CHAPTER - X

SCHEDULED CASTE AND EDUCATION

WOMEN WELFARE HOSTELS IN ANANTAPUR & KURNOOL DISTRICTS

SUMMARY AND CONCLUSION
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Summary:

Recognizing the Vulnerability of Scheduled Castes, Govt. of Andhra Pradesh has opened up welfare hostels to overcome the poverty, home and habitat environmental constraints in accessing basic education. However, there is no literature on the role of these welfare hostel in accessing basic education to different communities of Scheduled Castes in general and particularly the girl child and the wider socio-economic context in relation to Home and Habitat environment of the inmates of welfare hostels. Such an understanding is necessary and would help in surmounting the bottlenecks to realize the goal of Universalizing Basic Education and the Vision of Education for All.

Hence an attempt is made in the present humble study to address these issues in the context of Rayalaseema, a backward and chronically drought prone region of Andhra Pradesh.

The issues raised in the statement of the problem are pursued in meaningful and scientific study by formulating the following objectives.
**Objectives:**

Our first objective is to profile the status of school education in the study region namely Anantapur and Kurnool districts located in the chronically backward region known as Rayalaseema region in the state of Andhra Pradesh.

Our second objective is to examine the status of school education in Andhra Pradesh particularly with reference to the provision of infrastructure viz. Institutions and services (e.g., No. of school & Teachers); and enrolment trends.

Our third objective is to evaluate the status of school education in India during 1901-2001 particularly with reference to policy orientations and quantitative and qualitative changes.

The fourth objective of our study is to examine the socio-economic status of the Scheduled Caste girl students who are residents of Scheduled Caste Welfare Hostels.
The Fifth objective is to analyze the habitat environment factors related to school participation of the resident students of Scheduled Caste Welfare Hostels; and to examine social exclusion.

Our last and Sixth objective is to examine the motivational factors of the students under reference with reference to home environment related constraints decision making, reasons for joining the hostel and the role of welfare hostel as a critical intervention.

The objectives of present study are pursued in the context of resident girl students of Scheduled Castes Welfare Hostel in Rayalaseema region of Andhra Pradesh.

The Study Sample:

Keeping in view the time and monetary constraints a manageable and representative sample of resident girl students of Scheduled Castes Welfare Hostels in Kurnool & Anantapur were chosen to constitute of our study sample.
Major Findings:

An evaluation of the progress of school education in India during 1901-2001 reveals fascinating and impressive trends. Our analyses show that India is not far from realizing the promise made by the constitution - Basic Education to All children of 6-14 years age, though it could not be achieved in five decades time of its independence.

However, the determined efforts and its commitment is evident from the successive review and monitoring of the policies framed and their implementation. These have yielded dividends.

Our evaluation indicates that India has succeeded in achieving near equity (at primary (6-10 years) level) in terms of enrolment figures and in bridging the social and gender inequalities by accessing school to the 6-10 years old children. But the same cannot be said in the case of 11-15 year old school age children.
The State of Andhra Pradesh was earlier reckoned as a backward state as far as school education is concerned. The progress made in accessing Basic Education to 6-15 years old age group in the last few years, particularly during 1991-2001 suggests that the State is determined to erase this negative image.

- Andhra Pradesh state could access Primary schools to majority of habitations (88.28 percent) within the radius of 1 KM; Upper Primary schools within the radius of 3 KM (65.41 percent) and the High schools within 5 KM radius (59.37 percent).

- The overall enrolment ratios in primary education have increased from 61.53 in 1958-59 to 110.35 by 2001.

- The gender gap has been reduced

- The social inequalities have been minimized

- The teacher have been accessed to the institutions
Socio-Economic Status:

Our study reveals that the socio-economic status of the resident students is characterized by overall low socio-economic status.

- It is found that 11.6 percent of their families earn very poor incomes (less than Rs 4000) and another large percentage (60.5 percent) earn less than Rs. 8000.

- 29.7 percent are land less; and 46.0 percent are marginal land holdings; 19.0 percent are small farmers; and high majorities (96.7 percent) are manual workers.

- It is observed that most of the resident students represent Very Poor and poor categories (less than Rs. 4,000 and 8,000 income per annum). This finding supports the view that without a critical intervention like welfare hostels genuine universal basic education may remain out of reach.
Age-wise it is found that majority of the resident students of Scheduled Caste correspond to the age group 11-12 years; and that 13 years and above are in less percentage. This finding supports the view that considerations of early marriage and puberty related social customs inhibit girls education among the Scheduled Castes.

**Habitat Environment Factors:**

- Our study brings out the relationship between Habitat environment factors & schooling.

- It is found that most of the hostlers come from poor Habitat environments which have poor infrastructural facilities for basic amenities like drinking water, electricity and including the presence of high school;

- Majority of the hostlers represent small sized habitats (56.1 percent). These habitats are mostly with less than 200 households and are mostly devoid of high school.
■ It is noticed that 13 percent of the hostlers represent Very small habitats having less than 75 households.

■ More than 94 percent of these villages' particularly small villages are not endowed with high school. However it is observed that access to high school is not strictly based on the size of habitation and our data indicates variations and inequalities to the access to school.

■ It is found that majority of the students (51.8 percent) who are residents of hostels, are not Very far from their home villages. The distance is less than 15 KM only.

■ 28.9 percent could get admissions in hostels, which are located at a distance of more than a distance of 26 KM.

■ Our data reveals that student with poor socio-economic status and poor habitat environment backgrounds have fewer chances in availing high school education. It is found that such students could gain access to hostels and thereby to high school study.
Thus, our findings support the contentions that distance to school, area type (habitat environment) have a bearing in accessing basic education; and points out that such constraints as levels of socio-economic status, levels of habitat environment too can be overcome by such intervention strategies as welfare hostels for accessing education to scheduled caste girls.

Social Exclusion:

- It is found that majority of the respondents do not encounter the experiences of social exclusion either in the school or in the village on account of their caste background.

- It is found that the respondents do experience a sense of low social esteem on account of attitude of upper castes (76.7 per cent); parental occupation (16.7 per cent); poverty; and poverty related socioeconomic constraints (37.5 percent); residential segregation (23.3 per cent); and due to protective discrimination measures.
Motivation:

- It is found that respect for the educated in the village and the community (97.7 per cent); peer group influence of school going girl child in the village and community (86 per cent) has positive motivational influence on the respondents to pursue education.

- The social values related to most cherished thing in the life such as social equality and happiness (39.2 and 35.9 per cent respectively), it is found have a bearing on the motivation for the pursuit of education among the respondents under study.

- It is found that the relatives play a key role in the encouragement to join the hostel (65.1 per cent). But it is the family members who encourage the girls education at home (85.4 per cent).

- The scheduled caste families under reference have strong patriarchic tradition. It is found that the decision maker for girl education related issues is the head of the family that is father (87.8 percent). However it
is also found that in the case of a small percentage (15 percent), the
decision is taken by both mother and father.

- It is found that the prime reason for joining hostel is parental
  motivation (63.8 per cent). A overwhelming majority (98 per cent)
  reported that hostel facility is imperative for them to pursue school
  education.
CONCLUSIONS:

Based on the analysis and findings of the present study an attempt is made here to draw a few conclusions in response to the issues raised in the statement of the problem. The issues raised refer to motivational factors of education of the Scheduled caste Girl child. It was assumed that supply demand frame work doesn't explain such factors; and that there are wider variations in socio-economic contexts on account of intra regional variations; further to examine the role of welfare hostels in accessing high school education to the girl child members of SCHeduled Caste communities.

Our analysis and findings of the present study suggests that home environment factors such as parents positive attitude (desire for educating the children) play a vital role in accessing high school education to the girl child. Further, the data suggests that the constraints socio-economic status and habitat environment too can be alleviated by appropriate strategies like welfare hostels.

Secondly our findings point out that the welfare hostels have played a crucial role and served the purpose as critical intervention in accessing high school to the dis-advantaged members of Scheduled Castes communities. The
overwhelming response such as hostel is a must for continuing school studies supports this generalization; and the majority of the residents are from poor and low socio-economic status; and thus, welfare hostels could overcome the poverty constraints.

Finally it may be concluded that the educational deprivation related to high school education is neither limited to high school education is neither limited to supply-demand factors nor merely to socio-economic factors. For a meaningful insights it is necessary to combine both the approaches.