

**Title: Fetters in Advancement of Education and Employment: a Case Study of  
SC/ST Population in India**

**Introduction:**

Historically and still today the Indian society is subjected to an inflexibility of a rigid caste system. For centuries caste<sup>1</sup> has been a determining factor in acquisition of education and distribution of employment and is still quite evident in education and work distribution among various sections of the society. In recent years the upper strata of the society have expressed strong resentment against the provision of protective discrimination on grounds of equality, merit and secularism to the marginalized sections known as the Scheduled caste and Scheduled tribes of India (SC/ST).

Recent Supreme Court judgment disapproved the provisions of reservation in private sectors both in education and employment. In this context a question arises as to what extent the caste system in India have been adopting itself to the demands of modern education and employment.

After the penetration of market in the early nineties the market underwent several changes in production and market processes resulting in intense competition both in gaining education and subsequently leading to employment. Those who were already at the lower rung both in terms of achievement and access to education had to survive soft discrimination and stiff competition from the upper strata of the society who tactfully kept these sections at lower rung of occupation for a cheap means of labour. Even with the provision of protective discrimination (reservation) they were not able to take benefits since they have to suffer discrimination and prejudice from the hands of the issuing authority. Unvigilant issues like appointment on the basis of referral system, accessibility and moreover the demand of modern education requiring a good investment in provision of quality education.

The admission or intake to higher professional education is on the basis of competitive examination and skills, which are nurtured in their families where a congenial environment is provided wherein there are generations of family learners along with private coaching classes. These coaching classes admission to which is on the basis of affordability and accessibility clear cuts the discrimination at the ground level itself.

<sup>1</sup> Social stratification of the population on the basis of occupation primarily by birth

A detailed look into the provision of protective discrimination to the weaker section has its own loose linkages such as the migratory status of the weaker section is complicated when the educational institution and employment comes under state jurisdiction wherein only those weaker section are benefited who are domiciled in those particular state to which the institution and employment belongs thus being the case of migration dilutes reservation.

The manner in which reservation is been implemented need to be questioned often the beneficiaries are soft target of the issuing authority who may use this as a chance to degrade and insult the beneficiaries there are number of cases registered wherein they have to face humiliation and discrimination not only from the issuing authority but also from the fellow student, teachers and employees.. The study will try to address the existing inequalities and explore some unvigilant (unsaid) issues among these sections of population in the background of an emerging new market system.

Research issues to be addressed:

- 1.To assess class wise and proportion wise representation in education particularly higher education and employment in public sectors among scheduled caste and scheduled tribes population of India vis-à-vis general population.
- 2.To examine the achievement of SC/ST population at various level of education during the pre reform and post reform period.
- 3.To assess the situation after the declining trend have Public sectors and its impact on SC/ST job opportunities.

Methodology and data to be used:

The Study will be done using secondary sources of data. Secondary data will be collected from various sources such as Census of India (Primary Abstract tables for Scheduled caste

and Scheduled Tribes 1991, 2001), National Sample Survey Organization (55th Round Education and Employment among various social groups in India), Department of Public Enterprises, Ministry of heavy industries and Public Enterprises, Social Welfare Department, commissioner of Schedule Caste and Scheduled Tribes of India, National

Committee of Applied Economic Research The main focus will be on Assessment and comparison of the status of SC/ST in each of education and employment sectors will be done through simple cross tabulation, time series analysis and the measure of disparity in education and employment between two groups will be measured by the equation

$$\gamma = \ln(\pi_i) / \ln(\pi_{ref})$$

where  $\pi_i$  is proportion in group  $\pi_i$  like SC/ST and  $\pi_{ref}$  is proportion in reference group the other groups. This is based on the relation  $(\pi_i) = (\pi_{ref})^\gamma$

For the achievement between and among groups we use the Achievement function given as below  $A_i$  is an achievement function in terms of an employment for an individual belonging to a particular social group in terms of both education as well as in an employment in testing higher education achievement is a function of C, H and E. where

C = is a set of individual characteristics such as age, sex.

H = set of family and household characteristics, like parental education, family income and caste.

E = set of educational characteristics like graduating from private aided, public or private unaided

$A_{ij} = \alpha_j X_{ji} + e_{ji}$ , where  $j = p, a, u.$  and  $i = 1, 2, \dots, n$

$$A_i = B_0 + B_1 C_i + B_2 E_i + B_3 H_i + B_4 M_i + \epsilon_i$$

u = private unaided education

a = private aided education

p = public education

Here j captures the effect of the type of education, it can be substituted using urban- rural, parent's background, etc

X is the vector of inputs C, E and S (school inputs) and  $\alpha$  is a vector of parameters

In general the difference between any two groups of students can be identified as:

$$A_{i1j} - A_{i2j} = \alpha_j (X_{j1i} - X_{j2i}) + (e_{j1i} - e_{j2i}) \text{ -----(a)}$$

The above equation will give the difference between two social groups while keeping the type of management same like the difference between a SC student and General in the same public school domain this will capture the difference among social groups coming from more or less the same economic background.

$$A_{ij1} - A_{ij2} = (\alpha_{j1} - \alpha_{j2})(X_{j1i} - X_{j2i}) + (e_{j1i} - e_{j2i}) \text{ -----(b)}$$

The above equation will give the difference among the same social groups due to the difference in the management of the education.

The advantage of using both the equations is that it will give some idea on whether the socio or economic criteria will make much of difference.

In a similar manner if suppose  $A_{i1j1}$  denotes an SC student obtaining a qualification through a public school and  $A_{i3j2}$  denotes a general student from a private aided school the equation will show some difference also among the social groups and also between the management of the education, all the above three equation could be made into an matrix to find the characteristic or the eigen value affecting the most in the achievement of an individual both in terms of education and employment

### **Some Outcomes:**

Even though in general it seems that literacy level has increased but still the overall literacy level of SC and ST are at 47 per cent as compared to the general literacy level of 75 per cent. The representation in private unaided education system is negligible for these sections.

In 2000, close to 40% of the SC and 48% of ST were poor as compared with 20% among others in rural areas. About 36% of SC/ST remained poor in urban areas as against 20% for others. The poverty level among the SC and ST cultivators is 30% and 40% respectively, which is much higher compared with non-scheduled cultivators (18%). Similarly, the poverty incidences of those in business is very high 33% for SC and 41% for ST compared with only 21% among non-scheduled businesses.

The poverty level of wage labour among the SC/ST was also particularly high, varying between 46 per cent and 60 per cent in the rural and urban areas respectively. In urban areas, the ratio of poor among casual labourers was also high, 58 per cent for SC, 64 per cent for ST and 45 per cent for non-scheduled population. Skills in computer knowledge of computer programming and word-processing are hardly 7 and 9 per cent for ST and SC respectively as compared to 80 per cent for generals. There is a stark difference in the estimated marginal means of technical education among various social groups with the lowest marginal mean of 1.04 for scheduled tribes and highest marginal mean of 1.13 for others. Thus indicating that there

is a huge gap in the attainment of technical education. when computing the cross tabulation among various social group according to their household characteristics the level of education, the difference is less in the household which are self employed in agriculture and nonagricultural activities with the difference of 40 per cent whereas when it comes to agriculture and nonagricultural labourer the gap widens to 60 per cent. The primary status as an own account worker and employer, regular salaried employees is 11 and 12 percent respectively for SC and ST as compared to 80 per cent for others.

Graduate and above in agriculture, engineering, and medicine there is a gap of 56, 69 and 67 per cent respectively as compared with others. Even the caste representation in the formal sector of employment is dismal with high representation at lower ends of the job whereas the representation at higher level is not even close to the reservation given to them here the measure of disparity is 0.67 as compared with others. The achievement function indicates that even with the same economic background the SC/ST students are far behind others in terms of higher education primarily as they were the first generation learners.

Analysis in progress.....