



IMPACT OF GOVERNMENT EDUCATION DEVELOPMENT SCHEMES ON SCHEDULED CASTES IN TELANGANA REGION (WITH SPECIAL REFERENCE TO WARANGAL DIST)

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ABSTRACT

Education is the main switch for social, economic and political change. An accomplished populace, outfitted with the applicable information, perspectives and abilities is fundamental for economic and social development in the twenty-first century. Education is the most powerful device for financial portability and a vital instrument for building an evenhanded and just society. Government of India is putting forth parcel of attempts for the upliftment of the more vulnerable segments of the general public. Various plans have been drifted to help the Scheduled Castes (SCs) and Scheduled Tribes (STs) understudies with a definitive point of giving them better education and better profession potential open doors so they might come up throughout everyday life. Education likewise goes about as an integrative power in the public arena, granting values that cultivate social union and public character. This section incorporates research method, populace, sample, sampling technique, variables, development of tools, normalization of the tools, and assortment of data, scoring and coding system and factual techniques utilized for the examination of data. There are many blemishes such as the powerlessness to give adequate practice to the students, non working of PCs, absence of responsibility with respect to Headmasters and Instructors, absence of arrangement for fixes and fuel charges, inadequate space for research facility and supply of lacking number of PCs assumed a part for lackluster showing of the students.

Keywords:-*Education, scheduled Castes*

INTRODUCTION

Education is the main switch for social, economic and political change. An accomplished populace, outfitted with the applicable information, perspectives and abilities is fundamental for economic and social development in the twenty-first century. Education is the most powerful device for financial portability and a vital instrument for building an evenhanded and just society. Education gives abilities and capabilities to economic prosperity. Education reinforces a vote based system by granting residents the education expected to completely take an interest in the administration interaction. Education likewise goes about as an integrative power in the public arena, granting values that cultivate social union and public character.

Before 1976, education was the restrictive obligation of the states. The Constitutional Amendment of 1976, which remembered education for the simultaneous rundown, was an expansive advance. The considerable, monetary and regulatory ramifications required another dividing of liability among the Union Government and the States. While the job and obligation of the States in education remained generally unaltered, the Union Government acknowledged a bigger obligation of building up the public and incorporated person of education, keeping up with quality and standard including those of the showing calling at all levels, and the study and checking of the educational prerequisites of the country.

To accomplish Universalisation of Elementary Education (UEE) the Government of India has started various programs and tasks. The Government takes on a coordinated methodology in the execution of the different midway supported plans, with regards to standards of the National Policy on Education (NPE), to guarantee that the education of impartial quality for all to completely outfit the country's human asset potential. The normal destinations are to upgrade access through the development of value school education; to advance value through the consideration of distraught gatherings and more fragile segments, and to work on the nature of education.

Government of India is putting forth parcel of attempts for the upliftment of the more vulnerable segments of the general public. Various plans have been drifted to help the Scheduled Castes (SCs) and Scheduled Tribes (STs) understudies with a definitive point of giving them better education and better profession potential open doors so they might come up throughout everyday life. India have 16,66,35,700 (16.2 percent) Scheduled Caste people and 8,43,26,240 (8.2 percent) Scheduled Tribe people according to registration 2001. The Government has presented particularly for the young seeking after the advanced education and yearning for great vocation plans like, Post Metric Scholarship, Book Banks, Centrally Sponsored Education and Training Programs, Centrally supported Scheme for Coaching and Allied Activities and so on To fortify the preparation and to help the more fragile segments to empower them to contend in the gig market and land reasonable positions it would be fundamental to comprehend their experience, their fantasies and aspirations and their discernment

particularly vocation insight. Further, disregarding this large number of endeavors there is an overall inclination that the view of the undergrads may not be something very similar among understudies having a place with various gatherings.

India is a government assistance state, focused on the government assistance and development of its kin and of weak segments of society specifically. The Preamble, Directive Principles of State Policy, Fundamental Rights and explicit areas, viz., Articles 38, 39 and 46 in the Constitution of India, stand declaration to the responsibility of the State to its kin. Socially hindered gatherings of Scheduled Castes/Scheduled Tribes have gotten exceptional concentration over the course of the years for their social and economic headway. Government has made a few strides for outlining proper arrangements expected to plan and execute different government assistance programs for accomplishing the target of establishing ideal climate to guarantee fast financial development of SCs/STs. For the prosperity of these networks, exceptional objective situated programs are being carried out by reserving reserves, giving sponsorships, offering reservations in work and educational establishments and so on

Education has been perceived as an instrument for introducing changes in an efficient way and it basically is worried about person as well as friendly development. The Indian Constitution reveres equity social economic and political fairness of status and opportunity to every one of the compatriots might be through value. For this education framework needs guaranteeing all individuals get the advantages of education, levels may not be excessively different between genders among gatherings and across geographic locales. Education has now started to be treated as qualification and as an instrument of opportunity in itself.

In India the educational offices or the economic advantages end up having not reached equitably to all segments of the general public. There has been shocking accomplishment on certain fronts and 'obvious disappointments' on account of others. Various sweeping changes could be noted in a portion of the areas which leaked and permeated into the actual ethos of working of these segments. It is helpful to distinguish between those individuals and gatherings straightforwardly served by the educational framework and the people who benefit by implication. The previous are clients the later are partners.

Welfare of SCs/STs Students

The Directive Principles of the State Policy furnish to advance with unique consideration, the educational and economic interests of the objective gatherings. To accomplish the goals of "Correspondence" with numerous features, Government of India as well as State Government has been making progress toward financial development of individuals of these networks through managerial orders and plan process. Most likely, there has been distinguishable changes in the social and economic state of the objective gathering yet sadly the actions taken up to this point have not had the

option to kill ignorance, neediness or more all the social shame joined, in light of the fact that the methodology up to this point has been looking like not many plans of ameliorative nature which couldn't have adequate groundbreaking effect and, along these lines, much actually still needs to be finished.

Up to the year 1997 division of social welfare was expected to take care of just the Welfare of SC/ST populace, which shapes very large lump of the populace was likewise allotted to this office. In the beginning of 21st century welfare exercises connecting with Minorities was likewise relegated to this division.

Schemes for Educational Development of Scheduled Castes

Other than the constitutional provisions, the job of various five year plans has been underlined for the Nation's inside and out development of burdened gatherings, in which extraordinary provisions for SCs have additionally been suggested. Whatever provisions are:

- Opening of private schools/Ashrams
- Pre-and Post-metric grants
- Free reading material and regalia
- Hostels for girls and boys
- Book bank schemes
- Upgradation of merit of SC/ST students
- Healing coaching schemes
- Award in-help to willful associations
- Social development programs for SC girls having a place with low education regions.

A Program with a reasonable time period, Sarva Shiksha Abhiyan (SSA) has likewise guaranteed educational development of SCs through various provisions. The essential accentuation has been given to penny percent enrolment, zero dismissal and quality improvement of educational institutions. In this unique situation, the NCF-2005 has pushed on the particular educational plan setting to suit socio-social milieu of SC youngsters.

Considering various approaches, plan and suggestions of panels and commissions, various schemes have been created now and again to support the Human Rights and constitutional provisions to determine the educational issues of youngsters from SCs people group. The significant schemes like DPEP, Lok Jumbish, Operation Blackboard, Minimum Level of Learning and DPEP, SSA, RMSA, and so on are measures taken for upgrading the enrolment and nature of education. A portion of the significant measures taken under these programs are as per the following:

- Noontime dinner conspire

- Educational Guarantee Schemes and Alternative and Innovative Education
- Community Based Monitoring
- Mediations of Early Childhood Care and Education
- Anganwadi and Balwadi
- School and Teacher award for all instructors
- Motivation and Remedial/Coaching Schemes
- In service Teacher Training, Orientation Programs and Workshops will be comprised
- Award in-helps
- Professional education and preparing for abilities development.

The Schemes and programs for the welfare of Scheduled Castes of Ministry of Social Justice and Empowerment of Government of India incorporate Centrally Sponsored Scheme of Pre-Matric grants, Central plan of Rajiv Gandhi Fellowship to seek after programs of advanced education, Centrally sponsored pilot plan of Pradhan Mantri Adarsh Gram Yojana (PMAGY), Babu Jagjivan Ram Chhatrawas Yojana, Post-matric grant, Pre-matric grant for offspring of these occupied with messy occupations, top class education for SC kids, independent work conspire for recovery of manual scroungers, Scheduled Castes sub plan, National overseas grants, extraordinary educational development programs for Scheduled Castes girls having a place with low proficiency regions, upgradation of merits of SC youngsters, free coaching for SC students, National Scheduled Castes Finance and Development Corporation (NSFDC). National Safai karmacharis Finance and Development Corporation (NSFDC) and so on.

Right to Education (RTE) Act, 2009

In August 2009, Parliament passed the notable Right of Children to Free and Compulsory Education (RTE) Act, 2009. The new regulation should be seen according to the point of view of kids. It gives a lawful structure that entitles all kids between the ages of 6-14 years to an education of sensible quality, in view of standards of value and non-separation. It accommodates kids' right to free and mandatory affirmation, and finish of rudimentary education. All the more significantly, it accommodates the youngster's right to education that is liberated from dread, stress and nervousness. There are a few provisions in the Act, including for instance, provisions precluding beating, confinement and ejection. The main viewpoint, nonetheless, is to guarantee that the instructing gaining process is liberated from pressure and uneasiness, with clear ramifications for curricular change. Testing and school evaluating frameworks should be surveyed to spur youngsters to develop and broaden their learning. The RTE Act additionally sets out the obligations of instructors. Instructor responsibility frameworks would have to guarantee that kids are learning and that their right to gaining in a climate that is liberated from pressure and nervousness isn't disregarded.

The RTE Act provides for:

- The right of kids to free and mandatory education till consummation of rudimentary education in a local school.
- It explains that 'obligatory education' signifies commitment of the proper government to give free rudimentary education and guarantee mandatory affirmation, participation and finishing of rudimentary education to each kid in the six to fourteen age bunch. 'Free' implies that no kid will be obligated to pay any sort of charge or charges or costs which might keep the person in question from seeking after and finishing rudimentary education.
- It makes provisions for a non-conceded youngster to be conceded to an age-proper class.
- It determines the obligations and obligations of fitting Governments, neighborhood authority and guardians in giving free and obligatory education, and dividing of monetary and different obligations among the Central and State Governments.
- It sets out the standards and guidelines connecting with, entomb alia. Student Teacher Ratios (PTRs), structures and framework, school working days, educator working hours.
- It accommodates levelheaded sending of educators by guaranteeing that the predefined student instructor proportion is kept up with for each school, rather than similarly as a normal for the State or District, or Block, consequently guaranteeing that there is essentially no metropolitan rustic unevenness in instructor postings. It likewise forbids arrangement of educators for non-educational work, other than decennial enumeration, races to nearby power, state governing bodies and Parliament, and catastrophe help.
- It accommodates arrangement of properly prepared educators, i.e., instructors with the essential preparation and scholastic capabilities.
- For youngsters in 6-14 age bunch it denies (i) actual discipline and mental provocation; (ii) screening strategies and for affirmation; (iii) capitation fees; (iv) private educational cost by instructors; and (v) running of schools without acknowledgment,
- It accommodates the accompanying punishments:
 - For charging capitation expense: fine upto multiple times the capitation expense charged;
 - For turning to screening during affirmation: Rs (image need). 25,000 for first repudiations; Rs(symbol need).50,000 for each resulting negation; and
 - For running a school without acknowledgment; fine upto Rs. One lakh, and if there should be an occurrence of proceeding with contradiction Rs. 10,000 for every day during which the

negation proceeds.

- It accommodates development of educational plan in consonance with the qualities cherished in the Constitution, and which would guarantee the inside and out development of the kid, expanding on the kid's information, probability and talent and making the kid liberated from dread, injury and tension through an arrangement of kid amicable and youngster focused learning.

It accommodates insurance and checking of the youngster's right to free and obligatory education and redressal of complaints by the National and State Commissions for Protection of Child Rights, which will have the abilities of a common court.

OBJECTIVE OF THE STUDY

1. To study the socio-economical back ground of Scheduled Castes.
2. To understand living condition of Scheduled Castes.

RESEARCH METHODOLOGY

Method of the Study

Subjective and quantitative methods are utilized for leading the examination study. Subjective investigations center on emotional data, for example, sentiments, encounters or feelings, data that can't be logically evaluated. Subjective exploration includes investigation of data like words (e.g., from interviews), pictures (e.g., video), or items (e.g., an antique). The current study incorporates subjective parts, for example, working of educational program, impression of students towards education program, cooperation with the staff and the Head ace on the activity of the education program.

Quantitative exploration is the inverse, evading subjectivity for objectivity, Quantitative examination includes investigation of mathematical data. Quantitative exploration centers on insights and quantifiable data. Quantitative examination regularly utilizes poll, mentality scale, and accomplishment test as a method of acquiring data from countless subjects. To empower speculation and measurement of the results, the inquiries included are frequently "shut" (offering as it were "yes" or "no" as choices for a response, for instance) or give a decision between restricted quantities of choices. A benefit of this method is that numerous members can be learned immediately, and the data assembled can be effectively grouped. The current study incorporates the quantitative perspectives, for example, accomplishment or execution of students in educational program, mentalities of students and teachers towards educational program.

Population of the Study

Populace is the finished arrangement of cases. In the current study, the populace contained IX class

students, education teachers, directors of Government and Zilla Parishad schools of Warangal district.

Variables

The study focused on the assessment of educational program in auxiliary schools of Warangal district, with the accompanying variables. Point by point rundown of these variables is given beneath.

Independent Variables

- a) Gender
- b) Community
- c) Locality of the School
- d) Management of the School
- e) Parental Education
- f) Parental Income
- g) Parental Occupation
- h) Attitude of Students
- i) Attitude of Instructors

There are certain factors which could not be isolated from the individual. These are sex, age, community, and locality. All these factors keep the person on relative position and they may exert their own influence on the individual. Some people called these factors as demographic variables/personal variables and others called them social ones. A brief description of the personal variables used in the study is given below.

- a) **Gender:** Students of the both sexes i.e., boys and girls were included in the study to find out any significant difference between the boys and girls students performance in educational programme.
- b) **Community:** Community is one of the three basic social institutions of Indian society.
- c) The other two are joint and the village community. It is an important factor which pervades all fields of social action in Indian society. It is needless to say that a man's position in the community hierarchy determines to a large measure his behavior in the society. High and Low community people have their own mode of living. In this study sample as divided into four groups on the basis of their community i.e., forward caste, backward caste, scheduled caste, schedule tribes.
- d) **Locality:** Two localities namely rural and urban are considered in the present study.

- e) **Occupation:** Occupation was considered as the profession under taken by the parents of the students. It may be employment, business, agriculture, agricultural laborer etc.
- f) **Management:** The schools are run by government and non government and local bodies for the study.
- g) **Parental income:** Annual income of the parent was considered as an independent variable.
- h) **Parental education:** On the basis of the educational level of student parents three groups were identified i.e., illiterate, upto Xth class and undergraduate & postgraduate.
- i) **Student attitude towards educational programme:** In operational terms, Attitude refers to what people think or feel on the ways in which they intend to act. It may be assumed that positive attitude of students towards educational programme results in high performance. The attitude of the students towards educational programme is measured by an attitude scale developed by the investigators for the present study. On the basis of scores obtained, the sample of the students were divided into three groups viz., less favourable group, moderately favourable group, more favourable towards educational programme. Therefore, attitude of the students towards educational programme was included as an independent variable.
- j) **Instructor Attitude:** Instructor attitude was measured by a scale developed by the investigator and it is included as an independent variable to test its influence on the performance of the student on the educational programme.

Dependent Variables

Marks got by the students in principle and viable tests designed and directed by the examiner. As such, it is called as the accomplishment or execution of the students in educational program. This is separated into hypothesis, pragmatic and aggregate

1. Achievement of students in educational hypothesis test.
2. Achievement of students in educational useful test.

Total accomplishment in education. This is the presentation of students in education together in principle and viable

DATA ANALYSIS

Functioning Status of Educational Programme in Secondary Schools

This was presented according to the data provided by the Headmaster and perceptions of the examiners on various items remembered for the instrument.

A) Working Condition of Computers

The Headmasters were mentioned to react to the questionnaire designed by the specialist for looking for data about the working of the PC education program in their schools and prior to mentioning them to fill the questionnaire the motivation behind the examination was disclosed to them. The educational program was presented in the year 2004 in Warangal district and 321 schools are worked with the educational program. The present study centers around 20 schools which are sample schools for understanding the educational program.

In Warangal District the whole school educational program was worked with by the NIIT. The schools are provided with educational program in various years and the accompanying table shows that 13 schools began education in 2008-2009 and 7 schools in 2010-2011 scholarly years. Each school was provided with 11 PCs and in every one of the 20 schools 220 PCs are introduced. Out of 220 PCs 130 PCs are in working condition and 90 PCs are not in working condition and independent of area of the schools and the board of schools, 59% of PCs are in working condition. The table 1 revealed the functioning state of the PCs..

Table-1: Showing Management and Location wise working condition of computers

Variable	Type of School	Number of Computers in lab	Number of Computers are in working condition	% of Computers are in working condition
Management of the school	GHS	44	26	59%
	ZPHS	176	104	59%
Locality	Urban	44	26	59%
	Rural	176	104	59%

From the above table 1, it very well may be seen that the schools working under Government area showed that 59% of the PCs are working and similar level of PCs in ZP High Schools are additionally in working condition. Further it could likewise be seen that the functioning state of PCs in provincial and metropolitan regions is 59% just and rest of the PC isn't working. There is no variety in the working of the PCs in provincial or metropolitan regions. Over all perception showed that out of 220 PCs in 20 sample schools, just 130 PCs are in working condition.

CONCLUSION

The study showed the way that greater part of the students didn't gain the essential abilities in educational program expected although huge measure of cash was contributed on this program. There are many blemishes such as the powerlessness to give adequate practice to the students, non working of PCs, absence of responsibility with respect to Headmasters and Instructors, absence of arrangement

for fixes and fuel charges, inadequate space for research facility and supply of lacking number of PCs assumed a part for lackluster showing of the students. Students have parcel of interest in the program as it would be bread and butter in future for them.

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