CHAPTER - II

REVIEW OF LITERATURE

INTRODUCTION

Education is considered as a means for development of an individual in particular and the society as a whole. Education enhances the self-confidence and the competencies required to perform a task effectively and to interact with a group of people proficiently. Keeping the role of education in enhancing the socio-economic development of the individuals and communities as a whole, the government has taken a number of measures to promote education in all the sections of the society. However, due to traditional and cultural practices, few sections of the population could not use these provisions for their furtherance. The scheduled caste is one of the most backward sections of the society, which was not able to farewell in acquiring and using the measures intended for its promotion. The reason for this state of affairs lies not only in the system of education but also in the social structure where they have been tied. Keeping the above in backdrop, an attempt has been made to in this chapter to review the literature relating to the various aspects connected with the educational services of the scheduled castes. The available studies have been grouped under different headings.

I. Psychological Problems


Singh (1971) studied the prejudice of college students towards caste. This study has been undertaken to investigate whether (i) insecure persons, irrespective of
their caste affiliation, will be more prejudiced than those who feel themselves to be more secure; (ii) whether or not different castes in Bihar particularly, Kayastha, Kurmi, Brahmin, Bhumihar, Yadav and Rajput would differ in terms of their perception of caste distance. The findings of the study indicate that insecure persons are more caste minded. Regarding perception of caste distance, the study has revealed that in order of preference Kayasthas dislike Kurmis most and they feel themselves nearer to Brahmins. So far as liking of Kurmis is concerned, they dislike Yadavas and in preference order they have least disliking for Rajputs. Bhumihars dislike Kurmis most and relatively they are nearest to Brahmins. Yadavas feel themselves more distant to Bhumihars and nearer to Kayasthas. Rajputs also keep themselves at a distance from Kurmis but they also feel nearer to Brahmins. Thus, the study conducted in Gaya College, Gaya shows that the students of six castes of the college namely Kayastha, Kurmi, Brahmin, Bhumihar, Yadav and Rajput differed significantly in terms of their perception in caste distance.

Bhatnagar (1972) studied the impact of education on the social structure of some Northern Indian villages. The study has observed that a greater number of persons belonging to higher status castes like Bania, Brahmin and Khatri etc. are educated when compared with lower status castes like Chamar, Chuhra etc. Accordingly, the attitude towards a few selected institutions like joint family, religion, marriage and education also varies according to their levels of education. The study proves that a larger number of better educated persons irrespective of their low or high caste categories have higher attitude scores on joint family, religion, marriage and education. This shows that the scheduled caste people of the area studied having lower levels of education than the higher caste groups have lower attitude score on the four institutions studied. The process of social change can be enhanced by educating these lower castes or the scheduled castes.

Mishra (1978) studied the Educational Adaptation, Social Ambition & Performance of Scheduled Caste students at various educational levels in the Rewa District of Madhya Pradesh. The major findings of the study are (i) proper utilization of educational facilities is lacking at both the levels of education but it is more so at the non-collegiate level than at the collegiate level; (ii) the hosteller S.C students are aspiring more for higher education than the non-hostellers; the phenomena of
dropping out is greater at the earlier stages than at the higher stages of educational level; (iii) poverty is the root cause for their dropping-out; (iv) the drop outs of the scheduled caste group are generally from the family of middle and low socio-economic status whereas the drop outs of other groups are from families of high and middle socio-economic status; (v) with the members of their own community than the members from outside community; (vi) lack of interest affecting educational adaptation and performance is more at the non-collegiate level than at the collegiate level; (vii) participation in curricular activities is greater from non-scheduled caste group than scheduled caste group whereas participation in extra curricular activities by the scheduled caste students is greater than the non-scheduled caste students; (viii) twenty five per cent of them aspired for a higher pay not exceeding Rs. 700/- per month while seventy per cent of them aspired for a pay not exceeding Rs. 500/-; (ix) the scheduled caste students attached social prestige to education than non-scheduled caste students; (x) the collegiate scheduled caste students depend (for help) more on their family than the non-collegiate scheduled caste students. The former also depends more on government machinery for help than the later i.e. students of non-scheduled caste community.

Gupta (1979) probed into the psycho-educational world of the scheduled caste and non-scheduled caste students. The findings of the study are that the scheduled caste graduate students compared to the non-scheduled caste graduate students are more affiliative, more in need of feeling, inferior, more nurturant and more enduring. They have in their heart, perhaps, a greater desire to seek positive relationships with others, a desire that others should be sympathetic towards them. It has also been revealed that sufficiently lower levels of n-autonomy, n-succourance, n-dominance and n-aggression are found in them in comparison to the non-scheduled caste students. The post-graduate scheduled caste students have a greater desire to achieve and greater desire to make sustained efforts to achieve in comparison to the non-schedule caste students. But, like graduate scheduled caste students they have also a tendency to feel inferior. The needs of autonomy, dominance and aggression are weaker in them compared to the non-scheduled caste students of post-graduate level. Regarding academic achievements, the author has found that both the graduate and post-graduate scheduled caste students are poor achievers compared to those belonging to non-scheduled castes.
Naidu (1979) has focused three issues in his paper i.e., (i) the general economic and social backwardness of the scheduled caste children vis-à-vis present school education; (ii) their psychological handicaps in coping the stresses at schools from the point of view of these children themselves, the role of teacher student and peer relationship is highlighted and (iii) few suggestions are extended to the teachers to ameliorate the psycho-social state of scheduled caste children at school. The author is of the opinion that such a problem deserves a careful reorganization of the present school education from the point of view of various problems of disadvantaged children. It requires certain structural changes in the style of school administration, management, curriculum and social milieu to create active social interaction among scheduled caste children and their peers and teachers at school. The programmes should focus on two major psycho-social aspects of these children viz. the control over development of the sense of failure and positive social interactions. The school system should be flexible to keep up their scholastic ability and growth according to their own pace.

Babu Reddy and Sudha (1980) studied the patterns of adjustment among scheduled and non-scheduled caste students studying in residential schools. The findings of the study revealed that all the students were having unsatisfactory adjustment in the areas of home, health, social and emotional adjustment and also in total adjustment. Residential students had more adjustment problems than non-residential ones, although the scheduled caste students did have more problems of social and emotional adjustment than the other students. Likewise, the scheduled caste residential students are having more adjustment problems than the non-residential ones. The authors have expressed a need to guide, help and improve the conditions of students in order to make them develop better and healthy personality.

Desai (1981) studied the self-concept and perception of Harijan students by various college-students groups. The findings reveal that the Harijan students have highest perception for ‘Me’ concept and lowest for ‘Examination System’. They have also a higher perception for their teachers than for the examination system. The study also reveals that Harijan students perceive themselves in the most favourable light. They possess significantly higher perception of own group than perception by Patel, Rajput and Brahmin students. Patel, Rajput and Brahmin students perceive the
Harijan students in the least favourable light. The three religious groups (Hindu, Muslim and Jain) possess almost identical perception of Harijan students.

Naidu (1981) undertaken an investigation to study the three types of self images in Scheduled Caste students, i.e., self-image by self, self-image as they perceive created by in group (members of own caste groups), and self-image as they perceive created by out group peers (members of caste Hindu groups). The study reveals that the image of scheduled caste students is still marked by their age-old social stigma and they are not yet out of it. The author has expressed the view that mere provision for enrollment and financial aid for higher education of scheduled caste students is not enough. Colleges could be utilized as the media for giving ample opportunity to these students to interact with students belonging to other castes, creeds and linguistic groups.

Singh (1981) studied the adjustment problem of the scheduled caste and scheduled tribe students in residential schools of Rajasthan. The main findings of the study are (i) the academic consistency among the scheduled caste and scheduled tribe students was encouraging, i.e., 35.6, 26.6 per cent of the students belonging to backward classes who improved their academic performance, (ii) deterioration in academic achievements after coming over to residential schools is to the extent of 28.9 per cent. The study further revealed that 8.9 per cent of the students showed fluctuation in their academic progress. More than half of the number of meritorious students belonging to the backward classes is sent to residential schools for special education and they justify the financial assistance extended by the government for their best education. Nearly one fifth of the total number of the scheduled caste and scheduled tribe students sent by the government to these special schools loose their scholarships every year. Majority of the scheduled caste and scheduled tribe respondents belong to middle strata of society from the economic point of view. The family background of a majority of the scheduled caste and scheduled tribe students studying in residential schools on special scholarship is rural. Largest number of the scheduled tribe students belongs to Meena tribe and a large number of scheduled caste students belong to numerous castes. The mother tongue of most scheduled caste students is Hindi, Marwari and Bagri.
Uplaonkar (1982) studied the occupational aspirations related to social background of students in higher education in a middle sized city of Karnataka. The findings of the study revealed that a small proportion of the scheduled caste students tended to be more upwardly mobile than non-scheduled caste students with a middle and high class status. The upper class scheduled caste students tended to have higher occupational ambitions than the lower class scheduled caste students on the one hand and the upper class non-scheduled caste students on the other. The study has also revealed that the occupational aspirations of the scheduled caste students with low class background were significantly lower than those of non-scheduled caste students with a middle and high class status.

Bag (1984) assessed the impact of education of the backward communities of West Dinajpur district of West Bengal. The study has identified the educated members of the scheduled caste communities mentioned are more prone to changes and also shown greater acceptance to new ideas of social change than the illiterate members.

Rangari (1984) formulated a study with a view to investigate the self-concept, interpersonal relationship, personality adjustment, intelligence and academic achievement of the scheduled caste and non-scheduled caste college students keeping their socio-economic status as controlled. The study is restricted to the college-going students. The findings of the study in respect of self-concept revealed that the non-scheduled caste students as a total group tended to have higher perceived self-scores than the scheduled caste students. With the control of socio-economic status, the scheduled caste and non-scheduled caste students showed no significant difference in their perceived self-scores.

The scheduled caste and non-scheduled caste students did not show any significant difference in their perceived self scores. The scheduled caste and non-scheduled caste students did not show any significant difference in their interpersonal relationships. The non-scheduled caste subjects as a total group tended to have better home and family adjustment than did the scheduled caste subjects. With the control of socio-economic status, the non-scheduled caste students were found to have better home and family adjustment than the scheduled caste students. The non-scheduled caste students showed better educational adjustment than the scheduled caste students.
With the control of socio-economic status, the non-scheduled caste students were found to have better educational adjustment than the scheduled caste students.

The non-scheduled caste students as a total group tended to have higher I.Q. than did the scheduled caste students. With the control of socio-economic status, the scheduled caste and non-scheduled caste students did not show significant difference in their I.Q. The non-scheduled caste students as a total group tended to have higher academic achievement than the scheduled caste students. With the control of socio-economic status, the scheduled caste and non-scheduled caste students showed significant difference in their academic achievement. The author has also made some recommendations for undertaking more similar studies.

La1 (1985) studied the adjustment problems of Scheduled Caste students in Haryana with special reference to some personality variables. The study revealed that there was a significant difference between the Scheduled Caste group and the General Category group on personality factors like social tension, intelligence, ego strength, group adherence vs. self-sufficiency, the differences were in favour of the general category group.

Om Prakash (1986) identified that the socially disadvantaged students have maximum problems in the academic area. As a result of the academic failures and frustration, disparity in the past and present achievements, lack of communication skill and social distance, they are subjected to the socially disadvantaged and are subjected to lot of problems on the social and psychological front at present. The discrimination in their academic, social and financial standing as well as educational background, past achievements, childhood happiness only act as participating agents of the multifaceted problems they face.

NCERT (1987) studied the psychological characteristics vis-a-vis educational and vocational planning of scheduled caste high school boys so that the guidance workers could get meaningful insight into the nature of differences between scheduled caste and non-scheduled caste boys and provide more scientific and useful guidance to them according to their needs. The findings of the study reveal that (1) there is a significant difference in the total intelligence and self-concept of the non-scheduled caste and scheduled caste boys. Accordingly, the guidance workers may have to
undertake the responsibility of helping scheduled caste high school boys to develop a realistic self-concept; (2) there are definite significant differences on the dimensions of self-concept between the rural non-scheduled caste and scheduled caste rural high school boys. Further the rural scheduled caste high school boys indicated significant difference on aesthetic value compared to the non-scheduled caste high school boys. There seems to be more motivation towards career among the rural scheduled caste compared to the urban scheduled caste boys. Based on these findings, it may be said that career guidance programmes are much likely to be received readily by the rural when compared with the urban scheduled caste boys. The scheduled caste boys were significantly higher on temperamental self-concept dimension while on physical and educational self-concept they have declined. Scheduled castes as well as non-scheduled caste boys have indicated significant increase in one year time on intelligence, knowledge of self and preparation for an occupation test score.

Agarkar, S.C and others (1988) studied the learning hurdles hampering the scholastic progress of socio-economically deprived students belonging to the scheduled castes and at designing specific remedial measures to overcome the identified hurdles. The findings of the study are the students had poor reading comprehension and lacked exposure to reading material. The scheduled caste students did not have adequate opportunities to obtain answers to their questions so there was no outlet for their curiosity. In view of these findings, mention has been made of some remedial measures that were taken in the schools. These included language development programme; question and answer programme; content enrichment programme; laboratory programmes, affective development programme and evaluation of the scholastic achievements of the scheduled caste children.

Gaur, Thukral, Jain and others (1989) investigated the value and carrier maturity of Scheduled Castes and Non-Scheduled Castes high school boys and found that there is no significant difference between the scheduled and non-scheduled castes high school boys on 6 dimensions of values (theoretical, economic, aesthetic, social, political, religious and on maturity skill) and also on carrier maturity skill.

Yassoda Gaur (1989) studied the personality syndromes of girls of Scheduled Castes and other caste and found that scheduled castes girls are more enduring, more nurturant and more achievement oriented, confident, good achievers on the two
dimensions of self-concept, possessed better integrated personality, less emotionally
instable, lower in intelligence, more submissive, very exhibitive, need to feel inferior
was stronger, less aggressive, less dominant and less succurent than their counterparts.
The Scheduled Caste girls were assessed as poorer achievers than their counterparts.

Kakkar (1990) found that scheduled caste students were found to have
possessed all personality characteristics that were a pre-requisite to progressive life.
The scheduled casts students were not found to be inherently inferior to others in
their potentialities but given suitable opportunities and financial assistance they could
do well. With regard to the relationship between personality characteristics and
educational problems, scheduled casts students may be similar to non-SC students
with respect to most personality characteristic. There is no significant relationship
between educational problems and socio-economic status in the case of scheduled
casts students while it exists in the case of others. The Scheduled Castes students
were not found to be as inadequate in their personality characteristic as they were
often considered to be the inadequate were small and surmountable.

Rajani Gautham (1990) while studying the creativity, value, educational
achievement and attitude towards education among the scheduled casts and other
caste students found that castes, sex and subject selection played no role in promoting
or demoting creativity while caste and sex influenced the values.

Archana Agrawal (1992) investigated the socio-psychological and
educational study of Scheduled Castes students and found that socio-economic status,
self-concept and academic achievement of the scheduled caste students are found to
be lower than non-scheduled caste students and did not differ in terms of their
intelligence. The scheduled caste students aspired low level of occupations as
compared to their non-scheduled caste counterparts. The socio-economic status, self-
concept and academic achievement of the scheduled caste girls are higher compared
to their male counterparts but, the occupational aspirations are found to be lower than
the boys.

Chandra, Dasraur and Anjuali (1994) studied the socio-psychological of
aspiration of Harijan students. The major findings of the study were a large number of
boys when asked their hopes and aspirations expressed a desire to have an opportunity
for better employment followed by improvement of socio-economic status and more facilities for higher education. A smaller percentage wanted opportunities for commerce and trade. It was found that the main obstacle in the way of happiness of Harijan students was money factor, followed by employment, education and want of bare necessities. About their fears of their future, majority of the students feared about uncertainty about future employment followed by fear about successful completion of education, economic insecurity and want of money. About factors that made them unhappy, a majority of them stated that it was approval, uncertainty about getting suitable jobs and illness. On the level of aspiration, it was found that they were neither feeling good nor bad but they looked with confidence to the future and had great aspirations. They wanted to rise and improve their social and economic conditions. There was discrepancy between the achievement and aspiration levels of Harijan students on Goal Discrepancy scores of past, present and future. All were found to be positive indicating a complete confidence in their future.

Anjuali (1995) in her socio-psychological study of self-concept of the students, attempted to find out the important traits of personality of Dalit students such as hurdles in their progress, the evils of society as perceived by them; and their views on caste integration. The findings of the study were majority of the dalits do not have any negative traits, money is the main obstacle in the way of dalit students progress, lack of capital and lack of training were the major factors which are obstructing them from getting suitable jobs. Dalit students perceive conservation and gambling as major evils. Dalit students prefer socialism and elimination of discrimination on the basis of castes.

Chitra, Uma, Thiagarajan and Krishnan (1995) studied psycho-socio educational factors of Scheduled Caste students in higher secondary schools. The major findings of the study were that the SC students did not differ from the NSC group in personality, intelligence, occupational aspiration, social distance and awareness of facilities extended to them but they did differ on their SES. The relationship between social distance and awareness of facilities with the academic achievement of SC respondents was found to be not significant, significant relationship existed between the personality, intelligence, occupational aspirations, SES and academic achievement of SC respondents. There was no significant
difference between the coefficients of correlation of the SC and NSC respondents, between academic achievement and intelligence, occupational aspiration and SES but on personality they did differ.

Kumar, Girijesh and Shankhdhar (1998) conducted a multi-dimensional comparative study about self-concept and modes of frustration in urban and rural scheduled caste female adolescents and frustration. The findings of the study were that rural SC female adolescents presented significantly better self-concept than urban SC girls, as they were found superior on temperamental, educational, moral and intellectual self-concept. Only one urban SC girl was possessing below average physical and temper mental self-concept, both the groups were highly frustrated and marginally different from each other but the difference was not found statistically significant. Rural SC females were found more aggressive and designated in behaviour whereas urban SC girls were higher in fixation SC girls in both the groups had average frustration in regression. It was also found that in all the dimensions of self and modes of frustration, both the groups, i.e., rural and urban differ with each other, either significantly or in significantly. When Harijan students were asked to state their hopes and wishes for future, a large number of boys expressed a desire to have opportunity for better employment followed by improvement in socio-economic status, more land and better agricultural facilities and more facilities for higher education. A smaller percentage wanted opportunities for commerce and trade. The main obstacle in the way of happiness of Harijan students was poverty, followed by want of employment, want of education and want of bare necessities. Majority of the Dalits do not have any negative traits SC students did not differ from the NSC group in personality, intelligence, occupational aspiration, social distance and awareness of facilities extended to them but they differ on their SES

II. Educational Problems of Scheduled Castes

not knowing the means reserved for them in conjunction of high education options.

Kratps (1975) made an attempt to find out the causes responsible for

Interestingly, the results which come in the way of their learning

low due to poverty, the study concluded that the children of lower section have

average intelligence (i.e. lower experiences are low and (v) their educational level is

lower than or equal to the average of non-poor section (i) their existing power is low, and (ii) they have fewer children of lower section are very much below in the learning capacity compared to

the educational level of these people. The reasons given for this by the teachers are (i) the

specific curriculum. The study says that specific curriculum which you help to equip

General. They seem to feel that education makes better children. As for the need for a
discussion of area

between the various scheduled cases and non-scheduled cases in particular

cases are at those levels between the scheduled cases and the general population:

Scheduled cases and found that the differences deprived achieving the scheduled

Sharma (1974) analyzed the educational inequalities among scheduled caste

primarily to high school stage.

Teachers in non-scheduled cases child to attend school right from the pre-
different. The study has also highlighted the role of family, parents and the school

society. The practice of non-attendance is disapproved by the people who occupy in the Indian

voluntary choice is thrown by the existing position they occupy in the Indian

educational development of the Scheduled cases is that the existing of free and

scheduled cases in India. According to this study, the major problem in the

Community Development K (1999) identified various educational problems of the

The details of the studies are as follows:

GROUP UNDER THE BROAD THEME, EDUCATIONAL PROBLEMS OF THE SCHEDULED CASTES.
qualified applicants and offered some suggestions for spreading of the education among the scheduled castes and scheduled tribes.

D'Souza (1980) analyzed the educational problems of the Scheduled Castes. The study reveals that although the special educational facilities for Scheduled Castes are meant for bringing them on par with the rest of the population, yet the achievement for the decade 1961-71 is negligibly small. This has been shown by the coefficient of equality on education between the Scheduled Castes and rest of the population. The study has further revealed that besides the gap in the educational inequalities between the Scheduled Castes and the Non-Scheduled Castes there also exists a widening gap of educational inequalities among the Scheduled Castes themselves in the state.

Goyal (1981) discussed the problem of social segregation of the Scheduled Castes, the enrollment and educational achievements during the century. The author felt that the Harijans ought to be the first beneficiaries of the developmental schemes. Although provided with safeguards for educational and economic progress, they have miles to go as yet. He also visualizes a bright vision for tomorrow for them if they are helped in improving their educational and socio-economic life.

Pimpley (1981) conducted a study to identify the problems of non-attendance among the children (6-14 Years) of Scheduled Castes, the structural constraints to the spread of education among the Scheduled Castes and to assess the values and attitudes of these persons with a view to finding out their effect on attendance. The findings revealed that the educational level of head of the household seems to have positive effect upon the school attendance of the children in both rural and urban sample. An incident of indebtedness was found to be significantly higher among the non-attenders. Bonded labour was significantly more widespread in the non-attenders between attenders. The attenders had a more favourable attitude towards education than non-attenders. Majority of the respondents felt that Scheduled Caste students were well treated in the schools. There was a positive relationship between awareness of reservation policy and attendance.

Satyanarayana (1982) studied the Educational Problems of Scheduled Caste College Students in Karnataka. The scheduled caste college students are typical of
the college students in the state so far as their demographic background is concerned. The scheduled caste students cannot expect much help or encouragement from their parents or siblings. Little change has occurred in their economic condition and occupational patterns so far. But for the reservation of seats, scholarships and other educational facilities, which are though inadequate, the scheduled caste students would not have been able to continue their studies. They have still a long way to go to attain the desired educational progress.

Singh (1982) studied the educational backwardness of scheduled caste students and need oriented plan for their development. The study has revealed that lower the level of education, larger the number or percentage of nuclear families are reasons for their backwardness. It further reveals that despite various attempts made by the state governments to provide plots for housing and ready made flats to the families of the scheduled castes, only 52 per cent of them at the lower level of education have been able to have their own houses. The scheduled castes maintain social distance even within the system which may be attributed to the traditionalism and can be won over only by proper education and modernization. However, at the higher level, there is practically no social distance in the educational institutions although social distance prevails in their houses respect of taking food and living together. Based on these observations, the author says that there exists a social gap between scheduled and non-scheduled castes and as such enough remains to be done in this regard. Another observation is that the respondents at both the higher and lower levels of education do not want to depart from the caste ties. Regarding intake of intoxicants the study suggests to make efforts to bring social awareness against the evils of intoxication through various non-formal agencies of education. Keeping in view their educational backwardness, a survey of their social needs, agricultural needs, economic needs, industrial needs, political needs and educational needs has been done and suggestions for their over all upliftment have been made.

Thiagarajan (1983) studied the enrollment scheduled caste students their drop-out rate the causes there of, provision of incentive schemes and their utilization, social relationship with other caste groups, their occupational preferences and to compare their performance with non-scheduled caste students in the M.K. University. The findings revealed that 73 per cent and 66 per cent of the Scheduled caste students
belongs to general course and professional courses respectively are first generation learners. Majority for them have an intimate relationship with other caste group and most preferred occupations are executive and administrative services. Almost all of them got scholarships and the results of the scheduled caste students were poorer than those of non-scheduled caste students.

Seetharamu (1986) identified the social, economic and demographic characteristics of families who send children to school and who allow them to drop-out. The study has revealed that drop-out rate of the children at the standard stage is the highest and it steadily decreased every year there after. It is also revealed that 98.20 per cent of regular children and 98.80 per cent of drop-outs stay with their parents. The study also brought to light the fact that lower the level of education of the parents higher is the drop out rate. The study has made other observations relating education of children of slum areas with parents' occupation, parents' income, type and size of family and house hold duties, engagement in paid jobs and income from the jobs. It also thrown light on utilization of special educational facilities like the pre-matric scholarship scheme, attendance scholarship scheme, mid-day meal scheme and free supply of textbooks to the children.

Elangovan (1989) while studying the problems faced by SC/ST students in pursuing their education in Pusumpon Thevar Thirumagan District, found that the factors related to teachers, parents, community, students, government concessions and economic status as well as other factors came in the way of their academic career. The Scheduled Castes / Scheduled Tribe students opined that most of the teachers were not sympathetic and did not care to counsel them and their parents who had poor socio-economic status. Traditional bindings, communal clashes in hostels and colleges, lack of co-operation among the Scheduled Castes / Scheduled Castes students and difficulties in getting the scholarship form signed by the government officials were some of the constraints that affected their studies in the institutions of higher education.

Sachchidananda (1989) while writing a trend report on research in the education of the disadvantaged i.e., the Scheduled Castes, identified the areas viz., barriers to education, enrollment, non-attendance, wastage and stagnation, problems, scholarships and their utilization, education and social status, personality patterns of
scheduled castes students, problems of values and levels of frustration, life tendencies, meaning of success and self-concept and attitude of college teachers towards Scheduled Caste students as priority areas for future research.

III. Educational Development of the Scheduled Castes


Lal, Sheo Kumar and Nahar, Umed Raj (1978) conducted an empirical study on the Educational Progress and Problems of Scheduled Caste and Scheduled Tribe college students in Rajasthan. The study found that understanding of these aspects is likely to provide some frame for policy formulation for the educational development of scheduled castes and scheduled tribes. The findings of the study have indicated the positive role played by the special facilities provided to scheduled caste: scheduled tribe students as seen through their awareness and utilization of the same.

Nautilal (1979) presents a statistical profile of the progress of education of the Scheduled Castes and Scheduled Tribes up to 1974-75. the profile indicated that low literacy percentage is among these communities (14.7 per cent) among the scheduled castes and 11.3 per cent among the scheduled tribes as against 29.4 per cent of the whole Indian population according to Census of India ( 1971); and (ii) magnitude of number of children of 6-11 age group of these communities not attending schools (60 per cent constituting about one third of the entire non-enrolled population of the country in this age-group) similarly it has been mentioned that the enrollment at the middle stage in the age group 11-14 years is 23 per cent for scheduled castes and 16 per cent for scheduled tribes. The study also revealed that the rural urban differences in literacy rates among these communities. The authors concluding statement is that it is revealing that from 1960-61 to 1972-73, despite a series of governmental efforts to bridge the age-old hiatus in the availability and
utilization of education facilities the progress achieved has been, somewhat marginal, slow and halting.

**Government of India (1981)** analyzed the progress of educational development of the SC/ST communities taking into account enrollment of children in various institutions from pre-primary to University level sex-wise, state-wise, institution-wise and by stages of institution. While analyzing the data and looking at the progress made felt inspite of the facilities made available to the Scheduled Castes and Scheduled Castes for education they have still to go a long-way to come up to the level of other communities in the area of educational development. The dropout rate of the children of these communities at the primary stage has been mentioned as high as 80 per cent and at the middle stage 50 per cent as against all communities average of 64 per cent and 23 per cent respectively at the two stages.

**Swaminathan (1982)** gave a clear picture of the situation of educational development of the scheduled castes during the pre and post independence period. It includes neglect of the education of these communities by the then British Government of India and the positive discriminatory measures taken by the Indian Government. A mention about special Articles 45 and 46 for these communities in the Indian Constitution has been made. The author has said that there is a gradual rise in literacy percentage among the scheduled castes although it is negligible among the females of these communities since 1961 onwards. The increase in the enrollment of scheduled caste children has been more rapid than among the general population since 1961. At the same time, he has also mentioned that inspite of the higher percentage increase in the enrollment during 1961-76 they are still lagging behind. He has laid emphasis on training and orientation of teachers for their attitudinal change towards the education of scheduled caste children. He has mentioned about the need of teachers from the scheduled castes in the educational institutions. The author has also made known the unfinished tasks lying ahead for the educational development of the scheduled castes and bringing them quantitatively and qualitatively their educational level or par with the rest of the people of our country for which he has suggested myriad measures.

**University Grants Commission (1985)** analyzed the position of actual admission and employment of Scheduled castes and Scheduled tribe candidates in
University and colleges during 1978-79. The University Grants Commission has
drawn the attention of these institutions towards the guidelines of the government that
22.5 per cent of the seats (15 per cent for scheduled castes and 7.5 per cent for
scheduled castes) be reserved in the matter of administration. The Commission has
further advised these institutions that a concession of five marks be given to these
Communities in respect of the minimum percentage of the marks prescribed for
admission to various courses. The universities have also been advised to set up cells for
effective implementation of reservation orders in favour of scheduled castes and
scheduled tribes. The report has also revealed the position of enrollment and
admission at the undergraduate and non-teaching staff belonging to these
communities. A number of observations made and conclusions drawn have been
given in the report.

Prameela Bai (1986) examined the growth and pattern of enrollment of
Scheduled Castes, utilization of facilities offered and problems faced them in
enrollment. She found that late enrollment of children, need for children to work at
home, non-availability of primary schools within walking distance and lack of
community facilities were identified as some of the major problems of enrollment and
non-utilization of educational facilities.

Showebo (1986) studied the education and mobility among Harijans. The study
has revealed that families of employed Chamars have attained a better economic
status; the students although belong to a low or very low socio-economic stratum
enjoy a middle or upper middle class status, and the Chamars sticking to traditional
occupations have unsatisfactory economic status. The study also appraises the fact
that education acts as a binding force and minimizes the caste prejudices and
stereotypes to a certain extent; among the employed Harijans there is a growing
feeling of self assertion and individual achievement and rising to a higher status
ladder; the Chamars still acquiring traditional occupations have accepted that formal
education could change their socio-economic status through the education of their
children. They have now developed a positive attitude towards education and have
started aspiring to educate the children. The students and employed Chamars have
become more responsive towards government schemes and welfare measures.
Ram (1987) studied the percentage of Scheduled Caste students admitted in various departments of the Banaras Hindu University, their socio-economic status, living and study conditions during student’s life, the student’s attitude towards education, problems of scheduled caste students and their opinion towards education. The findings revealed that only 7.1 per cent belonging the scheduled caste and only 0.3 per cent lived in hostels, about two thirds of them are married and half of their parents are literate and agriculturists. With regard to the living conditions, most of them lived in deprived situations having just their necessities of life. Most of them felt that the Government was not playing its role it should for improving the conditions of scheduled caste students.

Bhargava and Mittal (1988) while studying the educational facilities for Scheduled Castes and Scheduled Tribes in Rajasthan found that the educational facilities for primary, middle, non-formal educational centres within one kilometre of habitation of residence was found to be satisfactory. The enrollment went on decreasing from class one to class VII. The enrollments of the girls were found to be very low. The enrollment in the primary classes found to be more and lower in case of Class VI to VII. The pass percentage was high due to non-retentional policy and liberal promotion policy at the primary and middle stages. The incentive scheme of free textbooks, free uniforms, mid-day meals, free stationery, attendance, scholarships to girls and scholarships to scheduled castes and scheduled tribes are available.

Gupta (1981) identified that the female pass percentage was higher than the male pass percentage in case of Scheduled Caste students. However, the division wise as well as group-wise non-scheduled caste students had performed better than the scheduled caste students.

Benno’s (1995) examined various correlates of academic achievement (AA) including achievement motivation (AM), school adjustment (SA), personality adjustment (PA), gender, birth order, socio-economic status, generation, family type, family size and region among scheduled castes students in the Union Territory of Pondicherry. Out of the Ten independent variables selected for the investigation, the results of the step-wise multiple regression analysis have identified six variables as significant predictors of academic achievement of scheduled caste children which
include, achievement motivation, school adjustment, socio-economic status, generation, gender and region.

**Seshadri and Ramamani (1995)** conducted a study on home language, school language and learning achievement of scheduled caste children. The major findings of the study were that SC dialect did not suffer from any kind of linguistic deficit as it had all the necessary linguistic features. The differences between the dialect and standard forms originated in historical and geographical were found in the proportions of home language variations from standard and standard colloquial at morphological, syntactical and lexical levels but no such differences was observed at the phonological and semantic levels. Significant and standard colloquial exist between literate and literate mothers at all language levels. There was no significant difference in the mean score of the total academic achievement, adjusted for language proficiency of SC children. Variations of home language from standard language and standard colloquial at all linguistic levels have been observed except at the semantic and the lexical respectively.

**Chattopadhya and Mihirkumar (1998)** took up a quasi-experimental study on the educational backwardness of SC secondary school students in some districts of West Bengal. The objectives of the study were to identify the probable causes of the alleged backwardness of the scheduled caste students of West Bengal and to compare the SC student's academic achievement with other students. The findings of the study were that the SC students group of Grade VIII had significantly lower scores on all the four tests compared to the other students group; the SC students of each of the Grades VIII and X did not differ significantly from other students of the same grade on knowledge, understanding and application ability of basic algebra. Further, the students of Grade X were superior to the SC students of Grade VIII on the measure of motivational intensity for learning and achievement. Other students of Grade X were superior to the other students of Grade VIII on understanding and application ability of basic algebra and motivational intensity for learning and achievement. There was no significant difference between scheduled caste secondary school students of Grade X on the measures of knowledge, understanding and application ability of basic algebra, and there was no significant difference between the other secondary school students of Grade X on the measure of knowledge of basic algebra.
**Agarwal (2000)** studied the educational problems of scheduled castes students. The major findings were that more than half of the scheduled caste students possess positive opinion regarding aims and importance of education and also for the education of girls; they find themselves capable of taking leading role in different classroom activities, but some times feel hesitant in initiating any new work; students perceived favourable attitude and behaviour of teachers towards them with being biased. It was also noted that they were aware of their weakness and they found it difficult to avail of provided facilities, guidance and encouragement from their parents because of illiteracy of their parents. It was also found that a group of SC students still face difficulty and discrimination.

IV. Miscellaneous studies

The studies those could not be grouped under the broader headings and which are of isolated in terms of content are grouped under the miscellaneous studies and presented in the following pages.

**Forester (1975)** studied the consequences of the policy of encouraging young people from the scheduled castes to improve their education by providing scholarships, special hostels and a quota of places in schools and colleges which are especially reserved. The study has revealed that arts graduates on the whole take longer to get placed than do the science graduates, and that those with Bachelor's degree fair a little worse than those with a postgraduate degree or a professional qualification. A number of respondents appear to have expressed deep distress at the treatment they have received from life since graduation but they, at the same time, were not apathetic or rebellious against the educational system. Many were clearly aware of the discrepancy between their graining and what they were in fact doing.

**Sudame (1983)** made an attempt to study the social distance of the scheduled castes towards other caste groups and within their sub-castes. The main findings of the study are (i) The respondents exhibit closer proximity with their own caste groups; (ii) The Maravas are the most excluded caste group; (iii) Religious affinity predominates over caste affinity; (iv) within the scheduled castes the respondents would like to have closer proximity with Adi Dravida and Valuvan who are socially and educationally advanced sub-castes.
Yadav (1983) studied the Harijan awareness about the schemes for their educational progress. The main findings of the study include school as the major source of awareness of the heads of the family about educational schemes. The urban heads of family have higher level of awareness about educational schemes than their counterparts in rural areas. The trend heads in the awareness level of students about the educational schemes is similar to that among the heads of the family, i.e., the students in the urban areas have higher awareness than those in the rural areas. The author has also given some suggestions to overcome the problems.

Mathur (1984) studied the vocational needs and interests of SC/ST students of Chikhli Taluka of Valsad district of Gujarat State. The study includes the vocational and occupational facilities offered by different departments as well as by voluntary organizations and facilities offered in the un-organised sector. The survey reveals that 90 per cent of the students belong to SC/ST category. The response to girl’s education has been found to be very encouraging. About 30 to 40 per cent students in the high school classes are girls. However, higher education among both the sexes suffers due to poverty among them. The existing vocational guidance facilities have been found to be meager. The study further reveals that the students of the sample group aspire to become teachers and clerks but very few of them had proper information about the vocational courses and job opportunities resulting in a low level of vocational aspirations. The study suggests that a strong programme of vocational guidance can help them to become technicians and skilled workers which in turn can help in the upliftment of their community. Another suggestion made is that educational planners and administrators should decide that a minimum percentage of school expenditure should be devoted to setting up of vocational and counselling facilities and job placement services and guidance services in the schools should also reduce high or drop-out rate.

Yadav (1984) reviewed and discussed the various research studies conducted on awareness about educational schemes in relation to demographic variables of age, sex, location and other variables like education, occupation and economic status of the scheduled castes which affect their awareness about educational schemes for their progress. It has been brought to light that the place of residence affects the awareness and utilization of the educational schemes meant for their progress. The research
studies also highlight in general the extent of awareness and unawareness among the scheduled castes about the reservation in various institutions and scholarships available for their educational development.

Sabnis and Mahurkar (1985) studied whether the social status of Scheduled Castes had improved as a result of the graduation and whether there is a change in their attitude towards self and changed as a result of education. The findings revealed that the economic conditions of the graduates had improved as a result of education.

Etala (1993) conducted a study of hurdles in the implementation of welfare measures provided in order to equalize educational opportunities to scheduled castes students in Andhra Pradesh with special reference to Telangana. The study critically examined the awareness of scheduled castes (SC) students about the welfare measures provided to them to equalize educational opportunities of the SC students. It also identified the hurdles in the implementation of such welfare measures as perceived by the functionaries from department of education and social welfare. The objectives of the study were to assess the awareness of SC students about details of the welfare measures provided to them; to study the adequacy of the welfare measures there of, and to identify the hurdles in the implementation of welfare measures by the Government functionaries in the department of education and social welfare. The major findings of the study were that generally the SC students were aware of the welfare measures provided to them. This awareness increased with different levels of education, all beneficiaries felt that the quantum of money provided to them on various items was in adequate. the students at the secondary and college levels believed that mismanagement, whereas students at the professional and PG levels did not believe so. The functionaries believed that the SC students and their parents were generally aware of the welfare measures that were meant for them, and there was no dispute regarding the passing of information by the educational department concerning scheduled caste students to the social welfare department. There was also a communication gap and delay in distribution between authorities that dispense benefits and the beneficiaries. All the sections believed that the staff appointed for the administration of social welfare measures was adequate. There was a general agreement on the inadequacy of the supervision of the distribution of assistance to the SC groups and bureaucratic redtapsim.
Salve (1993) studied the impact of government welfare measures on Scheduled Castes. In terms of extent of utilization, differential utilization by different castes and to understand the nature and causes of this phenomenon of different responses and to study the change if any, in the social status of scheduled castes. The major findings of the study were that majority of the scheduled castes people were not having knowledge about reservation of seats, were having service as the main occupation. A few respondents had business or farming activities. Majority of the scheduled castes people were landless. The Government under welfare schemes, gives grants for housing but majority of the respondents had not received grants irrespective of their castes background and majority of the respondents reported that there was no progress due of Government welfare schemes.

Baskaran (1995) tried to study the impact of mid-day meal programme in particular among Scheduled Caste students. The objective of the study was to find out the impact of mid day meal scheme on enrollment of primary school students belonging to scheduled caste and, understand how it is related to their dropout rates. The study was undertaken in the Taluka of Thiruvallur of the M.G.R. District. The results of the study showed that introduction of mid-day meal scheme was one of the important factors of improving enrollment of scheduled caste students in schools of the important factors of improving enrollment of scheduled caste students in schools of Thiruvallur Taluka. The dropouts were below 10 per cent, and good nutrition helped them to learn them what the teacher teaches in the classroom. Most of the parents informed that because of mid-day meal scheme, they send their children to the school.

Studies in Adult Education Programmes

I. Literacy Promotion Programmes

Janardhana Naidu (1980) measured the attitude of adult education instructors towards various aspects relating to the National Adult Education Programme. The study revealed that majority of the instructors possessed positive attitude towards adult and continuing education programme.

Alkara and Herniques (1981) in their second evaluation on National Adult Education Programme in Maharashtra indicated that the performance of women and persons from lower castes was poorer than that of other groups.
Pestonjee Laharia and Dixit (1981) identified the reasons for dropping out of Adult Education Centres in the state of Rajasthan viz., no time due to family work, migration to other villages for jobs, tired from family work, no time due to occupational work, due to marriage, centre is far away from house, feels shy to go to the centre, lack of proper facilities at the centre, illness, no companion, scared of coming at night, could not sit with other caste people, death of family member, inaccessibility of centre, did not like teaching method, due to ridicule of people, did not like the behaviour of the instructor, due to hard work in occupation, instigation by other people against the centre and could not adjust with the instructor.

Seth (1981) in his study on motivation of adult learners participating in functional literacy programme in Delhi found that the educators were instrumental in sustaining the motivation of the participants in the programme and this had influenced their attitude and success of the programme.

Harihar and Rao (1982) observed that the instructors in AECs have largely belonged to the upper castes. A majority of the instructors were male and female instructors. They were trained for specific jobs like community health work, co-operative work, tailouring, leather work, and masonry and ayurvedic medical practice.

Harihar and Rao (1982) found that a good number (48%) of instructors stated social service as the main motive in working for adult education. Another group (40%) expressed the motive of working villagers literate. Few instructors wanted to create awareness, some wanted to utilize the time available with them and others joined as instructors due to unemployment.

Madras Institute of Developmental Studies (1982) reported that the animators responsible for the regular conduct of Centres were largely young men and women in their twenties at the most. Majority of them have been educated at least up to the secondary school leaving stage. Significant proportion of the animators (42%) was unemployed.

Madras Institute of Development Studies (1982) revealed that more than 60 per cent of the learners had felt that the facilities provided at the centres were inadequate or unsatisfactory. The major complaints were that of inadequate space and lighting.
Acharji (1983) found that adequate seating and lighting arrangement and convenience of the centre had facilitated the continuance of learners in the centres as they were satisfied with the arrangements. In another evaluation study, during the same year in association with Mitra, Acharji found that as many as 86 per cent of the learners were not satisfied with the lighting arrangements at the centres. This, in other words means, lighting had no significant impact on the continuance of learners in the centres.

Acharji (1983) the causes that compelled the learners to leave the centres half-way were: lack of time, busy with household work and family problems, tired after a whole day's work, due to absence from the village for long time, to take care of small children in the family, long illness, no desire to attend the centre, inconvenient timings, not benefited by the programme and family members opposition.

Viasaria and Mathew (1983) reported that learners covered by them in the state of Gujarat have pointed out that location of the centres was suitable or convenient in terms of its distance from the place of residence of the learner. This indicated that location of the centre in a convenient place was one of the reasons for their continuance in the centres.

Viasaria and Mathew (1983) reported that majority of the learners received encouragement from instructors for joining the centres. Learners who joined the centres with the encouragement of relatives were few in number. Further, a notable feature was that the learners did not receive any opposition from anybody i.e., family members, relatives and village learners to participate in adult education programmes.

Aikara (1984) felt that wherever possible, persons with high school education might be looked for instructors because there was relationship between the achievement of the adult learners and the educational qualification of the instructor.

Aikara (1984) noted that the physical facilities available at the Adult Education Centres were moderate and there was a room for improvement in the regard Ganguli (1984) felt that the sitting arrangement was not found satisfactory in majority of the Adult Education Centres. Generally, learners sat on the floor. In most of the Adult Education Centres, the space provided to learners for sitting purpose was found to be inadequate. The lighting arrangement was found to be satisfactory. In all
the Adult Education Centres, the learners were making some noise inside the classroom. They were talking among themselves.

Pillai (1986) identified the major reasons for continuing in adult education centres as the availability of better physical arrangements (seating and lighting), b) opportunity to mix with a lot of people. c) Exposure to family welfare schemes. d) Interesting learning materials. e) Cordial atmosphere among learners and. f) Cooperation from local agencies. Other reasons listed by him were: proximity of adult education centres, availability of health care facilities, help in solving their family problems and the like.

Institute for Development Research and Alternatives (2001) conducted evaluation of Akshara Sankranthi Programme in Khammam district, Andhra Pradesh, and found that the performance of women was better than that of men. The learners below 20 years performed better than 21 to 40 years and 41 years and above. The performance of the forward caste was higher followed by backward caste, scheduled castes and scheduled tribes. The occupation wise literacy attainment shows that the performance of learners belonging to petty business, skill works etc. was better than the learners belonging to agriculture and labour groups.

II. Total Literacy Campaign

Mustaq Ahmed and others (1992) evaluated the TLC of Midnapur District and reported that 77.60 per cent of the sample learner was found to have attained the NLM norms. Numeracy skills of the learners were more developed and writing skills were weakest. Adult learners performed better than NFE group learners. Performance of male learners was better than female learners, learners with some previous formal school background even if rudimentary performed slightly better than those who never attended any formal school. IPCL primers appeared to be more effective than non-IPCL primers.

Reddy, P.A. (1992) evaluated TLC in Chittoor District with special reference to volunteers' attitude towards TLC and their effectiveness, in terms of the participant's achievements in literacy. The findings revealed that volunteer's attitudes towards TLC are not significantly associated with their effectiveness. However, the trend revealed that the positive attitude is associated with their efficiency.
University of Hyderabad (1992) evaluated the literacy campaign of Nizamabad District and suggested the following with regard to materials.

1. Owing to dialectical and other differences, the adoption of reading material by other campaign districts is not advisable.

2. Reading material must be scientifically designed, associating a linguist in the preparation of the material.

3. Reading material may be condensed into two primers in view of the difficulties experienced by the learners in Chittoor and Nizamabad districts.

University of Hyderabad (1992) evaluated the literacy campaign of Chittoor District and found that 77.9 per cent of the sample qualified in the test as per norms. The study suggested that though the literacy campaign aimed at total literacy of 5.9 lakhs illiterates because of various factors, 1.9 lakh learners have not been benefited.

Anil Bhatt (1993) evaluated the Tumkur District literacy campaign and found that 71.55 per cent of the sample was able to attain 50 per cent of marks in each of the 3Rs viz., reading, writing and arithmetical. In addition to the above, over 90 per cent of the adult learners when tested scored minimum marks of 50 per cent in reading and numeracy. However, writing was found to be critical skill and most difficult to develop. The performance of the children in the age group of 9-14 years was better (79.2%) than that of the age group 15-35 years (77.5%). The performance of the persons who are working was found to better than those who are not working. Further, the study also disclosed that the performance of males over females and STs over SCs was found better.

Council for Social Development (1993) conducted an external evaluation of Karimnagar District literacy campaign with an objective to evaluate achievement levels of learners in five main components of literacy viz., ability to read, write, and identify symbols, simple mathematical calculations and to sign the findings of the study discloses that 92.3 per cent of sample learners have become neo-literates. The achievement rate of the learners below 15 years of age group was 92 per cent and above 35 years age group was 88 per cent. The gender and caste did not make any significant differences in terms of achievement levels.
Gopala Krishna Reddy (1993) evaluated literacy campaign in Visakhapatnam District with the objectives of not only to assessing the performance of the learners but also to study the level of awareness, impact of the programme and to identify the draw-backs in implementation of the programme. The findings of the study shows that over 96.61 per cent of the sample expressed satisfaction in functioning of the programme and 81.4 per cent felt that the programme is making good efforts in imparting literacy to the non-literate in the district. Participation of the learners in the development programmes of the village was found to be immensely impressive. Family welfare and immunization programmes have been accepted by people of all the villages. The parents realized the importance of the education and re-enrolled all their children in formal schools. The Anti-Arrack movement was the result of the growth of literacy and awareness among the women which ultimately brought-out pressure on the government to introduce prohibition in the state of Andhra Pradesh.

Indra Deva and Rajasekhar (1993) evaluated the TLC in Bilaspur of Madhya Pradesh State. The results of the study indicate that: 1) 74 per cent of the learners reached the norms 2) The SC learners achieved good results in two sub-projects i.e., Matsuri and Pangarlu with 91 per cent and 87 per cent success. The third project SCCP came out with the success of 54 per cent only 3) Among tribal Sub-Projects, Belghana, Kota, Poli and Haridibazar achieved a success rate of 85, 83 and 67 per cent respectively and 4) Average scores secured by the successful learners in reading, writing and numeracy were 81, 66 and 87 per cent.

Krishnamurthy Bh. and others (1993) evaluated the TLC campaign of Chittoor district. The major findings of the study are as follows:

1. The literacy attainment of the target population of 9-35 years is 64 per cent as the NLM norms.

2. The TLC in Chittoor has resulted in raising the literacy level among 9-35 years to 84.70 per cent.
3. Majority of the participants of the TLC belong to SC, ST and BC students.

4. Average score secured by the successful learners in reading, writing and numeracy were 81, 66 and 87 per cent.

5. The composition of the selected samples shows that the majority of the sample constitutes women and agricultural labour.

6. Only 12.7 per cent of the selected sample had some earlier schooling.

7. The performance of the sample disclosed that 78 per cent of the sample gained A and K grades. The caste-wise analysis shows that over 80 per cent of SCs, 79 per cent of OCs, 78 per cent of STs and 74 per cent of BCs obtained grades between A and SC. The female learners fared better than the male learners. The achievement of literacy by the sample shows that 64.3 per cent reached the prescribed level of literacy. The research suggests that the reading material (Primers) must be designed scientifically associating a linguist.

**Paul Valiakanadathil and Sarvanan (1993)** evaluated the literacy campaign of Mandya District. The outcome of the evaluation revealed that 77.4 per cent achieved NLM norms in literacy. The success rate of males was higher than the females. The learners belonging to SC/ST have also reached same level of other category of learners. Performance of the age group of 9-14 years was lower than that of the 15-35 age groups. They need a lot more practice in writing skills.

**Sardar Patel Institute of Economic and Social Research (1993)** evaluated the Kheda District literacy campaign. The study revealed that 86.2 per cent of learners were successful in literacy attainment. With regard to the awareness aspects, the learners are aware of personal cleanliness (97.7%), aware of immunization programme (45.6%), family planning programme (58.11%) and keeping the house and surroundings clean (56.55%). In addition, the sample is also development and economic aspects (87.16%), social aspects like dowry system, social evils, minimum age of education, removal of untouchability and family planning (78%).
Sardar Patel Institute of Economic and Social Research (1993) evaluated the literacy campaign of Ahmedabad and assessed the achievement as well as the impact of the campaign. The result of the study discloses that 83.15 per cent of the sample learners were declared successful. It also revealed that the relationship between social caste and literacy outcomes displayed better in all major outcomes of the literacy campaign. The relatively better performances of these groups are the areas of Health, Hygiene and Social and Economic awareness.

Sardar Patel Institute of Economic and Social Research (1993) assessed the impact of literacy campaign in Bhavnagar city on three aspects, i.e., health, social and environmental awareness. The results indicated that 50-60 per cent of the neo-literate were aware of the Health and Hygiene, with regards to social awareness fifty per cent of the sample neo-literate reported increase in social awareness in the selected areas. Environmental awareness point of view, 63 per cent of neo-literate recognized the importance of the conservation of environment and the impact of environment on social life, tree plantation, use of forest products etc.

Tribal and Harijan Research-Cum-Training Institute (1993) evaluated the literacy campaign of Sundargarh District. The findings of the study show that 59 per cent of the samples have attained 70 per cent marks. The enquiry with regard to the non-attendance of learners revealed difficult course of study (15.14%), lack of proper teaching procedure (16.29%) and socio-economic and personal constraints (22.95%) are the major causes.

Tata Institute of Social Science (1993) evaluated Total Literacy Campaign in Nanded, Maharashtra State and found that the learning outcome on the basis of literacy test was 82.7 per cent, 58.8 per cent for all the learners, tested by EET and 90.8 per cent of males evaluated were declared qualified according to the EET norms. On the other hand, 70.7 per cent qualified according to the NLM norms (61.8 per cent of the learners scored more than 70 per cent marks, 20.9 per cent 50 to 70 per cent marks). The achievement rate of SCs, STs and minority communities came to 58.8 per cent. The achievement literacy abilities of reading, writing and numeracy are 81.2 per cent, 75.5 and 82.7 per cent scored 50 per cent or more marks. Overall achievement of literacy campaign is 41.90 per cent. In terms of the number of months
of learning, those who had fewer than six months of learning performed poorly compared to those who had more than six months instruction.

**Centre for Media Studies (1994)** conducted a pilot study for evaluating the literacy campaign of Panipat, Haryana state. The findings revealed that 1/3 of the sample achieved 70 per cent marks. The female learners achieved better than the male ones. The achievement of the adults was better than that of children in the age group of 9-14 years. The target group's performance in other two components, i.e., reading and numeracy is double than writing.

**Karve Institute of Social Sciences (1994)** evaluated the literacy campaign in Parbhani District of Maharashtra. The outcome of the study revealed that 57 per cent of the samples of the study were found to attain NLM norms in the literacy. However, 63.48 per cent evaluated learners scores was 70 per cent and above. It also revealed that those who scored 70 per cent and above aggregate could not achieve 50 per cent in writing ability. Further, majority of learners felt very difficult in the component of essay writing which obviously is not so much a part of the villager's life in the rural areas.

**Kishore Attavar (1994)** evaluated the Shimoga District literacy campaign and found half of the learners tested achieved NLM norms in literacy. The comparative performance of the men and women revealed that men have scored more than women. Age-wise achievements showed that the children in the age group of 9-14 years scored better (52.38%) than the 15-35 age group (50.30%). The ST sample has forced better (75.83%) than the SC sample (55.55%) with regard to the achievement in various literacy abilities (80.41%) learners in reading, 79.37% in numeracy and 42.70% in writing attained 50 per cent or more marks.

**Mustaq Ahmed (1994)** evaluated the TLC in Almora and the findings of the study shows that the learner's outcome of this district was 40.3 per cent on the NLM norms. Some villages deemed best by ZSS were also separately tested. Their outcome came to be only 38.1 per cent which was less than that of the whole district. Among the blocks, the performance of Kapal had proved to be the best, i.e., 49.3 per cent.
NIRD (1994) evaluated the literacy programme in Chittoor district. The study revealed the following learning outcome:

1. The cut-off points for declaring the learners successful in the test was taken as 50 per cent a deviation from the NLM norms of scoring 70 per cent in aggregate and 50 per cent marks in each of the reading, writing and arithmetic abilities. Thus, 81.6 per cent of the sample learners succeeded in literacy test. With regards to the division wise analysis, 95.38 per cent success rate was recorded in Chittoor Division followed by 77.8 per cent in Madanapalle and 71.2 per cent in Tirupati Division.

2. The average score for the sample is 67.27 (63.82 in case of females and 71.85 in case of males). The mean scores of SCs, STs and BCs are found to be 64.87, 61.55, 66.86 and 72.10 respectively.

3. It was found that female agricultural laborers secured less marks than their counterparts.

4. Marital status of the learners has no relationship with the learning process.

Om Mehta and others (1994) evaluated the literacy campaign in Durg of Madhya Pradesh state. The results of the study show that 80 per cent of the rural learners and 72.01 per cent of urban learners achieved literacy level according to the NLM norm, the SCs, STs and BC were assessed to be 91.76 per cent. Campaign was able to mobilize excellent support from all sections of the district. The Jagriti centres and the village committees performed their functions assigned in an a groovy manner to seek individual, organizational and financial support for the programme in their respective areas of operation and the programme of environment building was very effective and was mainly based on the Wall writing, Kala Jatha and Local Jathas literacy functions, Media support and Video-films shows.

Parekh (1994) evaluated the Vadodara District Literacy Campaign and found that the literacy campaign focused emphasis on imparting the 3 Rs. It is understood that the campaign has succeeded in arousing awareness about various issues touching the lives of the neo-literates. The volunteer factor along-with tight monitoring and control of the campaigns seems to have brought about considerable importance in the literacy scenario in the district. The propaganda, publicity, training and actual teaching work have contributed a lot for the success of the campaign.
Shanta Mohan (1994) evaluated the literacy campaign in Dakshina Kannada, Karnataka and found that the skill to read was very high in all the cases and the skill to write was not all satisfactory. However, learners with less than 25 years were able to write better than those belonging to the older age group.

Sardar Patel Institute of Economic and Social Research (1994) evaluated the literacy campaign in Dang district of Gujarat. The findings of the study show that 62 per cent of the sample learners secured 50% of marks in aggregate and only 23.93 per cent secured 70% marks in aggregate. The outcome of male learners was better than that of the females and 60 per cent Scheduled Tribes have scored more than 50%. On the other hand only around 33 per cent each belonging to SCs. Bakshi Panch and others has secured 50 per cent and more. Occupation-wise labourers (80%) have secured more than 50% marks.

The State Resource Centre (SRC) of Karnataka, Mysore (1995) assessed the scheme of Jana Shikshana Nilayams. The findings are as follow:

1. The facilities provided to the Preraks, viz., to be used in the centres bicycle, sewing machine, knitting machine, two-in-one were found either missing from the JSNs or they have been misused by the preraks and the public. The sports material and music instruments did require replacement of repairs.

2. The preraks of the JSNs were underpaid, their positions are in-secure and there was delay and disorganization in the payment.

However, age seems to have some impact on achievement levels as the younger people show better performance than the older ones. The study also revealed that presence of facilities like irrigation, bank, post-office, motorable road etc did not have any impact on the levels of achievement. Villages with less facility reported
high percentage of achievement indicating the commitment and vigour of the volunteers, officials and other functionaries involved in the programme.

Reddy, P.A. (2004) has conducted a study on Total Literacy Campaign Problems and Perspectives and found that the achievement scores of the TLC participants reveal that the standard of the literacy achieved by them are far below the standard of literacy suggested by NLM. The comparative achievement scores of the TLC participants, NFE stage I & II children and the children studying class III & IV shows that the TLC participants can be admitted in to the stage II of NFE programme or class III of formal education as their achievement in literacy is very low.

III. Post-Literacy Programmes

Mustaq Ahmed (1957) collected the statement of field workers (literacy, teachers, Supervisions, Village librarians) on the reading preferences of adults in villages. Based on the statements he broadly classified the reading interests in the following order of priority

1. Books having religious appeal and books on mythological topics.
2. Biographies of religious leaders, reformers and national leaders.
3. Stories-new ones and seasonal songs.

Asha (1972) identified the educational needs of the rural mother with regard to the nutritional aspects of the children of 5 years and below. She found that the mother possessed about 50 per cent less than the total knowledge considered essential and most of the aged members of the families desired to have more knowledge in nutrition.

HALM (1977) found that no easy to-read materials were available in the target communities, not even in Asara, the only village with a library and a book stall. Neither of the two easy-to-read newspapers specially prepared for semi-literate had reached the villages surveyed and the subjects were not familiar with them. Religious materials were widely available, but books on other topics of interest to new readers were obtainable only in Asara.
Although there were few opportunities in the villages for neo and semi-literates to use their literacy skills, the subjects expressed a high degree of interest in reading, which they regarded as a social promotion and 67 per cent of the sample had some sort of reading material in their homes. Thirty-two per cent of target group stated that they read in their free time. The frequency of reading varied greatly from everyday to rarely, majority of the respondents indicated that the average duration of their reading was more than half an hour at a time. Majority of the subjects normally read at home and evening were said to be the most convenient time for reading. Expenditure on reading materials was minimal and few subjects had ever borrowed or bought second-hand books.

When interviewed, all subjects stated that they preferred books to either newspapers or magazines, but the survey revealed that those who had lived in cities tended to read magazines and newspapers rather than books during period of residence in town. Accessibility of materials was found to be a variable affecting both the degree of interest in reading and subjects’ preference as regards content. During the preliminary interview many subjects expressed their interest in religious materials but a smaller number named a religious work as their first choice, when they were given the opportunity to examine books on a variety of topics during the observation sessions.

Books with a practical application in daily life were found to be more popular. Majority of the men indicated a preference for agricultural publications, with the majority of the women, selected books on sewing as their first choice. Other topics of interest were folklore, health, religious, technical information and humour. In addition to the content, title, format and cover design seemed to influence subjects’ choices. More subjects expressed preference for large print, whatever their educational level. Majority of them expressed some difficulty in selecting the book they considered to have the most attractive illustrations and their final choice was very often determined by the cover illustration. Familiarity was found to be played an important part in guiding subjects’ choice. Zun-e-Ruz, a well known weekly magazine for women, was selected by some subjects, including men, even before they had opened it, the name of the cover was enough. On the other hand, the two easy-to-read newspapers attracted only a minority. Exposure to life in the capital or in
provincial towns affected subjects' reading habits and preference. Residents of
villages in the proximity of urban centres who tended to travel to town more
frequently also read more and spent more money on publications.

Age was another factor influencing reading habits and preferences. The young
people read more and spent more money on reading materials than the old people.
They also showed great interest in folk tales and love stories, whereas the older
people preferred religious materials. Sex was found to affect preferences regarding
contents. Men displayed a wider range of interests than woman, who was chiefly
drawn to books on house-keeping and sewing. Level of education was again a
decisive factor as regard as the reading habits and preference of the sample. Subjects
with a higher educational level read more, spent more money on reading materials and
were interested in health, folk tales and humor, whereas those with less schooling
were mainly interested in agricultural and religion. The information obtained from the
study suggests the importance of the role which follows up materials can play in
furthering educational skills developed in schools and adult education programmes.

Jansi Rani (1980) identified the learning needs of adult education participants
and found that men interested to learn agriculture, animal husbandry, cottage
industries, health and hygiene, literacy and social matters. On the other hand, women
interacted with nutrition, health and hygiene. The age-wise analysis of learning needs
shows that younger age group would like to learn cottage industries, literacy,
tailoring, balanced diet, reading of names, agriculture, animal husbandry, hygiene and
health, cottage industries, puranas, literature, literacy and social matters were liked to
be read by the old people. The caste-wise analysis shows that the people belonging to
backward caste would like to know about the animal husbandry, health and hygiene,
cottage industries, nutrition, puranas, literature and social matters. The forward caste
adult participants interested to learn agriculture, puranas and literature and animal
husbandry.

Sankar (1982) found that many people enrolled themselves as members in the
library and the aim of joining as member was recreation for young adults. The
reading of novel and stories having rural orientation was checked as the first priority.
Srijyanthi (1982) identified the educational needs of the Post-graduate male and female students of S.V.University. She identified that men students associated with salesmanship, cycling and female students concerned with embroidery, interior decoration, sewing, flower arranging, beauty saloon and parlour, baking and cooking pattern, currying, montessory training women body construction and dress making.

Venkataiah and Adinarayana Reddy P. (1983) conducted an investigation to identify the reading interests of neo-literates in the areas of occupation, knowledge and recreation and to study the differences in reading interests between male and female, forward caste, backward caste and scheduled caste and neo-literates belonging to different income groups.

The major findings of the study show that a large number of neo-literates interested in agriculture, moral stories, animal husbandry and general reading. The male and female neo-literates do not have common interests in items like agriculture, animal husbandry, skilled work, tailoring, health care of pregnant women, cleanliness of village, village development, politics, labour rights, moral stories, cinema, folk songs, biographies, detective stories and novels. Further, results also indicate that there is no significant difference in the interests of different income groups. The means of the interest of the caste groups is not significantly different from one another in respect of recreation.

Mustaq Ahmed (1985) identified the reading interests of the neo-literates and found that the books on stories civics, religion, health, occupation and agricultural areas were famous among the neo-literates.

Reddy, P.A. (1999) conducted a study on the functioning of JSNs in Rayalasema Region of Andhra Pradesh and found that

1. Majority of the JSNs located in panchayat offices and at preraks residence. Most of them functioned in the night for about one have and electrified. Almost all of them have poor housing facilities and does not have adequate furniture and book keeping facilities.

2. The profile of the working preraks revealed that preraks belongs to women, Forward Castes, Labour, More income and experienced groups, more
educated, Married, Elders and more positive attitude groups were found to be more effective preraks.

3. The association between personal characteristics and effectiveness of the prerak disclosed that caste of the prerak was found to be closely associated with their effectiveness.

4. The reading material supplied to the JSN and the reading interests of the neo-literates were found to be closely associated.

5. The study also reveals that prerak effectiveness also affects the JSNs' performance. In other words JSN's will be more effective if they were manned with effective preraks.

6. It is evident from the findings that there is a close association between the attitude possessed by the prerak and efficiency of the functioning of JSNs.

7. The JSNs manned by the preraks with moderate problems were found to be more effective than the preraks with more problems.

8. The JSNs with more community support were found to be more effective than the JSNs with less community support.

9. The performance of the JSNs was very effective wherever there is favourable attitude of the community towards various activities of the JSNs.

Harisingh Chowhan (2001) identified the problems of Post-Literacy Campaign and provided suggestions for effective implementation of Post Literacy Campaigns. He has identified the causes for relapsing into illiteracy, causes for dropouts among neo-literates, problems in admitting the semi-literates and illiterate students in post literacy, need of co-ordination among workers and causes for lack of constant supervision, monitoring and evaluation.
IV. Continuing Education Programmes

Muthuchamy (1992) studied the role performance of the preraks and found that there is a discrepancy between the ideal performance and actual performance of preraks in their role of organizing literacy / post literacy activities (56.25%). Generator of awareness (62.60%), Organizer of cultural and recreational programmes (56%), mobilizes of Resources (60.64%), Records of educational activities (35.20%), Professional devotion (61.20%), Guidance activity (65.86%) and Supervisory functions (38.88%). In addition to the above the study also identified the following problems of the preraks in their role performance, i.e., lack of interest among the people for learning, lack of effective planning, in adequate physical facilities and proper play for JSNs, non availability of graded materials, lack of sufficient training for the preraks, limited knowledge possessed by the preraks, inadequate supply of Neo- literate material, lack of motivation on the part of learners, lack of transport facilities, inadequate audio-visual aids, difficulty in bringing the experts to the villages, inability of the prerak in contacting the specialists, non-availability of the total talents, non-existing of mahila mandals and youth clubs, lack of measuring instruments of functionality of awareness among the adult learners, lack of technical-professional skills, in adequate training, inability in identifying the solution for the slow learners, personnel and social problems of the preraks. Moreover, the study also revealed that women preraks, preraks with more than 30 years of age, other than SC preraks, best qualified, more experienced, were found to be the best performers.

Nair, Omanna and Rahim (1992) studied the programmes and activities of JSN organized by Nehru Yuva Kendras. The findings reveal that an equal number of men and women were involved as preraks and majority of preraks were in the age group of 19-20 years with an annual income ranging from Rs 1,000 to 2,000. On other hand, nearly half of them belong to backward communities. The study also discloses that majority of preraks had an adequate experience in Total Literacy Campaign as instructors and master trainers, majority of the preraks were affiliated to some cultural or sports organizations, and interest in social work prompted them to join as preraks.

With regard the physical facilities available, one third of the JSNs possessed improvised teaching aids, half of them had a separate reading room and none of them are having own building. The major source for the books and the other material were
found to be Nehru Yuva Kendras, and all of them were receiving newspapers. The dropouts, inadequate training and funds were the bottlenecks of the JSNs.

Vasumathi (1992) studied the functioning of the scheme of Jana Shikshana Nilayam in Kannur district of Kerala and found that majority of the Jana Shikshana Nilayams were catering to about 100 to 500 beneficiaries. It is also found that majority of the users of Jana shikshna Nilayam were neo-literate, mostly belong to women, all the JSNs were having buildings with sufficient functionaries and a separate reading room and all of them were electrified. With regard to background of the preraks, it was found that majority of the preraks had up to 5 years of experience as instructors and affiliated to some cultural and sports clubs. The findings with regard to the administration disclosed that all programme officers were men, majority of them were not undergone any training in literacy and not satisfied with regard to the facilities provided to them. Further they have not received an adequate Co-operation from their higher-ups in organizing training programmes, supply of teaching learning materials, mobilizing resources etc. All the JSNs have organized various cultural and co-curricular activities such as Literary Jathas, street dramas, meetings, awareness campaigns, study towns and family meetings. The study also identified the problems/difficulties of preraks viz. lack of adequate funds, lack of Co-operation from the Governmental departments, lack of interest among the neo-literates, inadequate neo-literate literature, inadequate physical facilities, lack of play ground for conducting sports meet, lack of adequate public support etc.

Adilakshmi (1993) investigated into the working conditions of the JSNs and found that the preraks organizing JSNs were confined to the post-literacy activities alone. None of the JSNs were provided with audio-visual facilities. The study also revealed that there is no difference between working conditions of JSN organized by the preraks with different age and experienced groups.

Reddeppa (1993) identified the determinants of preraks effectiveness. The findings of the study reveal that the working preraks of the JSN were men, unprivileged sections and poor, low educated, less experience, younger, married and belongs to agricultural background groups. The results show that women, forward caste, agricultural background, more income, more educated, married, elders, more positive attitude groups were found to be the determinants of the effective preraks.
Operations Research Group DAE (1994) has evaluated the functioning of the school of JSNs and highlighted its strength and existence deficiencies. The findings were presented in four sub heads, viz. overall impact, participation of the target in JSN activities, catering capacity of JSNs and infrastructure resource support.

Padmanabhaiah and Kumarawamy (1995) identified the problems faced by the monitors in organizing Jana Chaitanya Kendras for providing Post-Literacy and Continuing Education facilities for the neo-literates.

Janardhan Rao (1996) enquired into the problems faced by the monitors in Jana Chaitanya Kendras. In order to bring out the nature of problems, the problems items were categorized in to organization, administration, environment, co-operation and materials related. To study the association between problems and personal characteristics, viz. Sex, Caste, Occupation, Income, Experience, Education and marital status were identified. The findings of the study revealed that lack of suitable materials place for JCK. Co-operation from experts, village leaders and motivation among neo-literates were found to be prominent problems. Besides, availability of young and in-experienced monitors, involvement of castes religion and village and faction politics were also found to be prominent problems in organizing JCKs.

Mohanty and Prusty (1996) identified the functioning of JSNs in Orissa and found that the majority of the JSNs were not convenient to the learners due to lack of infrastructure, no library and inadequate teaching materials. In addition, the preraks were regular and highly qualified well-trained and organized cultural programme regularly. The findings of the study were as follow: (1) Majority of the libraries of Jana shikshana Nilayams were kept open between 8 A.M to 10 A.M and 4 P.M to 6 P.M and few of them were opened throughout the day;(2) Most of them visit JSN to read news papers only. However, school going children / school dropouts were the record users of JSNs. (3) Story books and thrillars were found to be popular. (4) Inadequate availability of the books on professionally related and vocational related or job related literature in JSN. (5) Majority of the preraks lacked motivation, insight and vision for running JSN and failed to meet demands of public in terms of needs information / skills and training of the local youth. (6) Although majority of the preraks were well-qualified, no evidence of success of JSNs in terms of furthering literacy and continuing education. (7) No evidence and support for the
claims of conducting cultural, sports and other literacy activities. (8) A large quantity of good quality reading material was kept idle in JSNs. The preraks does not know about methods of creating awareness in public. Both preraks and public were indifferent to spirit to the mission of JSNs. (9) The facilities provided to the preraks namely bicycle, sewing machines, the radio two-in-one, were missing from JSN or they are misused by the prerak and the public, sports material, musical instrument did require chronic replacement or repair. (10) Only 5% of the JSNs were found to be functioning effective in one aspect or the other. (11) Only 35 JSNs had their own buildings. (12) The post literacy centers, the Gram Shikshana Samities have become almost ineffective / disfunctional, as a result, the JSNs have become handicapped. (13) The preraks of the JSNs were underpaid and thus positions are insecurd. There is a great deal of delay and disorganization in the payment. (14) The payment of the contingent grants to all the functioning JSN involved a great amount of patients. (15) There is a great deal of administrative and inter departmental procedures involved in providing electricity to JSNs. (16) The functioning of JSNs in the state where no existence if own buildings were struggling for their survival because of the imposed interference of donar institutions or other extraneous factors like theft, lack of place, remoteness etc. (17) The JSNs have been ignored willfully with regard to their role in TLCs and education for all. JSNs have neither place nor responsibility in the network of any of their movement. As a result, they were neither obligated to nor accountable to literacy movements.

Kumarawamy, Bharathi and Robert (2000) studied the influence of the training and material of community support on the performance of preraks. The findings show that majority of the preraks belong to men, lower age group forward caste, graduates, with two years of experience. The preraks’ performance is closely associated with the sex and education. The training and materials have immensly influenced the performance of the preraks. However the community support has not significantly influenced the performance of the preraks.

Mastan (2000) conducted a study on the influence of training, attitude and community support on the performance of preraks organizing continuing education centres. It was found that gender; age, caste, education, marital status, income and experience significantly influenced the attitude of preraks. Better mean attitude
scores were obtained by preraks representing women, 25 to 30 years age group, forward caste, intermediate qualified, married, higher income group and those possessing higher experience of preraks. It was found that attitude significantly influenced the performance of preraks. Higher mean performance scores were obtained by the group having better attitude scores.

Vasantha Kumari, Sudha Rani and Uma Devi (2000) identified the problems faced by the neo-literates in attending the Continuing Education Centers. The findings show the problems of the neo-literates for attending CECs revolve around the aspects facilities, preraks, curriculum, materials and methods, personal and social aspects of the learner etc.

Viswantha Gupta and Janardhan Reddy (2000) studied the functioning of Continuing Education Centres in terms of the profile of the preraks location of the centers, supply of materials, attendance of learners, co-operation from CE committee and problems of the preraks. The findings of the study show that majority of the preraks were from male, middle aged, graduates, BCs and two years of experienced. Further, more than half of the working preraks were not trained and happy with honorarium. More than three fourths of the CECs were located in public buildings and supplied with sports material, two daily news papers and 200 to 800 titles of post literacy materials. The responses of the target show that the co-operation from CE members is adequate with regard to the problems of the preraks, lack of proper building, irregular supply of electricity, heavy workload, meager and delay in disbursement of honorarium etc. were found to be major problems.

Janardhana Rao, D. (2002) identified the problems faced by neo-literates in attending continuing education centres in Tirupati rural mandal of Chittoor district. The major problems faced by the neo-literates in attending the CECs were lack of infrastructural facilities, preraks inefficiency of teaching, personal, family, social and economic and health problems, lack of time, heavy work, insufficient for the neo-literates.

Janardhan Rao, V. (2002) identified the problems and performance of the volunteers in 100-day literacy programme of Chittoor district. The major findings of
the study show that the intensity of the problems encountered by the volunteers working in 100-day literacy programme is not similar.

Kumaraswamy and Eswaraiah (2003) conducted a study on post-literacy and continuing education materials and found that majority of the preraks were satisfied with the content areas of neo-literate literature. There was dearth of materials relating to equivalency programmes, income generating programmes, individual interest promotion programmes and post-literacy programmes. With regard to perception of preraks on the get up of materials, the preraks were satisfied with the size of letters, captions and titles, alignment of sentences, linguistic aspects, quality of paper, binding and general outlook. It was suggested that the materials should be supplied to the centres in time with adequate a number of copies and it should be well utilized by the beneficiaries of continuing education centres and preraks.

Sudha Rani, et. al. (2003) identified the constraints in the sustainability of continuing education centres. The main cause for the failure of continuing education centres were lack of awareness. People in some villages did not even know that there was a continuing education centre in the village. It could be either due to their disinterest, or lack of motivation. It was suggested that the educated persons in the villages should take initiation in popularizing the programmes and in motivating the target groups.

Kulasekhar (2005) conducted a study on certain aspects of continuing education programme in Chittoor district, Andhra Pradesh with special reference to tribals. The sample of the study consisted of 280 neo-literates. The influence of attitude on the achievement of adult learners in reading, writing, numeracy and total achievement was found to the statistically significant. The mean scores obtained by low, medium and high scoring groups of attitude on a) reading test 22.88, 30.98 b) writing test are 16.67, 18.33, and 20.77. c) Numeric test are 56.63, 61.27 and 73.35. Hence, it can be stated attitude of adult learners influences their achievement.

Reddy, P.A. and Uma Devi, D. (2005) has conducted a study on functioning of Continuing Education Programme in Andhra Pradesh and Kerala and found that
1. The innovative features of the programme are rising of corpus fund, collection of membership fee, launching of Akshara Sankranthi Programme for eradication of residual literacy, election to the Continuing Education Centres Committee, formation of core groups at various levels for sustenance of the programme and for effective implementation of the programme.

2. Infrastructural and physical facilities provided and available in the continuing education centres shows that majority of the centres are located in the public buildings such as schools, temples, panchayat, buildings and about one fourth of them located in preraks house.

3. More than half of the centres do not have separate reading room. One third of the centres is not receiving the newspapers and among the receivers majority are receiving one paper.

4. Majority of the centres are organizing Charcha Mandals and on to two meetings are being organized in a month. The topics discussed are Agriculture, Development programmes, Education, Health, Loans and Subsidies and Environment. Community participation is moderate to poor.

5. The Continuing Education Centres have organized the extension lectures on Vocational Training, Animal Husbandry, Environment, Bank loans, High Yielding varieties, Agriculture etc. The number of lectures organized is ranged from 1 to 3 lectures per month.

6. Half of the centres are organizing sports and games regularly and these centres have adequate sports materials.

7. Forty two per cent of the centres do not organize the vocational training programmes.

8. Half of the centres are organizing the cultural and recreational programmes and activities organized are light music, singing of literacy songs, folk songs, performing dance, enacting Drama, Mimicry, Dance Rangoli etc.
9. Very few centres are equipped with Radio and TV and these are using the Radio and TV for the promotion of literacy. Majority of the centres have information on Development programmes.

10. The problems of the preraks are related to lack of encouragement from the community, lack of interest among the participants, lack of regular salary, motivating the educated for the community service, irregular participation of the learners, no suitable reading materials, inadequate number of books, seasonal work and migration, lack of cooperation from developmental departments, political interference, lack of audio-visual aids, inadequate training and inadequate sports and games materials.

11. The suggestions of the functionaries towards the improvements of the programmes are numerous and mainly related to the environment building, Training, functioning of the centres, administrative measures, Role of developmental departments and measures to be taken by the administration etc.

12. The impact of the programme on formal education as perceived by the functionaries is found to be more in the area of enrolment and reduced rate of drop-outs.

13. The continuing education programmes viz., equivalency programmes, quality of improvement programme, individual interest promotion programmes, future oriented programmes are non existence except in few cases.

14. Undue delay in release of the grants by the Govt. of India to the states has affected the programmes and lost the tempo generated in the early phases of the programme.

Conclusion

A glance at the above studies clearly demonstrates that majority of the studies are concentrated in studying the psychological aspects and their relevance to the performance. And a few concentrated on the development of the education among scheduled castes and extent of progress attained. Further, it also shows that not many attempts have been made to study the extent of participation of the Scheduled Castes
in Education and its consequences for their future. Hence, the present study has been formulated to study the participation of the Scheduled castes in acquiring the formal education and the adult literacy, perceptions of the parents towards the experiences of their children in the educational institutions and the perceptions of the teachers, community, completers of education, dropouts and participants with regard to the educational experiences.