

Participation and Consequences of Education of Scheduled Castes in Andhra Pradesh

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Abstract

The NCERT has designed a multi-centric study covering a number of states to identify the participation and consequences of education of the Scheduled Castes by inviting selected experts in the field. The study was designed to cover selected states and one of the states selected for the study is Andhra Pradesh. The present paper is a part of the project deals mainly with the SC parents' perceptions towards education of their children, progress of the literacy among Scheduled Castes in the selected districts. The findings of the study includes progress of education of the Scheduled Castes and non-Scheduled Castes in the study area in terms of enrolment, retention, transition, parental perception towards experiences provided by the schools, its accessibility, teacher efficiency etc. Further, it also identifies the progress of literacy in the sample area, the literacy programmes that have been implemented, extent of registrations in the employment exchanges by the Scheduled Castes and non Scheduled Castes in the selected areas were also identified.

The Scheduled Castes are one of the marginalised groups in terms of social and economic status and constitute 16.19 per cent to the total population of Andhra Pradesh. This section of the population are considered as untouchables and located in the outskirts of the habitations. Most of them are illiterates or educated up to primary

level lack of various essential skills and depend mostly on manual labour for their livelihood. Of them, women were found to be most affected section. Recognising their plight, the Government has brought out a number of legislations to safeguard their rights. In addition, they have been provided a number of welfare measures to accelerate the pace of their socio-

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economic development. Education is considered as one of the means to promote the socio-economic development. Keeping this in view, education was given priority at all levels by providing reservation at the entry levels, supporting them financially to retain them in the system and also in the employment. Further, a number of welfare programmes have been initiated for the households so as to allow their children to pursue their education. Besides, priority was accorded for this section in the non-formal stream of education not only to promote their literacy levels but also to develop their competencies required for them to enter into the world of work through vocational training programmes.

All these measures significantly increased the enrolment of the SC children in the formal system of education, but for one reason or the other, more than half of them were withdrawn before reaching 5th standard and three-fourths of them were not able to move beyond the high school (Bhatt, 2005). In other words, it appears that the people enrolled in the formal system education from these sections were not able to cope up within the system of education due to the external environment or due to lack of adjustment and adaptability with the system leading to their dropout. Hence, there is a need to probe deeply into the experiences of these people and their parental opinions towards the educational system. In case of adult education too, the promotions of literacy among these groups have to be studied in terms of enrolment, success rate and transition from literacy to post

literacy and to continuing education programme. The knowledge generated out of these efforts will go a long way in helping these groups to use the existing systems by socialising themselves with the other groups, bringing social change in the society for accepting their presence and claim the ladder of social mobility. Hence, it is an imperative study the perceptions of the household heads, especially the parents who are responsible for the education of their children and the participation of the family members in the literacy programmes and the consequences of their participation.

Review of literature

Keeping the above in backdrop, an attempt has been made to review the studies already conducted in this sphere to identify the lacunae and to identify the priority area. The available studies conducted in these areas of education of scheduled castes were classified under 4 subheads - I. Psychological Problems, Educational Problems, and Education Development and Miscellaneous studies. The studies relating to the adoption, self-image, self-concept, interpersonal relationships, occupation aspirations, vocational needs of the scheduled castes have been conducted by Singh (1981), Naidu (1981), Desai (1981), Gupta (1979), Mishra (1978), Rangari (1984), Om Prakash (1986), NCERT (1987), Agarkar and others (1986), Gaur (1989), Yasoda Gaur (1989), Kakkar (1990), Rajani Gautham (1990), Archana Agarwal (1992), Lal (1995) etc. comes under psychological problems. The studies on Educational Problems of Scheduled

Castes conducted by Chandrasekhariah, K. (1969), Sharma (1974), Joshi (1976), Kripal (1978), D'Souza, Victors (1980), Goyal (1981), Pimpley (1981), Satyanarayana (1982), Singh (1982), Thyagarajan (1983), Seetharamu, (1986), Elangovan (1989) and Sachchidananda (1991) relating to the problems encountered by the students, while pursuing their education, institutional problems in delivering education are grouped under the broad theme viz., educational problems of the scheduled castes etc. A few studies of Lal, Sheo Kumar and Nahar, Umed Raj, (1978), Nautiyal (1979), Govt. of India (1981), Swaminathan, (1982), University Grants Commission (1985), Prameela Bai (1986), Showeb (1986), Ram (1987), Bhargava and Mittal (1988), Gupta (1988), etc. are grouped under Educational Development among Scheduled Castes. The studies conducted by Forester (1975), Sudame (1983), Yadav (1983), Mathur (1984), Yadav (1984) and Sabnis and Mahurkar (1985) are miscellaneous in nature but are connected to the SCs, hence they were grouped.

Statement of the problem

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

Operational Definitions

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.

Participation — Participation refers to the enrolment of the target at various levels of formal and non-formal stream of education

Consequences — It refers to net result of the participation of the target in formal and non-formal stream of education. To be specific, it refers to the experiences, participation, dropout and success rate in case of formal education and the extent of attainment of literacy, transition from literacy to post literacy and to continuing education in case of adult education.

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 Rally with a number of independent castes in each group.

Objectives of the study

Keeping in view of the above, the study formulated the following objectives:

1. To examine and analyse 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 the children and the support extended by them.

3. To examine the awareness and extent of utilisation of the welfare measures available for Scheduled Castes and to find out the reasons of the non-utilisation 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 the study area.
5. Whether the parents felt 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 the parents of Scheduled Castes and others across socio-economic groups about the relevance of education?
9. Do the parents aware of the facilities and incentives provided to Scheduled Castes at different levels of education?
10. What are various facilities availed by the Scheduled Castes and to what extent?
11. What are the reasons for non-utilisation of the available facilities?
12. What is the literacy status among the Scheduled Castes vis-à-vis others with reference to enrolment, 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?

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

Research Questions

The research questions of the study are as follow —

1. What is the educational status of Scheduled Castes vis-à-vis others with reference to enrolment, 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 are available in the schools?
4. What are the perceptions of the parents towards the relevance of education?

Scope of the study

The present study is designed to identify the status of the education in 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 utilisation. In addition, it also analyses various literacy programmes in the last decade and extent of the attainment of success with special focus on scheduled castes in the State of Andhra Pradesh.

Methodology

The paper is the part of the nationwide multi-centric study conducted on behalf of the NCERT by the investigators during 2006-07 in the state of Andhra Pradesh to study the participation and consequences of the education of the Scheduled Castes. The study has been conducted with the financial support of the NCERT. Further, the investigator has participated in the 5-day workshop organised by the NCERT at New Delhi to design the study and to develop the framework for developing the tools. The investigator has adopted the methodology as suggested in the workshop in executing the project. The methodology adopted is as follows—

1. Locale and Sample of the study

As the study was formulated to identify the participation and consequences of education in Scheduled Castes in Andhra Pradesh, the locale of the study is the State of Andhra Pradesh. For the purpose of collection of primary data, of three districts having highest Scheduled Caste Population, i.e., one district from each region was selected. In each district, 2 mandals having highest and lowest Scheduled Caste population was selected. In the third stage of sample

selection, from each mandal 3 villages having highest, moderate and lowest SC 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 household. Among the households, the criteria of having school-going children or the adult member attending the adult education centre 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 parents and 100 non-SC parents were selected as sample of the study. All the household heads constituted the sub-sample of the study. On the whole, 18 villages, 540 SC and 100 non-SC parents constitute the sample of the study.

2. Tools used for the study

As the study is intended to identify the participation and consequences of education in the Scheduled Castes, the information is required to be collected from the areas of primary education and literacy in the state of Andhra Pradesh — both from primary and secondary sources. The data on secondary information was collected from the records maintained at various levels of educational administration. The primary data has been collected from the household heads parents to study about their opinion towards the various aspects of education. In order to collect the same, a tool is required. Among all the possible

tools the schedule was found to be the best option as it not only helps to generate required information through personal interaction but can also elicit additional clarifications. Hence, for the purpose of the study, a schedule was designed keeping in view of the objectives of the study. The section I of the schedule was designed to elicit the information on personal background information. The second section is designed to elicit the information on the perceptions of the parents towards the education of their children, their participation, aspirations, attitude towards value of education, relevance of education to the present day context etc. Besides, a village schedule and school schedule was also devised to collect the relevant information.

3. Administration of the tools and collection of the data

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 enrolment, 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 enrolment, 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 was also collected about the registration of the Scheduled Castes with different

levels of education for employment from employment exchanges and State Directorate of Employment and Training.

The primary data was collected by administering the schedule to the parents of the children studying in formal education. The household head was treated as the representative of the household and for the purpose of the present study treated as sub sample to elicit the primary information on multifarious aspects of education. In addition, the investigator has also collected the information pertaining to the facilities available in the habitations and schools for the promotion of education.

4. Analysis of the data

The primary data thus collected was found to be more qualitative in nature and the data was not subjected to the rigorous statistical analysis. However, simple statistical techniques like percentages and means were used to interpret and to draw the conclusions.

Findings of the study

The findings of the study were presented in 9 sections, viz., the Population Profile of the Andhra Pradesh with special reference to Scheduled Castes forms the section I. Section II elucidates the Educational Scenario of the State and the study area in terms of number of schools functioning, number of teachers, enrolment, dropout rate and success rate at terminal points. The Section III appraises the Status of Literacy in Andhra Pradesh with special reference to Scheduled Castes. Further, Literacy Promotion Programmes implemented in the State and the study area in terms of

enrolment, success rate and expenditure incurred etc. were also encapsulated. The profile of the scheduled castes was presented in the section IV. Section V presents profile of the household heads. The characteristics of the sample were presented in section VI. The parents perception towards various aspects of education such as relevance of education, assistance rendered by them to their children, their participation in the school activities, their aspirations towards their wards education, regularity of their wards, functioning of the schools, their attitudes towards value of education, knowledge about the incentives provided and utilisation by the SC children etc. are the accentuated in section VII. Section VIII indicates the facilities available in the habitations and in the schools for promotion of education. The findings from all the sections are as follow:

Andhra Pradesh has a total population of 7, 62, 10,007 (2001 Census) with an area of 2.75,069 sq. kms which accounts for 7.37 per cent of the country's population and 8.4 per cent of the area of the country. As per the 2001 Census, there are 123.40 lakhs of Scheduled castes population in the state and accounts for 16.10 per cent of the total population of Andhra Pradesh.

The growth rate of population during the decade 1991-2001 is 12.86 per cent in the state as against 21.34 per cent in the country. The decadal growth rate shows a declining trend from 24.20 per cent between 1981 and 1991 to 13.88 per cent between 1991 and 2001. The density of the population has increased from 242 per sq km in 1991 to 275 per

sq km in 2001. The districts with high density of population are West Godavari (493), Krishna (485) and Rangareddy (468). The urban district of Hyderabad has the highest density (18432) of population while Adilabad district has the least density (154) of population.

The literacy rate of the state is 60.47 per cent as per 2001 Census and the gender-wise literacy rate is 70.32 per cent in males and in females, it is 50.43 per cent. The literacy percentage of rural is 50.50 per cent, which is 15.82 per cent lower than the urban literacy rate. In case of male, it is 83.19 per cent in urban areas and it is 65.35 per cent in rural men. In case of women, it is 43.50 per cent in rural which is 25.24 per cent lower than the urban women.

The population of the Chittoor District is 37,45,875. Out of it, 18.75 per cent belongs to scheduled castes. In the general population, 50.44 per cent are men and 49.56 per cent are women. In case of scheduled castes, 50.32 per cent are males and 49.68 per cent are females. The female population of scheduled castes is slightly more in comparison with the general population. Out of the total scheduled caste population, 78.35 per cent is living in rural areas. In the rural population, 50.32 per cent are women. In case of the urban population, again males (50.75%) have outnumbered the females (49.25%). In case of Karimnagar District, the total population constitutes 34,91,822. Out of it, 18.62 per cent belongs to scheduled castes. In the general population, 50.06 per cent of them are men and 49.56 per cent are women. In case of scheduled castes 50.10 per cent of them are men and

49.90 per cent are women. The rural population of the District constitutes 80.56 per cent to the total population. On the other hand, urban scheduled caste population of the District constitutes 19.44 per cent. In the rural scheduled caste population, the women outnumbered the men with 50.15 per cent, i.e., the women population of the rural scheduled castes is 14,10,731, whereas men population (14,02,279) of the District comprises 49.08 per cent. The trend of the gender differences of the district shows that it is women-prone district. The total population of the Prakasam district comprises 30,59,423. Out of them, 50.74 per cent are men and 49.26 per cent are women. Out of the general population, scheduled castes constitute 21.29 per cent and 50.73 per cent are men and women constitutes 49.27 per cent. The rural population of the district constitutes 84.72 per cent and the urban population is 15.28 per cent only. In the rural population, 50.78 per cent of them are men and 49.22 per cent of them are women. In case of urban area 50.46 per cent of them are men and 49.54 per cent are women. Among the scheduled castes, 91.77 per cent are based in rural areas and 8.23 per cent of them are located in urban areas. Out of the rural, 50.80 per cent of them are men and 49.20 per cent are women. In case of urban SC population, 49.95 per cent are men and 50.05 per cent are women.

At the state level, the scheduled castes population comprises 16.19 per cent. In case of districts selected for the study, Prakasam District has highest scheduled castes population to the total population, i.e., 21.29 per cent followed

by Chittoor (18.75%) and Karimnagar (12.44%). In terms of gender variations, Karimnagar has highest females within general and as well as scheduled castes population followed by Chittoor and Prakasam districts. In case of state as a whole, proportion of women from scheduled castes are more in number in comparison with the general females.

The sex ratio of the scheduled castes population in the study area shows that the Karimnagar District has highest sex ratio with 998 women for 1000 men which are higher than the state level of 978. The Chittoor occupies second position in sex ratio with 982 which is also higher than the state level. In case of Prakasam district, it is 971, which is lower than the state sex ratio. In case of rural areas, again the Karimnagar district has highest women population with 1006, which is higher than the state level sex ratio of the rural population, i.e., 983. The ratios for Chittoor and Prakasam districts is 986 and 969 respectively. The Chittoor has higher sex ratio than the state level whereas in case of Prakasam it is lower than the state level. In case of urban population at the state level, the sex ratio is 965. In case of study area, the Chittoor and Prakasam districts have the ratio 970 and 982, which is higher than the state average. However, in case of Karimnagar, it is 964 which is lower than the state level.

A comparative picture of the literacy rates among the general population and SC population shows that there is a variation, i.e., 60.47 per cent and 53.52 per cent respectively. However, among the general population, there is a wide variation between the men and women i.e., more than 20 per cent. Similar trend

resembles even in case of SC population. Among both the groups there are more literate persons in the men than the women. In case of study area i.e., in Chittoor District, literacy percentage among general population is 66.77 per cent, and it is 59.99 per cent among Scheduled castes. The gender difference is 21.84 per cent in case of general population and it is 21.87 per cent in SCs. The gender variation is almost similar in both the groups. The literacy percentage in Prakasam district is 54.9 per cent and it is 46.47 per cent among Scheduled Castes. The gender variation in literacy among general population is 24.34 per cent, and it is 22.42 per cent in the SCs. In case of Karimnagar, the difference in literacy rates between total population and SC population is 4.48 per cent only. The gender difference in general population is 24.27 per cent and it is 24.84 per cent in case of Scheduled Castes. On the whole, the literacy rate in men in comparison with women is higher in case of the state as well as districts of the study area. Further, the literacy rate in women was found to very low in Prakasam district.

The numbers of schools established during 2000-2001 is 76,091 and the number of schools has gone up to 96,277 by 2007, i.e., there was an increase of 26.53 per cent. During this period, the increase in primary schools, is found to be only 11.20 per cent the number of secondary schools has increased by 81.79 per cent. On the other hand, the increases in high schools are found to be 57.58 per cent.

The number of teachers working in the primary, upper primary, high school

and higher secondary schools has proportionately increased in the last seven years. In case of primary education, the strength of the teachers has increased from 1, 33,546 to 1,67,723. In other words, there is an increase of 25.59 per cent in the last 7 years. The number of teachers working at upper primary schools is also increased from 20.73 to 25.65 per cent. On the other hand, the teachers working at high school level has increased in absolute number but decreased in terms of percentage to the total population of the teachers.

The enrolment at pre-primary level education has increased from 2.44 per cent to 5.12 per cent in course of seven year i.e., from 2000-01 to 2006-07. However, the enrolment at Primary level (I – V) has gradually decreased between 2000-01 and 2006-07. The reason for the decrease in enrolment is due to the reduced population in the age group of 6–10 years. The enrolment in Upper Primary (VI–VII) and Secondary Stages (VIII–X) has increased steadily between 2000-01 and 2006-07 due to the expansion of the high school education and increase in retention of children in the high school education. The success rate was found to be ranged between 53.26 and 79.25 per cent in all the students. On the other hand, the success rate in the scheduled castes is found to be 57.73 to 75.93 per cent. In case of the success rate between 1st standard and 5th standard among all the students, it was found to be ranged between 76.54 per cent and 99.19 per cent and in scheduled castes, it is between 88.59 per cent and 102.38 per cent.

There are 1,75,15,658 students participating at various levels of education in Andhra Pradesh. Of them, 55.20 per cent are males and 44.80 per cent are females. The institution-wise participation shows that majority of the general population and Scheduled Caste students are at the school level, i.e., 89.91 and 91.38 per cent respectively. Out of the school-going population, again 54.48 and 45.52 per cent of them are boys and girls in the general population. In case of Scheduled Caste students, it is 53.39 and 44.61 per cent in boys and girls respectively. The participation at college level, between general populations is 7.44 per cent whereas in case of Scheduled Castes it is only 5.27 per cent. The participation of male students at college level, among general and Scheduled Castes is 9.21 and 6.82 per cent respectively. However, in case of females, their participation is 5.25 in general population and 3.34 per cent in Scheduled Castes. In case of the study area, the participation rates in the Scheduled Castes at the school level are more than 90 per cent. To be specific, the participation is more in case of Karimnagar (94.18%), followed by Prakasam (93.25%) and Chittoor (91.82%). Akin trend is being seen in case of general population. The participation at the college level in the study area in the general population shows that it is 6.99 per cent in Chittoor, followed by Prakasam (6.82%) and Karimnagar (6.44%). In case of Scheduled Castes, the participation rates at the college level are more in case of Prakasam (5.10%), followed by Chittoor (4.93%) and Karimnagar (4.63%).

The enrolment of all children and scheduled castes in different classes is starting from pre-primary to 7th class in the study area of Chittoor, Prakasam and Karimnagar shows that it gradually reduces from Class 1st to Class 7th indicating that there are dropouts at various stages and low re-enrolment of the discontinued children. The trend is resemired in all districts.

The trend of the dropout rate in the school aged children studying 1st standard to 7th standard in the study area, i.e., Chittoor, Prakasam and Karimnagar districts shows that 1st standard to 5th standard, the mean dropout rate of the three districts, i.e., Chittoor, Prakasam and Karimnagar is 14.20, 31.32, 27.19 per cent respectively. However, the dropout rate in case of scheduled caste, it is 16.21 per cent in Chittoor and in Prakasam and Karimnagar and it is 36.01 and 35.78 per cent respectively. The dropout-rate in both the groups was found to be low in Chittoor district and high in Prakasam district. Similar trend is also seen in case of Class I to Class VII. Among the sex groups, the dropout rates are found to be more in comparison with the boys in all the groups. The dropout-rate in Prakasam district is found to be more followed by Karimnagar and Chittoor.

The state has undertaken Total Literacy Campaigns in all the districts and enrolled 128.44 lakhs illiterates and out of them 80.45 lakhs have completed the primer III. The overall achievement against the target was found to be 55.76 per cent increased. In the Post-Literacy Programmes, 52.46 lakh neo-literates have completed PL1 primer. Out of 23 districts, 21 districts have entered into

the phase of Continuing Education Programme with a sanctioned strength of 2,227 Nodal Continuing Education Centres and 17797 Continuing Education Centres. Out of them, 2,105 Nodal Continuing Education Centres and 17,282 Continuing Education Centres are in operation. The Continuing Education Centres were able to cater to the needs of 82,58,940 beneficiaries. Out of them, 38,88,379 are men and 43,70,561 are women. In caste point of view, 12,43,464 belong to Scheduled Castes and 3,70,516 Scheduled Castes were using these centres. As a part of the mopping up of the Total Literacy Campaign for eradication of residual illiteracy, a special drive has been taken up by the State Government in the name of the Akshara-Sankranthi programme in four phases 2000-01 to 2003-04. Under this programme, 139.37 lakh illiterates were enrolled and 78.95 lakhs were made literate. Later, Akshara Bharathi programme was initiated and 11.05 lakhs persons were made literate against the enrolment of 16.58 lakhs in the first phase. The second phase of the programme was launched in March 2006 with an enrolment of 6.44 lakhs. In addition to the above two programmes, the Government of India has sanctioned a Project on Residual Illiteracy (PRI) for 10 low literacy districts, viz. Srikakulam, Vijayanagaram, Kurnool, Mahboobnagar, Medak, Nizamabad, Adilabad, Karimnagar, Khammam and Anantapur of the State to cover 21.81 lakh illiterates. The first phase of PRI programme has enrolled 16.83 lakhs illiterates and was able to literate 11.08 lakhs. The second phase was launched on 15th March 2006 with an enrolment

of 5.93 lakh illiterates. The overall achievement under different schemes shows that the state was able to cover 80.45 lakh under TLC/mopping programme, 90 lakhs under other schemes and 1.02 lakhs under residual CE phase. On the whole it has covered 191.44 lakh illiterates.

The Karimnagar district has implemented all the literacy programmes initiated by the State Government and enrolled 19.29 lakh and 14.57 lakhs of them were made literates. Of the total SCs, 4.52 lakhs of them were enrolled in literacy programmes and 3.38 lakhs were made literate. In order to implement the above programmes an amount of Rs. 6.5 crores has been spent.

The Prakasam district has enrolled 11.83 lakhs and out of them, 69 per cent have attained the literacy. In case of SCs, the attainment rate is 56.23 per cent only. On the whole, the district has spent Rs 5.67 crores for literating 8.17 lakhs.

In case of Chittoor district, it has actively participated in all the programmes and enrolled 17.32 lakhs illiterates and attained literacy in 14.42 lakhs. In case of Scheduled Castes it has enrolled 4.08 lakhs and literated 3.84 lakhs.

The profile of the Scheduled Castes of Andhra Pradesh shows that they constitute 16.19 per cent to the total population and 82.50 per cent of them are dwelling in rural areas. Nellore district has the highest SC population and Vishakhapatnam has lowest population. The sex ratio in SCs is 981 per 1000, which is higher than the general population i.e., 978. Nizamabad has highest sex ratio (1046) and Anantapur the least (956). The literacy

rate in the SC population is 53.50 per cent. Their work participation is 50.5 per cent which is higher than the state population (45.8%). Majority of them are main workers (79.2%), and among them 68.3 per cent involved in agriculture. Majority of them are Hindus. The work participation in the SC school-going children is 2 per cent. In case of out of school children, majority of them are main and marginal workers and work participation is more in case of 15-19 years.

Profile of the sample households shows that majority of them are headed by men with low income groups depending on labour for their livelihood. Majority of the families belong to nuclear families with 2-4 children. Living standards show that majority of them belong to medium standard of living without any land. The household income shows that they have income up to Rs 20,000/-. They were exposed to television and benefited from the developmental programmes. Majority of them were not aware of the adult education and non-formal education programmes. Their participation in social organisations is limited to self-help groups.

The characteristics of the sample of the parents selected show that majority of them are in the age group of 31-40 years' labourers and belong to nuclear families. Level of education shows that they belong to low educated group with 2-4 members in the family along with 2-3 children. Majority of them have given in the majority priority for the education of their children as it improves their status. Majority of children were found

to be regular to the schools, cover above half kilometre to attend the school and does not have any problems in attending the schools. Parents are assisting their children in their studies and teacher is the alternative support for those who couldn't support their children education. Half of the parents are using the services of their children in domestic work. They feel that the children are studying at home especially in evening about 1 to 2 hours. Children interact with the parents and inform about the school activities. The extra curricular activities were found to be useful to the children and felt that the teachers are extending their support to the education of their children. Majority of the teachers were found to be effective and inefficiency among the teachers is due to their irregularity. The students were able to complete the home work in time. Parents are found to be participating in the activities of the school and are aware of the parents-teachers meetings and suggested that teacher's regularity to the school improves the educative environment of the school. Parents are satisfied about the physical facilities available in the schools; aware and utilized the facilities provide to their children and have high aspirations about the education of their children, have positive attitude towards value of education and functioning of the school. Majority of them have been exposed to the urban areas and interacted with the developmental programme functionaries frequently. Similar trend is also seen in case of Non-SC parents.

Employment seekers with school education among SCs have steeply

increased from 37.44 per cent to 49.20 per cent over a period of five years and during the same period, the registration of non-SC has decreased from 62.56 to 50.80 per cent. In case of SCs with SSC and less qualification, there was a marginal increase and there was a decrease from 52.50 per cent to 48.90 per cent during the Non-SC registration. In case of intermediate qualifications, there was a decrease in case of SCs in Chittoor district and increase in case of Karimnagar and Prakasam districts. Similar trend being seen in case of Non-Scheduled Castes. In case of graduates and technical education graduates, the registrations have gone up significantly in case of SC graduation. In case of technical graduation, the registration have gone up in case of Chittoor and Prakasam districts and there is a decrease in Karimnagar district, contrary to the above in case of non-SCs the registrations have gone down in case of Chittoor and Prakasam districts and increased in Karimnagar district.

Conclusions

The participation of the scheduled castes, both in the formal and non-formal stream of education was found to be encouraging. The opinion of the parents towards the education system and their perception about the usefulness of education to their children are found to be the consequence of their participation in the education. The administrators and policy-makers should take the prevailing situation for their advantage and increase the participation of the Scheduled Castes in the educational system so as to mainstream them in the society enable them to claim the ladder of social mobility. The perception of the non-scheduled castes towards the participation of the scheduled castes in education is also found to be encouraging. This reflects the changed scenario of the society. Hence, effective administrative, academic and welfare measures will bring radical changes in socio-educational scenario of the country.

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