Assessment of Marginalized Groups' Educational Exclusion in India

[1] Dr. V.Ramesh,

Assistant Professor, Department of Economics, Presidency College (Autonomous), Chennai-5

Abstract: Education is commonly regarded to play a significant role in achieving greater social fairness. Schools are required to provide students with the finest possible preparation for securing a fulfilling role in society and promoting the process of creating an equal society. Many kids are still not allowed to attend school, and as a result, they are unable to actively engage in the political, social, economic, and cultural life of their communities. Marginality is humiliating for both physical and economic security, as well as for human dignity. Generally speaking, marginalization/deprived are overt behaviours or inclinations of human communities where persons who they view to be undesirable or without a valuable function are excluded, i.e., marginalised. The systems of protection and inclusion that are already in place do not apply to those who are deprived or marginalised. This reduces their survival options and opportunities. This essay evaluates the education of marginalised and underprivileged communities in India**.**

Key word: Marginalized people, Exclusion, displacement, Public education, inadequate resources

I. INTRODUCTION

Education is commonly regarded to play a significant role in achieving greater social fairness. Schools are required to provide students with the finest possible preparation for securing a fulfilling role in society and promoting the process of creating an equal society. Many kids are still not allowed to attend school, and as a result, they are unable to actively engage in the political, social, economic, and cultural life of their communities. In order to analyse the economical, political, and cultural realms where marginalised persons face barriers to accessing resources and fully participating in society, the notion of deprived/marginalized groups is frequently employed. In other words, marginalised persons may be overlooked, excluded, or disregarded in social, economic, political, and legal spheres, making them vulnerable [1]. Marginality is humiliating for both physical and economic security, as well as for human dignity.

Generally speaking, marginalization/deprived are overt behaviours or inclinations of human communities where persons who they view to be undesirable or without a valuable function are excluded, i.e., marginalised. People that are excluded are not included in the current integration and protection mechanisms. This reduces their survival options and opportunities. Marginalization is the process of putting someone in a position of minor significance, influence, or authority. A multifaceted, multi-cause, historical phenomenon is being marginalised. To diminish or restrain, as in social situation, to a lower or outer frontier or advantage [2]. The intricate character of marginalisation cannot be understood or comprehended using generic laws. Class, particular social, cultural, economic, and political circumstances, as well as intellectual frameworks, social awareness, and human behaviour can all contribute to marginalization.

.II. THE CAUSE OF MARGINALIZED GROUPS

Exclusion, globalization, displacement, and both natural and man-made disasters are a few of the significant elements that contribute to marginalization.

[a] Exclusion: Marginalization is a process that improves opportunities and results for those who are "in the center" while denying them to those "living on the margins [3]." Discrimination and social marginalization are combined in marginalized. Both human rights and human dignity are violated by it. Various groups and communities are excluded from many civilizations around the world due to caste and class prejudice, which also prevents their active involvement in economic and social growth.

[b] Globalization: By promoting development at the expense of equality, globalization has increased openness. According to some, globalization has widened the gap between the wealthy and the poor, increasing marginalization. While it is true that some developing nations with medium incomes, including India and China, which have the most people, are benefiting from globalization, its effects are not felt by all nations equally.

[c] Displacement: A significant number of tribal, poor, and weaker sections are routinely displaced by the development projects that are being built and the government's development programmes. People who are already marginalized become even more marginalized as a result [4].

[d] Disaster: Both natural and man-made, are a worldwide occurrence and a significant development problem. Broader societal challenges like poverty, social exclusion, war, education, health, gender issues, and marginalisation are linked to vulnerability.

III EXCLUSION OF MARGINALIZED GROUPS FROM EDUCATION

The difficulty of disability-related poverty: India is the second most populous nation in the world, with an estimated 1,027 million inhabitants. It is home to 20% of the world's unschooled children and 17% of the world's population. Notwithstanding important development over the past few decades, more than 260 million people in India quiet alive in poverty [5]. Many families with disabled children earn much less than the federal poverty line. In a nation like India, it's likely that poverty causes disability in addition to the other way around.

Simultaneous deprivation is the outcome of poverty and disability coexisting. This syndrome creates obstacles for people with impairments to participate in community activities and routines, including regular schooling.

The difficulty of changing firmly ingrained attitudes: People with disabilities are finding it difficult to integrate into society as a result of the attitudes of the non-disabled. The fear of spreading disease increases with how severe and obvious the deformity is, which is why there is hostility and seclusion towards the disabled [6]. Any efforts to integrate students with disabilities into regular classrooms may be hampered by such views, which are supported by religious groups. For instance, Hindus follow the idea of Karma, which holds that disabilities are the result of wrongdoings committed in a past life. Any efforts to make a disabled person's life better could be viewed as a "defiance of Allah's will or as interfering with a person's karma."

[a] Public education and dissemination: Most people are ignorant of the entire intent of the recent legislation passed by the Indian Parliament, including parents and school staff. Additionally, many educators are unaware of the financing opportunities for including disabled kids in conventional education settings [7]. There is some evidence that educators tend to have positive views toward implementing such programmes when they are educated about governmental regulations and laws pertaining to integrated education [8]. Additionally, there is evidence that parents who support integrated education and are informed about it tend to have a favourable influence on school staff. Thus, the Central and State governments' commitment to providing integrated education will be in naught unless individuals, especially parents of children with disabilities and school workers, are made aware of the many requirements entrenched in the Act. Although some efforts have been made to enlighten parents, government employees, and non-governmental groups about the Persons with Disabilities Act, their scope has been incredibly constrained.

[b] **The challenge of providing adequate levels of training to key stakeholders**: The difficulty of delivering sufficient levels of training to important stakeholders Most educators in India lack the necessary training to develop and implement educational plans for kids with disabilities in mainstream classrooms [9]. In India, the majority of teacher education programmes lack a section on disability studies. Even though some parts of special education are covered in the universities' programmes for training teachers, these programmes fall short of fully preparing teachers to work in integrated settings.

[c] Insufficient resources: In India, few schools are equipped to cater to the special needs of kids with disabilities, and the majority of schools are not well-designed. Some people believe that the lack of accessible buildings and accessible transportation services is a much bigger problem than societal prejudice and bad attitudes [10]. To guarantee that integrated practices are successfully implemented in schools, the Central and State governments will need to devote more resources to this area of education.

In its report, the Education Commission 1964–1966 placed a strong emphasis on the equality of educational opportunities. One of education's most fundamental goals is to equalize opportunity so that the disadvantaged, backward, or marginalized classes can use it to improve their circumstances [11]. Policies on education from 1968, 1986, and 1992 all emphasized prompt action to advance education for the underprivileged groups in society.

IV SUMMARY

In society, there are marginalized/deficient groups that historically have been disadvantaged in all spheres of life, but especially in education. There have been initiatives for the disenfranchised Indian population's economic, social, and educational advancement. Since independence, numerous committees established for the purpose have recommended examination modifications. The population is extremely diverse, and the Indian government has created laws to ensure that everyone is included, regardless of their level of impairment. There are initiatives to offer equivalent chances and comprise one and all in the educational progression. We are conscious of the crucial role that education plays in overcoming disadvantages that people have little control over, as well as the critical function it plays in determining their educational options and wider life prospects. The most undervalued and ignored area of human rights law is arguably protecting the rights of marginalized and vulnerable people. Groups that are marginalized are typically ignored by society, which makes them simple targets. They never represent more than a small portion of the population, hence they lack the critical mass frequently required to make successful human rights claims. The marginalized people are frequently hostile to one another, too.

V ACKNOWLEDGMENT

REFERENCES

[1] Ajwad, M. I. (2007). Performance of social safety net programs in Uttar Pradesh. *World Bank Policy Research Working Paper*, (714).

[2] de Haan, A. (2005). Social Policy: Toward Inclusive Institutions. In *Arusha Conference*.

[3] Jha, J., & Jhingran, D. (2005). *Elementary education for the poorest and other deprived groups: The real challenge of universalization*. Manohar Publishers.

[4] Jonsson, U. (2003). *Human rights approach to development programming*. United Nations Publications.

Jordan, B. (1996). *A theory of poverty and social exclusion*. Polity.

[5] Kabeer, N. (2006). Social exclusion and the MDGs: the challenge of 'durable inequalities. In *in the Asian Context. The Asia 2015 Conference*.

[6] Kabeer, N. (2006). Poverty, social exclusion and the MDGs: The challenge of 'durable inequalities' in the Asian context.

Sumner, A. (2012). From deprivation to distribution: is global poverty becoming a matter of national inequality?. *IDS Working Papers*, *2012*(394), 1-36.

[7] Mehrotra, S. (Ed.). (2006). *The economics of elementary education in India: the challenge of public finance, private provision and household costs*. Sage.

[8] Santosh, M. (2006). The Economics of Elementary Education in India The Challenge of Public Finance, Private Provision and Household Costs.

[9] Mehrotra, Santosh (2006) "Caste and Human Development in India: Explaining a North- South Divide", paper presented at a UNICEF-UNRISD workshop on "Social serves: Towards universal coverage and transformation for achieving the MDGs in South Asia", Katmandu, Nepal, May 24-26, 2006.

[10] Srivastava, R. (2005). Public Expenditure on Elementary Education', in Santosh Mehrotra, PR Panchamukhi, Ranjana Srivastava and Ravi Srivastava (eds), Universalizing Elementary Education in India: Uncaging the Tiger Economy. New Delhi: OUP.Ramachandran, Vimala (ed.) (2002) *Gender and Social Equity in Primary Education* European Commission, New Delhi.