CHAPTER- II

REVIEW OF LITERATURE

The survey of past studies related to the topic enable the researcher to have a broad idea about the problem on hand. The reviews of studies also help to the precise meanings of different terms and concepts related to the study. In India ensuring social justice means not only to address poverty, distribution of material goods and social exclusion as it is in western societies, but to remove social discrimination of the weaker section of the society. Review of this study describes that the different broad categories of the socio-economic empowerment of the SCs namely, Public spending, Education, and Health Care and Social securities.

2.1 Literature on Public Expenditure:

Public expenditure plays an important role in every country’s economic growth and development. Both the capital expenditure and revenue expenditure on social development are directed towards the upliftment of the depressed classes of society and in turn contributes to the overall economic development in developing countries like India. The following literature gives clear idea on how public spending are distributed.

Roubini and Sachs(1989), have examined that the trend in the size of government expenditure and budget deficits in OECD countries. The rapid increase in government spending in the 1970s led to the sharp rise in budget deficits and public debt after 1973

and the reversal in these trends in the 1980s. The slowdown in growth in expenditure after 1973 but also reflected gradual adjustment of the ratio of spending to output towards a long-run target which depends on economy-political orientation of the government.

Fan and Saurkar (2000)\(^2\) have analyzed that the trends and relative contribution of various public spending in developing countries to production growth and poverty reduction. The study used 44 developing countries data to compare the trend determination and impact of public expenditure. This study shows that, total government expenditure in a nation included in the study increased over time. The performance of government spending in economic growth is mixed. In Africa and Asia, government spending in agriculture and education were particularly strong in promoting economic growth. In Latin America spending in agriculture, infrastructure and social security had positive growth promoting effects. They suggested that the government should reduce their spending in unproductive sectors such as defence and curtail excessive subsidies in fertilizer, irrigation, power and pesticides.

Gupta and Verhoeven (2001)\(^3\), have analyzed that the efficiency of government expenditure on education and health. This study compared 37 countries in Africa, Asia and Western Hemisphere during the period of 1984-1995. On an average, governments in the African countries are less efficient in the provision of health and education services than the countries in Asia and the Western Hemisphere. Those countries in Asia are more efficient in public spending. The study shows that there was positive relationship between

\(^2\) Shenggen Fan and Anuja Saurkar, “Public Spending in Developing Countries: Trends Determination and Impact”,

government spending on education and health and indicators of educational attainment and health outcomes. They suggested that an increase in spending creates greater benefits in the form of improved output and the caution needs to be exercised in increases budgetary allocation for education and health and that proper attention should be given to improving the efficiency of existing expenditure.

Gupta and et.al(2002)\textsuperscript{4}, have analyzed that the effectiveness of government spending on education and health care in developing and transition economies. The policy makers are interested that government spending on education and health care can increase economic growth, promote income equality and reduce poverty. Greater public spending on primary and secondary education had positive impact on education attainment and increased health care spending reduces child and infant mortality rates.

Jothi(2006)\textsuperscript{5} has discussed that the public expenditure of Tamil Nadu with approach paper of 11\textsuperscript{th} five year plan. Author found that the government had been aimed at direct redressal of the human problems and their plan targeted towards the specific social groups and social justice objectives. Though the level of capital expenditure and revenue expenditure on social sector has increased over years and the government approach of every plan has been towards correctiveness of budget deficit.


2.3 Literature on Health Care:

The old saying “Health is Wealth” health is an important indicator to measure both social and economic development. Reduction of mortality of women is an area of concern for the government across the world. Despite various initiatives at national and world level maternal mortality continues to be high in developing countries like India. Promotion of maternal and child health has been one of the most important objectives of the family welfare programme in India. Therefore this part focus on the health care status of dalits and the improvement in the status through universal government initiatives for promoting maternal and child health

Koushik and et. al(2009), have attempted to make a comparative analysis of various characteristics pertaining to institutional and non-institutional deliveries. They used primary data in a village from Punjab. They found that three out of every five deliveries were taking place at home which happened in a village located in the periphery of a state capital that had easy access to all the health facilities. SCs, landless daily wage earners and higher order pregnancy couples preferred non-institutional deliveries. Families with higher income level went for child birth at a health institutions. The main reason for delivery at a health institutions or home was delivery being easy and convenient(74%) or cultural factors(68%) are the most common reason. More number of women belonging to general and OBC population had more tendencies to option for institutional delivery and SCs couples preferred a non-institutional delivery.

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Sharma and et.al(2012), have studied that effectiveness of anti-natal care service programme of Janani Suraksha Yojana(JSY) among rural and urban slum of dehradun. Author used primary data collected from 227 married women in reproductive age(15-49 years) who delivered in government hospital. Out of 227 samples 88 women from rural areas and 139 women from urban areas. The result found that women who were low socio economic status, nuclear family, illiterates depends government hospital to their anti natal care services. The level of education and socio-economic status was found to have a positive effect on the number of anti natal care visits. They suggested that the availability of health infrastructure and health staff at ground level, quality health provider and involvement of Panchayat institutions will increase anti natal care services.

Balasubramanian and Sundari(2012), have analysed that the institutional deliveries through conditional cash transfer programmes of Muthulakshmi Reddy Maternity Benefit Scheme among rural women in Tamil Nadu. The study used primary data collected from 494 recently delivered women in 20 villages of five districts of Tamil Nadu viz. Cuddalore, Dharmapuri, Kancheepuram, Nagapattinam and Kanniyakumari. Out of total samples about two-fifth are SC/ST, one-third are MBCs and remaining 28 percent are others. They found that government initiatives in providing financial assistance to poor mother for improving their maternal health derived good results in institutional delivery. Utilization of government health facility for pregnancy and delivery care is high. Large

proportion of those who applied did not receive the amount substantially higher among the landless and SC/ST women rather than the socially, economically better-off groups. They concluded that the socially and economically better off had greater chances of availing the support. This is totally against the original vision of the policy.

Sachdeva and Malik(2012)\textsuperscript{9}, have focused that the maternal and child health practices among rural mothers with Janani Surksha Yojana(JSY). Author used stratifies random sampling method to collect data from Lakhanmajra rural block of Rohtak district in Haryana. Out of 148 samples 72 samples were from JSY beneficiaries and 76 samples were from non-JSY beneficiaries. Results found that the proportion of non-JSY(72.36\%) and JSY(54.16\%) mothers had institutional delivery, about 32.43 were initiated on breast milk within first hour of birth inspite of all being normal vaginal deliveries. Nearly 91.66 percent of JSY and 22.36 percent of non-JSY mothers were aware of financial schemes. Only 20.83 percent JSY mothers received money with one month of delivery, 47.22 percent of mothers spent money either on themselves or child care, rest it utilized with general family pool. They concluded that maternal and child health practices in this rural setting is gradually improving with difference noted between JSY and non-JSY.

Tripathi and et.al(2013)\textsuperscript{10} have studied that the effectiveness of national maternity benefit scheme in rural India. Authors used primary data collected from 482 women in who delivered in last 12 months from 40 villages of four districts(Umariya, Burhanpur,


Chatarpur and Jhabua) in Madhya Pradesh. They found that delivery whether at home or institutions benefits received through this scheme, even who delivery at institution did not receive money. They concluded that corruption took place and received money utilized to household expenditure. Although JSY encourages women to have their delivery in public health institutions are rarely capable of providing safe and competent care.

**Ravi and Kulasekara(2013)**, have studied that the identification whether place of delivery is changing over time and the factors influencing women’s decision for choice of place of delivery in rural Tamil Nadu. This study used primary data collected from 605 women in 28 villages of Thiruvarur district in Tamil Nadu with multi-stage sampling technique. They found that there was increases in institutional delivery over years and the choice of place of delivery influence by education, age at marriage, birth order and low standard of living index. Health centre distance, lack of transportation and financial constraints were the main reasons for choosing a home delivery. They concluded that trend of delivery at health institution was remarkably increased but there were strong differentials in low status of women.

**Trivedi and et. al(2014)**, have analysed that the transferring cash to delivery mother under Janani Suraksha Yojana at different health care setting. They used primary data randomly collected from 200 JSY beneficiaries from different health care setting viz.

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Primary Health Centre(PHC), Community Health Centre(CHC), District Hospital(DH) and Medical College Hospital(MCH) of Rewa district of Madhya Pradesh. They found that the 60 percent and 80 percent of beneficiaries from PHC and CHC received cash within one week after discharge whereas 100 percent of beneficiaries of district hospital and medical college hospital received cash at the time of discharge. Beneficiaries of Rewa district suggested that to improve the scheme by hike monetary benefit. They concluded that shortage of doctors at health care centre was found to be a major causes for the delay in cash disbursement.

*Jhonson and et.al(2015)*\(^{13}\), have estimated that the awareness of government maternity benefit schemes among rural pregnant women. They used primary data collected from 177 pregnant women in rural hospital in Ramnagara district of Karnataka. This study found that the awareness of schemes was significantly associated with education of mother, socio economic status of family. Source of information was mainly from health personnel followed by friends and family. They suggested that the displaying information about government maternity benefit schemes at government and private hospitals and educating women will increase awareness about maternity benefit schemes among pregnant women.

Mahadevwala and Kumar(2015)\textsuperscript{14}, have studied that the maternal outcomes in rural and urban areas of Surat District. They found that the factors such as biological, social, environmental and economic involved in during delivery. They used primary data which collected from 370 mothers both in rural and urban areas. The results shows that the deliveries in urban areas had a high proportion of caesarean rates which was 37.5 percent in comparison to the rural areas where it was 6.5 percent. In rural majority about 62.7 percent of deliveries were home based. Most of the caesarean delivery occurred in higher socio-economic class and normal delivery in lower socio-economic class. Education, working status of women, higher socio-economic class and living areas are found to be positive determinants of caesarean delivery.

2.3 Literature on Old Age Pension:

Pension have the potential to transform the lives of hundreds of millions of older people both men and women across developing countries like India. Provision of pension to older people is the essential to live their last years in dignity and their basic needs like food, health etc. can be fulfilled

Rajan(2001)\textsuperscript{15} has examined that the achievements of physical and financial targets of old age pension scheme in Indian states since implementation of national social assistance schemes. Author used secondary data of state-wise physical and financial achievement of national old age pension scheme from Ministry of rural development,


Government of India. This scheme was initiated by the central government and implemented by state governments. Author found that the state governments have failed in identifying the beneficiaries because of exclusion problem. Every year allocated funds have not been fully utilized under this scheme due to major problems of identifying beneficiaries. Interestingly, the Rural Development Department of the central government compiled statistics it has been shown that the beneficiaries among SCs, STs, and women has been increasing since 1996 except in a few states. He suggested that mandatory to evaluate the state and central level schemes at least once in five year to avoid the leakages and fraud.

Kid(2009) has examined that the problems and effectiveness of different types of public pension schemes with gender perspective in developing countries. Author says that universal pension likely to treat men and women equally and reduce poverty for older people and their families. Pension scheme must largely focus on women because women rather than men are likely to suffer the consequences of loss of family support, they live longer than men and are facing increasing risk of exclusion. Men have more option to generate income about 57 percent of men work in old age compared with only 26 percent of the women in Africa. From a gender perspective, women have three limitations compared to men, women have less access to formal sector employment they work for fewer years and they earn less. Countries like India, fail to target of beneficiaries became politicians and local officials distribute pension as favour and poor people frequently have to pay bribe to receive the pensions or have to go through very long and difficult

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administrative processes. He suggested universal pension coverage is effective in countries where older people in particular women are experiencing high levels of exclusion and discrimination.

**Gupta(2013)**\(^{17}\) has focused that the delivery mechanism of national old age pension in two districts of Jharkhand and Chhattisgarh which have large proportion of ST population. This study used primary data collected from 60 beneficiaries from six villages from Latehar district of Jharkhand and Sarguja district of Chhattisgarh. He found that the beneficiaries had faced difficulties while enrolling in scheme as we seen in earlier study(Kid, 2009) and in receiving pension amount. They paid bribe not only to enrolled as a beneficiary and also paid bribe to post master and cashier in banks while receiving pension amount every month. Most of beneficiaries reported pension amount was insufficient to meet their basic needs. They largely spent the pension amount on food and health and for rest of amount they had to depends others.

**Chopra and Pudussery(2014)**\(^{18}\) have studied that the multiple aspects of problems that the beneficiaries of old age pension scheme face in India. Authors collected primary data from 120 beneficiaries, equally distributed over 10 states viz, Bihar, Chhattisgarh, Himachal Pradesh, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Rajasthan, Tamil Nadu and Uttar Pradesh. Authors found that the beneficiaries are reported multiple problems. This study covered beneficiaries from different states of country, communities and religion but mainly focused weaker sections. Pension amount are not sufficient even

\(^{17}\) Aashish Gupta, "Old-Age Pension Scheme in Jharkhand and Chhattishgarh", Economic and Political Weekly, Vol.XLVIII, No.34, Aug.23, 2013, pp.54-59.

among Tamil Nadu beneficiaries where pension amount was Rs. 1000 the highest in India. Most of the beneficiaries could not meet their basic needs with the pension amount that also not available on time, even if it was available they have to spend a day to collect the money. Chhattisgarh, Rajasthan and Tamil Nadu are releasing in every month but people are not aware of pension amount releasing date. Authors suggested that the government should follow fixed monthly schedule and ensure doorstep delivery of the pension.

2.4 Literature on Education:

Education in its broadest sense includes all those processes by which people acquire information, accumulate skills and form attitudes. All this takes place not only through formal education institutional institutions but also in the home, through interaction with peers, at the work place, and by exposure of mass media. Literacy generally understood to be the ability to read and write is considered one of the important indicators of the social development of society. Therefore this part focus on the educational status of dalits and the improvement in the status through government initiatives for expanding access to education for the depressed communities.

Nambissan(2007)\(^{19}\), has identified that the spheres of exclusion as well as opportunity in education practices and processes that deny or enable dalit children full access to cultural and symbolic resources and social relations including dignity and social respect within these institutions. The study conducted primary survey in the state of Rajasthan based on

simple random sampling 129 samples in dalit households and 105 samples in non-dalit households were collected around the villages. Unstructured and in-depth interviews where held with dalit children/youth who were enrolled in schools(government and private) at different stages including some who had dropped out. Group discussions with children and youth and interviews with teachers and parents and class rooms in a few primary schools that catered to the respondents were also observed. They found that Despite official educational statics to the contrary, a large proportion of dalit children continue to remain excluded from the school system. There are also disparities in education within sub-castes and among girls in comparison to boys. Harijan/Balmiki, Bhagarias and girls in general were the most vulnerable. Scolding and beating by teachers of children is a regular part of school life. Higher caste teachers who have been supportive to dalits students, they are relatively small in number. Dalit respondents appear to be more comfortable with SC teachers who reach out more to them and provide them moral and emotional support as well. Dalits are largely excluded from co-curricular activities, such space provides opportunities to develop children’s talents and self-confidence and also strengthen the possibilities of building co-operative relations and peer interaction based on secular identities. Author concluded that the Harijan teachers are also likely to face discrimination not only from higher caste students who refuse to touch his feet but from teachers colleagues who may include other SC teachers as well here again it is important to ensure that penal action is taken for the immediate offence while a much more conscious effort has to be made to build norms and values through specific school practices that uphold the rights of teachers and students to dignity as well as values of equality and justice.
Desai and et.al(2007)\textsuperscript{20}, have examined that the social inequality in children’s educational outcomes with focus was on 8 to 11 years old children on reading and mathematical skills between different caste, ethnic and religious backgrounds of India. Authors collected primary data from 40,000 households in 2004-2005 by University of Maryland and National council of Applied Economic Research New Delhi. The questionnaire contained about health, education, employment, income and gender empowerment. The survey was conducted all over India in 25 States and Union Territories included urban areas as well as rural areas. They have developed simple assessment tools to measure the effectiveness of their training programes. These tools had been pretested on more than 250,000 children. Racial and ethnic educational inequalities around the world have received a lot of research attention with different lines of research emphasizing different factors (1) lack of access to schools since marginalized communities often live in distant locations they may lack access to schools within a reasonable commuting distance, (2) family factors including poverty, lack of parental motivation or labor demands on children. At the individual level, poor academic performance, retention, lack of teacher support and guidance disliking school or teachers, and taking on adult responsibilities such as work and child care have been found to contribute to lower achievement and dropping out of school. Parental educational attainment, parental involvement, household income and household wealth have informed family contributors to educational attainment. Poor quality of schooling and teacher discrimination seems to play an important role in school dropout. The results

found that reading and mathematical skills are higher for urban than for rural children. Social group differences are also clearly evident in these descriptive statistics. Even among children at the same grade level, children from upper castes and religious groups like Christian, Sikh and Jains do far better in their educational attainment than the four other groups, OBC or the middle castes, Dalits, Adivasis and Muslims. Children’s skills level improves as they get older. Authors concluded that the differences in educational attainment between people of different social strata are not simply due to difference in enrollment rates. Even when children from disadvantaged groups attend school, they fail to learn as much as their peers. Teachers typically come from higher castes and have very low expectations for children from marginalized groups. Children were extremely reluctant to say that teacher did not treat them nicely but even so while 78 percent of the upper caste children responded that their teacher treated them nicely, only 66 percent of the dalit and 69 percent of the Muslims children felt that way. Parental inability to negotiate the school system may be another mechanism through which social differences operate.

**Desphande and Newman (2007)**, have attempted to trace the differential pathway that Dalit and non-Dalit students, from comparable, elite educational backgrounds, traverse in their journey from college to work. While the training they receive in the University world is quite comparable, Dalit students lack many advantages that turn out to be crucial in shaping their employment outcomes. Dalits students support the affirmative action policy completely which allows them to break their traditional marginality. They used **

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primary data and it was primarily drawn from the three national universities in Delhi, the capital of India, Delhi University (master in Economics), Jawaharlal Nehru University (different disciplines) and Jamia Millia Islamia (different disciplines). Their initial sample was 108 students from Delhi University in April 2005. They added second coherent of students in April 2006 from DU, JNU and JMU with matching Dalit and non-Dalit students in each after six months from the November-December of 2006 conducted second part of 172 samples were collected. They found that there were significant differences in undergraduate academic background between reservation and non-reservation students. Fewer Dalit students had first class honors in their undergraduate degrees than non reservation students (40 percent versus 46.3 percent) but this gap was not as large as one might be expected. Authors concluded that Dalit students form comparable degree programs as their high caste counterparts have lower expectations and see themselves as disadvantaged because of their caste and family backgrounds. Because they arrive in college with weaker skills on average, they are “playing catch up” and often do not succeed in pulling even with more advantaged students.

Hanna and Linden (2009)22, have analysed that the discrimination in educational contexts through an exam competition that comprised three components child testing score, the creation of grading packets and teacher grading sessions to understand how teachers discriminate, when they discriminate and against which type of students. Authors ran exam tournaments for children aged seven to fourteen years of age, sixty-eight children attended four testing sessions. They collected information on the child’s

gender, age and basic demographic characteristics of the family income, background, employment status of the father and caste information, they used difference estimate that controls for child characteristics and fixed effects estimators to control for fixed differences in grading practices across teacher. Through an experimental design they found evidence that teachers discriminate against low caste children in grading exams. Quite interestingly, that the discrimination against low caste students was driven by low caste teachers while those teachers from the higher caste did not appear to discriminate at all. Discrimination may also exist in other forms: calling on students of particular groups but not other, discouraging those of certain groups from furthering their education and so forth.

**Pajankar and Pajankar(2010)** have attempted to study the changes and development of various stages of schooling in Indian scenario. Authors used secondary data of number of primary schools, high schools and higher secondary schools, gross enrolment ratio, girls enrolment ratio, drop-out rate, pupil-teacher ratio and school building infrastructure collected from seventh All India school education Survey reports 2005. They pointed out that the Pre-independence of education system in India completely changed by the recommendation of the Macaulays from Gurukuls education it was free but often limited to the higher castes. After independence education became the responsibility of the states and the central government co-ordinate in technical and higher education continued till 1976. Nation policy of education(1986) and revised programme of action (1992) envisioned that free and compulsory education for all children upto 14 years of age. They

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concluded primary/upper primary schooling facilities with walkable distance of one/three kilometers had not been achieved for all rural habitation in India. School building infrastructure, gross enrolment ratio had increased and pupil-teacher ratio in upper primary schools in rural areas has gone down.

Borooah(2012)\textsuperscript{24}, has analysed that the educational gap between children aged 8-11 years belonging to the different social groups in India such as Muslims, Dalits, Adivasis and Other Backward Classes. Author used secondary data from the Indian Human Development Survey of 2005 which tested over 12,300 children aged 8-11 for their ability to read, write and do arithmetic at different levels. The study used Gini Coefficient to measure the gap between the social groups and multinomial logit model separately for highest and lowest score children. The author found that the significant inter-group differences in the test scores in reading, arithmetic and writing of school children. The children belonging to the higher social groups Brahmins, high castes, Sikh/Jain and Christian did significantly better than those of lower groups, OBC, Dalits, Adivasis and Muslims. After controlling for a number of parental, household and school related factor it appeared that children from all the social groups were structurally disadvantaged in some or all of the three competencies of reading, arithmetic and writing relating to Brahmin children. However, this disadvantage was greatest for Muslim, Dalit and Adivasis children. Author concluded that the possible a significance part of the performance of Dalit and Muslim children is due to their experience of schools and schooling.

Raju(2012)\textsuperscript{25}, has analysed that the problems facing by SC and ST students in the adolescent period, society more or less ignores them, therefore they become deviants and face physical, health, emotional, financial, educational and other adjustment problems. He used primary data collected from 280 SC and ST students from selected secondary schools of Vizianagaram district of Andhra Pradesh. Moony’s problem check list was used in the study. He found that there is significant difference between boys and girls, SC and ST students in physical, social, personal, home and education adjustments. He concluded that if the student is well adjusted in this adolescent period of their life, they will become a good and well adjusted adult. Such types of well adjusted students are very much needed by the society.

Chauhan(2013)\textsuperscript{26}, has studied that the literacy and educational attainment of Scheduled Castes population in rural and urban of Maldah district of West Bengal. He used both primary and secondary data. Primary data collected with simple random sampling methods from 1071 samples from rural and 73 samples from urban SC households, it is one percent of the total SC households in the district of Maldah in West Bengal. The secondary data were collected from various government sources. He found that the SCs respondents of Maldah district feels discriminated in work place, marriage and ceremonies of higher castes and common gatherings. Out of total samples about 2.05 percent of rural and 2.74 percent of urban respondents faced discrimination in schools and colleges. Similarly, 0.20 percent of rural respondents and 34.25 percent of urban

respondents reported that they feel no discrimination from higher castes. The lower percentage of discrimination in all cases in urban area reveals that the socio-economic development of SCs can reduce the discrimination. About 50.23 percent of households belongs to below poverty line in rural areas but there is no BPL family among the selected 73 urban households. Out of total 468 rural literate respondents 190 were discontinued their education. Nearly 50 percent of them discontinued in primary level, only one-fourth were discontinued in college level and above. But in urban area three fourth discontinued in college level and above. Discontinuation in education of SCs respondents mainly due to financial problem then educational facilities and domestic problems. He concluded that the after independence, SCs are going under social and economic changes both in rural and urban areas. Education is crucial parameter of social and human development. Education is only hope derive and improve their socio-economic status.

Ruchi(2013)\textsuperscript{27}, has analysed that the educational status and social mobility of SCs in northern part of India. Author used primary data collected from 50 SC female respondents of Chohala village of Jammu district in Jammu Kashmir regarding three female generation’s education and their mobility. Author found that only twenty two percent of mother’s generation could reached middle school but in the case of daughter’s generation 86 percent were studied up to high school level, only four percent respondents studied post graduate. It is far better compared to grandmother’s education whose generation reached only six percent of primary level. Moreover it is slow process of

educational mobility, comparison of the three generation, there is greater change in the perception of SCs women respondents who are educated as compared to their mother and grandmother. He concluded that there is positive correlation between education, social status and social mobility.

Doddasiddaiah and et.al(2013)\textsuperscript{28}, have studied that the attitude, self confidence and aspiration level of the Scheduled Castes students studying in secondary education. Each and every individual have their own aspiration in their life. Authors collected both primary and secondary data. Primary data collected from 300 scheduled castes students 150 samples of each sex in the schools of Mysore city in Karnataka. Respondents were chosen based on random sampling method. Secondary data collected from published and unpublished works. Author found that the doctor, engineer and teachers are most aspired jobs for both male and female respondents. They concluded that the attitude, self confidence and aspiration level play pivotal role in the development of children personality and can bring fruitful results in attaining aspired goal.

Barman(2014)\textsuperscript{29}, has analysed that the attitude of SC students towards education in Assam. He used primary data collected from 300 Scheduled Castes students from different schools in Kanrup district of Assam by adopting purposive sampling technique. He observed that attitude of SC students are moderate or average towards education. SC students will bring drastic changes on their attitude with carrying good perception for building of vibrant educational atmosphere surrounding with the society, there is positive


attitude of SC students on education. In this district SC community are still remain backward in education due to their financial and family problems.

Babu and Chandrasekarayy (2015)\textsuperscript{30}, have reviewed that the educational status of Scheduled Castes and contribution of different factors influence for their status improvement with the earlier studies. They observed that education has been viewed as the instrument of SCs can be equipped for a social structure. They concluded that majority of SCs are having low literacy status which in turn causes for backwardness with illiteracy, low income, landless, poverty etc. Inspite of affirmative action with various education as well as development programmes the status of these castes has not improved to the desired level.

Review is the basement of every research and concluding review gives us clear idea to find out the research gap and helps to frame the objectives. We have reviewed literature in three broad categories viz, public expenditure, education, health and social security to be summarize below. Studies shows that government expenditure on education and social security has positive effect on economic growth. To uplift the weaker sections of the society we need to have targeted and pro-poor public expenditure. There is a need to supplement income of the old-age and the pregnant and lactating mothers in order to ensure access to food women health care and other basic necessities of these vulnerable groups. Studies proved that quality of schooling and teachers

discrimination are major determinants of children dropout. Quite interesting that discrimination against low caste students was driven by teachers in schools targeted at the students from weaker sections. But educational attainment of students is also influenced by parental education, parental involvement, family income. National maternity benefit scheme implemented to improve the maternal and child health without any social group constraints.