

The Study of Existing Gap between Planning and Execution of Education for Minorities

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ABSTRACT: India is one of the largest democratic countries in the world. India is known for her rich cultural diversity and unity in diversity. Wide range of people from different communities and casts live together in the nation. A few tribes or communities are socially and economically deprived in the nation right from the colonial period for several reasons. Independent Indian governments have been showing their concern for the welfare of the tribal (deprived) communities. Providing reservation, designing special schemes and allocating separate budget are the examples to understand the sincere efforts by the government. Very unfortunate reality is a very few schemes or projects are reaching the need at ground level. The objective of present paper is to study the gap between the planning a project for the education of tribal communities and its execution to reach the needy (poor).

Key words: Tribal, Education, Govt. Schemes, Planning, Execution

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I. INTRODUCTION

The term tribal has been defined in Oxford dictionary as: “A tribe is a group of distinct people, dependent on their land for their livelihood, who are largely self-sufficient, and not integrated into the national society.” The framers of the Constitution took note of the fact that certain communities in the country were suffering from extreme social, educational and economic backwardness arising out of age-old practice of untouchability and certain others on account of this primitive agricultural practices, lack of infrastructure facilities and geographical isolation, and who need special consideration for safeguarding their interests and for their accelerated socio-economic development. These communities were notified as Scheduled Castes and Scheduled Tribes as per provisions contained in Clause 1 of Articles 341 and 342 of the Constitution respectively. The fifth scheduled of the constitution empower government for the protection and development of the tribal people and their culture. Article 23 and 24 gives equality of status and opportunity and socio, economic and political justice to the tribal people. Article 37, 38, 39 and 39A directs state to work for the betterment of tribal people.

Anthropologist Elman Service presented a system of classification for societies in all human cultures, based on the evolution of social inequality and the role of the state. This system of classification contains four categories:

1. Hunter-gatherer bands that are generally egalitarian
2. Tribal societies with some limited instances of social rank and prestige
3. Stratified tribal societies led by chieftains
4. Civilizations, with complex social hierarchies and organized, institutional governments

II. LITERATURE SURVEY

Guidelines of SC&ST Sub-Plan grants utilization for the Education of Tribals:

The following guidelines are according to Planning Commission, Government of India dated: 12/01/2006.

1. An educational complex in the name of educational institute may be set up in each district. The facilities relating to sports, multi-purpose hall, intermediate college with sports education may be provided in this institute on the pattern of Navodaya Vidyalaya and Kendriya Vidyalaya. This educational institute will also have classes from 1 to 12 with hostel facilities for 70% SC/ST boys and girls and 30% boys and girls from general population. 70% expenditure of this institute will be provided from the SCP earmarked funds and 30% will come from the General Plan.

2. In every Divisional Headquarters, a polytechnic may be set up. Further, one or two training colleges for nursing and para-medical training courses, for nurses, ANMs, physiotherapists, technicians, radiologists may be provided exclusively for SCs & STs. The nursing colleges exclusively for SC/ST girls may be attached to medical colleges provided. 70% expenditure of this institute will be provided from the SCP earmarked funds and 30% will come from the General Plan. The expenditure for running these courses will be made out of Special Component Plan outlay earmarked in the State.
3. In each district, coaching-cum-guidance centres may be opened in Universities/ Colleges appearing for various competitions. The expenditure of these coaching-cum-guidance centres may be borne out of SCP/TSP funds.
4. Good quality ITIs may be established in each District for imparting employable skill exclusively for the unemployed SC/ST youth for providing employment opportunities within and outside the State. To tackle the problem of unemployment, training courses (not routine training courses) should be started in a big way in the State. These capsule training courses may consist of 4-5 months theoretical training on personnel management, material management, financial management, marketing management and 6-7 months practical training. Such trained personnel should be provided loans at cheaper interest rates from the Banks/ SC/ST Development Corporation to start production ventures in clusters, in those areas where infrastructural facilities already exist. There should be a commercial complex in the main market of District Head Quarter and shops/ outlets to be allotted to these trained SC/ST entrepreneurs to sell their produce/ manufactured goods.
5. The candidates preparing for various competitive exams like admission in engineering colleges and medical colleges and other services may be allowed to take admission in any reputed private training centre and their full fees should be reimbursed by the Government from SCP/ TSP funds.
6. Government may also think of providing one time financial support of say Rs. 25 to Rs. 40 lakhs to the recognized social institutions for starting intermediate / degree colleges in each Block exclusively for SC/ST boys and girls or admitting 70% SC/ST boys and girls and 30% boys and girls from general population as is being done in U.P.

Observation:

Various schemes for the education of SC&ST tribal communities have been designed by the national Governments and state governments. A few of them mentioned here, e. g. Pre-metric scholarship, Post-metric Scholarship, Indira Gandhi Single Girl Child Scholarship at Post Graduation Level, Rajiv Gandhi National Fellowship, Gurukula Schools, Hostels, and Residential hostels. The motivation to establish such assets for the tribal communities is fabulous. The objectives of the projects are very clear to promote the literacy / higher education of the deprived communities. There is an urgent need for extending the facilities as for the population growth all over the country. The existing facilities or the resources are not enough to accommodate at least two third of the tribal population. The existing schemes are facing the problem of budget and man power. Therefore, they are all functioning for many years but not at the rate of expected output.

School Education:

Majority of the villages with majority population of SC&ST minorities are remote country side places. There are certain amount of villages starving for minimum needs such as proper road transport facility, electricity, drinking water, and a school with minimum infrastructure and skilled teachers. Most of the villages are almost disconnected to the so called modern world, technology, computer, so and so forth. Illiterate people have believed in their muscle power and hard work to survive and the same has been being taught for their children. Unless all the family members work they do not get sufficient food and necessary provisions to survive, this unfortunate condition makes their children not to go to school which is a mile or two away from their home. The existing resources and facilities are being used by only the second generation children such as whose parents are educated and moved to towns and cities from their villages. Very unfortunate thing is the educated community brothers and sisters are simply forgetting the root that they have come from and neglecting their responsibility of helping their young brothers and sisters at the remote places.

Now the question is, whether the lack of government or the failure of the administration system resulting in the orphan like community hostels and schemes. The schemes are designed and announced for the usage but full of abstracters. The annual budget statistics says the numerical figure of allocated to the education of tribal communities. At the end the financial year not even fifty percent is spent for the intended purpose. The recent Act of SC&ST Sub-Plan has its' own objective and guidelines to utilize the facilities but limited to only higher officials and libraries. Even higher educational people do not know the objectives and guidelines of the Act. If this is the scenario how does the needy will come forward and make use of the available facilities. Is not the accountability of the government and educated tribal community people? In order to improve this scenario and to help the needy (poor) enough amount of necessary steps to be take for publicity of the schemes until it

reaches the actual beneficiary. The following are a few possible suggestions to enhance the publicity among the actual beneficiary or intended population for the particular schemes.

III. RECOMMENDATIONS

1. Conducting Awareness Programs at field level:

The designed schemes and/or projects for the tribal (unique community) people in the state can be reached to the beneficiary with its objectives and procedure to avail the specially provided facilities. The lack of information and/or awareness to avail the special provisions has been resulting in poor result of schemes. In order to make a scheme successful by utilizing the facilities provided, the illiterate beneficiary at the remote place needs to be helped with awareness programs, such as village meetings at night, with songs and skits by the artists and with audiovisual aids.

The awareness program can be planned at their comfort to follow and understand the language and information. The program also can be focused at stages of the scheme such as who are eligible and how and who to approach and who to complaint if necessary.

2. Organizing Workshops and Training Programs:

The educated people of the tribal community, teachers, skilled employees, and all government employees of the tribal can be given the short term training classes on various schemes and projects designed to safeguard the welfare of the tribal. Organizing the workshops, symposium and lectures frequently will help them to be updated.

3. Giving wide publicity:

Electronic media and print media can be used to give wide publicity for the schemes designed for the tribal people. Wall Posters, Hand bills, and stage performances can be conducted at the tribal community streets.

4. Formation of Volunteer Youth Teams:

Students and youth of the community can be asked to be the volunteers for educating their community population to avail the facilities and to be benefited. It can be reached very quickly to the needy in their language by the youth and students of the same community.

5. Simplifying the administration procedure:

Setting up information help desk to guide the illiterate people to go through the administration hierarchy and file movements. Speeding up the file movement will help them to believe in government process. Recruiting the sufficient staff at government offices regularly will ensure the overcoming the delayed file movement.

IV. CONCLUSION

The researcher has tried to emphasize the importance of publicity and awareness programs of various schemes designed for the tribal students for their education. The lack of awareness is resulting in being under developed sector for a long period of time, in spite of all the constitutional safeguards and various kinds of judicial protection.

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