CHAPTER III

STATEMENT OF THE PROBLEM
STATEMENT OF THE PROBLEM

The review of literature presented in the chapter II indicates the half-hearted and isolated efforts made by the researchers on the backwardness of the Scheduled Castes in terms of education. The findings of these studies neither gave a direction, nor assisted the planners and policy makers to restructure educational system to mainstream the Scheduled Castes. In this regard, it is laudable that, the Government is concentrating on the marginalized to upbring them socially and economically by launching suitable programmes. No doubt, the constitution has guaranteed equal opportunities to all and also universal enrollment at elementary level. But still it is a dream to be derived. The Scheduled Castes are the one of the marginalized groups in terms of socially and economically and not able to mainstream themselves though they constitute 16.19 per cent to the total population. Most of these people are concentrated in rural areas, especially most backward places, mostly depending on manual labour for their livelihood. The level of literacy among them is 54.69 per cent and it is still lower among the women. The education was perceived as a means to mainstream them and thus, the government has taken initiatives to establish exclusive schools for the school aged children at their own habitation even by relaxing the norm of establishment of the school. In addition, priority was accorded in Adult Education Programmes for this section of population to enhance their level of literacy. Further, in order to develop employable skills among them special programmes have been launched to promote vocational skills.

In addition, a number of welfare measures like land for landless, reservation at the entry level of education and employment, fee concession, free hostels, residential schools, distribution of uniforms, text books, note books etc., have been provided. Unfortunately, they were not able to use these measures due to lack of awareness about the welfare measures taken for their own upliftment. The additional facilities created for this group has also generated an ill-feeling among the other sections of the society. As a result, their experiences in integrating with the other sections are also found to be not pleasant. Keeping in view of the above, it is imperative to provide the feedback to the policy makers on the status of education among the scheduled castes.
in comparison with other sections, their experiences in integrating themselves with the other sections especially in the process of education, their level of awareness about the welfare measures initiate for their own benefit etc.

2. Statement of the Problem

Participation and Consequences of Education of Scheduled Castes in Andhra Pradesh.

3. Need and justification of the study

Keeping in view of the socio-economic status of the Scheduled Castes and need for their development and , realizing the potentialities of the education, adopted the education the Government of India as a means for their development. In order to promote their participation in education it has taken a number of measures starting from the enrollment, retention till they attain the required qualification etc. In this process, a number of interventions have been introduced for creating intrinsic as well as extrinsic motivation in the form of rewards and awards, providing assistance and reservation at entry levels. No doubt, all these efforts have yielded satisfactory returns in the form of enrollment only. However, retention of this group in comparison with other sections of the society is found to be very low and reasons attributed are many such as socio-economic status, social environment, apathy towards education, school environment etc. No doubt, a lot of research has been done in the above spheres and established multi-centric associations. The review of literature on the above demonstrated that the researchers have paid less attention on the experiences of these groups in the educational process and its consequences on their future education. There is a dire need to examine the perceptions of the parents in terms of their attitudes towards educational process, peer group interaction, opinion on the teachers etc. The knowledge of the above will be very useful for the academicians and administrators to understand various factors affecting their education to minimizing the effect of demotivating aspects on their education, for promote educational opportunities and utilization for future. Keeping in view of the above, an attempt has been made to study the participation and consequences of education on this section of the population.
4. Conceptual Framework

The experience of the implementation of various educational programmes implemented by the Government to improve the access and quality of education to the down trodden especially the Scheduled Castes revealed that the enrollment has increased substantially but failed to retain them in the system and the quality of education provided to them. The reasons attributed for this phenomenon is largely due to the Socio-economic conditions of the Scheduled Caste population, social environment and institutional environment. The findings of the past studies demonstrate that the institutional environment, interaction between the teacher and the student has also contributed copiously for both-retention as well as pushing them out of the institutions. In other words the participation of the scheduled castes in education depends on the above and also these are pushed out from education due to the unpleasant experience and environment prevailed in the institutions. This has to be verified from the third source, i.e., parents who are regular monitors of the performance of their wards and schools. Hence, the present study was designed with the above perspective to investigate into the participation and consequences of the education of the children belonging to the scheduled castes.

5. Scope of the Study

The present study is designed to identify the status of the education among the Scheduled Castes in terms of primary education and literacy programmes in comparison with non-scheduled castes. Further, it is also intended to study the perceptions of the Scheduled Castes towards utility of education, facilities made available and awareness of welfare programmes designed and implemented by the Government and extent of their utilization. In addition, it also analyzes various literacy programmes in the last one decade and extent of the attainment of success in the state of Andhra Pradesh.

6. Objectives of the Study

Keeping in view of the above, the study was formulated with the following objectives.
1. To examine and analyze the current status of education in Andhra Pradesh with special reference to Scheduled Castes.

2. To identify the perceptions of the parents towards education of their children and the support extended by them.

3. To examine the awareness and extent of utilization of the welfare measures available for Scheduled Castes and to find out the reasons of the non-utilization of such facilities.

4. To study the status of literacy promotion programmes implemented and literacy in the State of Andhra Pradesh and extent of progress attained in literacy with special reference to Scheduled Castes.

5. To compare the Scheduled Caste and Non-Scheduled Caste in terms of their participation at various levels of education in Andhra Pradesh.

6. To study the trend of employment seekers among Scheduled and Non-Scheduled Castes in study area.

In the light of the above Objectives, the investigator has formulated specific questions to be answered.

7. Research Questions

The research questions of the study are as follows:

1. What is the educational status of Scheduled Castes vis-a-vis others with reference to enrollment, dropout and transition from primary to secondary level?

2. What are the facilities available in the SC habitations for promotion of education?

3. Whether basic facilities available in the schools?

4. What are the perceptions of the parents towards the relevance of education?

5. Whether the parents school environment and infrastructural facilities are conducive for education for their children?
6. What are the aspirations of the parents towards their children’s education?

7. What is the opinion of the parents towards the value of Education?

8. Are there any differences between the perceptions of parents of SC and others across Socio-economic groups about the relevance of education?

9. Does the parents aware of the facilities and Incentives provided to Scheduled Castes at different levels of education?

10. What are the various facilities availed by the Scheduled Castes and to what extent?

11. What are the reasons for non-utilization of the available facilities?

12. What is the literacy status among the Scheduled Castes vis-a-vis others with reference to enrollment, success and transition from literacy to post literacy and continuing education?

13. What is the extent of employment seekers among the scheduled castes with different educational qualifications?

8. Implications of the Study

The present study of the Participation and Consequences of the Education of Scheduled Castes would help to identify the problems faced by them and factors responsible for pushing them out of the system of education. It will enable us to know whether and to what extent various measures taken by the government to improve the educational opportunities for them have succeeded. This in turn, will provide sufficient input for the policy makers to take steps to make the education as need based. Further, the study of the perception of parents of Scheduled Caste children about the relevance of education will help curriculum planners to bring about necessary changes in the educational planning and curriculum development.

9. Explanation of Certain Terms

a. **Education**: For the purpose of the study, education refers to the education provided in the schools viz., primary, secondary and higher secondary in the formal stream of education and literacy promotion activities undertaken under
Total Literacy Campaign, Post Literacy Programme, Continuing Education, Akshara Sankranthi and Akshara Bharathi programmes.

b. **Participation**: Participation refers to the enrollment of the target at various levels of formal and non-formal streams of education.

c. **Consequences**: It refers to net result of the participation of the target both in formal and non-formal stream of education. To be specific, it refers to the experiences, participation, drop-out and success rate in case of formal education. In case of adult education, it is the extent of attainment of literacy, transition from literacy to post literacy and to continuing education.

d. **Scheduled Castes**: The Scheduled Castes are those castes which have been incorporated in the schedule as per the recommendations of the National Commission for SC & ST and ratified by the Parliament. In case of Andhra Pradesh, the SCs are broadly classified under four major groups viz., Adi Andhra, Madiga, Mala and Relly with a number of independent castes in each group.

10. **Limitations**

1. The study is limited to identify the perceptions of the scheduled castes with regard to the education system and experiences.

2. A limited sample of non-SCs was taken to compare the perceptions of the scheduled castes and Non-Scheduled Castes.

3. The study is limited only to three districts

4. The samples were chosen only from households having current school going children.