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SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

VI.1 RESTATEMENT OF THE PROBLEM :

Education is must to all men because man tries to march towards on the path of culture and civilization. The noble contribution of education lies in making life progressive.

In early days education was related to caste and due to so-called society, the downtroddens were deprived of from this right. Today it is acknowledged that all the people are entitled to have the educational opportunities and hence the Article 341, which refers to the inclusion of schedule of scheduled castes, in the Constitution of India.

How far have these scheduled castes gained, after 33 years, in the field of education. Today, the educational and social progress of scheduled castes is a controvertial point. According to caste Hindus, the opportunities, that have been given to scheduled castes, must be stopped. Because in educational field they are aggressive. Other castes have found submissive. So the time has come to stop these reservations.

But the truths are totally different. To be submissive or to be aggressive depends upon the ability and capacity of certain castes in seizing the endowed opportunities. The Caste Hindus ignore the facts that these castes had been precluded in every walk of life since thousands of years. No caste can achieve its qualitative change during the period of 34 years. So it is not a wise thing to blame the scheduled castes by ignoring historical and present truths.

Hence, an attempt has been made to trace and find out, whether there may occur educational development of scheduled castes in every unit of education in Kolhapur city by entitling it as "The Educational Development of Scheduled Castes in Kolhapur City after Independence."

VI.2 DESCRIPTION OF PROCEDURE USED :

The researcher wanted to find out whether the scheduled castes have developed or undeveloped in educational field. The researcher wanted to judge it by collecting related data regarding every unit. So the primary schools, high schools and colleges were visited to get adequate and reliable material and figures. When the figures were not available, the secondary sources were used. The decadewise data is tabulated. The unitwise enrolment and percentage to total population of the study universe is described and the conclusions have been drawn.

Sometimes the official data fail to reproduce the exact situation. At this juncture the knowledgeable and unknowledgeable persons from scheduled castes were interviewed and questioned. This procedure of interview and questionnaire helped the researcher in giving the exactness of the past.

Comparative study was essential. So the researcher has compared the educational development of scheduled castes in Kolhapur city, District and State.

The comparison between the education of scheduled castes and non-scheduled castes has been made. Total population of them is taken into account to have the exactness of the facts. At the end of the every unit, graphs have been affixed to exhibit the progress or regress in education.

VI.3 PRINCIPLE FINDINGS AND CONCLUSIONS :

A) In Kolhapur, the tradition of education begins from Shahu Chhatrapati. His endeavours succeeded a lot in propagating educational among his Rayat. In 1922 (Shahu Chhatrapati passed away in this year) there were 420 schools where 22007 savarna students and 701 shudra students were taking education.

Upto the dawn of freedom (1947) there were 523 schools in Kolhapur Persidency. In these schools 32,546 students from savarna castes and 4,901 students from avarna castes were imparted education.

B) From independence upto 1981, there seems development and growth in literacy and population of both, scheduled castes and non-scheduled castes. The literacy of non-scheduled castes exceeds to scheduled castes. It is as under :

- a) In 1951, it exceeds by 32.7%.
- b) In 1961 it exceeds by 27.4%.
- c) In 1971 it is more by 21.3%.
- d) In 1981 it is increased by 15.75%.

The literacy growth among scheduled castes in the three decades is as under :

- a) In 1961 it was by 10.2%.
- b) In 1971 it was by 10.3%.
- c) In 1981 it was by 15.55%.

(The figures of literacy growth are the differences between the two decades).

Though the non-scheduled castes seems developed in education, it must be understood that the literacy growth of scheduled castes is also better. If one may compare their

total population, it can be said that it is progressed.

The causes behind this growth are :

- a) Act of 1947
- b) Act of 1961
- c) Constitutional provisions
- d) Time to time resolutions
- f) Awareness of parents.

C) The wardwise division of Kolhapur city tries to depict the picture of educational development. The new policies, school buildings, concentration of educational institutions, growing industrialization and populations accelerated the process of education in five wards. Among them the Ward-D and Ward-E show better literacy. These areas were thickly population. Today, city is expanded at every direction.

But in regard with the education of scheduled castes the A, B and C wards are aggressive. In these wards there finds a lot of population of scheduled castes. Similarly in these areas there are a number of schools and colleges. Upto the year 1981, the Ward-A shows 12.21% literacy. Ward-B shows 10.12% literacy and Ward-C shows 9.12% literacy.

D) The educational development at Scheduled Castes and Non-Scheduled Castes in primary education is in right direction. In every decade the growth is found increasing.

- a) In 1961 it was increased by 3.94%.
- b) In 1971 it was increased at about 6.3%.
- c) In 1981 it was grown upto 14.04%.

In connection with the primary education of scheduled castes the researcher found following facts :

a) In every decade scheduled castes have considerable progress.

b) They have seized the educational opportunities.

c) The growth was as follows :

- i) In 1951 it was 5.25%.
- ii) In 1961 it was 9.43%.
- iii) In 1971 it was 9.47%.
- iv) In 1981 it was 17.05%.

In every decade scheduled castes have shown better progress. In 1951 the growth in primary education was by 1.39%. In this year it exceeds by 1.39%. In the last phase it exceeds by 3.01%.

In summing-up stage it can be said that the city has 155 primary schools where 46,261 students from non-scheduled castes and 5,555 students from scheduled castes are taking education and they are flourishing in enrolment.

E) There are 48 high schools in Kolhapur city. In these high schools 40,233 pupils from non-scheduled castes and 4,151 pupils from scheduled castes are taking education.

In connection with the education of non-scheduled castes, investigator, found the following facts :

a) In first phase the percentage of non-scheduled pupils was 8.77%.

b) In second decade, though the population increased by 51 thousand, the growth in pupils enrolment is by 9 thousand only. In the third decade the same situation was prevailed but in the last one there was growth by 12.00%.

The findings regarding the secondary education of scheduled castes, that the researcher found, are as under :

a) In 1951 the percentage of scheduled castes students to their total population was 9.61%.

b) The difference between the first and the second decade was by 1.69%. Here, the researcher found better progress among scheduled castes.

c) Here, in the third decade the researcher found a comparatively lowered progress. As compared to their total population, it is lower. It means it is lower by 1.22%. On the contrary, and in the last decade the percentage stood at 1.78%.

The comparison between non-scheduled castes and scheduled castes secondary education exhibits that the percentage of scheduled castes student, in the year 1981, is increased by 2.48%. In secondary education, the scheduled castes have made praiseworthy progress.

F) In regard with the higher secondary education, the researcher found the following facts :

a) In 1977, the percentage of scheduled castes students to non-scheduled castes students was 5.19.

b) In the next year the percentage of scheduled castes students was also good. It was 7.46%.

c) Here, in the year 1979, there may find rather fluctuated percentage. It was less by 0.67%.

d) In 1980, the enrolment of non-scheduled castes was progressive. The difference between them was by 1.10%.

e) But in the subsequent year the percentage of scheduled castes is again increased upto 5.05%.

On the whole, it seemed that the non-scheduled castes enrolment and growth in higher secondary education is advancing whereas those of scheduled castes it is lessened in particular period and heightened in specific year. Comparatively non-scheduled castes are aggressive in this unit.

G) The findings in regard with the college education of scheduled castes are as under :

a) The percentage of scheduled castes, in the first decade, is 1.15% and that of non-scheduled castes it is 0.97%. As compared to the their total population, scheduled castes shows good progress in the first decade.

b) In the second decade the percentage of scheduled castes was 1.86%. The difference between non-scheduled castes and scheduled castes growth was 0.81. In this decade scheduled castes have lagged behind by 0.81%.

c) In the third decade also the scheduled castes are found lagged by 0.90%. The percentage of scheduled castes students was 2.14% and that of non-scheduled castes students was 2.90%.

d) From 1951 to 1961 the average growth in enrolment of scheduled castes pupils was by -0.26%. Really this was decline. The last phase (1971 - 1981) also shows repulsion of scheduled castes in college education. Though the population was grown by 8,900 persons, the growth in college education was 0.26%. On the whole, the researcher asserts here that this was also degeneracy in college education of scheduled castes. Scheduled Castes were strongly expected to keep pace with the non-scheduled castes.

H) The growth in university education of scheduled castes and non-scheduled castes is worth considering. If one may compare the total enrolment with the total population and the results of graduation show that the non-scheduled castes also are having low achievement in higher education. Upto 1981 there is growth in enrolment by 0.44%. As compared to their total population, this progress is low. It is 0.11%.

In regard with the education of scheduled castes it is found that there was growth by 15 pupils. In the year 1971 the percentage of scheduled castes students was 0.38%. But in 1981 the percentage was lowered upto 0.23%. The percentage is found declined by 0.11%.

Here, non-scheduled castes are found aggressive by augmenting their percentage by 0.07%, whereas scheduled castes are found repulsed.

I) The overall perspective of the Maharashtra State, Kolhapur District and Kolhapur City is as follows :

a) Literacy :

Upto 1981, the literacy among scheduled castes in Maharashtra State is 37.95% and that in Kolhapur District it is 51.40%. The literacy among scheduled castes in Kolhapur city is 45.95%.

Non-scheduled castes were having 47.27% literacy. In Non-scheduled castes in the District and Kolhapur city were having 45.67% and 61.7% literacy.

Here, it is clear that the literacy among scheduled castes has been growing and keeping pace with the time. There does not find more fluctuation.

b) Primary Education :

The enrolment of scheduled castes students in State is by 49.13%. In Kolhapur district there are 14,455 scheduled castes students and in the city the enrolment is by 17.05%. Hereupon it is clear that, though the percentage seems less, as compared to their total population, it is increased.

c) Secondary Education :

The comparison between the State and District shows that scheduled castes enrolment in secondary education is rather a little. But in the city, it is exceeded by 2.00%. It is superior to the enrolment of non-scheduled castes.

d) Higher Education :

In regard with the higher education, scheduled castes are lagged. Development in higher education does not find to the more extent. The comparison between scheduled castes' and non-scheduled castes' higher education exhibits that the

percentage of non-scheduled castes is superior to scheduled castes. The lowered percentage stands at 0.76%.

VI.4 CONCLUSIONS :

After studying the educational amelioration of scheduled castes in Kolhapur city the following conclusions can be drawn.

In the beginning some important questions must be taken into consideration and those are 'Has the educational development taken place? If yes, is this progress enough?

The answer to these questions is positive and negative. If the primary and secondary education is taken into account, it seems that there is development in these two units, no doubt. But in higher education the scheduled castes have shown poor progress. They were expected to be progressed. The development that is found in the first two units cannot be found in higher education.

It is hypothesised that the educational development of scheduled castes has taken place. It is true. The hypothesis can be accepted for the primary and secondary education, because there is development. But in regard with the higher secondary and higher education it can be rejected. Because higher education of scheduled castes is found degenerated and repulsed.

VI.5 RECOMMENDATIONS :

The undertaken study needs certain recommendations. The designated recommendations are as under :

The study evinces that there is enough growth in primary education of scheduled castes in Kolhapur city. Eventhough, they are expected to reach at the maximum level. It means their enrolment should accord with the population. In this regard the recommendations for the amelioration in primary education are as under :

1) It is observed that the scheduled castes students in primary education do not have enough clothing. The average income of the families is very low. So these students are not properly given what they need. Hence such students should be helped not by giving money but by providing clothing and stationery. (The Lions Club has launched this programme).

2) The physique of these pupils is not sound. Due to lack of nutritious food they look sapped. So certain quantity of nutritious food (milk) should be given during the long recesses. Because of this, they would be able-bodied and capable to enhance their progress. In Dalit localities this scheme is launched but the standard of bread is very pitiable. So corporation should look-up into the matter seriously.

3) Majority of the scheduled castes students are found living in slum areas. And the surrounding is not agreeable to their development. So, the school boards should start 'Sanskar Varga' in these areas.

4) To improve the quality of secondary and higher secondary schools, the society is expected to adopt some of the poor pupils. The survey of some scheduled castes families exhibit that majority of the pupils do not have enough books, coaching and study room. If such students are adopted, there will be more progress.

5) Book banks for economically backward students be started and government should give aid. Assignment in various subjects be printed and provided.

6) Some scheduled castes students cannot bear the new syllabus, so such students be given special guidance in school. Because such students are found unable to remit the tuition fees of private classes.

7) The bad treatment that is given to scheduled castes students should be stopped and they should be encouraged because caste Hindu teachers are found practicing such discrimination in some of the schools in city area.

8) The apathy that the scheduled castes parent have in their minds is strongly needed to vanish.

9) The average attendance of scheduled castes students is poor because of their domestic situation and hence the related school should undertake the full responsibility of such students.

10) It is concluded that the scheduled castes are not developed in higher education. So it is recommended that the special classes should be held after college hours and special provision should be made by the concerned college to improve the result and quality of scheduled castes students.

11) The rate of scholarship is not adequate. The students cannot meet their educational needs with the help of this meagre money. So the rate of scholarship is needed to be enhanced.

12) College do not provide the reference books to scheduled castes students. Similarly, no books of book banks are made available upto the utmost extent. These lacunas should be wiped out by providing necessary books.

13) The number of hostels and boarding houses should be increased. Proper accommodation and accessories should be there which would motivate them to raise their standard. (In Kolhapur there is only one Government Hostel for boys and one for girls.)

14) Some experiments should be administered to study the propensity of scheduled castes student or to study the social phenomenon which precludes their higher education.
