

DEVELOPMENT MOTIVE OF HUMAN RESOURCE OF SC CHILDREN IN BIHAR

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Abstract

Development motive is the prime driver of development. It concerns to mental preparedness to achieve the goals of development. The development of any society depends on human resource development. Education is a main tool for human resource development. Bihar is a backward state in India in human resource and education level in Schedule Caste children is very low in Bihar. It is very important to develop the schedule caste children through education and skill development. It will enhance the employability of schedule caste in future and generate the skilled human resource in India and Bihar particularly. The paper is based on secondary data. Exploratory research design has been applied in this study. The study finds that human resource of schedule caste children is low and not satisfactorily in Bihar but it is improving.

Key Words: Human Resource, Schedule Caste, Education, Development Motive, Skill etc.

I. Introduction

Development motive is the prime driver of development. It concerns to mental preparedness to achieve the goals of development. Education tends to human resource development and justifiable growth of society. It should be accessed to all section of society like all children, men and women. It should be converted to inclusive education. Bihar is considered as one of the most backward states in the country. It stands at the lowest rung in respect of almost all indicators of human development, included those relating to education. Bihar is rated as backward on almost all key parameters of economic development currently in vogue, and yet nobody would deny the tremendous potential that the state has for growth and development. Further, many social scientists from the state would be at pains to explain the indirect ways in which Bihar contributes to the country's economy and well being. Persons of Bihar excel in different field and in different lands, but something is amiss right here which needs to be probed and rectified.

II. Literature Review

Literature points out that lack of education is often attributed to poverty rather than policy, because exposing poor policy choices puts a spotlight on abuses of power. Scheduled castes and women constitute two obvious groups that are systematically excluded from enjoying a number of rights and opportunities available to other members of Hindu society. Unequal distribution of income, wealth, resources and opportunities push out some people to poverty and likewise uneven dispersal of political power again make some groups more

vulnerable. Apart from state-related context there are other forms of power in other domains, be it a village or merely the family setting, where unevenness of its distribution confer privileges or create vulnerabilities. If we look upon education as a part of social formation, the phrase taken in a broad sense including socio-economic and political order, then the question of creation and control of knowledge and the idea of hegemony come up immediately. Several scholars from Marx to Friere to Pierre Bourdieu to Krishna Kumar have grappled with these dilemmas. Education has been viewed by them as a site of ideological contest. Marx averred that "the class which has the means of material production at its disposal, has control over the means of material production, so that thereby, generally speaking, the ideas of those who lack the means of mental production are subject to it." In the 20th century how technology and bureaucratic mechanism are deployed to establish hegemony has been explored and commented upon by many including analysts like Adorno or Marcuse. Marcuse explained at length how people are deprived of criticality in the society, a scheme built up by technology, mass media, cultural symbols, education etc. Post modernism however challenged the notion of a hegemonic meta-knowledge. It is not possible for power to operate without knowledge, it is impossible for knowledge not to endanger power.". Both Gandhi and Ambedkar had noted the importance of education in contesting the basis of exclusion. Gandhi designed his own model of basic education, which sought to modify the conventional hierarchy of knowledge system. Ambedkar exhorted his followers to seek education and organize themselves. At the global level focus on human development and human rights offers a comprehensive strategy for inclusive development not only in the economic domain, but elsewhere too.

III. Objectives of study

- To study the trend and motive of human resource development of SC children in Bihar
- To identify the factors and processes of educational opportunities of SC children in Bihar

IV. Discussion and Analysis

In the state of Bihar the total SC population is 15.7 percent of the total population. The state ranks third in terms of SC population among all states and UTs. The state has a total of twenty three categories of SCs enumerated in the 2011 census. The overall sex ratio of the SC population in Bihar is 926 females per 1000

male population which is lower than the national average of 938 in respect of all SCs. The literacy rate among SCs of Bihar is dismally low at a mere 40.5 percent during 2011 census, which is nearly half of that recorded for all SCs at the national level (61.7 percent). The male and female literacy rates are 45.2 percent and 20.6 percent respectively against the corresponding national figures of 68.6 and 45.9 percent. Thus while SCs lag behind non-SCs all over the country, the Bihar scenario is even more disconcerting.

There are many schemes of the government to provide economic support to Scheduled castes. There is a scheme of the central government to provide pre-matric scholarships for children of those engaged in unclean occupations such as scavenging, flaying and tanning. Central assistance is provided to the state government on 50:50 basis and there is income ceiling prescribed. Under another scheme post-matric scholarships are provided to SC students for higher studies in recognized institutions and for this central assistance is full hundred percent. For pursuing researches leading to the award of M.Phil and Ph D degrees Rajiv Gandhi National Fellowship was introduced in financial year 2005-06. There are facilities of coaching created for various services, hostels are set up and many more facilities are designed. It is possible that some states like Bihar fail to take full advantage of these schemes.

Right from the period of socio religious reform movements of the nineteenth century caste discriminations have been opposed by the reformers. Of course in the era of freedom struggle the political approach became more dominant and sometimes it was difficult to distinguish between social reform and political action. In the post independence era social reform zeal has waned, while in state policy there is evidence of reformist agenda. Apart from provision for reservations in government jobs at some places SC is to be accommodated as a policy measure, the most interesting example being the mid-day meal scheme. Bihar is among the states which have decide that the responsibility of cooking will be ordinarily given to dalit women. Though sometimes there are oppositions reported from members of upper castes, but that is few and far between, and such decisions are likely to have long term consequences in terms of attitudinal changes.

V. Concluding Remarks

In public sphere, as in educational matters, there are new measures of affirmative action showing the trend. A quick look in some framework of analysis may help in comprehending the present scenario. These are relevant not only for India, but for a state unit like Bihar as well, to understand and appraise the nature of interventions and the degree of success. Following measures are required to educate them. Reservation of seats in legislature, and subsequent reservation in the local self government institutions has ensured a fair legislative participation, though its impact on the welfare of the entire community may be debatable. Right from the period of socio religious reform movements of the nineteenth century caste discriminations have been opposed by the reformers. Human resource of scheduled caste children in Bihar should be developed through proper knowledge and skill development. Therefore, development motive is the centre of development. It is required to motivate the people for development.

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