issue while as yet being adequately viable to really carry out with accessible assets.

Russell (2018) The assessment study featured that the data and correspondence innovation ought to rely upon the educational requirements, objectives, setting, innovation application, and expected results, assessment plans ought to reflect convictions concerning how innovation squeezes into the model of guidance, how it is used to further develop instructing and learning, and, in this manner, how it expands understudy accomplishment, inspiration, and an incentive for learning.

CONCLUSION

The study showed the way that greater part of the students didn't gain the essential abilities in educational program expected although huge measure of cash was contributed on this program. There was no checking mechanism turned out for assessing the advancement of the program. Further inside appraisal mechanism was not made arrangements for executing the program really. The teachers who were prepared in PC activities haven't utilized the lab office and for homeroom guidance. The Government has to resolve every one of the problems referenced above to meet the necessities of the program to make the program more valuable to the students, teachers and the school as a whole.

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