CHAPTER IV

MATERIALS, METHODS AND SUBJECTS OF THE STUDY
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The present study is designed to identify the status of education among the scheduled castes, their perception towards the system of education and their experiences, awareness and extent of utilization of welfare measures, trend of employment seeking etc. Keeping in view of the objectives of the study, there is a need to collect the information both from secondary and primary sources. The information relating to the current status of the education among the scheduled castes in comparison with the Non-scheduled castes, the progress of literacy, trend of employment seeking among the scheduled castes, non-scheduled castes are required to be collected from the secondary sources. The primary information relating to the perceptions of household heads or the parents of the scheduled caste students towards education system, their attitude, experiences, awareness about the welfare measures and extent of utilization is required to be collected from the primary source which requires specific tools. To be specific, the study requires information on the perceptions of the parents, their attitude towards children’s education, opinion towards education, awareness and extent of utilization of the welfare measures by the scheduled castes. In order to collect the information the investigator has developed a schedule consisting of two sections.

1. Development of the schedule

In order to generate the items to study the samples attitudes towards the education of their children, the investigator has collected the items reflecting the attitude of the parents towards the education from different sources like teachers, community, parents, school administrators etc. The items are ranged from the parent’s personal details, their aspirations towards the children’s education, the expenditure incurred on their education, children’s efforts in education and their opinion about children’s performance. The items reflecting the facilities available in the schools, facilities and instruction provided to their children and their perception towards value based education were also collected. Further the items on welfare measures initiated by the government and extent of their utilization were designed and included in the schedule. The items thus collected from different sources were pooled.
and consolidated. The list of items thus prepared was supplemented with the items generated from the review of literature and submitted to a panel of five experts in the field of education and adult education and sought their guidance. The suggestions of the experts were carried out and segregated the items under different areas. The draft format thus prepared has two sections; viz. the first section is designed with the objective of generating their background information of the sample and the second section relating to their opinion towards various aspects of education and the education of their children.

2. Scoring of the items

All the items were provided with a provision of two responses, viz. Yes / No and wherever information required lead question was asked to generate additional information. Further the items relating to the awareness were measured through Yes / No method. The awareness and utilization of the welfare measure were also identified by using Aware/Not aware, yes/No response criteria. In case of samples' opinion towards value-based education and performance of schools was measured by using 5 point rating scale. The schedule was designed to elicit the information on different aspects and not to generate a score on the opinion of the parents as the information collected was descriptive in nature. In addition to the above, the investigator also designed a schedule covering various facilities relevant to the education and also proximity of the institutions relevant to the population. The secondary information was collected from the documents maintained at the mandal, district and state level offices of the education and adult education.

3. Pilot study

The tool was devised to study the opinion of the parents towards the education system and the education of their children, as they are the best judges of the effectiveness of the education of the scheduled castes children. Hence, the schedule was administered to a sample of 50 parents of the scheduled castes children to study its effectiveness in terms of generating their responses. The data thus collected was collected and studied the response pattern of the sample. Wherever the item has generated ambiguous responses, the items were modified or deleted depending on its relevance and suggestions of the experts. By using these criteria, items of the draft
schedule were sharpened to elicit the information. The final format of the schedules thus prepared was presented in the annexure.

4. Methodology

i. Locale of the study

The study was conducted to identify the Participation and Consequences of Education of the Scheduled Castes in Andhra Pradesh. Hence, the locale of the study is the entire state of Andhra Pradesh. Andhra Pradesh is having 3 distinct Geographical Regions viz Rayalaseema, Coastal Andhra and Telangana. The state has 23 districts with total population of 7.62 crores. Among them 16.19 per cent constitute scheduled castes. The scheduled castes are spread over in all the districts.

ii. Sample of the study

As was indicated earlier, the source of the data constitutes both primary and secondary. In order to collect the primary data, the parents of the scheduled caste school going children are the sample of the study. In the first stage of the sample selection, a district having highest population of scheduled castes in each region of the state was chosen as the study area, i.e. Chittoor district from Rayalaseema region, Prakasam district form Coastal Andhra and Karimnagar district from Telangana Region. In the second stage, two mandals from each district i.e a mandal having highest and a mandal with lowest population of scheduled castes were chosen. (Chittoor- Palasamudram, Peddamandyam, Prakasam – Maddipadu, Vetapalem, Karimnagar – Elkathurthi, Raikhal). In the third stage from each Mandal, three villages having high, moderate and low scheduled caste households were selected. In the fourth stage, all the households of SC habitations and equal households in mixed habitations covering not more than 100 households from each mandal were chosen. The sample unit of the present study is house hold. Among the households, the criteria of having school going children was adopted for choosing the household as sample unit of the study. By adopting the above criteria, the study has covered 600 SC households and 100 Non-SC households. Out of them, 540 SC households and 100 Non SC households were selected as sample of the study. All the household heads are also constituted the sub-sample of the study.
iii. Administration of the tools

For the purpose of the present study, the data is required both from secondary and primary sources. The information relating to the performance of the formal education in terms of enrollment, dropouts, success rate, transition, facilities in the school, incentives provided for SC children, literacy programmes implemented in the State and study area in terms of enrollment, target, achievement, expenditure incurred in different programmes were collected from the secondary sources. In addition to the above, the investigator has also collected the secondary data from the mandal, district and State level offices looking after the primary education and adult education programmes. Further, information about the registration of the Scheduled Castes with different levels of education for employment from employment exchanges and State Directorate of Employment and Training were also collected. The primary data was collected by administering the schedule to the selected households. The household head was treated as the representative of the household and for the purpose of the present study treated as sample unit to elicit the primary information on various aspects relating to the education. Before administering the schedule the investigator was established a good rapport with the selected sample and explained them about the aim of the study and the way in which they should respond to the items in the schedule. The response of the sample was noted down by the investigator in their own verbatim. In addition to the above, the investigator has also collected the information relating to the facilities available in the habitations which has some relevance for the promotion of education by using the simple schedule devised for the purpose.

iv. Analysis of the Data

The primary data thus collected was found to be more qualitative in nature and hence data was not subjected to the rigorous statistical analysis. Hence, simple statistical techniques like per centages and means were used to interpret and to draw the conclusions. The next chapter presents the finding of the study in six sections section 1 presents the profile population of Andhra Pradesh and sample area. The section 2 describes the status of education in Andhra Pradesh. The literacy programmes in Andhra Pradesh were presented in section 3. The section 4 presents the profile of the scheduled castes in Andhra Pradesh. The section 5 presents the profile of the household heads. The personal characteristics of the parents are presented in section 6. The parent's perceptions towards education of the children are presented in the section 7. The trends of employment seekers among SCs and Non-SCs with varied qualifications are presented in section 8. The last section presents the facilities available in the habitations and in the schools for promotion of education.
ANDHRA PRADESH ADMINISTRATIVE DISTRICTS

Districts selected for the study

The District Headquarters of Rangareddy is located at Hyderabad

Based upon the Survey of India map with the permission of the Surveyor General of India. The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.