

A Review of Educational Provisions for Marginalized Group in India

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Abstract

This is a review article related to the marginalized group of our society and the inequality on the ground of education and the constitutional provisions to cop up with indifference between the mainstream and marginalized or exclusive groups in the field of education. This paper also helps to understand that education is the birthright of all citizens and there are plenty of provisions in the Indian constitution regarding the right to education. There is a concept of inclusive education which comprehensively discusses education as the birthright of all citizens and there are plenty of provisions in the Indian constitution regarding the right to education. There is a concept of inclusive education which is comprehensively discussed education in the article. It is the need of an hour to be aware of the right to education.

Keywords: Marginalized, Inequality, Exclusive

Introduction

The people living in the mainstream areas or locations are getting accessibility to resources in every field and have better access to power and privilege as well, as opposed to the marginalized. But some of us are vulnerable, exploited and deprived to take advantage of resources, power, privilege and opportunity. Their disempowerment is evident in basic rights whether what to do, what to choose and the way they want to live. They don't enjoy their rights equally. But if talk about education, there is a provision for free and compulsory education for all children from the age of 6 to 14 years in the Indian constitution. And in 2009 the right to free and compulsory education was enacted.



Marginalization

Marginalization, also called social marginalization, occurs when a person or group of people are less able to do things or access basic services or opportunities. It's also sometimes referred to as social exclusion. Marginalization is a universal tendency related to social stratification. In marginalization opportunities and benefits are denied to the individuals those living on the 'margins' while encouraging the opportunities for those who are in the 'Centre' of the society (Ramesh, 2013).

The lower literacy level of education and the continued discrimination of marginalized in educational institutions pose a major problem.

Many communities across the world show prejudice based on caste and class resulting in the exclusion of marginalized people. It may directly affect the attainment of effective endowments in the spheres of education, occupation, and livelihood. Annual report (2018-19) of All India Survey of Higher Education by Ministry of Human Resources and Development Govt. Of India states that Scheduled Casts students constitute 14.9% and Scheduled Tribes students 5.5% of the total enrolment. 36.3% of students belong to Other Backward Classes. 5.2% of students belong to Muslim Minority and 2.3% from other Minority Community.

Inequality

Inequality refers to 'an unfair situation in the society where some people have more opportunity, income, etc. than others. It is the difference in social status and wealth or opportunity between people or groups. Inequality in economics means the difference in the economic well-being among individuals, groups or countries. Such inequality depends upon people's disability, ethnic background and gender. A broad distinction is thus made between 'inequality in outcome' and 'inequality in opportunity'. The former occurs when individuals cannot possess equal level of material wealth which indicates the state in which people live in dissimilar economic conditions. Inequality in opportunity, on the other hand, is concerned with ensuring a common starting point. Introduced by Prof Amartya Sen, through his capability



approach, well-being under inequality of opportunity is defined in terms of ‘the people’s freedom to choose and act’, both of which must be provided by the state as a matter of ‘right’ under the ‘social justice theory’. Apart from these two basic distinctions, there are many other specific types of inequality. For instance, inequality can be defined in terms of income, consumption and nutrition. It can also be defined in terms of ‘inequality among groups’ (called horizontal inequality), and ‘inequality among individuals’ (called vertical inequality).

If we discuss about inequality in education, it simply means that some people have more access and opportunity of education than other. This inequality sometimes ends up with marginalization or in the form of exclusion.

Educational Provisions

Indian education system has given due emphasis for national integration. The directive principles of State policy foresee that the state shall provide free and compulsory education for children up to fourteen years. Later this has been made a fundamental right by amending the constitution.

Constitution of India, through Article 46 entrust the State to promote economic and educational interests of the marginalized and weaker sections of its citizens, especially Scheduled Tribes and Scheduled Castes and also to protect them from social exploitation and all form of social injustice. There are many other articles which help in the implementation of Article 46 like Articles 330, 332, 335, 338 to

342. Fifth and Sixth Schedules of the Indian Constitution also discussing the same objectives.

The National Policy on Education (1986) and its POA, 1992 advocate for the provision of essential facilities for attaining universal access to education of comparable quality. Also, the Central Advisory Board on Education (CABE), 1992 recommended for the adoption of a holistic approach to address the educational needs of children who has to work for their livelihood, girls, disadvantaged and marginalized groups and considering issues of quality, process, and content more efficiently.

1. ARTICLE 14 states, “The State shall not deny to any person equality before law or equal



protection of the laws within the territory of India". Modern States exercise powers over the individual. The Right to Equality ensures that the powers of the State are not used in any discriminatory way. In relation to education, it is invoked to regulate rules of admission and thus acts for ensuring education to all.

2. ARTICLE 15 guarantees prohibition of discrimination on grounds of religion, race, caste, sex or place of birth by the State. It also ensures equality in educational opportunities in India.
3. ARTICLE 15 (4) enabled the government to make special provisions for the advancement of backward classes including the Scheduled Castes (SCs) and Scheduled Tribes (STs). It also ensures the reservation in educational institutes for the SCs and the STs.
4. ARTICLE 16 (1) guarantees equality of opportunity for all citizens in matters relating to employment or appointment to any office under State.
5. ARTICLE 16 (4) ensures that the government can make reservations in favor of any backward class of the citizens.
6. ARTICLE 21A - grants Right to Free and Compulsory Education to all the children of the age six to fourteen years in a manner as the State may, by law determine. Inserted by the 86th Amendment in December, 2002, this Article has accorded education the status of right for ensuring quality in educational expansion at elementary level. At the commencement of the Constitution, education was included as a Directive Principles of the State Policy in Article 45 under Part IV of the Constitution.
7. ARTICLE 24 states that no child below the age of fourteen years shall be employed in work in any factory or mine or engaged in any hazardous employment.
8. ARTICLE 46 states that the State shall promote with special case the educational and economic interests of the weaker sections of the people and, in particular, of the SCs and the STs and shall protect them from social injustice and all forms of exploitation.

Suggestions

Various initiatives and efforts have been made to realize the concept of education for all



however, the rate of wastage and stagnation in the Indian education system is still in a critical range. Multiple causes are there including social, economic, ethnic and also faulty educational systems which hinder the children from lower social strata from accessing and sustaining the education. For the mainstreaming of the marginalized children the following suggestions would be beneficial-

1. The effective monitor of RTE act 2019 by Government not only to ensure the enrolment but also the retention in the schools.
2. Proper implementation of various beneficial policies for marginalized group of the society,
3. Inclusive education concepts must be added to the school curriculum.
4. The government should take initiatives to check the dropout rate by monitoring children at risk of dropping out, and develop appropriate social mapping strategies has to develop by relevant authorities among marginalized and minority communities to ensure the retention.
5. Better incentives to the families to send their children to school regularly till they complete their high school education.
6. The Government must initiate the policies like Sarva Shiksha Abhiyan/Samagra Shiksha Abhiyan (SSA).
7. Recruitment of more teachers from various marginalized group so that they can motivate more students to come to higher education fields.
8. More educational institutes in rural and remote areas
9. Proper attention for the tribal education by giving due respect to their cultural uniqueness and ethnicity
10. Ministry of Education can develop manuals for teachers and instructors to foster social inclusion and equity. Encouragement of children from marginalized groups in different school activities and responsibilities would positively influence their development. The



collaboration of children of different social strata also should be ensured. The government can give instruction regarding this.

Conclusion

Although India has made a significant pace in expanding schools and school facilities for all the children, considering the existing disparities, a multifaceted endeavor is required to make a balance between quality and quantity to ensure its benefits available to all sections of society living in different regions. This should be an integral part of policy interventions for promoting social justice in society. Educational inequality takes different forms in different places which in turn results in the decrease in opportunities for children with low economic background, girls, ethnic, linguistic and socially marginalized group and children with disabilities and special needs. So, integrating all the children irrespective of the above-mentioned barriers should be the prime objective of the country.

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