



NATIONAL CAMPAIGN ON  
DALIT HUMAN RIGHTS

**RIGHT TO  
EDUCATION**  
OF CHILDREN OF  
PEOPLE ENGAGED IN  
MANUAL  
SCAVENGING

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# About Dalit Arthik Adhikar Andolan

Dalit Arthik Adhikar Andolan (DAAA) is a unit of the National campaign on Dalit Human rights and is working towards securing and strengthening the economic rights of the Dalit and Adivasis Community and believes strongly in ‘bolstering the agency of the community. The main vehicle is access to public entitlements live livelihood schemes, education, entrepreneurship, and asset building through the constitutional provision of budgetary allocations. DAAA believes strongly in the inclusion and promotion of marginalized communities in the economy of the country. DAAA makes strategic interventions in public policy, planning, budgeting, advocacy and research, and implementation and monitoring of the SCP TSP sub-plans. DAAA has worked extensively in the last 7 years to make scholarships a reality for students from rural and semi-urban areas and has managed to ensure scholarships reach at least one lac students. DAAA encourages, supports, and enables students to access post-matric scholarships and works on ensuring the effective implementation of the scheme.



A photograph of a group of children in a room. The walls are decorated with colorful, hand-drawn patterns and a portrait of a man in a red suit. A young boy stands on the right, looking up, while several girls sit on the floor in the foreground, looking towards him. The text 'Right to Education of Children of People Engaged in Manual Scavenging' is overlaid on the left side of the image.

# Right to Education of Children of People Engaged in Manual Scavenging

# INTRODUCTION

Manual Scavenging is a living reality in India, where thousands of families are crushed under the vicious cycle of poverty and generational bondage of injustice and inhuman treatment. Casteism is something that Indian society cannot be described without as the very fabric of the society is weaved with this intricate thread of one caste ruling over the other. India runs both forward and backward at the same time, you can buy and receive things in the blink of an eye through your smartphone, but your excreta and rubbish need the hands of under-privileged Dalits. So, society is smartly dumb in this regard. Constitution has prohibited the act of manual scavenging and has formulated schemes and programs for their rehabilitation (2013) but the gap between the law and the reality is so big that often the act can be termed as a screen saver/veil to reality. Manual Scavenging has become so much a part of our daily life that we subconsciously ignore to notice manual scavengers when we pass by and why is that? Why do their presence, their existence, and their being cease to catch our attention? Because that's what we are taught to do intentionally or otherwise. It's a rare event when a Manual scavenger, rag picker, or sanitation worker is seen sitting together, eating, and sharing a public place together with others. An imaginary or invisible line of divisions is drawn every time when a manual scavenger or sanitation worker enters the public places often forcing them to fade away in the corner.

Dalit communities are associated with occupations that are considered impure, unclean, and of lesser importance and remarkably these are enforced by others and not by choice. No one is born caste-free and the entitlements it brings with it. India has a rich history, culture, literature, etc which are celebrated worldwide but it has some darker truths of injustice and oppression of Dalits which are indeed never talked about. Dalits are never free from their past, they live with it, die with it. Atrocities on Dalits are daily



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events that do not cover the front page of the newspaper and their death in manholes, abductions, rapes, and murders do not caught Twitter by storm. Some millions have been able to break this cycle and change their generational curse and transform their lives. Babasaheb Dr. B.R Ambedkar was born in this country and comes from a Dalit Family and he contributed to the Foundation of our modern India. His greatest gift? The Constitution of India. What he had the best with him was his Education. It is through education, he could become Babasaheb and create a benchmark for us, for our beloved country.

Right to education (RTE) is a fundamental right and also a way to ensure that every child in India irrespective of their caste, class, gender, or creed gets a quality education. India has a rich history when it comes to education, education has always been an integral part of Indian History and has an enormous school of thought, science, and metaphysics which are yet to decipher as claimed by many. It evolved with time and civilization but one thing remains unchanged and that was the injustice to the Dalits, an outcast. Education was always and has been the privilege of the upper cast. One can count the number of people from the outcast/ Dalit who actually had the privilege of Education. Every civilization evolved and advanced with the advance in education. Education is indeed a powerful tool to fight back against Casteism, Poverty, and almost all social evils.

The right to Education is a Fundamental right acknowledged globally. The eighty-six constitutional amendment of 21- A made “Free and Compulsory Education “a fundamental Right of the Indian Citizen. For the implementation of the same, various flagship programs and schemes were introduced by the government of India of which Sarva Sikhsha Mission and ICDS are some of the prominent schemes and the establishment of the institution and schools throughout the countries are some of the major milestones acquired so far. RTE, 2009 has laid down all the structural and functional guidelines for the realization of the Right to education to the fullest. The

Act of 2009 has given special emphasis to the underprivileged sections of society to be provided with a special focus, on mandatory 25% reservation for economically underprivileged children in all private schools. Inclusive and holistic development of the children and promotion of girl child education, abolition of corporal punishment as some of the most prominent features of the act. The establishment of the Kasturba Gandhi School for the girl child, Ekalavya School, and Jawahar Navodaya Vidyalaya are some of the major educational institutions which were set up by the government.

Now, when it comes to Dalits and their education, the country has always witnessed a disparity among the SC, ST, and OBC with other General Castes. As per the census data of 2011, Schedule caste constitutes 201.4 million populations which constitute about 16.6 percent of the total population. Dalits are still the most deprived, marginalized, and vulnerable community in aspects of social and economic justice. Within Dalits, the Manual Scavenging community is the most downtrodden and marginalized group which is exploited daily in every possible way and whose dignity and freedom are sold every morning in exchange of bread. As per the report submitted by the Ministry of Social Justice and Empowerment, 63,246 manual scavengers have been identified across the country by March 2020 .

Pre-metric scholarship and post-metric scholarship were introduced for safeguarding and promoting the educational rights of the children of marginalized communities such as SC, ST, and OBC. These two scholarships are very important for the Dalit communities as education is a luxury for many and a three-square meal is a daily struggle.

Discrimination in the classroom has not entirely vanished although it has decreased over time, (Ramachandran and Naorem 2013; Shah et al. 2006). This is frequent because the teachers come from privileged backgrounds. They typically hold children from these social groups to low standards. Subsequently, the schools neglect to give a climate that can make assets fundamental for flexibility (Bhatty 2014; 2008 Govinda).

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## 2. Impact of Caste, Gender, and Poverty in the Education of the Children of women and men engaged in Manual Scavenging

Caste and Education are intricately directly related to each other in India from times unknown making the dominant caste Brahmins the legitimate bearer of education and knowledge. History hardly has any figure where a Sudra/ Dalit has been mentioned to be of value and knowledge, sadly they have always been compared with animals and are deemed fit for common punishment. Dalits were brutally outcast and even their shadows were forbidden to come across the upper caste person's shadow.

When we speak about modern India, even after the 75 years of freedom and centuries before, most of the present school-going children are second or third-generation learners of their families. why is that? It's because of generational discrimination and injustice. Dalits are discriminated everywhere and in every aspect of their lives. Even if the school opens the door for the Dalit children, poverty stops them, if they pass that, social discrimination and casteism stop them. There are numerous hurdles for a Dalit child to step into school and get an education. The discrimination follows even entering the school. It is painful to mention here that a child goes through so much discrimination and injustice that it suffocates, they are badly beaten to death, made to sit alone in the back end of classrooms, and assigned to clean the toilets at such a tender age without their parents being in sight who can rescue them.

As per the research article published in the Indonesian Journal of Geography, in India from 2001 to 2011, there was an increase in the overall enrolment of SC and ST students. By the time they reach the upper primary 68.2% of ST and 64.6% of SC children drop out and likewise 88.17% of ST and 83.6% of SC children dropouts by the time they reach the secondary level . The 2014 survey carried out by the International Market Research Bureau (IMRB), showed that dropouts among the Scheduled caste top the chart of dropout distributions followed by the Scheduled Tribe and the mi-



nority. Though the country has witnessed an increase in school enrolment and a decrease in the overall dropout rate, the scheduled caste children are still the most vulnerable groups of children.

The influence of Patriarchy in education is far deeper than what it seems on the surface. Investing in the education of the girl child is viewed as useless and rather more focus is given to enhancing her skills to do the household chores on the other hand educating a male child is viewed as an investment for securing the future and raising the standard of the family legacy. This mentality runs across all irrespective of class and caste. As per the article published in the UN Chronicle titled, 'Gender Disparity in Primary Education: The Experience in India' the southern and western part of the country is far better in terms of girl child education than the northern and eastern regions. With flagship programs like 'Sarva Shiksha Abhiyaan' and 'Beti Bachao, Beti Padhao' Abhiyaan, the govt. focuses to promote the education of the girl child by introducing various incentives for the promotion of education. Girl children are given free scholarships, and state governments of West Bengal, and Haryana also introduced some special schemes for the promotion of the education of the girl child such as 'Kanyashree Prakalpa' in West Bengal, under the schemes, girl children are provided a stipend to continue their studies and are provided bicycles. Likewise in Haryana, a girl child is provided free bicycles to promote her education. Other state governments have also introduced such special schemes for the promotion of the education of a girl child.

As quoted in the article published in the International Journal of Educational Development in an Indian context, the caste plays a prominent role in shaping the expectations and interaction of the children belonging to the SC with their counterparts and the SC/ ST girl children are more vulnerable to drop out of school in comparison to their girl children from other castes. The Adolescent period for the girl child is more difficult as the girl enters puberty and becomes more vulnerable to dropping out of school. In rural areas, some of the schools do not have safe toilet spaces for the girl child along with scarcity of water in the school premises they are forced







to stay back home and often end up dropping out of school . This further endangers their physical and reproductive health as they have less or no access to reproductive health education. This has a cascading effect on their lives as they become more vulnerable to child marriage and end up in manual- scavenging like their parents. Among the economically backward families, the male children are also forced to drop out of school and earn money due to which they are forced to migrate to the cities at tender age. They make cheap and easily available labor in the cities. Among the Dalit communities, young men below 18 are the victims of their circumstances and have to leave their studies for work or work as scavengers/ sewage workers after and before school which at large extent hampers their studies.

### 3. EDUCATION SCHEMES AND PROGRAMMES

The earlier National education policy of 1986 has been replaced by the new National Education Policy (NEP) of 2020. The new policy has introduced the 5+3+3+4 format which was earlier 10+2 format. The new policy focuses on vocational education and digital learning. NEP 2020 has a large impact on the education system of the country. Many educationists have critically commented on this new policy, one criticism being that the new policy provides ample scope for the privatization of Education which is in fact against the fundamental rights of the children. This new policy largely impacts SC and ST children. This policy seems to enlarge the disparity among the ST, SC children, and other marginalized sections of the community.

In the last five years, many significant changes were seen in the schemes allowance related to the educational development of ST, SC, and OBC children. Discontinuation of the National Scheme for Incentive to Girl Children for Secondary Education (NSIGSE), Reducing the coverage of Pre matric scholarships only for the children of class IX and X are some of the unwelcomed changes brought by the union government which has further pushed the Dalit children towards marginalization. Further, the schemes allocation for the SC, ST, and OBC children saw huge under allocation.

Govt. Education programs and schemes play a vital role in the educational development of Dalit Children as Dalits are not only the victim of casteism but are the largest community who are below the poverty line due to which these schemes are of fundamental importance for them. The children of Manual Scavengers are eligible for all the schemes which are established for the Scheduled Caste children.

Some of the important education schemes and programs for Dalit students are:

1. Pre-Matric Scholarship for SC students.
2. Pre- Matric Scholarship to the children of those engaged in occupations involving cleaning and prone to health hazards.
3. Post Matric scholarship for scheduled caste students (PMS- SC).
4. Top Class Education for Scheduled Caste students.
5. National Fellowships for Scheduled Caste students.
6. National Overseas Scholarship.
7. Free Coaching for SC and OBC students.

As per the union budget allocation of the last four financial years from 2019-20 to 2022-23, we can see that total allocation has increased in these years, from Rs. 1970.92 Cr in FY 2019-20 to 3056.62 Cr in FY 2022-23. Allocation under the targeted schemes did not hit at least up to Rs 2000 Cr. It is also to be noted that a minimum of Rs. 669.79 Cr up to Rs.1066.99 Cr. was allocated under the General schemes from the SC budget .

#### BUDGET ESTIMATED UNDER VARIOUS DEPT AND MINISTRY

2019-20	2020-21	2021-22	2022-23	
Department of Higher Education	3207	3210	3843	4032
Ministry of Social Justice, and Empowerment	6371.1	7154.33	7751.62	3889
Department of School Education and Literacy	10257.92	10270	9420.68	10993.95

Source: Union budget of 2019-20, 2020-21,2021-22, 2022-23, Ministry of Finance.



Across the four financial years from FY 2019 to 23, allocations were mainly seen under the Department of Higher Education, Ministry of Social Justice, and Empowerment, Department of School Education and Literacy- and Ministry of Women and Child Development with the allocation of both understatement 13 and statement 10 A across all 4 financial years. A close look and deeper analysis of these allocations show that the allocations were increased in the general and non-targeted schemes and some important direct scheme allocations were decreased in these 4 financial years. “Pre-Matric Scholarship of those children whose parents are engaged in unclean occupations and prone to health hazards” has now been revised under the new nomenclature of “Pre-Matric Scholarship schemes for SC and Others” from 2021-22 without explaining who are these “Others”. This action has threatened the educational rights of the SC children who now have to tussle for their rights with this unidentified “Others”. Recently the Ministry of Minority Affairs has issued a notice that the Pre-Matric Scholarship shall cover the students of classes IX and X only justifying that RTE is covering the students below these classes.

This is indeed a sharp blow because free school books and uniforms are not enough for the education of the Dalit children, while their school books and uniform were being under the Sarva Sikhsha mission, the pre-metric scholarship was helping them meet other necessary things such as school projects’ essentials and travel expense no matter how small the amount was. It is to be understood that Dalits children are the poorest of the poor and their needs are far bigger than any other social group. As per the All- India Survey of Higher Education (AISHE) there is an increase in the school enrolment of SC children in the last five years, in the year 2018-19, SC children’s enrolment increased by 15%. It is to be noted that the Post Metric Scholarship covers 62 lakhs student across the country. Surprisingly, the utilization of the fund under the Post Matric Scholarship (PMS) is more than 95 percent, and the approved budgets in all these 4 years are constantly lower than the MSJE’s demands. For instance, in FY 2020-21, utilization under the PMS is Rs.1185 Cr. against the revised estimate allocation of Rs.3,815 Cr.

As per the report published by the Ministry of Social Justice and Empowerment, under the scheme, “Pre-Matric Scholarship to the children of those engaged in occupations involving cleaning prone to health hazards, no financial assistance was released for Madhya Pradesh in the past four years (2017 onwards). As per the same report, in the last four-year, central financial assistance was released once in the FY 2018-19 but no beneficiary’s list/ data was provided for the same year which indicates the scholarship never reached the students in the last four financial years.

A glimpse of the under – Allocation in effective Education schemes under the SC and ST Budget ( FY 2021-22)			Budget allocation for the FY(2022-23)	Budget allocation for the FY(2023-24)
Sl no	Schemes	Allocation ( Rs in Cr.)	Allocation (Rs in Cr.)	Allocation ( Rs in Cr.)
Under SC Budget				
1.	National Overseas Scholarship for SCs	36	36	50
2.	Scholarship for College and University students	30	0	
3.	PM Research Fellowship	36	36	72
4.	National means cum Merit Scholarship Schemew	66	66	61
5.	Scholarships for Higher Education for young Achievers Schemes (SHREYAS) for SCs- Free Coaching for SCs and OBCs	47	47	47





Under ST Budget				
1.	Scholarship to the ST students Aboard	4	0	0
2.	Scholarship for College and University students	20	20	0
3.	PM Research Fellowship	17	17	34
4.	National Fellowship and Scholarship for Higher Education of ST students	145	145	0

Thus, it looks like the forward movement towards the education development of the SC children is being pulled back into the pit. With such dismantling of the educational rights and entitlements, opportunities, piece by piece, it seems that the Dalits are being pushed back into servitude of discrimination and systemic injustice. (Source: Gender Responsive Budgeting for Dalit Women – by Dalit Arthik Adhikar Andolan.)

#### 4. Pre- Matric Scholarship for the children of those engaged in occupations involving cleaning and prone to health hazards

This scheme is 100% centrally funded scholarships for the children of those engaged in unclean occupation. At present, as per the latest notification of the Ministry of Social Justice and Empowerment, this scheme is known as the “pre-Matric scholarship for the children of those engaged in Occupations involving cleaning and prone to health hazards.

This scheme provides financial assistance to children whose parents/guardians are:

1. Persons who are manual scavengers as defined under section 2(1) (g) of the Manual Scavengers Act 2013.
2. Tanners & Flayers.
3. Waste pickers and
4. Persons engaged in hazardous cleaning as defined in Section 2 (1) (d) of Manual Scavengers 2013.







Under this scholarship, Students as hostellers receive Rs.700/ month, and day scholars receive Rs.225/ month, which covers children from class 3 to 10. Ad-hoc grant of Rs.750/ and Rs.1000 per month per student per annum is given to day scholars and hostellers respectively. However, this scheme has been merged with the “Pre-Matric Scholarship Scheme for SC and Others” starting from 2021–2022, and the ministry’s explanation seems inadequate on this matter. According to the MSJE ‘Keeping in view the large overlap in the target groups of these schemes, and with the objective of streamlining the implementation and optimizing resources, it has been decided to merge them into single scheme namely, ‘Pre-matric Scholarship Scheme for SC Students & Others’ w.e.f 2021-22’. There was already a severe lack of funding for “pre-Matric scholarship for the children of those engaged in Occupations involving cleaning and prone to health hazards”, merging this scheme with SC and others has removed focus from the children who come from disadvantaged circumstances.

BE for the Pre-Matric Scholarship to The Children of Those Engaged in Occupations Involving Cleaning and Prone to Health Hazards (in Cr)

Scheme name	2018-19 (Rs. in Cr)	2019-20 (Rs. in Cr)	2020-21 (Rs. in Cr)	2021-22 Pre metric Scholarship for SC & Others* (Rs. in Cr)	2022-23 Pre metric Scholarship for SC & Others (Rs. in Cr)
Pre-Matric Scholarship to The Children of Those Engaged in Occupations Involving Cleaning and Prone to Health Hazards	5 (targeted)	5 (targeted)	25 (targeted)	725 (targeted)	500 (targeted)

Source: Union Budget, [indiabudget.gov.in](http://indiabudget.gov.in)

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\*others= Children of Those Engaged in Occupations Involving Cleaning and Prone to Health Hazards

The above table shows that, up until FY2020-21, these children were the recipients of the pre-matric scholarship, despite the small amount. However, even though the amount appears to have increased following the merger of the scheme with SC and others, it will be challenging to single out its utilization, which earlier was less complex to determine.

## 5. Challenges faced by the children of the people engaged in Manual scavenging in pursuit of educational rights and entitlement

Children are the worst victim of human rights violations across the world and face the grim consequences of human action and climate disasters. This injustice is accentuated when it comes to Dalit Children. The atrocities on Dalit children and their ruthless murders are the regular incidence in the countries. It is very disheartening to mention here that Dalit children are treated inhumanely. Recent case of Indra Meghwal, of Surana Village of Jalore districts, succumbed to death after seeking treatment at six different Hospitals in Ahmedabad. He was beaten by his School Principal for simply drinking water from the pot meant for the headteacher who was upper caste . In Banpurwa Government Primary in Amethi, Dalit children are told to sit apart and at a distance from the children of the other caste and are forced to keep their utensils separately as well. These are the lived realities of the Dalit children at school. An 8 years old Dalit child was forced to clean the Toilet and defecated in uniform in a government school near Coimbatore, and that child was reluctant to go to school as he was made to sit alone in class in the following two days after that incident . A Dalit boy of 14 years studying in a Rajkita Ashram Paddhati Vidyalaya at Itora was forced to do Menial work, clean toilets, look after dogs and give massages to the District Social Welfare Officer, he was physically assaulted and starved . These injustices and atrocities happen every year in the







country. The Right to Education (RTE) of 2009 forbids Corporal punishment in school, but Dalit children are continuously harassed and beaten in schools.

During our interaction with the women working as a garbage picker in Pune Municipality shared how their children are discriminated in Private schools. Their children are not given proper attention and not taught well and often are demoted from going to the upper section/ class due to which they are forced to drop out of private school and get admitted to government schools.

**Discrimination in the Private Schools:** As per the provision of the 25% reservation for children of EWS categories in Private schools, many children of the sanitation workers are/ were admitted to the English medium private school. Children during the FGD shared they are/ were neglected by their teachers in private schools due to a lack of proper guidance and failing in class, their parents were forced to readmit them in government schools. Many parents shared that they are sad to know that their children of a standard above V are unable to write their names in English even though they went to an English medium private school. Access to private schools typically requires a fee and serves fewer children from Scheduled Tribes (ST) and Scheduled Castes (SC) and girls. Significant efforts have been made to improve access to private schools whereby the Right to Education (RTE) Act Section 12(1)(c) orders a 25% reservation in private schools for socioeconomically disadvantaged students. Nonetheless, the implementation of this Act has been patchy in different states, which has shown some serious design issues. Even if one student from the family attends a private school, it will cost the ST and SC households, 27% and 23.3%, of their entire income for secondary education. There is evidence of teacher bias in student evaluations and the role that private tuitions play in supporting elite learning, but evidence of the impact of private schools on learning remains somewhat ambiguous (Taneja & Noopur, 2022).

**Mismatched documents and Credentials:** Many of the Dalit families do not have caste certificates and other legal documents which is one of the key challenges they face in accessing the schemes and scholarship. Due to marginalization and poor accessibility to information and their rights,

many of the respondents shared that they were misled and were sent from one service centre to another to get the required information and apply for caste certificates and other legal identity cards. Due to the long process of application, many of the families are not able to continuously reach to service centres as it would risk them of their daily earnings by wasting their time for the sake of standing in queue and harassment.

**Vulnerable to unsafe migration:** Children of the garbage pickers are bound to help their working parents in garbage collection and segregation of waste. After school, some children pick the rugged plastic bags over their shoulders and go after their parents to help them collect garbage while some elder daughters are forced to drop out of school to look after their younger ones. Child labor and child trafficking have grown to be serious global social and legal issues in the modern world. Most kids start working at an early age, and many of them are subjected to various sorts of abuse and exploitation. Many of these kids were working in numerous occupations and processes that were risky not only for their health but also to their lives (Chatterjee, 2015). Children have been entrapped in the vicious cycle of manual scavenging from a very early age and due to poverty young children drop out of school to carry forward the garbage picking work or else become unskilled labor in the distant cities.

**School with the undignified name:** Our Partner organization Ambedkar Centre for Action and Research -ACAR conducted a study in the state on the education status of the children of sanitation workers. There are some schools that are established for the children of the Sanitation workers in Pune, a few in Nagpur and Mumbai but found to be closed in some parts of the state of Maharashtra. For example, a school name “Safai Kamgaranchi Shaskiya School Middle School Pune” is a school for children of sanitation workers. Every other school in the country is given a dignified name and none signifies the occupation of the parents of the children studying in the school. But in the case of schools for the children of sanitation workers, it is



not the case, due to which sometimes the children hesitate to say the name of the school to others because, in India, because of caste-based discrimination and fear of being left out.

ACAR conducted a study on the school under the Municipal Corporations in Pune, it was found 90-95% of children are from the economically weaker section and 5% are from middle-class families. adolescent girls, particularly from the Vadar Community remain absent during the menstrual cycle. Also, after the 7th standard, 50% of the children drop out of school and discontinue their academic education due to distant govt. schools and an increase in school expenses. Adolescent children are dropping out after 7th standard and working in garages and other workshops.

## Recommendations:

1. We strongly demand the re-introduction/ restart of the pre-matric scholarship scheme for the SC, ST, and OBC children with a reasonable increase in the allocation so that Dalit children can benefit from it and their right to education and development is ensured.
2. We demand securing the safety of Dalit and Adivasi children on the school premises and ensuring the quality of education for them. especially in remote areas where caste-based discrimination is prevalent. The provision and mandate under the Right to Education should be strictly followed by the educational institutions through active School Management committees that focus on creating a healthy school environment, and quality of education, and a special focus should be given to the vulnerable children from marginalized communities to check the dropout rates and ensure the re-enrolment of the children so that they can continue their education. There should be no further killing of minors, torture, and harassment of Dalit children in school by teachers, peer groups, and others because of their caste.

3. We demand inspections of the proper procedures to be followed by the private schools with regard to the enrolment of children under the EWS (Economically weaker Section) and DG (Disadvantaged Group) category. Compliance with the RTE norms should be strictly followed by private schools as well as government schools.
4. We demand quality education in government schools with the facilities of smart classes, a balanced ratio of teachers and pupils in a class, catch-up classes and regular follow-up of out-of-school children and children with inconsistent school attendance by the para teachers, and a strong database of the children studying in schools.
5. We demand to change the name of the schools that are established specially for the children of the manual scavengers in a state like Maharashtra with names like any other schools.
6. It is possible that some of these kids are first-generation learners, in which case they will require special attention and care in order to break the poverty and illiteracy intergenerational cycle.
7. There ought to be a complaint redressal framework in the schools to report unfair treatment from both teachers and fellow pupils. The complainant should not be identified so that they are protected from any possible discrimination based on their complaint. There should be stringent policies against discrimination in the school, as well as the establishment of a monitoring committee to ensure that these policies are implemented and periodically updated in response to the circumstances.
8. The school curriculum should be sensitive to the need of the children of the manual scavenger and sanitation worker. Therefore, this should be addressed and paid more attention to their need specifically in the school curriculum.
9. Aside from their social surroundings, factors like pleasant school experiences, peer relationships, and relationships with fellow students and adults are crucial contributors to their academic success. Children from disadvantaged backgrounds require these types of environments and inputs, therefore parents, educational institutions, and teachers all have an equal role to play in this situation.





10. Regardless of their social origin or economic condition, girls continue to be more likely to be excluded than their male counterparts, hence a strong emphasis should be placed on the trajectory of growth in the education of girls from disadvantaged groups like SC and ST.
11. Child protection intervention should be included in the school targeting the children from the manual scavengers and sanitation workers who often face discrimination in the school and a child protection team should be in place to oversee frequent implementation of this.

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