

### A STUDY OF IMPACT OF PERCEPTIONS AND BELIEF INFLUENCES ON QUALITY OF EDUCATION OF DALIT STUDENTS

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#### **Abstract**

Historically, Dalit students defy boundaries to attaining educations are reflected in their low literacy rates and higher dropouts ratio. They are considered underprivileged sections of community. Having lack of educational traditions in their families' are reasons lag behind in education skills, writing, reading, grasping and articulating. SCs are depended on others' for academic helps. For example, Students are depended more on teachers or fellow students for guidance or tips. Often have a biased and discriminatory attitude deciding to extended help or giving tips SCs students.

The accesses to education for underprivileged sections of community in India turn out to be more difficult due to faulty social perceptions and belief systems. It has diminished impact of reservation in some extend. This paper is being addressed the reason as to why SCs students suffers from unequal access to quality education.

**Keyword:** Education, quality, dalits, and discrimination (Note: The SCs word interchangeably uses for Dalit)

#### **Introduction**

Social inequalities underneath 'belief systems' have been identifies ways to influence quality of education. Education providers are holding certain belief toward marginalized student is deeply embedded in social framework. The castes system not only prohibits but also impose certain 'notion' govern on old principal. Hence, they depend on others in schools for academic help. Discrimination is rooted in social belief system of caste. One can easily find out exclusion practices in education to withdrawal from schooling of SCs student. Low level of support and aspiration contributes in performance in educations.

Although, literacy rate among SCs and Non- SCs have implied a huge gap Illiteracy has been major difficulty to enhancement of socio-economic development and does not permit to Students to gain quality of skill in education. It extend minimize deprivation and opportunity to grow.

### History of scheduled caste:

Scheduled Castes' is an official designation has given to lowest castes, particularly to ex-untouchable castes. This term is recognized in the constitution of India (Article 341)<sup>1</sup>. Scheduled caste represents nearly 16.2 percent of the population, Almost 1241 ethnic group has been enlisted as SCs. They are historically subjugated have denied rights to live with dignity. (Constitution of India (Scheduled caste) order amendment act, 1990 (Constitution (scheduled caste) order,1950). SCs are not confined to certain religion. They noticed in Hindu, Sikh, Buddhist and christen (Sachar committee report, 2006). It reflects confrontation to Hindu caste system has converted into various religions.

Philosophy of the Hindu or Sanatan Dharma introduced by Varna system, divided into four group and thousand of castes and sub-caste, namely, Brahman, supposed to get education called the spiritual class, Kshatriya, supposed to protect the country become ruling class, Vaishya should engage in business and trade become the merchant class and shudra should serve the above Varna called as servant class approved by the Hindu religion. Apart from this, the fifth Varna they were called as Untouchable or outcaste. The division is hierarchical. Gradually Varna system has given birth to caste system. As mentioned previously, it is ranking system of social order.<sup>1</sup>

Caste system makes division of into sub-caste lower, venerable and were restricted to achieve a better position in society. Their status in the caste system considered lowest and imposed various punishment and prohibition by the Hindu religion. In India, social structure builds on caste based hierarchy has been influenced socio-economical, cultural and political behaviours of people wherein SC"s are in lower status and oppressed, excluded to get 'education' on the basis of purity and impurity. It becomes responsible to create a belief system that lower castes are not entitled to get education. This division was being maintained through imposing punishment and on concept of 'ritual purity and impurity'. This is a reason considered 'impure to SCs and didn't allow them to get educations. There are various provision can be seen in scared religion books. In this context it can be understood when teachers don't behave well with SCs students. This belief is pervasive from schools to colleges; hence, this belief system influences 'quality of education' outcomes for SCs.

### Specification of the broad field of paper: Introduction

Scheduled castes (SCs) have been suffering domination from hierarchical caste system of Hindu religion results in unequal access to basic rights. Socio-economic status is often seen as consequences social belief system and structural inequality in a given society.<sup>ii</sup>

The caste system is a core to creating social belief system. It perpetuates an attitude to 'humiliation' and responsible to alter socially construct behaviors of individual. Social belief system is based on 'caste notion of purity and impurity' it perpetuate and pervasive in day to day socio-economic life individual. Various studies show that how belief system is involved in socio-economic, political, cultural and education and influences 'quality of education directly and

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<sup>1</sup> Article 341: Scheduled Castes  
Definitions"(24) "Scheduled Castes" means such castes, races or tribes or parts of or groups within such castes, races or tribes as are deemed under article 341 to be Scheduled Castes for the purpose of the Constitution."

indirectly. Because of belief ‘educations become more discriminatory. It is because of social belief system that limits dalit students historically suppresses to access education. Caste system is the kind of social structure where people fixed to permanent compartmentalizes social belief causes less social interaction between two different castes. Social relationships become more difficult to maintain. Due to this caste based become “notion of mind” and leads to happen school based discrimination.

Untouchability offence act 1955. It is renamed as ‘protection of civil rights act’. The scheduled caste and tribes’ prevention of atrocities act 1989. This makes a practice of untouchability offense, thus legal protection under the atrocities act is given by the government of India, However, SCs are still venerable and facing social and economic deprivation are lag behind in developments.

Education is a tool to expand possibility of quality life, not only improves economic capacity of individual but also associate with augmenting social welfare. SCs have unable to take advantage from access education.<sup>iii</sup> Some claims that lack of tradition and apathetic attitude towards education. But facts are that most of dalit family is poor. Why dalit students didn’t feel comfortable to attend schools and colleges? Because they feel discriminate in schools and colleges can’t cope with perception and behaviors’ of teachers. Lack of encouragement and inspiration from schools were reason.<sup>iv</sup>

### **Inequality and diversity keep ‘Perception and belief ‘stronger in Education**

Education can transform social traditional belief. However ‘belief and perception towards a certain caste and class makes this process slow down and difficult one. Given data indicates lack of diversity of social groups in education, India, four out of five female teachers and three out of four male teachers belong to the three caste groups where practice of untouchability is the highest – Brahmin, forward castes and other backward classes.<sup>v</sup>

There are instances where teachers discourage hard work among Dalit and Adivasi (Tribal) students, either unfairly stereotyping them as beneficiaries of reservations or questioning the value of education for such children -- who they presume will only undertake menial, traditional, caste-based occupations later in life. (India Exclusion Report (2014) by Centre for Equity Studies)

Discrimination within educational institutions keeps many students out of it, or affects their performance within. Poorer children are shown to have lower educational participation indicators, and it follows that a higher proportion is out of school. Marginalised households including Dalit, Adivasi, Muslim. As a result of many of these factors, 75% of the more than six million children currently out of school in India are either Dalits (32.4%), Muslims (25.7%) or Adivasis (16.6%)<sup>vi</sup>

**Table 1: Literacy Rates (7+ Age Group) (in percentage)**

	2001			2011		
	Total	SC	ST	Total	SC	ST
Total	64.8	54.7	47.1	73	66.1	59
Male	75.3	67	59	80.9	75.2	68.5
Female	53.7	42	35	64.6	56.5	49.4

(Data Source: O/O RGI, Census 2001 & 2011)

Education ‘quality corrections’ program need to be implemented to reduce the beliefs about dalits. Minimize behavioral gap to adopt synergistic approach to education perception. Dalits are victims of development process. Nearly half (48%) of under-five Indian children are stunted, with the prevalence being highest (54%) among the Adivasi round of the NSS distinguished two socially disadvantaged groups of scheduled castes (SC) and Scheduled tribes (ST) Hindu social hierarchy. According to 2014 report by the India Governs Research Institute, stated SC’s constitute nearly half of primary school dropouts in 199, 2001 among SCs 37.41, 54.69 respectively and Non-SCs in 1991 and 2001, 57.69 and 68.81 respectively shows huge differences levels.<sup>vii</sup>

An access to education has improved in India. But rate of dropout in education is constant among dalits, (give some data of enrollment rates of dalits and different caste). What happen when it comes to quality of education and accessibility? Rate of enrollment can also be understood through schooling system of percentage of diversity of education providers like teachers percentage of scheduled caste.<sup>viii</sup> (Give the data of teacher ratio of sc and others). In India, statistics show that there has been little progress in decreasing the education gap between castes. Lack of success in increasing primary enrolment rates and dropout ratio for Dalits found in increasing social inequality<sup>ix</sup>

**Table 2: Adult Literacy Rates (15+ Age Group) (in percentage)**

	2001			2011		
	Total	SC	ST	Total	SC	ST
Total	61	44.1	40.8	69.3	60.4	51.9
Male	73.4	59.3	54.8	78.8	71.6	63.7
Female	47.8	28.5	26.7	59.3	48.6	40.2

(Sources: Socio Religious Category wise Distribution (ASIHE 2011-12)

SC student enrolment is 12.5% of the total student enrolment whereas students belonging to ST category constitute only 4.2%. 31.7% of the total students belong to OBC, Among Teaching and Non-Teaching Staff, share of ST and OBC are low in comparison to student share. Representation of SC, ST and OBC among Non-Teaching Staff is higher than Teaching Staff. Share of SC is maximum among Non-Teaching Staff.<sup>x</sup>

Among Minority category, data on Muslims have been collected separately. According to the response received during the survey, 4.5% students belong to Muslim Minority and 2.1% from other Minority Community. Among Teaching and Non-Teaching Staff, share of Other Minority is more than the student share.<sup>xi</sup>

Caste Category wise % of Students, Teachers & Non Teaching Staff

Since gaining its independence, the Indian government has continued to make progress on improving the quality of life for India’s lowest caste. Modern exposure to international thought has increased access to ideas and methods on how to increase education rates for the Dalits, providing for some of the best results in recent years (Nambissan,2011). RTE acts made compulsory provision for 6 to 14 years age group to attend schools. Dalit children to attend classes getting quality education don’t find any relation as they do not alleviate any of the barriers currently blocking them from access education. Increasing access to text books has

assisted in increasing the quality of education despite having little or no impact on enrolment rates.

**Table 3: Level-wise Drop-Out Rates in School Education (in % age)**

Level	ALL			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
IV	21.2	18.3	19.8	17.7	15.4	16.6	31.9	30.7	31.3
VIII	39.2	32.9	36.3	42.4	34.4	38.8	49.8	46.4	48.2
IX	48.1	46.7	47.4	51.8	48	50.1	63.2	61.4	62.4

There have been attempts over the last sixty years to reduce socio-economic inequality through empowering individuals to economic progress through social and political activism. Education helps to improve income and development. The lack of social acceptance in education and mistreatment and oppression on the basis of caste is consequences of low enrollment ratio.

Caste based belief system makes dalits students unable to access educations can't able to pay for education has added educational suppression. The caste perceptions and behaviors' are stumbling blocks can be seen even number of measure to decrease the enrollment ratio but it couldn't decrease such as DPEP corporative project, textbook projects with the help of word bank and Govt of India. These measures have been failed to address an issue of grassroots issue of dalits.

A belief system is an ideology or set of principles that helps us to interpret our everyday reality. This could be in the form of religion, political affiliation, philosophy, or spirituality, among many other things. These beliefs are shaped and influenced by a number of different factors. Our knowledge on a certain topic, the way we were raised, and even peer pressure from others can help to create and even change our belief systems. The convictions that come from these systems are a way for us to make sense of the world around us and to define our role within it.

**Table 4: Level-wise Enrolment (in lakhs)**

Level/ Year	Senior Secondary ( XIXII)			Higher Education		
	Boys	Girls	Total	Boys	Girls	Total
2012-13(P)	106	92	198	163	133	296
2013-14(P)	117	104	222	NA	NA	NA

(Data Source: UDISE2013-14(Provisional))

This leads to form the mindset of the people toward the particular community students particularly students are faced problem from perception is become hurdle to get "quality education". What are you going to do with education? Your parents are poor you should help them in work. This thinking process comes from belief system that certain caste people should work, not to get education.<sup>xii</sup>

There were number of instances in history when students from lower caste become victim of teacher behaviors in school reason behind ‘belief system. It is being said that lower caste student should not be learn if they learn they left their previous occupation and it leads to the caked the caste structure. The constitution of India provides Safeguard for Scheduled Castes and Scheduled Tribes. However, the institution and practices built upon the caste system have repeatedly proved to be a stumbling block for lower castes/tribes to achieve the Constitutional right to education.

Studies show influences belief in education. The caste based notions interlinking with policy framework, “Social belief system is everyone place tide box ‘thinking processes’ like compartment box fix by the notion of the structural hegemony of the caste system.

Table 5: Dropout rate Scheduled Caste

Year/	Classes (I-V)			Classes (I-VIII)			Classes (I-X)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2012-13(P)	20.9	17.4	19.2	43.3	35.3	39.7	55.6	48.4	52.5
2013-14(P)	17.7	15.4	16.6	42.4	34.4	38.8	51.8	48.0	50.1

### Caste discrimination and pattern of thinking: A social profiling

Faith based on a series of beliefs but not formalized into a religion; also, a fixed coherent set of beliefs prevalent in a community or society. **Social profiling** is another important factor. On what basis social profiling is being created is frame ‘social thinking of individual’ links to behaviors and attitude. If one is get more privileged in society uses maximum resources and consider as “meritorious” and less privileged in society, social profiling traditions have less privileged in society creates perceptions.<sup>2</sup>

This is an unequal social profiling structure- one caste is superior belief. “Belief is in mind” in order to understand beliefs needs to look at religions practices. In India, castes not only shape the perception but also it has greater impact on the behaviors and attitude is psychological phenomenon which changes culture and social position. To whom we sit, to whom we eat, to whom we learn control behaviors and pattern of thinking process.

Table 6: Enrolment in school education: Scheduled caste: Figures in millions)

Year	Class I - V			Class VI - VIII			Class IX-X			Class XI- XII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total

<sup>2</sup> Drop Out rate at Primary level has decreased from 64.9 in 1960-61 to 22.3 in 2011-12, and from 78.3 to 40.8 in case of Elementary level (Class I-VIII). In case of Secondary level it has gone down from 82.5 in 1980-81 to 50.3 in 2011- 12. In 2011-12, Dropout rates at Primary, Elementary and Secondary levels for all categories of students are 22.3, 40.8 and 50.3. For SC students, Dropout rates at Primary, Elementary and Secondary levels are 23.5, 40.2 and 55.3 respectively and for ST students, Dropout rates at Primary, Elementary and Secondary levels are 35.3, 57.2 and 65.9 respectively.

2010-11	14.03	12.90	26.93	5.98	5.32	11.30	3.14	2.55	5.70	1.68	1.32	3.00
2011-12	14.80	13.89	28.69	6.32	5.92	12.24	3.52	3.09	6.61	2.04	1.76	3.80

Manifestation of perception in schools have found out. Less-participation or minimum levels of participation in extra-curricular and academic activities, using difficult language while teaching and drinking and eating arrangement. Most of teachers in India are upper caste background and having 'negative perception about dalits student.

Teachers ignore them using abusive language and making them feel guilty while referencing their caste and pupils make them sit separately, both directly and indirectly, outside the classroom, in a corner of the room or at backbenchers. Indian policy maker holding "belief system' has direct connection "dropout ration of dalits students reflects and impact quality education' are poor family depend upon of children's income.

Table 7: Enrolment in school education: Scheduled tribe category.

Year	Class I - V		Class VI - VIII			Class IX-X			Class XI- XII			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2011-12	7.86	7.42	15.28	2.91	2.70	5.61	1.38	1.16	2.53	0.73	0.56	1.29

### Conclusion:

The belief system about social classes is become integral part of our day to day life. It influences social interaction and create a surrounding of exclusion in long education disparity. Caste based belief practices is strongly rooted. It instigates 'belief' as a way of life and has impact behaviors. The role to be performed behaviorism of people has been dominating in the ways of quality education. Belief system has been a mind-set that operates within a given situation.

Belief Pattern of thinking comes from society. The emerged distinction of 'pure' and 'impure classes' to causes hurdle in getting a quality education' results discriminatory practices. An identifying specific belief system involves in social behaviors of teachers and education policies makers. Belief factor is hinder in the caste system leads to a formation of notion where social exclusion in education. In India, education is influences by caste and class. Dalits and marginalized students encounter discrimination day to day schooling therefore, social justice and equality is a distant dreams. How we are shaping our 'belief' that is matter most.

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