

CHAPTER III

EDUCATION

Education has been conceived as one of the most powerful instruments for socio-economic uplift of an individual and for bringing about socio-economic transformation on egalitarian lines. It was, therefore, quite appropriate that our Constitution framers incorporated specific Articles to ensure that the State took active part in promoting education amongst all and specifically amongst weaker sections of the population.

3.2 The Articles relating to educational safeguards are as follows:

Article 46 included among the Directive Principles of State Policy provides: "The State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation".

Article 15(4) empowers the State to make any special provision for the advancement of any socially and educationally backward classes of citizens or for SC & ST. This provision was added to the Constitution through the Constitution (First Amendment) Act, 1951. It enabled the State to reserve seats for SC & ST in educational institutions including technical, engineering and medical colleges. In this as well as in Article 16(4) the term 'backward classes' is used as a generic term and comprises various categories of backward classes, viz., Scheduled Castes, Scheduled Tribes, (Other) Backward Classes, Denotified Communities (Vimukta Jatiyan) and Nomadic/Semi-nomadic Communities.

Article 29(1) provides that "any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same". This Article has special significance for all the Scheduled Tribes. Santhals have a script of their own, viz., Olchiki.

Article 350 A reads: "It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instructions in the mother tongue at the primary stage of education to children belonging to linguistic minority groups, and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities." Most of the tribal communities have their own languages or dialects which usually belong to a different family of languages than the one to which the State's official language belongs. Various expert commissions and committees have recommended that instruction should be imparted to tribal children in their mother tongue in primary schools, at least in classes I and II.

3.3 In the traditional societies the role of education was by and large confined to cultural accomplishments. It was also a

source of power in political, economic and religious matters. In the present fast changing world when traditional institutions are being replaced by formal institutions educational ignorance is the biggest weakness for the society at large and fatal particularly for the weaker sections who must understand the mechanism of these new institutions in order to get equal share of the progress as members of a democratic society. Education, in this way, is a basic source of strength and is essential for the poor, particularly SC & ST, to claim their place in the modern world. Educational advancement can be taken as the best indicator of the development of a community.

3.4 The Government of India have taken specific steps after Independence to strengthen the educational base of SC & ST. Provision of educational institutions on priority basis in areas predominantly inhabited by these communities, provisions of incentives like scholarships, freeships, mid-day meals, uniforms, books and stationery, reservation of seats in admission in matric/post-matric schools and institutions of higher learning, provisions of coaching and hostel facilities are some of the steps which have contributed in raising the educational base of SC & ST. But in spite of all these provisions SC & ST have still to go a long way to come up to the general level in the field of educational development. Concerted efforts would have to be made to identify the causes and weaknesses of different programmes which come in the way of their educational development.

Position of literacy

3.5 As per the 1991 Census the total population of the Scheduled Castes was 13.82 crores (7.19 crores males and 6.63 crores females) and that of the Scheduled Tribes 6.77 crores (3.43 crores males and 3.34 crores females) representing 16.48% and 8.08% respectively of the country's total population. The literacy rate amongst SC & ST from 1961 to 1991 is given below:

Table 1

	<u>1961</u>	<u>1971</u>	<u>1981</u>	<u>1991</u>
General(including SC & ST)	24.00	29.45	36.23	52.21
Non-SC/ST population	27.91	33.80	41.30	57.69
Sch.Castes	10.27	14.67	21.38	37.41
Sch.Tribes	8.54	11.29	16.35	29.60

3.6 It may be seen from the above table that the rate of growth of literacy among SC and ST has been increasing steadily but the gap in the literacy rate between SC and ST on the one hand and the other communities has also been widening notwithstanding the growth of literacy as will be evident from the following figures:

	<u>1961</u>	<u>1971</u>	<u>1981</u>	<u>1991</u>
Gap between literacy rates among the Scheduled Castes and non-SC/ST communities	17.64	19.13	19.92	20.28

Gap between literacy rates among the Scheduled Tribes and non-SC/ST communities 19.37 22.51 24.95 28.09

The above position indicates that in order to bridge the gap much more concerted efforts are required. As will be seen from Annexure 3.I there is a wide disparity of literacy rates between the non-SC/ST population and SC & ST and even between the Scheduled Castes and the Scheduled Tribes and also between males and females.

3.7 The literacy rates amongst SC and ST in the various States (1991 Census) have been shown in descending order at Annexures 3.II and 3.III respectively. The five States/UTs from the top and the five States from the bottom are shown in the table below:

Table 2

<u>SCHEDULED CASTES</u>		<u>SCHEDULED TRIBES</u>	
1. Kerala	79.66%	1. Mizoram	82.71%
2. Daman & Diu	79.18%	2. Lakshadweep	80.58%
3. Mizoram	77.92%	3. Nagaland	60.59%
4. Dadra & Nagar Haveli	77.64%	4. Sikkim	59.01%
5. Gujarat	61.07%	5. Kerala	57.22%
	INDIA		INDIA
	37.41%		29.60%
6. Madhya Pradesh	35.08%	6. Bihar	26.78%
7. Andhra Pradesh	31.59%	7. Orissa	22.31%
8. Uttar Pradesh	26.85%	8. Madhya Pradesh	21.54%
9. Rajasthan	26.29%	9. Rajasthan	19.44%
10. Bihar	19.49%	10. Andhra Pradesh	17.16%

3.8 In almost all these States several schemes under the Special Component Plan and the Tribal Sub-Plan are being implemented with heavy Central funding. Under these schemes educational development is one of the core sectors in which still heavier investment is required to be made. There is also considerable differential among the different Scheduled Castes and Scheduled Tribes within a State. It is, therefore, suggested that based on 1981 and 1991 Census data, the various States should identify the educationally weaker castes/tribes in their States and take up special measures to improve their literacy and educational level. Efforts should be made to bring children of these vulnerable groups including primitive tribal groups at par with the rest of SC & ST. It should be ensured, through a time bound programme, that they are at least brought at par with the average literacy rate of SC & ST in the State concerned.

Female literacy

3.9 Gender inequality the world over is a stark reality. It is an admitted fact that real development cannot take place if it bypasses women who not only represent nearly half of the

population but are the foundation of social change. Educational development is one of the key factors that would bring women in the mainstream of life and they would ultimately be at par with men. The level of literacy among females is comparatively low. The progress of literacy amongst the female population of SC and ST is given below:

Table 3
Female literacy rates

	Literacy rates			Growth rate	
	1971	1981	1991	1971-81	1981-91
Scheduled Castes	6.44	10.93	23.76	69.72	117.38
Scheduled Tribes	4.85	8.04	18.19	65.77	126.24
All communities excluding SC & ST	22.25	29.43	44.82	32.27	52.29

Although the rate of growth of female literacy amongst SC and ST has been showing an upward trend, yet the gap in the female literacy rate between SC and ST on the one hand and the other communities has widened as will be evident from the following figures:

	1971	1981	1991
Gap between female literacy rates among the Scheduled Castes and non-SC/ST communities	15.81	18.50	21.06

	1971	1981	1991
Gap between female literacy rates among the Scheduled Tribes and non-SC/ST communities	17.40	21.39	26.63

3.10 There were 48 districts in the country during 1981 Census (listed at Annexure 3.IV) where the female literacy rate among the Scheduled Tribes was less than 2%. The situation is pitiable. In the various Reports of the erstwhile Commissioner for Scheduled Castes and Scheduled Tribes and the erstwhile Commission for Scheduled Castes and Scheduled Tribes several measures had been suggested to increase the literacy rate among SC & ST. No concrete steps appear to have been taken to bridge the widening gaps between the non-SC/ST population and the SC & ST population. The concerned State Governments should also take immediate steps to identify those castes/tribes which have a female literacy rate far below the average SC/ST female literacy rate in the State. Special concerted efforts are needed to improve the literacy rate and educational level among those communities which are conspicuously lagging behind as compared to other SC/ST communities in the matter of female literacy. Such micro level planning is the need of the hour. Different agencies working for the spread of literacy should have an integrated approach and all literacy improvement programmes, Governmental or non-Governmental, meant for these groups should be taken first among those groups

who are at the bottom. It is worthwhile to mention here the experience of the Shiksha Karmi Project run by the Government of **Rajasthan** with 90% financial aid from the Swedish International Development Agency at Ralawatan in Dausa District*. It is not as if Ralawatan lacked the basic infrastructure. The village has had a Primary School since 1959 with two trained teachers. But as the teachers were outsiders they did not attend the school regularly, resulting in low enrolment and erratic studies. The project began by selecting two Shiksha Karmis (Primary School teachers) belonging to the same village. Though untrained and less qualified than the regular teachers, they were preferred because of their commitment. After an initial training of 37 days they replaced the regular teachers. Within a year the Shiksha Karmis changed the scenario of the village in terms of enrolment and quality of education. It is a model which goes to prove that universalisation of primary education does not require huge resources but only committed teachers. Enrolling girls was the biggest challenge for the project. Most of them could not attend the day school as they were busy with household chores or in fields. Therefore, night schools of two hours' duration were started. This explodes another myth that night schools have to have different syllabus and different books. Ralawatan's example has clearly shown that night school is one of the ways to educate rural girls. It has also shattered the myth that it is difficult to attract girls to school without providing monetary incentives and ensuring qualified teachers. In this way right planning, selection of right local teachers and community participation can destroy many myths that surround education sector. The other States could undertake this type of experiment. However, in order to attract more SC & ST girls to schools at the primary level incentives to the poorest among parents should be considered. Performance of teachers may also be judged over a period of time in different schools. Those teachers who show good results may be given incentives. Now that the Panchayati Raj Act has become operative the elected members may be made responsible to ensure that teachers attend schools regularly and take keen interest in the educational development of SC & ST students.

Enrolment

3.11 Enrolment of SC & ST students at pre-primary and primary levels is the most important indicator which would determine the future educational development of these deprived groups of the society. The Ministry of Human Resource Development Planning, Monitoring & Statistics Division (SC & ST) brings out related educational statistics which give enrolment ratio and other statistics for SC & ST. Gross enrolment ratio at primary and middle level of education is the most crucial. It is defined as

*Source: Journal of Literacy Mission, Jan-Mar. 1994, published by the Directorate of Adult Education, Ministry of Human Resource Development, New Delhi.

the percentage ratio of enrolment in classes I-V and VI-VIII to the estimated child population in the age-groups 6-11 years and 11-14 years respectively. The table below gives the comparative picture of gross enrolment ratio in respect of the general population and that of SC & ST in the primary and middle stages of education:

Table 4
Gross Enrolment Ratio 1992-93
(Percentage of enrolment in the respective age-groups)

Class	Age-group	General			Scheduled Castes			Scheduled Tribes		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I-V	6-11	118.1	92.7	105.7	127.99	92.18	110.58	126.71	88.64	108.19
VI-VIII	11-14	80.5	53.8	67.5	75.07	44.04	59.97	58.54	32.04	45.64

3.12 It may be seen from the above table that enrolment figures, particularly at the primary stage, do not always reflect the actual situation. As stated above, the Ministry of HRD furnishes enrolment ratios on the basis of the number of children enrolled in the primary classes and the number of children in the respective age-group. Since the former number also includes children in a lower or higher age-group than 6-11 years, the enrolment ratio sometimes is very high. As the above table indicates, the enrolment ratio of SC & ST children in the primary classes is reported to have reached 110.58 and 108.19 respectively. On the face of it these figures are commendable but the variation in enrolment of SC and ST among different States and also within different castes and tribes in each State is very high as is reflected in Annexures 3.V and 3.VI respectively.

3.13 The position of enrolment of Scheduled Caste children at primary level is comparatively poor in Arunachal Pradesh, Bihar, J & K, Rajasthan, U.P. and Dadra & Nagar Haveli. The position in regard to Scheduled Tribe children is unsatisfactory in Bihar, Goa, Madhya Pradesh, Meghalaya, Orissa, Rajasthan, Uttar Pradesh and A & N Islands. However, the method of reporting enrolment in terms of enrolment ratio does not give a clear picture. It would be better if in the educational statistics figures are so collected that the number of children below the eligible age-group (6-11) and over that age-group are separately reported so that it may be possible to know the precise coverage of children in the 6-11 age-group.

Drop-out at primary, middle and secondary levels

3.14 It is important to examine school retention rates as they represent the real gains made by expanding facilities. The high or increasing enrolment in classes I and II is not the real indicator of the achievements on the educational front. The effectiveness of enrolment can be judged by examining drop-out rates. Data from 1980-81 to 1988-89 are given in the table below:

Table 5*

Year	Drop-out rates of all communities			Drop-out rates of SC			Drop-outs rates of ST		
	Primary	Middle	Secon.	Primary	Middle	Secon.	Primary	Middle	Secon.
1980-81	58.70	72.70	82.46	60.16	76.84	86.91	75.66	86.71	91.18
1981-82	53.50	72.10	82.33	59.21	74.76	85.72	74.00	84.99	91.65
1982-83	52.10	69.57	81.37	60.27	72.44	84.33	72.44	83.35	90.42
1983-84	50.26	69.76	79.71	57.84	72.36	82.92	70.63	83.74	89.59
1984-85	47.93	65.39	78.13	55.40	72.16	81.41	69.40	82.86	88.37
1985-86	47.61	64.42	77.62	52.53	72.50	81.36	65.56	81.86	88.82
1986-87	48.60	64.90	76.44	50.79	69.15	79.91	66.12	80.19	87.26
1987-88	46.97	62.29	75.30	51.38	68.81	81.98	65.21	80.01	87.62
1988-89	47.93	65.40	75.36	49.62	67.78	79.88	64.53	78.08	86.72

3.15 It is encouraging to note that the trend in reduction of drop-out rates of SC & ST has set in primary, middle and high school levels. But comparing with the drop-out rates of all communities in primary, middle and secondary levels the drop-out rate among SC & ST is still alarming.

3.16 Provisional information regarding the percentage of drop-outs at primary, middle and secondary stages and also among males and females in each stage for the year 1989-90 has been given at Annexure 3.VII in respect of the Scheduled Castes and at Annexure 3.VIII in respect of the Scheduled Tribes.

3.17 It is noteworthy that the cumulative drop-out rate at the end of the middle stage (classes I to VIII) is higher than that at the end of the primary stage (classes I to V) and that the cumulative drop-out rate at the end of the secondary stage (classes I to X) is higher than that at the end of the middle stage. The three States/UTs each having the highest and the lowest drop-out rate among the Scheduled Castes and the Scheduled Tribes respectively in 1989-90 are shown in the following table:

Table 6

Ranking of States in regard to drop-out rates during 1989-90

<u>SCHEDULED CASTES</u>		<u>SCHEDULED TRIBES</u>	
<u>Primary stage (I-V)</u>		<u>Primary stage (I-V)</u>	
1.	Manipur	1.	Orissa
	81.03%		76.19%
2.	Bihar	2.	Tripura
	69.33%		73.91%
3.	Sikkim	3.	Rajasthan
	69.04%		73.08%
	<u>INDIA</u>		<u>INDIA</u>
	50.32%		66.66%

*Source: Education of Scheduled Castes and Scheduled Tribes, 1989-90 - Published by Dept. of Education, Ministry of HRD (Planning, Monitoring, Statistics Division (SC&ST Cell), New Delhi, 1993

4. Gujarat	34.13%	4. Kerala	17.44%
5. Tamil Nadu	25.92%	5. A & N Islands	12.36%
6. Kerala	0.50%	6. Lakshadweep	0.00%
<u>Middle stage (I-VIII)</u>		<u>Middle stage (I-VIII)</u>	
1. Manipur	85.48%	1. Tripura	86.64%
2. Bihar	85.04%	2. Andhra Pradesh	86.42%
3. Sikkim	84.37%	3. Bihar	86.33%
INDIA	68.47%	INDIA	81.40%
4. Himachal Pradesh	36.44%	4. Lakshadweep	45.53%
5. Kerala	17.37%	5. Himachal Pradesh	40.03%
6. Pondicherry	5.45%	6. Kerala	35.68%
<u>Secondary stage (I-X)</u>		<u>Secondary stage (I-X)</u>	
1. Sikkim	92.51%	1. West Bengal	92.47%
2. West Bengal	90.01%	2. Meghalaya	92.28%
3. Bihar	89.50%	3. Tripura	91.56%
INDIA	80.21%	INDIA	88.25%
4. Kerala	51.20%	4. Tamil Nadu	58.60%
5. Meghalaya	50.00%	5. Mizoram	52.55%
6. Chandigarh	21.03%	6. Uttar Pradesh	46.31%

The State Governments concerned should gear up their machinery and all official and non-official organisations should put up coordinated efforts to check this wastage. All educational schemes should be formulated keeping in view the ethos of the community ensuring their maximum participation.

Pre-matric Scholarships

3.18 The programmes of scholarships and stipends at pre-matric stage have expanded significantly in recent years in almost all the States. It has been noted that the coverage of these programmes at the primary stage is much better than that at the higher secondary stage. The number of students at the middle and the higher secondary stage drops sharply. Many children somehow manage to cross the primary stage because it is within their easy reach. But most of tribal children cannot attend school at the secondary level because the schools are far away from their homes. Due to the rugged terrain and long distances many tribal children drop out at this stage. The assistance they get is also very meagre. It is, therefore, suggested that the States should devise methods whereby students get assistance from the very day they join school. Proper linkages at primary, middle and secondary stages should also be strengthened.

Pre-matric scholarships for children of those engaged in unclean occupations

3.19 The main objective of the scheme started in 1977-78 was to provide financial assistance to enable children of scavengers of dry latrines, sweepers who have traditional link with scavenging, flayers and tanners to pursue pre-matric education. Central assistance is provided to the State Governments on 50:50 basis over and above the committed liability. There were certain inherent defects in the scheme and hence the response of the

State Governments was unsatisfactory. The scheme has been modified with effect from 1st November, 1991, and accordingly the scheme covers day scholars from classes I to X with graded scholarships, i.e., Rs.25 per month for classes I to V, Rs.40 per month for classes VI to VIII and Rs.50 per month for classes IX and X. The modified scheme covers hostellers from classes III to X. The scholarship for hostellers in classes III to VIII is Rs.200 per month and for those in classes IX and X Rs.250 per month. The scholarship is provided to day scholars as well as hostellers for 10 months in a year. The scheme before modification covered only hostellers in classes VI to X. The modified scheme has also a provision of an ad hoc grant of Rs.500 per annum per scholar, whether day scholars or hostellers. The income ceiling for parents has been raised to Rs.1,500 per month. A provision of Rs.11 crores was made under the scheme during 1992-93 out of which Rs.6.39 crores had been released to the concerned State Governments during the year. The coverage under the scheme during 1991-92 reached 1.29 lakhs whereas in 1992-93 it reached 1.44 lakhs.

3.20 The scheme is good and can help children to get quality education. It has acquired added significance because of the declared programme to eliminate manual scavenging by the end of the Eighth Five Year Plan. It appears that many families engaged in such unclean occupations are not aware of this scheme. It should be given wide publicity and parents engaged in such unclean occupations motivated to send their children to schools and get the full benefit of the scheme.

Post-matric Scholarships

3.21 The Post-matric Scholarship Scheme for SC/ST students is the most important scheme which is fully funded by the Government of India. This scheme was launched in 1944-45. In the first year of its introduction only 114 scholarships were awarded to Scheduled Caste students. The number of tribal scholarship holders was 89 in 1948-49. The number of scholarship holders for these two categories together increased to 14,97,059 during 1991-92 and further to 16,80,178 during 1992-93. The scheme is implemented by the State Governments. According to the scheme framed by the Government of India students get the scholarship through the States to which they belong, irrespective of the place of their study.

3.22 Under the scheme the level of expenditure reached in the last year of each Plan stands committed to the States/Union Territories and is borne by them from out of their own funds. The Central Government commitment is to assist the States/Union Territories by sanctioning grants over and above the committed liability. The committed liability for all the States/Union Territories together at the end of the Seventh Plan was Rs.144.90 crores. In 1992-93 Central assistance to the tune of Rs.54.19 crores was released to the States.

3.23 The effectiveness of the scheme depends on timely

disbursement of scholarships to all eligible students and steps to prevent diversion of funds. The Department of Administrative Reforms in its study conducted in 1991 suggested several measures to streamline the system of disbursement. One of the main recommendations of the study was that disbursement should be made through Banks but some States such as **Madhya Pradesh** had reported difficulties with the Banks. There is an urgent need to streamline the procedure of disbursement. One solution can be to computerise the processing of applications at the district level. This would help in minimising the possibility of bogus/duplicate payments. It should also be ensured that Central assistance is utilised only for financing the existing rates of scholarships under the Government of India and not for any other scheme. A thorough review may be undertaken of the rates of Post-matric Scholarships and stipends and income level of parents to determine eligibility. These rates were last revised in 1989. The new rates should be linked to a price index. The rise in the rates of scholarships and stipends should neutralise the effect of rising prices in full. The States should ensure that all eligible students get the scholarship money in the first week of every month.

Book Banks

3.24 The scheme is intended to provide text books required for SC/ST students pursuing medical and engineering degree courses. The scheme was started from the year 1978-79. Agriculture, Veterinary and Polytechnic courses have also now been included under the scheme. A group of two students is provided one set of text books.

3.25 In 1991-92 an amount of Rs.56.26 lakhs was released to benefit 24,245 SC/ST students. During 1992-93 an amount of Rs.67.32 lakhs was released to cover 11,582 students in the States.

3.26 There is scope of considerable expansion of this scheme. Ample funds are available with the Ministry of Welfare but are not being utilised for want of complete proposals from the State Governments in time. It is learnt that the Governments of **Assam, Bihar, Gujarat, J & K, Maharashtra, Punjab, Tamilnadu, West Bengal and Pondicherry** did not furnish complete proposals during 1992-93. The State Governments should submit complete proposals well in time to make full use of the funds available with the Ministry of Welfare.

National Overseas Scholarships for SC, ST and other students for higher studies abroad

3.27 The Government of India started the scheme for award of National Overseas Scholarships to Scheduled Castes and Scheduled Tribes, Denotified and Nomadic/Semi-nomadic Communities and other economically backward classes in 1954-55 for pursuing postgraduate studies and research abroad for which suitable facilities were not available in India. Now the beneficiaries

are also drawn from SC converts and children of landless agricultural labourers and traditional artisans. At present 30 scholarships are given annually. Besides there is a provision for nine passage grants. Till 1992-93 a total of 465 awardees have so far availed of these scholarships.

Girls' Hostels for SC & ST

3.28 The Centrally Sponsored Scheme of Girls' Hostels for SC & ST was started during the Third Five Year Plan under which assistance is provided to the State Governments/UT Administrations for construction of hostel buildings for SC & ST girls studying in middle and higher level of education on 50:50 basis. Upto 100 inmates can be accommodated in a hostel out of whom 10% may be non-SC/ST. The expenditure on maintenance of the hostels is borne by the State Governments/UT Administrations.

Boys' Hostels for SC & ST

3.29 The Centrally Sponsored Scheme of Boys' Hostels for SC & ST was started in 1989-90 on the pattern of Girls' Hostels. Both these schemes are very useful for educational advancement of these deprived groups. It had been observed in the past that monitoring and evaluation of these two schemes had not been done regularly either by the State Governments or by the Central Government. But the condition of these hostels in almost all the States is generally far from satisfactory. Since crores of rupees have been spent and are being spent by the Central and the State Governments it is desirable that regular monitoring and periodical evaluation of their functioning may be undertaken in order to identify the shortcomings and take remedial measures to improve their working. The State Governments should also ensure that whenever new hostels are opened or the existing ones expanded they should not be exclusively meant for either SC or ST. Each hostel should have both SC & ST students and preferably some non-SC/ST students as well.

Admission to Universities and Colleges

3.30 The Ministry of HRD has been issuing guidelines from time to time to all Universities, State Governments/UT Administrations to reserve 15% and 7.5% of seats in all educational and technical institutions for the Scheduled Castes and Scheduled Tribes respectively. This reservation is interchangeable, i.e., if sufficient number of candidates are not available to fill the seats reserved for the Scheduled Tribes, these can be filled up by suitable candidates from the Scheduled Castes and vice versa. The Ministry had also suggested that in case seats reserved for them remained unfilled, further relaxation in marks could be given to SC/ST candidates. It is encouraging to note that the Chairman of the University Grants Commission wrote D.O. letter No.F-8-3/93(SCT) dated 21st July, 1993, to the Vice-Chancellors of all the Universities inviting their attention to the Constitutional commitment to ensure rapid educational development of SC & ST so as to bring them into the

mainstream of national life.

3.31 As in 1991 Census the percentage of SC & ST in the country's population has increased from 15.47% and 7.85% to 16.33% and 8.08% respectively, it is recommended that the number of seats reserved for them in various educational and technical institutions should be raised accordingly. The Ministry of Human Resource Development and the UGC should issue fresh guidelines in this regard to all the Universities and State Governments.

Scheduled Castes/Tribes Unit of the University Grants Commission

3.32 Keeping the Constitutional obligation in view an SCT Unit was set up by the UGC in January 1979 and was subsequently augmented with a view to watching effective implementation of reservation orders in favour of SC & ST relating to access of higher education to students belonging to these communities. It is the responsibility of the Unit to circulate the decisions of the Government of India and the UGC among the Universities and colleges and to collect regularly factual position regarding course-wise admission, through reservation, of candidates belonging to SC & ST and take follow-up action. The last available information regarding the actual admission made by the Universities and colleges to various courses for these two deprived groups pertains to the year 1979-80. Information regarding nine faculties, viz., Arts, Science, Commerce, Education, Engineering/Technology, Medicine, Agriculture, Veterinary Science and Law in respect of SC & ST at undergraduate and postgraduate levels, as collected from the UGC, is given in the table below:

Table 7

Faculty-wise position of enrolment of SC & ST in undergraduate and postgraduate courses in AC, UTD/UC* combined (All India) for the year 1979-80

S.No.	Faculty	Undergraduate courses			Postgraduate courses		
		SC	ST	SC&ST	SC	ST	SC&ST
1.	Arts	9.84	2.72	12.56	11.78	2.42	14.20
2.	Science	4.65	0.77	5.42	3.61	1.03	4.64
3.	Commerce	4.92	1.46	6.37	6.11	1.40	7.51
4.	Education	7.12	1.46	8.59	3.49	2.30	5.79
5.	Engg./Tech.	6.30	1.43	7.73	1.56	0.01	1.57
6.	Medicine	8.78	1.92	10.70	4.77	0.71	5.48
7.	Agriculture	7.74	1.19	8.93	4.06	0.53	4.59
8.	Vet. Science	7.87	1.68	9.55	1.69	-	1.69
9.	Law	6.79	2.02	8.81	5.33	1.31	6.64
10.	Others	NA	NA	NA	5.01	1.04	6.05

* AC stands for affiliated colleges.

UTD stands for University Teaching Departments.

UC stands for University Colleges.

3.33 It may be seen from the above table that the actual admissions made among SC & ST students on the basis of reservation vary from faculty to faculty. It has been observed that SC & ST students find it difficult to clear the entrance examination even on relaxed standards. Necessary steps are urgently required for their special coaching to help them in clearing the entrance examination for professional courses. Talented students amongst SC & ST should be picked up right at the middle and secondary levels and groomed by giving special coaching.

3.34 The Ministry of Human Resource Development, the UGC, the Ministry of Welfare and the State Governments should evolve a mechanism to continuously identify the lacunae and loopholes in effective implementation of various programmes for educational development of SC & ST. It is unfortunate that the SCT Unit of the UGC has not yet been able to tabulate data for undergraduate and postgraduate courses beyond 1979-80. Considerable time is taken by the Universities and colleges in supplying the requisite information in the prescribed proforma to the UGC. All the Universities/colleges must avoid delay in furnishing the data to the UGC. The Special Cells in the Universities should be activated so that exact figures are made available to policy makers and planners in the country at appropriate time.

ANNEXURE 3.1
Literacy rates 1991

State/Union Territory	General			Scheduled Castes			Scheduled Tribes		
	Person	Male	Female	Person	Male	Female	Person	Male	Female
Andhra Pradesh	44.09	55.13	32.72	31.59	41.88	20.92	17.16	25.25	8.68
Arunachal Pradesh	41.59	51.45	29.69	57.27	66.25	41.42	34.45	44.00	24.94
Assam	52.89	61.87	43.03	53.94	63.88	42.99	49.16	58.93	38.98
Bihar	38.48	52.49	22.89	19.49	30.64	7.07	26.78	38.40	14.75
Goa	75.51	83.64	67.09	58.73	61.55	47.51	42.91	54.43	29.01
Gujarat	61.29	73.13	48.64	61.07	75.47	45.54	36.45	48.25	24.20
Haryana	55.85	69.10	40.47	39.22	52.06	24.15	-	-	-
Himachal Pradesh	63.86	75.36	52.17	53.20	64.98	41.02	47.09	62.74	31.18
Jammu & Kashmir	-	-	-	-	-	-	-	-	-
Karnataka	56.04	67.26	44.34	38.06	49.69	25.95	36.01	47.95	23.57
Kerala	89.81	93.62	86.13	79.66	85.22	74.31	57.22	63.38	51.07
Madhya Pradesh	44.20	58.42	28.85	35.08	50.51	18.11	21.54	32.16	10.73
Maharashtra	64.87	76.56	52.32	56.46	70.45	41.59	36.79	49.09	24.03
Manipur	59.89	71.63	47.60	56.44	65.28	47.41	53.63	62.39	44.48
Meghalaya	49.10	53.12	44.85	44.27	54.56	31.19	46.71	49.78	43.63
Mizoram	82.27	85.61	78.60	77.92	77.54	81.25	82.71	86.66	78.70
Nagaland	61.65	67.62	54.75	-	-	-	60.59	66.27	54.51
Orissa	49.09	63.09	34.68	36.78	52.42	20.74	22.31	34.44	10.21
Punjab	58.51	65.66	50.41	41.09	49.82	31.03	-	-	-
Rajasthan	38.55	54.99	20.44	26.29	42.38	8.31	19.44	33.29	4.42
Sikkim	56.94	65.74	46.69	51.03	58.69	42.77	59.01	66.80	50.37
Tamil Nadu	62.66	73.75	51.33	46.74	58.36	34.89	27.89	35.25	20.23
Tripura	60.44	70.58	49.65	56.66	67.25	45.45	40.37	52.88	27.34
Uttar Pradesh	41.60	55.73	25.31	26.85	40.80	10.69	35.70	49.95	19.86
West Bengal	57.70	67.81	46.56	42.21	54.55	28.87	27.28	40.07	14.98
A & N Islands	73.02	78.99	65.46	-	-	-	56.62	64.16	48.74
Chandigarh	77.81	82.04	72.34	55.44	64.74	43.54	-	-	-
D & N Haveli	40.71	53.56	26.98	77.64	88.03	66.61	28.21	40.75	15.94
Daman & Diu	71.20	82.66	59.40	79.18	91.85	67.62	52.91	63.58	41.49
Delhi	75.29	82.01	66.99	57.60	68.77	43.82	-	-	-
Lakshadweep	81.78	90.18	72.89	-	-	-	80.58	89.50	71.72
Pondicherry	74.74	83.68	65.63	56.26	66.10	46.28	-	-	-
INDIA	52.19	64.20	39.19	37.41	49.91	23.76	29.60	40.65	18.19

Source: Census of India 1991 final population total (Paper 2 of 1992)
Census was not held in J & K.

ANNEXURE 3.II

Literacy rates of Scheduled Castes-1991 Census —
in descending order

S.No.	State/UT	Literacy rate of Scheduled Castes
1.	Kerala	79.66
2.	Daman & Diu	79.18
3.	Mizoram	77.92
4.	Dadra & Nagar Haveli	77.64
5.	Gujarat	61.07
6.	Goa	58.73
7.	Delhi	57.60
8.	Arunachal Pradesh	57.27
9.	Tripura	56.66
10.	Maharashtra	56.46
11.	Manipur	56.44
12.	Pondicherry	56.26
13.	Chandigarh	55.44
14.	Assam	53.94
15.	Himachal Pradesh	53.20
16.	Sikkim	51.03
17.	Tamil Nadu	46.74
18.	Meghalaya	44.27
19.	West Bengal	42.21
20.	Punjab	41.09
21.	Haryana	39.22
22.	Karnataka	38.06
23.	Orissa	36.78
24.	Madhya Pradesh	35.08
25.	Andhra Pradesh	31.59
26.	Uttar Pradesh	26.85
27.	Rajasthan	26.29
28.	Bihar	19.49
29.	Jammu & Kashmir @	-
30.	Nagaland*	-
31.	A & N Islands*	-
32.	Lakshadweep*	-
INDIA		37.41

* Scheduled Caste population does not exist.

@ Census was not held in Jammu & Kashmir.

ANNEXURE 3.III

Literacy rates of Scheduled Tribes-1991 Census—
in descending order

S.No.	State/UT	Literacy rate of Scheduled Tribes
1.	Mizoram	82.71
2.	Lakshadweep	80.58
3.	Nagaland	60.59
4.	Sikkim	59.01
5.	Kerala	57.22
6.	A & N Islands	56.62
7.	Manipur	53.63
8.	Daman & Diu	52.91
9.	Assam	49.16
10.	Himachal Pradesh	47.09
11.	Meghalaya	46.71
12.	Goa	42.91
13.	Tripura	40.37
14.	Maharashtra	36.79
15.	Gujarat	36.45
16.	Karnataka	36.01
17.	Uttar Pradesh	35.70
18.	Arunachal Pradesh	34.45
19.	Dadra & Nagar Haveli	28.21
20.	Tamil Nadu	27.89
21.	West Bengal	27.28
22.	Bihar	26.78
23.	Orissa	22.31
24.	Madhya Pradesh	21.54
25.	Rajasthan	19.44
26.	Andhra Pradesh	17.16
27.	Haryana*	-
28.	Punjab*	-
29.	Chandigarh*	-
30.	Delhi*	-
31.	Pondicherry*	-
32.	Jammu & Kashmir @	-
INDIA		29.60

* Scheduled Tribe population does not exist.
@ Census was not held in Jammu & Kashmir.

ANNEXURE 3.IV

Districts having less than 2% tribal female literacy rate-1981 Census

S.No.	State	District	Rate of literacy
1.	Andhra Pradesh	Nizamabad	0.73
		Mahbubnagar	1.19
		Medak	1.31
		Adilabad	1.62
		Karimnagar	1.61
		Warangal	1.39
		Nalgonda	1.02
2.	Bihar	Paschim Champaran	1.21
		Purnia	2.00
3.	Gujarat	Banaskantha	1.84
		Kachchh	1.44
4.	Madhya Pradesh	Morena	0.46
		Shivpuri	0.20
		Guna	0.25
		Chhatarpur	0.39
		Panna	0.77
		Satna	0.62
		Rewa	0.43
		Sidhi	0.54
		Ratlam	0.99
		Dewas	0.87
		Rajgarh	0.94
		Shahdol	1.34
		Jhabua	1.65
		Dhar	1.19
		West Nimar	1.82
		East Nimar	1.93
		Sehore	1.05
		Raisen	1.32
5.	Orissa	Koraput	1.65
6.	Rajasthan	Tonk	0.67
		Pali	0.45
		Jalor	0.09
		Sirohi	0.58
		Bhilwara	0.45
		Udaipur	0.68
		Chhittaurgarh	0.46
		Bundi	0.91
		Alwar	1.54
		Sawai Madhopur	1.35
		Jaipur	1.67
		Dungarpur	1.31
		Banswara	1.07
		Jhalawar	1.57
7.	Uttar Pradesh	Kheri	0.70

1	2	3	4
		Bahraich	0.61
		Gonda	0.32
8.	Arunachal Pradesh	East Kemeng	1.01

ANNEXURE 3.V

Enrolment ratio of students belonging to Scheduled Castes 1992-93

State/Union Territory	Classes I-V (6-11 years)			Classes VI-VIII (11-14 years)		
	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	162.74	128.92	146.05	79.85	45.76	62.98
Arunachal Pradesh	29.55	13.96	21.71	1.59	0.81	1.21
Assam	245.87	207.30	227.09	145.54	127.10	136.59
Bihar	100.15	43.72	72.42	37.65	11.31	24.61
Goa	127.11	109.78	118.43	82.33	57.36	69.82
Gujarat	197.99	157.63	178.20	117.51	70.40	94.40
Haryana	110.82	94.32	102.79	66.63	40.70	54.29
Himachal Pradesh	133.28	112.61	122.95	99.25	68.21	83.79
Jammu & Kashmir@	108.44	81.55	95.30	83.60	63.48	73.83
Karnataka	143.55	119.80	131.97	69.63	45.72	57.89
Kerala	112.66	109.74	111.22	118.12	114.98	116.58
Madhya Pradesh	121.63	88.78	105.80	92.26	27.57	60.96
Maharashtra	304.41	263.29	284.18	181.93	125.93	154.72
Manipur	137.47	148.83	142.94	78.77	74.72	76.78
Meghalaya	282.23	227.57	254.88	225.85	148.98	186.92
Mizoram#	-	-	-	-	-	-
Nagaland#	-	-	-	-	-	-
Orissa	162.93	109.57	136.99	74.26	46.81	60.78
Punjab	141.14	121.87	131.88	68.08	49.33	59.15
Rajasthan	102.37	40.85	72.46	62.70	13.38	38.78
Sikkim	126.42	114.28	120.42	42.12	40.61	41.39
Tamil Nadu	157.95	137.11	147.78	111.87	85.48	98.95
Tripura	170.53	146.61	158.70	100.76	74.60	87.99
Uttar Pradesh	85.85	40.27	64.21	52.63	15.51	35.07
West Bengal	140.65	125.59	133.27	83.01	77.31	80.19
A & N Islands	-	-	-	-	-	-
Chandigarh	119.13	107.67	113.68	76.63	73.97	75.40
D & N Haveli	89.71	88.06	88.92	77.00	62.02	69.82
Daman & Diu	-	-	-	-	-	-
Delhi	112.95	99.92	106.93	73.15	62.50	68.31
Lakshadweep	-	-	-	-	-	-
Pondicherry	179.54	188.21	183.83	172.75	161.72	167.28
INDIA	127.99	92.18	110.58	75.07	44.04	59.97

Scheduled Caste population does not exist.

@ Census was not held in J & K.

ANNEXURE 3.VI

Enrolment ratio of students belonging to Scheduled Tribes 1992-93

State/Union territory	Classes I - V (6-11 years)			Classes VI - VIII (11-14 years)		
	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	160.89	106.62	134.12	57.46	25.81	41.80
Arunachal Pradesh	130.87	92.68	111.67	53.51	33.06	43.39
Assam	149.98	128.43	139.49	73.44	60.57	67.19
Bihar	103.57	68.09	86.13	39.88	20.92	30.49
Goa	13.58	10.67	12.12	5.10	2.14	3.62
Gujarat	154.21	113.81	134.41	66.27	38.25	52.52
Haryana#	-	-	-	-	-	-
Himachal Pradesh	122.20	94.20	108.20	95.28	51.79	73.62
Jammu & Kashmir@	-	-	-	-	-	-
Karnataka	136.68	111.18	124.24	60.06	38.71	49.58
Kerala	130.67	124.53	127.66	90.87	89.81	90.35
Madhya Pradesh	93.25	59.40	76.93	44.37	15.13	30.22
Maharashtra	151.18	119.54	135.62	64.68	39.14	52.27
Manipur	149.66	133.78	142.01	53.85	44.09	49.04
Meghalaya	84.16	78.36	81.26	39.33	35.39	37.33
Mizoram	147.07	141.72	144.47	80.16	75.08	77.67
Nagaland	106.50	98.18	102.41	69.35	68.41	68.89
Orissa	130.69	65.22	98.86	48.12	20.98	34.78
Punjab#	-	-	-	-	-	-
Rajasthan	107.58	38.53	74.00	62.16	8.25	36.01
Sikkim	114.07	102.87	108.53	51.26	49.26	50.29
Tamil Nadu	131.08	104.39	118.05	75.97	52.75	64.61
Tripura	174.69	130.26	152.72	100.41	52.78	77.17
Uttar Pradesh	97.47	60.16	79.75	56.83	22.70	40.69
West Bengal	134.92	133.08	134.02	93.10	79.25	86.25
A & N Islands	67.39	56.24	61.61	57.94	49.28	53.68
Chandigarh#	-	-	-	-	-	-
D & N Haveli	123.55	83.05	104.26	52.85	29.29	41.55
Daman & Diu	-	-	-	-	-	-
Delhi#	-	-	-	-	-	-
Lakshadweep	173.74	145.70	159.72	144.13	109.65	127.45
Pondicherry#	-	-	-	-	-	-
INDIA	126.71	88.64	108.19	58.54	32.04	45.64

Scheduled Tribe population does not exist.

@ Census was not held in J & K.