

**HUMAN CAPITAL FORMATION OF  
SCHEDULED CASTE IN KERALA: PROBLEMS  
AND PROSPECTS IN EDUCATION**

*Thesis submitted to The University of Calicut*

*For The Award of the Degree of*

**Doctor of Philosophy in Economics**

Under the Faculty of Humanities

By

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**January, 2021**

## **DECLARATION**

I Sasi.C do hereby affirm that this written account entitled “**HUMAN CAPITAL FORMATION OF SCHEDULED CASTE IN KERALA: PROBLEMS AND PROSPECTS IN EDUCATION**” is a bonafide record of research done by me under the guidance of Dr. K.M. Francis, Associate Professor (Retd), and the co-guidance of Dr. Sabu. P.J, Assistant Professor & HOD, Research and Post graduate Department of Economics, St. Thomas’ College (Autonomous), Thrissur. I also declare that this thesis has not been submitted by me earlier for the award of any Degree, Diploma, Fellowship or any other similar title.

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**SASI.C**

Date:

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This is to certify that this thesis entitled “**HUMAN CAPITAL FORMATION OF SCHEDULED CASTE IN KERALA: PROBLEMS AND PROSPECTS IN EDUCATION**” being submitted by SASI.C for the award of the degree of **Doctor of Philosophy** in Economics, to the University of Calicut, is a record of bonafide research work carried out by him under our guidance and supervision at the Research and Post graduate Department of Economics, St. Thomas’ college (Autonomous) Thrissur. The contents of this thesis, in full or in part, have not been submitted and will not be submitted to any other institute or University for the award of any degree or diploma. Plagiarism is checked and found within the permitted limits.

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Place: Thrissur.

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I hereby certify that; this is the revised version of the thesis entitled “**HUMAN CAPITAL FORMATION OF SCHEDULED CASTE IN KERALA: PROBLEMS AND PROSPECTS IN EDUCATION**” submitted by **Sri. Sasi.C** under my guidance after incorporating the necessary corrections/ suggestions made by the adjudicators.

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Place: Thrissur

SASIC

Date:

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## ACRONYMS

<b>Abbreviation</b>	<b>Description</b>
<b>SC</b>	<b>Scheduled Caste</b>
<b>IPC</b>	<b>Indian Penal Code</b>
<b>ST</b>	<b>Scheduled Tribes</b>
<b>OBC</b>	<b>Other Backward Caste</b>
<b>BPL</b>	<b>Below the Poverty Line</b>
<b>APL</b>	<b>Above the Poverty Line</b>
<b>NSSO</b>	<b>National Sample Survey Organization</b>
<b>UGC</b>	<b>University Grant Commission</b>
<b>API</b>	<b>Academic Performance Index</b>
<b>PBAS</b>	<b>Performance Based Appraisal System</b>
<b>US</b>	<b>United States</b>
<b>NMEICT</b>	<b>National Mission on Education Through Information Communication Technology</b>
<b>NKN</b>	<b>National Knowledge Network</b>
<b>MOOC's</b>	<b>Massive Open Online Courses</b>
<b>MHRD</b>	<b>Ministry of Human Resource Development</b>
<b>CBSE</b>	<b>Central Board of Secondary Education</b>
<b>ISBN</b>	<b>International Standard Book Number</b>
<b>UN</b>	<b>United Nations</b>
<b>UNESCO</b>	<b>United Nations Educational, Scientific and Cultural Organization</b>
<b>NAEP</b>	<b>National Adult Education Program</b>
<b>RFLP</b>	<b>Rural Functional Literacy Program</b>
<b>MPFL</b>	<b>Mass Programs for Functional Literacy</b>
<b>NLM</b>	<b>National Literacy Mission</b>

<b>RTE</b>	<b>Right to Education</b>
<b>SCP</b>	<b>Special Component Plan</b>
<b>TSP</b>	<b>Tribal Sub Plan</b>
<b>CDS</b>	<b>Centre For Development Studies</b>
<b>BC's</b>	<b>Backward Caste's</b>
<b>SSLC</b>	<b>Secondary School Leaving Certificate</b>
<b>NGO's</b>	<b>Non-Governmental Organizations</b>
<b>PPP</b>	<b>Public Private Partnership</b>
<b>M.Phil.</b>	<b>Master of Philosophy</b>
<b>Ph.D.</b>	<b>Doctor of Philosophy</b>
<b>NDA</b>	<b>National Democratic Alliance</b>
<b>TLC</b>	<b>Total Literacy Campaign</b>
<b>GOI</b>	<b>Government of India</b>
<b>VET</b>	<b>Vocational Education and Training</b>
<b>ASER</b>	<b>Annual Survey Education Report</b>
<b>SSA</b>	<b>Sarva Shiksha Abhiyan</b>
<b>NCT</b>	<b>National Capital Territory</b>
<b>Pvt</b>	<b>Private</b>
<b>Govt</b>	<b>Government</b>
<b>H.H</b>	<b>Households</b>
<b>SCSP</b>	<b>Scheduled Caste Sub Plan</b>
<b>SCA</b>	<b>Special Central Assistance</b>
<b>KSDC</b>	<b>Kerala State Development Corporation</b>
<b>TVM</b>	<b>Trivandrum</b>
<b>KLM</b>	<b>Kollam</b>
<b>PTA</b>	<b>Pathanamthitta</b>
<b>ALP</b>	<b>Alappuzha</b>

<b>KTM</b>	<b>Kottayam</b>
<b>IDK</b>	<b>Idukki</b>
<b>EKM</b>	<b>Ernakulam</b>
<b>TSR</b>	<b>Thrissur</b>
<b>PLK</b>	<b>Palakkad</b>
<b>MLP</b>	<b>Malappuram</b>
<b>KKD</b>	<b>Kozhikode</b>
<b>WYD</b>	<b>Wayanad</b>
<b>KNR</b>	<b>Kannur</b>
<b>KSD</b>	<b>Kasaragod</b>
<b>Sq.km</b>	<b>Square Kilometer</b>
<b>SSI</b>	<b>Small Scale Industries</b>
<b>MSM</b>	<b>Micro, Small and Medium Enterprises</b>
<b>NO</b>	<b>Number</b>
<b>BA</b>	<b>Bachelor of Arts</b>
<b>BSc</b>	<b>Bachelor of Science</b>
<b>B. Com</b>	<b>Bachelor of Commerce</b>
<b>MA</b>	<b>Master of Arts</b>
<b>MSc</b>	<b>Master of Science</b>
<b>M. Com</b>	<b>Master of Commerce</b>
<b>ICSET</b>	<b>International Conference in Science Engineering and Technology</b>
<b>CREST</b>	<b>Centers of Research Excellence in Science and Technology Education</b>
<b>MBBS</b>	<b>Bachelor of Medicine and Bachelor of Surgery</b>
<b>Gen</b>	<b>General</b>
<b>LKG</b>	<b>Lower Kindergarten</b>

<b>UKG</b>	<b>Upper Kindergarten</b>
<b>LP</b>	<b>Lower Primary</b>
<b>UP</b>	<b>Upper Primary</b>
<b>HSE</b>	<b>Higher Secondary Education</b>
<b>+2</b>	<b>Plus Two</b>
<b>OEC</b>	<b>Other Eligible Caste</b>
<b>THSLC</b>	<b>Technical High School Leaving Certificate</b>
<b>VHSE</b>	<b>Vocational Higher Secondary Education</b>
<b>TTC</b>	<b>Teachers Training Course</b>
<b>SCDP</b>	<b>Scheduled Caste Development Department</b>
<b>PCR</b>	<b>Protection of Civil Rights</b>
<b>POA</b>	<b>Prevention of Atrocities</b>
<b>Dr</b>	<b>Doctor</b>
<b>PMAY</b>	<b>Pradhan Manthri Awas Yojana</b>
<b>DAYNRLM</b>	<b>Deen Dayal Anthyodaya Yojana</b>
<b>PWD</b>	<b>Public Works Department</b>
<b>CSS</b>	<b>Central Ly Sponsored Scheme</b>
<b>Ltd</b>	<b>Limited</b>
<b>NSKFDC</b>	<b>National Safari Karamcharis Finance and Development Corporation</b>
<b>PMAGY</b>	<b>Pradhan Mantri Adarsh Gram Yojana</b>
<b>NSFDC</b>	<b>National Scheduled Caste Finance and Development Corporation</b>
<b>SHGs</b>	<b>Self Help Groups</b>
<b>BArch</b>	<b>Bachelor of Architecture</b>
<b>BVOC</b>	<b>Bachelor of Vocational</b>
<b>LLB</b>	<b>Bachelor of Law</b>

<b>LLM</b>	<b>Master of Law</b>
<b>Hon</b>	<b>Honors</b>
<b>BASLP</b>	<b>Bachelor of Audiology and Speech Language Pathology</b>
<b>BAMS</b>	<b>Bachelor of Ayurvedic Medicine and Surgery</b>
<b>B. Ed</b>	<b>Bachelor of Education</b>
<b>M. Ed</b>	<b>Master of Education</b>
<b>B. FA</b>	<b>Bachelor of Fine Arts</b>
<b>BMMB</b>	<b>Bio Chemistry, Micro Biology and Molecular Biology</b>
<b>BMRT</b>	<b>Bachelor of Radiotherapy</b>
<b>BPEd</b>	<b>Bachelor of Physical Education</b>
<b>M.PEd</b>	<b>Master of Physical Education</b>
<b>B Pharm</b>	<b>Bachelor of Pharmacy</b>
<b>M Pharm</b>	<b>Master of Pharmacy</b>
<b>EWM</b>	<b>Environment and Water Management</b>
<b>FCs</b>	<b>Family and Consumer Studies</b>
<b>MLT</b>	<b>Medical Laboratory Technology</b>
<b>STAT</b>	<b>Statistics</b>
<b>B Tech</b>	<b>Bachelor of Technology</b>
<b>M Tech</b>	<b>Master of Technology</b>
<b>AEI</b>	<b>Applied Electronics and Instrumentation</b>
<b>IT</b>	<b>Information Technology</b>
<b>BPT</b>	<b>Bachelor of Physiotherapy</b>
<b>BBA</b>	<b>Bachelor of Business Administration</b>
<b>MBA</b>	<b>Master of Business Administration</b>
<b>BBM</b>	<b>Bachelor of Business Management</b>
<b>BFSc</b>	<b>Bachelor of Fisheries Science</b>
<b>BHMS</b>	<b>Bachelor of Hospitality Management</b>



<b>BPE</b>	<b>Bachelor of Physical Education</b>
<b>BSW</b>	<b>Bachelor of Social Works</b>
<b>MSW</b>	<b>Master of Social Works</b>
<b>BTA</b>	<b>Bachelor of Tourism Administration</b>
<b>BTHM</b>	<b>Bachelor of Tourism and Hotel Management</b>
<b>BVSc</b>	<b>Bachelor of Veterinary Science</b>
<b>BCA</b>	<b>Bachelor of Computer Application</b>
<b>MCA</b>	<b>Master of Computer Application</b>
<b>BDS</b>	<b>Bachelor of Dental Surgery</b>
<b>MDS</b>	<b>Master of Dental Surgery</b>
<b>DM</b>	<b>Doctor of Medicine</b>
<b>D. Ed</b>	<b>Diploma in Education</b>
<b>DCH</b>	<b>Post Graduate Diploma in Child Health</b>
<b>DDTOA</b>	<b>Diploma in Data Entry Techniques and Office Automation</b>
<b>DDTPM</b>	<b>Deaf and Disabled Telecommunication Program</b>
<b>DGO</b>	<b>Diploma in Obsterics And Gynaecology</b>
<b>CABM</b>	<b>Computer Application and Business Management</b>
<b>EPT</b>	<b>Environmental Protection Technology</b>
<b>GNM</b>	<b>General Nursing and Midwifery</b>
<b>DNT</b>	<b>Diploma in Neuro Technology</b>
<b>DOA</b>	<b>Diploma in Ophthalmic Assistance</b>
<b>D. Pharm</b>	<b>Diploma in Pharmacy</b>
<b>ECG</b>	<b>Electro Cardio Gram</b>
<b>ANG</b>	<b>Angiogram</b>
<b>HDC</b>	<b>Higher Diploma in Co-Operation</b>
<b>JDC</b>	<b>Junior Diploma in Co-Operation</b>
<b>H. S</b>	<b>Higher Secondary</b>

<b>HSC</b>	<b>Higher Secondary Course</b>
<b>BS</b>	<b>Business Studies</b>
<b>Acc</b>	<b>Accountancy</b>
<b>Eco</b>	<b>Economics</b>
<b>CA</b>	<b>Computer Application</b>
<b>Hin</b>	<b>Hindi</b>
<b>Pol</b>	<b>Political Science</b>
<b>Stat</b>	<b>Statistics</b>
<b>Gnst</b>	<b>Gandhian Studies</b>
<b>Com</b>	<b>Computer</b>
<b>Eng</b>	<b>English</b>
<b>Geo</b>	<b>Geography</b>
<b>Mal</b>	<b>Malayalam</b>
<b>Philo</b>	<b>Philosophy</b>
<b>Psy</b>	<b>Psychology</b>
<b>San</b>	<b>Sanskrit</b>
<b>San Sah</b>	<b>Sanskrita Sahityam</b>
<b>San Sas</b>	<b>Sanskrita Sastram</b>
<b>SOC</b>	<b>Sociology</b>
<b>Jour</b>	<b>Journalism</b>
<b>Com Eng</b>	<b>Computer Engineering</b>
<b>Soc W</b>	<b>Social Work</b>
<b>Che</b>	<b>Chemistry</b>
<b>Phy</b>	<b>Physics</b>
<b>Bio</b>	<b>Biology</b>
<b>CS</b>	<b>Computer Science</b>
<b>Gly</b>	<b>Geology</b>

<b>JPHN</b>	<b>Junior Public Health Nursing</b>
<b>MCJ</b>	<b>Mass Communication and Journalism</b>
<b>MHRM</b>	<b>Master of Human Resource Management</b>
<b>MLISc</b>	<b>Master of Library Science</b>
<b>ENT</b>	<b>Ear Nose and Throat</b>
<b>PB NURSING</b>	<b>Post Basic Nursing</b>
<b>PGDCA</b>	<b>Post Graduate Diploma in Computer Application</b>
<b>TV</b>	<b>Television</b>
<b>LPG</b>	<b>Liquified Petroleum Gas</b>
<b>NA</b>	<b>Not Applicable</b>
<b>Sib 1</b>	<b>Sibling 1</b>
<b>Sib 2</b>	<b>Sibling 2</b>
<b>Sib 3</b>	<b>Sibling 3</b>
<b>Sib 4</b>	<b>Sibling 4</b>
<b>PG</b>	<b>Post Graduation</b>
<b>N</b>	<b>Number</b>
<b>PSC</b>	<b>Public Service Commission</b>
<b>IAY</b>	<b>Indira Awas Yojana</b>

## **Abstract**

Human capital implies the productive human being. It is influenced by a lot of variables like education, training, health related aspects, and this may effectively have an influence on the means of production. It explains the reason behind why the educated persons have a higher income than that of an uneducated one. Thereby such difference will have a significant impact on the nation's economic improvements. As per the definition of Human capital, it is influenced by the component of education in an important way, and those influences are somewhat greater by its impact on the people returns. Here the study 'Human Capital Formation of Scheduled caste in Kerala: Problems and Prospects in Education' explain the relevance of this on a marginalized category, i.e., Scheduled caste.

Considering the Socio-economic status of the Scheduled Caste in Palakkad, they are not that much better in every respect, especially in the case of shelter. That is majority of the households are built by using bricks and those houses were constructed under various schemes like EMS and IAY. Regarding the educational attainment of the scheduled caste family, majority of them have an educational attainment up to High School level. They are backward in higher educational attainment, and in the case of employment status, they still engaged more on Primary sector, than that of Secondary and Service sector.

For the purpose of studying the socio-economic status of the Scheduled caste, the tool of percentage analysis has been used, for studying the educational attainment, the tools like percentage and testing methods has been adopted. Various testing includes, Chi-square test and Fisher's exact test. For identifying the risk factor in educational attainment, the tools like Odds Ratio and constructed a logistic regression model, and for the employment structure especially the structure of human capital, the study used percentage analysis.

# CHAPTER I

## DESIGN OF THE STUDY

### 1.1 Introduction

The term human capital was first defined by Gary Becker. (1964) He says that, the term human capital, is influenced by a lot of variables like education, training, health related aspects, and this may effectively have an influence on the means of production. It explains the reason behind which why the educated persons have a higher income than that of an uneducated one. Thereby such difference will have a significant impact on the nation's economic improvements. Howard Gardener provide a detailed explanation regarding various types of human capital. Another economist like Gardener stressed the same as explained by Gardener. As per them, one can increase their education, but they might be poor in their efficiency. And a person can become a successful one in their entrepreneurial activities, but they might have a poor back ground in their educational attainment. These are sheer possibilities. It doesn't mean that the term Human capital is not that much unidimensional, rather this can be measured in various ways. Other economists like Schultz, Nelson and Phelps emphasized the ability to adapt the reality. Spence considers the observable symptoms of human capital like education, and he says that it is basically a signaling mechanism.

As per the definition of Human capital, it is influenced by the component of education in an important way. And those influences are somewhat greater by its impact on the peoples returns. The major determinants of human capital are the following:

- (1) Skills and qualifications
- (2) Education attainment
- (3) Work experience
- (4) Social skills and communication
- (5) Intelligence
- (6) Emotional intelligence
- (7) Judgement
- (8) Personality implies their hard-working mentality, and their efficiency in handling all the matters in their office to have harmonious working atmosphere.
- (9) Habits and their personality related aspects.

(10) Creativity, that is their ability to introduce new working methods and practices.

(11) Fame and brand image, this can be seen from our surroundings, that is the celebrities are paid to make a fame on the product.

### **Origin of Scheduled Caste**

The term Scheduled caste was actually being used by the Britishers in an Act namely 'The Government of India Act implemented in 1935 ( in part 14 of the Act), and the same term continued to be used by the Indian Government in Post-Independence.

**Govt of India Act of 1935:** The effort behind the Indian constitution was namely Dr. B R Ambedkar who understood the necessity to uplift and empower the communities of SC, who were socially, economically and financially unsound, and also equipped them to provide equal eligibility to participate in the governance of India. Thereby this can promote the growth. Due to this, the constitution inserts the provision to confer the privileges on scheduled caste.

The constitution provides certain protection to the scheduled castes under special provisions;

- Article 15: says that the state does not have any rights to discriminate the people on the basis of their caste, religion, race or place of birth. Clause 2 of the article adds 'No citizen shall on grounds only of religion, race, caste, sex place of birth or any of them, be subject to any disability, liability, restriction on condition with respects to- (a) access to shops, public restaurants, hotels, and places of public entertainment; or (b) the use of wells, tanks, bathing Ghats, roads and places of public resort maintained wholly or partially out of state funds or dedicated to the use of general public.
- Article 16: It provide an equal opportunity to all the citizens to have employment in any office in state, it also provides the right in their promotions, without any personal and caste-based discriminations.
- Article 46: Says that, the government is responsible to promote the education as well as the economic interests of the poor, especially the marginalized sections.

Since, they were able to receive reservation in educational institutions and government offices.

- Article 243 D: it ensures the reservation for the marginalized group in Panchayats as well as villages.
- Article 243 T: It says about the provision of reservations in Municipalities for the deprived communities.
- Article 330: Provides the reservation in the Lok Sabha, and this too are based on the proportional basis of their population.
- Article 335: It provides right and claims to the marginalized community to the seats to enhance the efficiency in administration, and thereby promote their participation in the same field.
- Article 338: It deals with a commission at national level to deal all the matters of Scheduled Caste. The commission's duty is to monitor the safeguards provided for the scheduled castes in the constitution or any other law. Its duties also include investigating complaints and participating in the planning process for the socio-economic development of members of scheduled caste communities, while having all the powers of a civil court during the process.
- Article 340: It covers the power of our president to constitute a commission to study the backwardness and the related aspects of marginalized communities, especially the difficulties that they have faced and going to face, and make suggestions to adopt various policy measures on to improve their status.
- Article 341: The constitution provides a power to the president the power to decide and determine the group of peoples and states belonging to the category of Scheduled Castes. And This Article also says that the president can notify a specific group of people as Scheduled caste by a simple notification. There after they can enjoy all the privileges of such Scheduled caste.

Only the people belonging to the marginalized sections following Hinduism can consider themselves as the scheduled caste. By the official records, especially the constitution Scheduled Castes Order, 1950 explains the list of Scheduled caste.

The Ministry of Social justice and Empowerment published a list showing a group of peoples who belongs to a particular schedule, namely Scheduled caste. And this is a state wide list and only those people have the certificates showing that they belong to such caste can have the eligibility to seek protections on the basis of their caste. The list of Scheduled Caste in our State can be represented in the **(Appendix-I)**

In order to protect the Scheduled Castes certain laws were passed. These laws intended to offer protections from violence, prejudice, and other wrong treatment on the basis of their caste.

One among the most such protective form is the introduction of ‘The Scheduled Caste and Tribes (Prevention of Atrocities) Act 1989. The ultimate aim of this act is to identify the problems faced by the marginalized sections. It includes crimes and atrocities against Scheduled Castes and Scheduled Tribes. The introduction of such act is that the Indian Penal Code (IPC) was not adequate to curb and prevent the problems faced by the Scheduled caste and Scheduled Tribes.

The act was basically introduced to provide some punishment to the people who made the humiliation and the related crimes against the Scheduled caste and Scheduled tribes.

The Prohibition of Employment as manual scavengers and their Rehabilitation Act was implemented in 2013 to reduce and even to eliminate the prime caste-based employment activities of people like cleaning pits, cleaning toilets, drainages and ditches to handle and clean wastes including human waste, especially excreta.

### **Reservation in India:**

In central-government financed higher educational institutions, about 22.5% of available seats are reserved for both Scheduled Caste (SC) and Scheduled Tribe (ST) students (7.5% for STs and 15% for SCs). This reservation percentage has been raised to 49.5% by including an additional **27%** reservation for OBCs.

### **1.2 The Study area**

The present study namely ‘Human Capital Formation of Scheduled Caste in Kerala; Problems and Prospects in Education’, is an attempt to realize the improvement of Scheduled Caste people. It also helped to realize to what extent they were deprived. The reason behind the selection of such area as the sample area is, the proportion of Scheduled caste are more, but their educational as well as their employment status are not that much advanced.



### **1.3 Definition of Related concepts**

**1.3.1. Human Capital Formation:** By the words of Meier, Human capital formation implies the process through which the people got better education and become experienced. Thereby this may stimulate the process of economic and social development.

**1.3.2. Scheduled Caste:** Officially designated groups of people in India and sometimes by the modern literature, they are referred as Dalits, meaning broken/scattered.

**1.3.3. Scheduled caste Deprivation:** Means the lack of some basic facilities by the Scheduled Caste.

### **1.4 Significance of the Study**

Human Capital has a lot of greater importance as far as every society is concerned. Its importance is greater especially in labour rich nations. The study 'Human Capital Formation of Scheduled Caste in Kerala: Problems and Prospects in Education' is conducted in Palakkad District. Because the district is having a greater proportion of Scheduled Caste population, but the thing is that, their educational attainments are poor, thereby their employment status too shows a pathetic condition. Education has been a serious concern for Scheduled caste due to their lower educational attainment. Since they were backward in education, their contribution toward the entire economy is lower. They ended up in lower income generating employments, instead of higher income providing jobs. Even though the government is providing a lot of supports to uplifts them, those were not been availed by the Scheduled Caste communities due to their ignorance on higher education opportunities. Thereby their participation is lower in higher income providing employment opportunities. This can be seen from the actual situation of their appointment in Government services. They were appointed through reservation. But at the same time their participation in Primary sector is greater.

### **1.5 Research questions**

After the careful review process of the various literatures, the following questions have been made. these are more relevant in the present study of Human capital

Formation of Scheduled Caste in Kerala: Problems and Prospects in Education. The questions are;

1. What are the determinants of the educational attainment of Scheduled caste in the study area?
2. How these educational attainment helps them to attain better job opportunities?

### **1.6 Objectives**

- To study the socio-economic status of the Scheduled Caste.
- To examine the structure of educational attainment of Scheduled Caste
- To analyze the structure and pattern of Human Capital Formation of the Scheduled Caste.

### **1.7 Hypothesis**

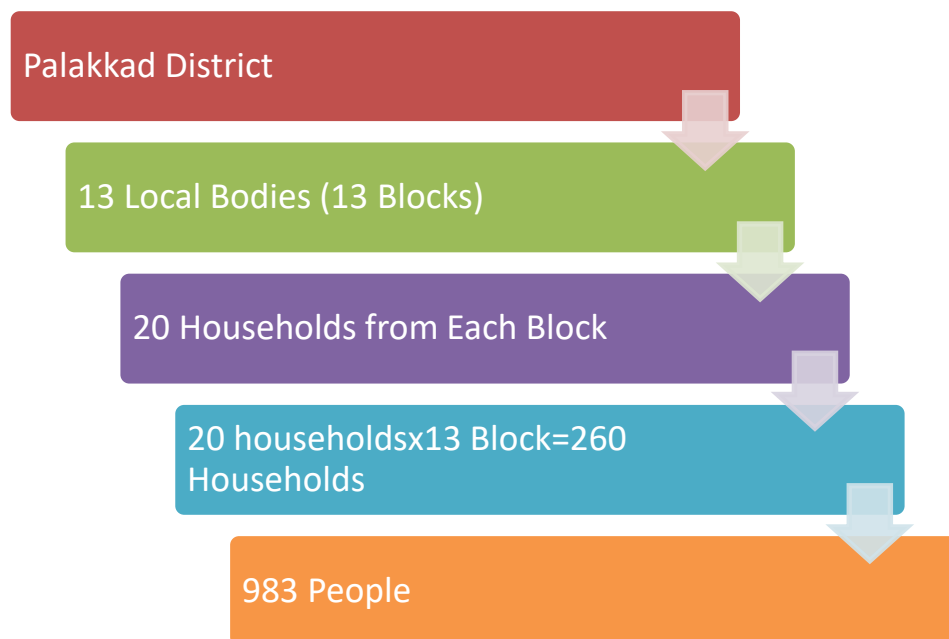
- Educational attainment of the Scheduled caste has a significant impact on their Human Capital Formation. If the educational attainment is lower, then their human capital formation can be seen in the primary sector, if it is greater, the human capital formation can be seen in the industrial sector and Service sector.

### **1.8 Data Source & Methodology**

The study 'Human Capital Formation of Scheduled caste in Kerala: Problems and Prospects in Education' has of greater significance, since the employment generation and its attainment depend on the acquisition of a better educational Degree. Since the Scheduled caste are far away from the main stream especially in the case of educational attainment and a better job, their upliftment is essential for the proper development of the society. And this is possible by equipping them by better education and employment. But the attainment is not that much easy for them by a variety of reasons that can be realized through this study. For this purpose, I used both primary as well as secondary data. Primary data were collected through a detailed questionnaire, direct personal interviews, surveys, telephonic interviews and consultation. For this purpose, the sample area of Palakkad District has been divided into 13 local bodies, that is Blocks, namely; Alathur, Attappady, Chittur, Mannarkkad, Malampuzha, Nemmara, Ottappalam, Palakkad, Pattambi, Srikrishnapuram, Shornur, Thathamangalam and Thrithala. From each of this local

bodies, about 20 households were taken arbitrarily. Thereby, the total households are 260 in numbers. That 260 households having a sample size of 983 people. And the secondary data were collected from various records like Government official records, Economic Reviews, Economic survey, District Hand Books, Reports from the Directorate of Collegiate Education, Directorate of Higher education, Directorate of Technical Education, Census report including Socio- Economic Census Reports etc. So collected data were analyzed through various tools like Percentage Analysis, numerical counts, Chi-Square Test, Fishers, Exact Test. Logistic regression, Odds Ratio... etc. and whose presentation has been done through tables& graphs which includes bar diagrams, pie diagrams, mean plot, median plots...etc.

### 1.9 Research Design



### 1.10 Plan of the Study

The study ‘Human Capital Formation of Scheduled Caste in Kerala: Problems and Prospects in Education’ constructed by six chapters. First Chapter includes introduction, that is the concepts and definitions of Scheduled caste, human capital formation and the educational attainments. The determinants of Human capital formation are also taken into account. Next comes Significance of the study- deals with relevance of Human capital formation of Scheduled caste. Objectives- it covers

and considers the things that is going to be analyzed. Hypothesis- it is an if then statement and here it shows the relationship between educational attainment and human capital formation of Scheduled caste. Data Source and Methodology- reveals the source from which the relevant data were collected and the method through which the data were obtained and lastly how those collected data were analyzed by using various tools. And finally, the plan of the study- which shows the chapterization of the whole study.

Second Chapter includes, various theoretical background which supports the study and various literature reviews and findings. This chapter primarily aims to find the reasons behind the backwardness of Scheduled caste, specifically the educational backwardness and employment backwardness. Here education is the main thing which influence the employment status of the people. It means a highly qualified person can attain a higher income earning job to a large extent and vice versa.

Third Chapter considers the Status of Scheduled caste in India and their deprivation in some aspects. The major determinants coming under the heads are literacy rate, exclusion on the basis of 2/3/4 wheelers and fishing boats, exclusion on the basis of government job, salaried job in various sectors, that government sector, Public sector and Private sector respectively. And exclusion based on the houses having an income greater than 10000 also considered. So, in short, it covers the socio-economic aspects, educational backwardness and their employment. And it also provides the findings related to the Indian Scheduled caste.

Fourth Chapter deals with the status of Scheduled Caste in Kerala; the overall details including the basic features of Kerala state, the overall literacy rate of the society, status of the Scheduled caste based on 2011 census, Scheduled caste population distribution, the status in the fields of asset holdings, strength of scheduled caste students in Kerala includes at graduation and post- graduation levels, their dropout rates at school level, their pass percentage at higher secondary level. It also analyzed the total number of teachers and students at Polytechnical institutions and Technical Schools. This chapter also provides an information regarding the intuitions working under the Scheduled Caste department specially for the Scheduled caste. It provides other information like the stipend details, scholarship details, various crimes against Scheduled caste details, the job specifications of SC at various level, the ratio of main

workers, the fund allotment by the government for their upliftment, details regarding the beneficiaries of self-employment schemes for the Scheduled caste, and details regarding the income generating schemes conducted by the Government. So, in short, this chapter too covers the socio-economic background, educational attainment, employment, government services to them, and various financial assistance to the educational attainment, socio-economic enhancement, finding related to the Scheduled caste in Kerala.

Fifth Chapter deals with the Primary data analysis on the basis of objectives like socio-economic conditions, educational attainment of the scheduled caste, Employment aspects through their participation in various sectors like Primary, Secondary and Tertiary or Service Sector and the relative findings. It also covers the basic details of Scheduled caste population in Palakkad district, their literacy rate, sex ratio, various sub castes, BPL/APL/General category details, their status in the fields of education generation, parental educational attainment, children's educational attainment, educational attainment of both in different sub caste, relationship between educational attainment of families with family status, area, nearby available educational institutions...etc. This chapter also provide some details regarding the employment and unemployment details including educated unemployment details.

Sixth Chapter deals with the overall summary and conclusions of this study. That is findings from literature reviews, findings related to the Indian Scheduled caste status, findings on the Kerala Scheduled castes and Palakkad Districts Scheduled caste also come under this chapter.

### **1.11 Limitations of the study**

The study 'Human capital Formation of Scheduled caste in Kerala: Problems and Prospects in Education' is conducted in a single district, that is Palakkad, and it is based on the objectives which covers the socio-economic status, educational attainment and employment structure through human capital formation in various sectors, that is primary, secondary and tertiary sector of Scheduled Caste. Since this study is conducted in a single district, this cannot be used to realize the same conditions of other districts, states and even nations also.

Regarding the methodological limitation, this study is primarily been conducted by having a sample of 260 Scheduled caste households out of 92121 households, thereby the results are true by an extent in general, and in particular it is not so, because the sample area has both extreme backward and forward Scheduled caste households. Thereby the results are true on an average.

Another limitation is that, it made an over simplification and generalization regarding the structure of human capital formation. And it does not consider the job specification in various sectors.

## **CHAPTER II**

### **THEORETICAL BACKGROUND AND REVIEW OF RELATED LITERATURE**

The term Scheduled caste is somewhat more relevant in the present context in the sense that, they were backward in every spheres. Some of such backwardness are; Social backwardness, economic backwardness and educational backwardness. Their educational backwardness is the sole reason of all the problems and atrocities faced by them. So, the only remedy to avoid such problems, they should be equipped with better education and the subsequent development associated with it. And it is not possible for the society to become advanced by avoiding certain special castes in the main stream since they are also belonging to that society. They are also an integral part of the society. Once they avail the benefits of such advancement, especially the benefits of education, then they may try to make it available to the coming generations. This chapter provides a briefing related to such backwardness of them and various suggestive measures to avoid such things by various persons and institutions. This chapter explains the same in theoretical frame work and Review of related literatures. Theoretical background is a supporting stone for any of the Research, because it provides various theories formulated on the basis of it. Whereas the Review of literature helps us to realize to what extent they were backward in various parts of the nation.

**Human Capital Theory:** The theory was basically developed by the economist Adam smith (Father of economics), but the elaboration was done by Gary.S. Becker a Nobel laureate in Economics in the year 1992. And thereby he is considered as the father of Human capital theory. Along with him, other economists like Jacob Mincer and Theodore Schultz has also given their own explanations regarding Human Capital. Human capital theory says that, education is an investment and education is a form of human capital, that is treating human beings as capital. And by taking education, the peoples become more productive through the enhanced skills. This may permit them to avail a greater life time earnings. Here we can say that, education is a platform to make a better investment, which would definitely enhance the stock of knowledge, thereby their development. Human Capital embodies the knowledge, skills, training and experience that make them perfect. So, in order to increase the human capital, the

individual must invest their time on education. It also shows the process of learning by doing. The process can be explained by the following chart:



The review of literature means reviewing the previous studies conducted by various persons and institutions regarding the educational attainment, educational backwardness, employment status...etc. which are more relevant for the study. By having a simple look is enough to realize to what extent the Scheduled caste were deprived. And the following studies have no doubt that, the Scheduled caste are primitively and presently deprived categories in our society. It also provides some suggestive measures to overcome such difficulties faced by the Scheduled caste Community.

Indian Institute of Dalit Studies Conducted a lot of studies in various fields. The following are related to scheduled caste.

#### ANNUAL REPORT 2012–13

##### 1. Access and Equity in Higher Education: Aspects of Gender, Caste,

Ethnicity, Religion, Occupation and Economic Groups in Rural and Urban Areas During Pre- and Post-Reform Periods

This study explains major issues associated to the accessibility in higher education. By this study, there were three interlinked issues that can be seen in higher education. Those issues are the following; First there exists a disparity in higher education accessibility in India, especially in different social, economic, religious and occupational groups. Secondly, the change in disparities in accessing higher education over time, and finally, the study explained the changes in disparities to the accessibility to higher education over time. This study was based on the data obtained from NSSO. And the study shows that the communities in which the lower



educational attainment is belonging to the typical Scheduled caste and Scheduled Tribes communities.

## 2. Nature and Forms of Caste-Based Discrimination, Its Consequences and Policies: A Study of Dalit Students in Higher Education in India

This study revealed the real nature and forms of exclusion problems and discrimination faced by the deprived students namely Dalits in various education level especially at secondary schools, higher & technical educational institutions, and their outreach ability to the selected higher educational institutions. The features like adequacy and its related effectiveness of the existing educational entitlement schemes which either directly or indirectly benefits the Scheduled Castes students. Those were like remedial coaching, counselling guidance via budget tracking and its utilization are also analyzed. And this study suggests some preventive and protective measures in the form of policy and legislations to ensure the inclusion of such castes to improve the accessibility of quality education on a non-discriminatory basis.

## 3. Scaria Suma (Working Paper No 190 Jan 2009, ISBN: 81-89023-47-0) Looking Beyond Literacy: Disparities in Levels of And Access to Education in A Kerala Village:

The article shows that the educational attainment of all people including Scheduled castes in Wadakkancherry village is quite lower. The major reason behind the same is the increased privatization of higher education, which means that the role of government is degrading in the field of education. The ultimate losers of such problems were the Scheduled Caste, because they were backward in their economic status. Due to this, they felt, it is difficult to finance the higher fee collected by the unaided, self-financing professional colleges. Another reason behind the lower educational attainment, especially in higher education is the highest dropped outs at the matriculation level.

4. Acharya Tulasi And Behera Deepak Kumar (2005) Factors Influencing the Educational Achievements of the Scheduled Caste and General Caste Students of Cuttack Municipality Corporation, Orissa (J. Soc. Sci., 10(3): 215-222 (2005): This article explains that Educational attainment differences between the general caste and scheduled caste. The reasons behind the lower educational attainment of Scheduled

caste compared to that of general castes due to the following reasons; the poor educational facility, lack of inspiration from others and from themselves, poor socio-economic status of the parents.etc

5. Dr. Choudhary Nand Kishor's Study Namely 'Study Habits and Attitude of General Category and Scheduled-Caste Students in Relation to their Academic Achievement': This study reveals that the educational attainment of both scheduled caste and general caste are not that much differ. It also says that, there is no such significant difference in their educational attainment.

6.Sedwal Mona And Kamat Sangeeta.Their Article namely 'Education and Social Equity: With A Special Focus on Scheduled Castes and Scheduled Tribes in Elementary Education' (May 2008, Research Monograph) says that the educational backwardness of scheduled caste is mainly because of the following four reasons; it includes the household income, parents' educational attainment, and home and school atmosphere. If these were good, then they can improve themselves in a variety of ways. This says that a boy or girl who came from a rich family is able to finish his or her studies more systematically than a one who had poor family background. Moreover, by generalization, the poor communities used to spend a lot of money for attaining a better education. It also revealed that, the demand from the scheduled caste for the quality education has also increased remarkably than the supply of education that is provided by the govt. So, they are forced to send their children to the private school.

7. Choudhry Sunil Kumar 'The Scheduled Castes in Higher Education' Mainstream, Vol XIV No 24(2 June 2007): It explains the problems faced by the scheduled caste in their educational attainment, and the programs undertaken by the govt for their upliftment. The programs cover reservations in jobs and educational institutions, and the provisions against discrimination like Article 46 and Directive Principle of the Constitution, says that the state can take and pay special attention of the educational interests of the weaker sections, specifically the Scheduled Caste's and the Scheduled Tribe's. Even Article 15 (4) says that nothing can make the government to be refrained from making or implementing special provision for the less advantaged categories like SCs and STs. (Choudhary 1998:437-8). Another example is the form of National Policy on Education (NPE)1986, which concentrated to eliminate the

disparities and tried to equalize the educational opportunities available to the Scheduled caste.

8. Arora Pradeep & Koundal Virendar “An Analysis of Socio-Economic Status of Scheduled Castes: A Study of Border Areas of Jammu District” (June-2014): The study shows that, even though the literacy rate is found to be 75.05 percent, about 86.50 percent people studied only up to high school level. The main reason behind which the same was that, there exists the lack of educational facilities along with poverty. Such reasons, lead to higher dropouts. Another fact is that, the dropout ratio is higher among the girls. It also says that as the educational attainment is moving forward, the dropped-out ratio is also increasing. It is 13.53 percent at the primary classes in the case of drop out. And it is 25.10 percent at the after high school. These are mainly because of increasing cost of education. Along with these issues, the Scheduled Caste people are trying invest more on their son’s education than that of daughter. So, the main problem that were experienced is the financial burden. In short, the creation of human capital production was hurdled by extreme poverty, lack of required resources, lack of schools, poor infrastructure facilities and low importance of education.

9. Praveen Jha, Pooja Parvati (Economic and Political Weekly April 19 2014 Vol XLIX No 16) “Assessing Progress on Universal Elementary Education in India”: The Right of children to Free and Compulsory Education Act 2009 ensures free and compulsory education to all children in the age group of 6 to 14 years. But the way through which this entitlement is made ignores much to be desired. Apart from there being these gaps in the provisions of the Act, its implementation problems spread like plague the Sarva Siksha Abhiyan. It is an educational programme aimed to introduce and uplift the quality elementary education.

10. DAS DIPENDRA NATH, CHATTOPADHYAY SAUMAN (Dec 13 2014, Vol XLIX No 50 EPW PN 68-71) ACADEMIC PERFORMANCE INDICATORS, strait jacketing Higher education. Attaining higher education is considered as an important challenge faced by the policy makers. And it is evident that the Indian universities were failed to attain a position in worlds 100 universities. So, for improving such situation, the UGC introduced a reform measure for the teachers in colleges and universities. Due to these the appointment of new faculties and promotion of the

existing faculties has to fulfill certain conditions. The article says the appointment as well as the promotion should be based on the Academic Performance Index (API) under Performance Based Appraisal System (PBAS). Along with this, the system supports, encourage, motivate and improve the academic pursuits of teachers. The API group is categorized into three: I-teaching learning and evaluation activities. II - academic administration and co-curricular activities. III – Research output. A minimum of 75 and 15 points required in Ist and IInd, but 100 points are essential for all levels: Assistant professor, Associate Professors and Professors. As per Ist amendment the points increased to 120 and 20 and a total of 150 points together. The second amendment is the introduction of Caps in the Cumulative API. An Assistant Professor can become an Associate by three publications at any stage between I and III in a duration of 12 to 14 years and needs 5 publications for Professor. Even though these were introduced for improvement in higher education, these were not free from problems also. The first problem is the existence of a linear relationship of time and research output. Time is a major constraint. Here by him, the university is merely a factory where knowledge creation is a production function and the teacher are a worker only concerned with the Marginal productivity.

11.RAMASWAMY RAMAKRISHNAN - 'INDIAN HIGHER EDUCATION IN THE DIGITAL AGE' (EPW JUNE 21, 2014 VOL XLIX NO 25 PN 27-30): The article is a review made by Ramakrishnan Ramaswamy about the knowledge of higher education and the role of the digital revolution by William Bowen from Princeton University. He is an eminent one and he contributed for the formation of JSTOR and ITHAKA. He made a comparison between the education system in India and in US. In Nature & Delivery he explains the ways of providing information at lowest cost by using telecommunication. The simple conclusion he made in his book is that the true cost of education is rarely passed on to the students in India, but in US by a great extent. The Future in India explains about what is going to happen in the field of education, by this age we are having 700 universities and 35000 colleges for higher education. So, it explains the necessity of a standard university education instead of the traditional university system. New missions explain about the setting up of National Mission on Education through Information Communication Technology (NMEICT) and the National Knowledge Network (NKN). Their ultimate aim is to connect the educational institution as many as and it also explains the UGC's e-

pathashala, for transferring the online versions of lectures. Online Landscape shows the developments especially the massive online courses (MOOCs)- through this the aspirants can obtain the better class made by others elsewhere. Next heading is Need to Blend Modes. It means all the university system required to pay more attention to made the Indian higher education to be enhanced as in global standard.

12.CHATTERJEE BHASKAR (2006- EDUCATION FOR ALL: THE INDIAN SAGA. 2<sup>nd</sup> CHAPTER PN 10&19 ISBN .81-8382-077-8) The second chapter of the book ‘The Indian Context’ starts with a quoting by National Policy on Education 1986, that is “In our national perceptions education is essentially for all. This is fundamental to our all-round developments, material and spiritual”. The chapter says education determines the destiny of a nation and it is an important instrument for enhancing the human capabilities. Moreover, it says the structure of education system. In India the education system covers 10 years of schooling followed by 2 years higher secondary and 3 years of graduation. Those are at four levels; primary, upper primary, secondary and finally higher secondary. The chapter also touches the deprived sections in the society. It says even though the education facilities expanded manifold, there exists some sections and groups beyond the reach of education. So, there is a need to improve the accessibility of the deprived section. The following things should be kept in mind, that is the survey regarding all the aspects of certain social groups, various schools and camps especially for the rural girls who were out of schooling, various education programme at the rural areas and promote various projects that might be either innovative or experimental by various voluntary agencies.

13. BEDAMATTA RAJSHREE (EPW DEC 20 2014 VOL XLIX NO 51) ‘EDUCATION IN THE AGE OF MARKET REFORMS.’ The article is a review made by Rajshree Bedamatta about the book “EDUCATION AND ECONOMICS: DISCIPLINARY EVOLUTION AND POLICY DISCOURSE” by Saumen Chattopadhyay (2012). As per him education is considered as a cynosure and its attainment linked to every socio-economic indicator. Here education is a growing issue, because of its privatization. The book was made on neo classical approach basis. Here he takes the education as any tradable good. He undertook the idea of Adam smith, that is education as investment expenditure. He also connotes about the person Gary Becker, because he is the first one who introduced the concept human

capital. Gary Becker used a human capital approach where the role of education is greater in economic growth. Investment approach says investment in human capital is guided by the same principle as any investment on production. He explains the Solow growth model by linking it into education. He says the book of Chattopadhyay contained 7 chapters. The important one is second because it explains more about human capital approach to education. Fourth explains the technical relationship between input and output within the education sector. Fifth deals the human capital approach critically. Sixth explains the issues in providing education. Seventh deals with the market for education, especially higher education. The book also reviews how the policy is adopted under the market failure in its provision through moral hazard, adverse selection. He says school education in India is the weakest brick on the pillar, because un equal access, poor infrastructure, high teacher-pupil ratio, teacher absenteeism and high dropout ratio along with those poverty and income inequalities. In short, the article says the role of Govt is nullified and the role of private is growing.

14. Dr. Hittanagi Rajendra Kumar (Vikasini Vol No 29 No 2, April-June 2014): His article entitled 'The Role of Education Sector in Removing Gender Inequality'. It entrusted the gender equality in achieving the constitutional mandatories. Moreover, it explains that in our country as per (2000-2001 MHRD Report) data the total enrolment is 191.63 million, out of it about 80.54 million were girls. It constitutes about 42%. As a result of the programs adopted during 1990's by the Government, the situation has changed, in the sense that the girl's education has increased and the gender gap had become narrowed. As per him the proper education should enhance student equality, promote the constitutional culture and stability. It could be attained through the provision of equal opportunity in education. Their main intention is to remove the prejudices and complexes transmitted through social environment. In short, he says the gender discrimination can be avoided through better education. So, he says, for providing education the inclusion of the concept of gender equality in the curriculum and making laws to remove such inequality is required.

15. Rampal Anita (Vikasini Vol No 23 No 2 April-June 2008) The article by him namely 'Education for All' explains the necessity of education. She says the responsibility of Government is not only providing free education on a mandatory

basis and to all children up to the age of 14, but also to provide better and quality education, even at least secondary level. The quality should be comparable that of Kendriya Vidyalayas under CBSE. So, the Right to Education Bill plays a vital role. She says the countries like Finland, Canada, Cuba and Korea achieved high quality in their performance. Because all those countries investing a lot to increase the quality of teacher. They were not compromising in the quality of teacher, even when there was shortage of teachers. So, in short providing education to all is not an important aim, providing qualitative education is more important.

16. Sunny Yamuna (December 27 2014 Vol XLIX No 52 EPW) the article entitled 'Knowledge and the Politics of education' explains that the knowledge has an important role in structuring the consciousness of individuals and societies. By him there is an inherent relationship between the traditional and modern knowledge, and the knowledge is not a store house of stagnancy. He suggests that the education needs to use the rich contributions of knowledge to rescue itself from the clutches of politics. For the backward sections, the modern schooling opened greater possibilities which could make them to obtain modern jobs and make a break with the predetermined nature of caste and gender. The Indian experience of modern employment shows that a caste-gender factor continued to guide an ethos that travelled from agricultural villages to urban factories. So here education is a catalyst for the transition.

17. K. Manikandan (2015 The Development Experience of Kerala a Panoramic View ISBN 978-93-83241-36-1) in his article namely 'Globalization of Higher Education: The Kerala Scenario' explains the impact of reforms in education especially in higher education. The study mainly used secondary data & it reveals that knowledge society is the society where knowledge and like services are using, creating or sharing as the key elements in the prosperity and well-being of its people. And Globalization of economy is the globalization of higher education; because any change in education will bring changes in the state level too. His article concludes by a statement. I.e. The changing world-wide situation makes necessary context for updating the skills, which requires higher education reform is necessary. But it is essential to check whether such reform is adopting in a right way or not. And he says the growing private institutions in higher education are not a good sign of development.

18. Dr. P. Gopinthan Pillai (April 2012 Kerala Calling PN 37-39) Article entitled ‘U. N Literacy Decade and Kerala’s Literacy initiatives for Empowerment’. It starts by the definition made by UNESCO on Literacy. It says literacy means the ability to understand, identify, create, interpret, compute and communicate, using published and written documents associated with various context. The article says the ultimate aim of the launching up of the United Nations Literacy Decade was “literacy as freedom and literacy for all’. The main objective is “Education for all”. It says as part of reducing illiteracy, various programs were introduced by State Department of Education, Rural Development, Universities Department of Adult Continuing Education and Extension and Voluntary agencies. They are National Adult Education Programme (NAEP), Rural Functional Literacy Programme (RFLP), and Mass Programs for Functional Literacy (MPFL) and National Literacy Mission (NLM). Other Programs were also introduced like Peoples Educational Literacy Campaign Kottayam, “Lead Kindly Light” Ernakulam literacy campaign and Akshara Keralam total literacy campaign. As a result of these, Kerala attained the status of first totally literate state in India. It also explains the role of various equivalency programs.

19. P. Praveen (2015, ‘The Development Experience of Kerala a Panoramic View’ ISBN 978-93-83241-36-1) article name ‘Tale of Contradictions: The Unending Discourse of Nature and Privatization of Higher Education’. It deals with the contradictions existing in higher education. One among the prominent one is about the nature of education especially at higher level; that is, whether higher education is a Public good or Private good. At first it says to be a public good in the sense that, higher education is non rival in consumption and non-excludable in character. Non rival consumption means, it can be consumed by more persons without compromising its quality and intensity but non exclusion means free rider problem can be seen since it is provided by government. But the passage of time, increasing privatization everywhere including higher education shows that it is becoming a private good. Means that, it is very easy to exclude those who do not pay the fee, if it was provided by private agencies. But in conclusion the article ends with a compromise that higher education is both a public good as well as a private good.

20. Bhattacharjea Suman, Wadhwa Wilima and Ramanujan Purnima (September 2013) article name ‘Progress through Primary School in Rural India: Evidence from a



longitudinal study'. The paper says that, the provisions under RTE Act are not valid in Rural India, and it fails to ensure quality education to all children. He says that in schools, if a teacher completes the syllabus means the students also master the subject, he/she taught. But in rural India it is not so. Hence by him the whole curriculum should be redesigned in line with the actual capacity of the children or must undertake the remedial measures in the form of coaching should be given. The paper is based on certain assumptions. They are; Enrollment figure reflects the children's participation in school. Next one is Children in school are at grade-appropriate levels of learning. As per this the children at each grade have the ability to master the previous classes. And the last is Children in school are enrolled in the age-appropriate grade. Along with the above explanations, it says that in rural India, more than half of the children in class 4 are over aged. The main demerit of the law is that it concentrates only the enrollment, but it does not consider the poor attendance. In rural India the teaching learning process is more difficult in the sense that the existence of complexities associated with the pupil-teacher ratios, multi grade nature of class rooms and the text book are too difficult for the children to handle.

21. T.K. Rajalakshmi (July 15 2011 Frontline PN 16-17) article name Child Right Violations Rampant. It is an interview article by Rajalakshmi with a senior advocate in the Supreme Court. He talked about the RTE Act. By him the problem associated with RTE is that the Govt has never been serious and sincere about the education and it does not address the problems like child labor, problems in Physical and Academic infrastructure in schools, Problems of Good quality education, Teachers absenteeism, drops out, and lack of availabilities of schools nearby. He also says that, the growing private institutions are not problems, if it is established by an extended hand of public schools to fructify the constitutional goals. Another argument by him is that the implementation of the RTE in Government schools is very difficult, because the person running these schools are not let their child to study at the government schools, which means, they were not interested in the children attending the Government schools. In conclusion he says that the Child Right Violation is rampant feature in education, because of the growing commercialization.

22. Tewary Amarnath (Correspondent 'The Hindu' 12 April 2015) In his article namely 'Educating Girls to Stabilize Population he says education influences the

reproductive choices of women and it helps to reduce population pressure in the state. He stresses the girls must have at least 12th standard education.

23. Nitish Kumar (Bihar's Chief Minister 12 April 2015 'The Hindu). In a Work shop namely 'Health, Women & Development' he says the most important ingredient for development of any society or state is education. And he said educating girl student is the best way to stabilize population growth.

24. Saxena sadhna (Yojana September 2013): 'Equal Opportunity Education: Abandoned Agenda?': In this article she said that, the equality in education implies the availability of elementary education from the government, and it must be in free of cost. and the expansion of such system, will further make the two-tier system will become stronger. The two-tier system means, government provided free educational facility for the poor people and premier & elegant private system for the rich.

25. Pandey Bhriku Nath (2000): His study reveals, it is very difficult to meet the growing demand of quality education along with protecting the rights of deprived sections simultaneously, which means the attainment of one will be at the expense of other.

26. National Centre for Advocacy Studies (2002): Amartyasens Pratichi Trust found in 2002 that as far as primary education is concerned villages with SC, ST and Muslim population has less accessibility to primary schools. The teacher also neglects the children from poor and less powerful backgrounds.

27. Uma Tuli (Yojana April 2013): 'Making Inclusive Education a Reality': By her, the inclusive education implies the reformation of the school culture, their policy and practices. By doing this, we can respond to various students in a particular locality in a diversified manner. Thereby we can feel that individual differences cannot be treated as a prime problem, which needs to be identified.

28. K.P. Mohanan (Yojana July 2013): 'Developing the Intelligence Capital of a Nation': In this article he said the governments as well as the Board of members of school and college programs, need to understand and appreciate the value of inquiry-oriented education is to enhance the quality especially by stimulating the intelligence

of the youth, thereby this can help the youth to convert their potentialities into reality. And this thing would definitely contribute to the intelligence capital of a country.

29. Dr. S Jayadev, Dr Joy Bino (Kerala Calling June 2012): ‘Laudable Education Measures’: Kerala’s triumph in the field of education especially secondary education is a model to follow not only by the other Indian states or developing countries but also by some of the developed countries. Its success in the human development indicators such as- gender egalitarianism for right of entry, open and universal primary education, SC/ST students in schools, near total literacy including female literacy levels, low dropout rate, easy access to educational institutions, the number of schools (colleges) even in remote areas and better infrastructure in schools is well known. These achievements of Kerala are no doubt laudable thanks to the effort taken by the Government itself.

30. T.M. Siamlal (29 March 2015): In his article namely ‘Gaps in democracy and development: A Special Component Plan (SCP) and Tribal Sub Plan (TSP) in Kerala,’ he says that the achievement of Sc and St in their education compared to the general population is lower. And, the problems faced by them in every sphere including the education are second generation in nature. So, it should be the duty of the Government to address those problems and it should be avoided through democratic process.

31. K.P Ajeesh Babu (29 March 2015) the article namely Decentralization and Development: Issues of Special Component Plan Allocation and Utilization in Kerala’: it explains that due to the reform adopted by the Government in the field of education improves the educational attainment of SCs and STs improved. And the drop out ratio in Kerala is below one percent among SC and it is more than two percent in ST. Along with those, other communities like Ezhava, Christian, Nair & Muslims have their own educational institutions, but the enrolment of SC&ST on those institutes are lesser. In short, the SC&ST populations are outliers.

32. Abdul Salam (2008): ‘Studies in Local Level Development ed: KNN and PRG 2008.CDS.’It shows that, only few of the Scheduled caste community benefit from the professional education. It represents only the topper among the SC and it do not

represent the mass. The representation of students who were the children of poor, less educated parents with low-income employment are poor.

33. P. Sivanandan (2015) 'Struggle for Survival- Experience of Scheduled Communities in Kerala' explains that, the opportunities for higher education are biased in favor for the rich section, not the poor. For e.g.: in entrance examinations along with the urban biasness the socio-economic conditions of their parents also play a vital role.

34. George Zechariah (2008) in his study related to 'Drop outs in Arts and Science Colleges in Kerala' shows that, the drop outs among Scheduled caste and Scheduled Tribes at the Post graduate level is very much higher. In arts it is 43% and in Science it is 50%.

35. Sivasankaran and Suresh Babu (2008) in their study related to the 'Wastage in engineering education in Kerala' shows that, about 80% of the dropped-out students are Scheduled Caste/Scheduled Tribes. Only few among them are passed out subsequently with their repeated attempts.

36. Dr. Alees M.D (2015): in her article namely 'Vikasanathile Avikasanam Oru Athi Jeevana Porattam' explains that the educational attainment of ST is poor. The main problem faced by them is illiteracy. Only few i.e. very countable in numbers were achieving education. Along with the above-mentioned problems, they were experiencing the problems like lack of basic amenities, better library, special coaching to the disadvantaged, good atmosphere, good hostel, respecting the tribal heredity and family & co-operation among the teachers. If these were identified and rectified, then, their improvement can be achieved.

37. T. Devi (2015) her article namely 'Kodencherry a Scheduled Tribe Area- A Study' shows that the pupil in this area were not in a better condition. The typical study shows none of them were participating any of the cultural programs and quiz programs. None of them got ITI education. No one has participated in national sports meet. Only a little percentage is residing at school hostel, and the rest is residing with their parent's home. A remarkable achievement in that area is the growing up of a college from a single teacher equipped school.

38. Roshini Padmanabhan (2015): 'learning to Learn: Education of Dalit in Kerala- a Search through Biographies' reveals that Dalit communities are educationally backward. Their backwardness arises not from their lack of demand. They demand indeed, but the non-intervention from the part of Government in both Pre- and Post-independence period.

39. Sasi. c & Nisha T.A(2015) Their article namely 'Education Backwardness of Scheduled caste in Palakkad with a special Preference to Vadakkencherry- An Analysis' shows the education profile of Scheduled Caste are not satisfactory, because their primary data analysis shows a lot of people in that area are still uneducated. None of them having technical education & nobody got Government employment. The ultimate reason behind this backwardness is educational backwardness. The people in the study area says, the expensive and unaffordable cost for having better education making them to refrain from education attainment.

40. Dr. Sukumaran (2015) his article entitled 'Education versus deprivation: A case of Tribal's in Kerala' shows that, some of the tribal communities are far behind in their educational attainment. The study says that, the educational qualification of the head of the family influence the education of the whole family more intensively. It also says there is a greater relationship between the education standard and general deprivation. Higher the education, lower the deprivation and vice versa. And it says, it should be the duty of the Government to spread literacy and educate the tribes to avoid the problem of general deprivation among the ST. He also argues the socio-economic development bottlenecks can best avoided by the education, and it helps to increase the skill and efficiency of the tribal people. In short education is the best remedy to wipe out the deprivation. The article ends by saying 'education versus deprivation continues, but in reality, the education will succeed in ultimate'.

41. Dr. V. Shaharban (2015) entitled the article 'Educational Deprivation (Literacy Poverty) Among Tribal's in Kerala' says the weaker section of the society in general is Scheduled Tribes. They are backward in their educational attainment as well as in their socio-economic background. It says tribal education is the best way to empower them. It means making them to acquire and secure their land, forest and water resources. It also shows that, even though the literacy among ST is rising, their drop outs is also rising. It indicates the wastage in education. Due to the economic

pressure, the tribes were forced to discontinue their studies and to engage in labor force. This is the ultimate reason for their educational backwardness. Along with the above some other reasons also play in prominent. They are external constraints (Gender bias, migratory issues, timid geographical set ups, dual system of administration), internal constraints namely the quality of educational institutions, quality of teachers, content and curriculum, language through which the classes have been taken, school, suitable teachers, content and curriculum, medium of instruction, tutelage and unique monitoring mechanisms. socio economic cultural constraints includes the poverty associated problems, and bad economic status, societal norms, cultural beliefs, ignorance in realizing the actual value of formal education, problems and gap between the home and the educational institutions. Along with the above, intellectual problems are also important.

42. Laxmikanth. M (2012) in his book 'Indian Polity for Civil Service Examination ISBN-978-0-07-015316-5) Chapter 55 deals with the 'Special provisions for SC's, ST's, BC's, Minorities and Anglo Indians'. It explains the provisions were made for SC and ST. The constitution provides reservation of seats in Parliament election for SC&ST. PSC and UPSC appointment also follows reservation. A national Commission and a Commission is also set up for their up gradation. Special grants were made by the Center to State for ensuring the safeguards of SC & ST. A Minister is appointed for monitoring and protecting the rights of the reserved ones. Along with the above Article 19 (Protection of interests of ST's) was introduced by restricting two fundamental rights (Right to move freely without any constraints throughout the Nation, and Right to live and settle in any part of the nation) It intends for the promotion of social and economic interests of SC and ST. It comes under the article 46.

43. Laxmikanth. M (2012) in his book 'Indian Polity for Civil Service Examination ISBN-978-0-07-015316-5) Chapter 38 namely 'National Commission for Sc's 'Article 338 of the constitution deals with the commission. The main functions are to investigate and monitor the constitutional and other legislative safeguards. They can enquire on the extent of deprivation and also participate in all programs for their upliftment. They require submitting the report of the commission to the president regarding their achievements. They can make recommendations to the Center and the

State to discharge functions for the protection, welfare, development and advancement of SC. Along with the above they have the following powers. They can enforce the attendance related details of any person from any part; they can discover and produce any document, they can receive evidence on affidavit, they can requisite any public record from any court or office, they can issue summons for examining the witness and document and any other matter that the president determines.

44. Chandy Oommen (2015 April 29 THE HINDU): He says 'Education Vital for Social Uplift': As per his words the Ezhava Community is getting a lot of educational opportunities through Sree Naryana Dharma Paripalanam. It immensely contributed to the educational achievement. In short the upliftment of the poor and the needy can happen only through education and through the process of knowledge acquisition.

45. Natesan Vellappally (2015 April 29 Mathrubhumi PN 7) article namely 'Someone pulling back the Chief Minister for avoiding the educational justice' As per him the educational improvement of the Ezhava community is culminated by pulling back the chief minister by someone along with the argument that the Govt ignores the educational rights and justice of the Ezhava Community. By data, only 42.7 % of the pupil in Ezhava Community getting proper education.

46. Prameela.A (July 2012 Kerala Calling RNI No. 35991/80) her article named 'Inclusion of Children with Special Needs in Education' talks about the education inclusion. Education inclusion is possible by providing better education to all. It means, the people with disabilities should also get an equal opportunity to have a better education. This is based on a principle of 'all should have the opportunity to learn together'. The remedy for solving the problem of inaccessibility by the poor or disabled can be avoided through a Regular Education Initiative (REI). It is a philosophy that intends educating the students with disabilities and it is a shared responsibility of general education and special education.

47. Singh Shrawan Kumar (Aug 2013 Pratiyogita Darpan PN 278-281 RNI No. UP ENG/06117031). As per the article 'Commercialization of Higher Education: An Analysis'. It reveals that today's economy is a knowledge economy. i.e. everything is driven by knowledge. And the education is now a commercialized as well as a market biased commodity. This is a danger thing. Along with the above, the education system

experienced a wide variety of problems. Few among them are demographic problems, economic development and liberalization problems, technological problems and all associated with globalization. The article also says, the creation of mass education retains the prestige, and if it is driven by market, then we may experience a wide participation among those who do not participated earlier because of their poor social as well as economic back ground. It also says that, the education responds to three E's. They are economy, efficiency and effectiveness, the fourth 'E' is equity, i.e. now an outdated one. In reality what we are experiencing is the transformation. Everything is dominated by information. By the author the flow of money is under the control of proper information, especially the proper handling up of information. The new world is emerged because of knowledge and its management. And it helps to replace money as wealth. In short property is considered as an emblem of wealth in an agricultural context, money was the emblem of wealth in industrial context and now it is the information, information is an asset than that of money and property.

48. Desai Vishakha.N (May 11, 2015 THE HINDU- article namely 'THE CASE FOR LIBERAL ARTS EDUCATION' revealed that the Indian education is blended with technical education and applied science. And there is a common thought that the pupil would choose liberal arts or humanities only if they were not getting Science and Commerce. That is the first preference goes to Science, then commerce and finally humanities. In the common view, selecting art subject is utter worst and time elapsing. But in real those subjects help to identify the meaning of humanity and enable the common man to lead a meaningful life. Moreover, it teaches us to think the morality behind all and think everything in a judicious manner, especially about the choices of lives. As per her, India is now experiencing an erosion of such art education. Without art liberal education, it is impossible to gain the above-mentioned good qualities. So, in order to increase such art education, a more interactive type of learning and an affluent financial support needs to be provided to those who pursue such course without any discrimination.

49. Joseph. K.C (January 2013 Kerala Calling): This article named 'Safeguarding the Pravasi Rights' explains various measures related to the protection of Non-Resident Indian's Rights. It also stressed the rights of Non-Resident Keralites. One of the important programme introduced for them is 'SANTHWANA' for extending the



financial assistance to the NRK's. He says one of the important determinants of attracting Foreign Direct Investment is the highest literacy rate. Other determinants were skilled man power, low cost of power, clean and green environment.

50. M. S. Amith (August 2012 Kerala Calling): the article by him namely '25 Years of Fostering A Literate India' explains the major provisions coming under the Report of World Literacy Summit at Oxford. It says, in reality if we select five people from the world, one would be an illiterate, means even they do not have the ability to read and write. Numerically it comes about 100 million children deprived-of education. And he says it is the chief reason behind all evils in society. It limits the accessibility of a person's ability on their understanding capacity and use of health-related information. Further it leads to poor hygiene and nutrition. Illiteracy contributes more to the criminal background of a person. Juvenile delinquents are also illiterate. It creates a heavy burden on the social security system of the country. They became jobless and completely hopeless by depending on the welfare schemes adopted by the state Government. As per the article, the major reasons behind the illiteracy are; poverty, malnutrition, environmental degradation, absence of plans for adult education and non-formal education, technological backwardness, underdevelopment in the villages, increasing debt and over population.

51. Dr Nath Baiju.K and M. Ragi (2015) 'Ekalavya Model Residential School Wayanad: A Status Survey'. The article stressed on the educational improvement of the Scheduled Tribes community. Generally, they are educationally backward, and this backwardness could ultimately influence their living standards. The tribal children were experiencing location as well as social disadvantages. They felt self-confidence and exposure problems due to this. So, the only way to avoid such problems is the provision of quality education. Hence, the Government recommended having a special type school model namely Ekalavya Model Residential School. In Kerala two such schools have been established; one at Wayanad and the other at Idukki. The school is in compliance with Navodaya Vidyalaya. They made certain achievements like bagging first prize in sub district sports competition, 100 per cent S.S.L.C result, fourth prize in sports and games competition in 2010-11, active participation in science exhibition, got first Sastra Bodhini project in Trivandrum, many prizes in sargolsavam, getting National merit cum means scholarship, some of

the students getting National Talent search scholarship at the state level. If this can be maintained, then they will become more progressive.

52. Dr. Krishnan. C (2015) 'Is tribal education in Kerala at cross roads?' He says education of Tribals has become an ultimate tool for equalization and national integration. But their educational attainment is poor, more specifically the literacy rate of Tribals is lagging behind the scheduled caste communities. Here tribal communities were considered as outlier communities. The article also shows that the incentives provided by the government are inadequate for meeting the education needs. It resulted in a greater dropout and even non enrolment also. Most of the programs introduced by the government have been unknown to them. So, it is necessary to put them in track by the Government through such policies.

53. Unnikrishnan Namboodiri and E.C. Ajeesh (2015) 'Inter community variation in Education and Health: A study of Scheduled Tribes in Wayanad, Kerala.' Kerala has been known to its achievements, especially in education and health. That is why the term 'Kerala model of Development' is more famous. This article says the educational attainment of tribes in Wayanad shows some variations. In specific from the four communities, major households have an educational status of higher secondary level. (Kurichiya and Kurumas). About more than 11 per cent are illiterate among these four communities. Some of them have Degree and Post-graduation. But Paniyas and Adiyans are studying higher education. Moreover, Kurichiya and Kuruma spend a lot for their education. But the latest is not. The variation is due to their language, belief, custom and economic background.

54. Economic Survey (2011-12 PN 332) 'Welfare and Development of SCs'. It aims for attaining the inclusive education. It comprised with the introduction of various programme through State, Government's apex corporations and Non-Government Organizations (NGO's). For effective delivery, they follow Public Private Partnership (PPP) method. For obtaining education by the Scheduled caste, the Government implemented Pre-metric scholarship for those whose parents engaged in unclean occupations. Post-metric scholarship has been revised in the following way.

- Raise the parental income from one to two lakhs.
- Raise the maintenance and other allowance by 60 percent.

- Number of scholarships has been increased under Rajiv Gandhi National fellowship (it is for pursuing research, both M-Phil and PhD).
- National Overseas Scholarship has been revised in its subject's inclusion (i.e. Science and Management studies).
- Financial assistance to the Scheduled Caste both at U.G and P.G level has been increased.
- Certain sum of rupee allotted for studying in IIT and IIM by the Scheduled Caste.
- 24 institutions have been included in the notified list of premier institution.
- Centrally sponsored hostel facility provided under the Babu Jagjivan Ram chhatrawas Yojana for SC students.
- Special Central Assistance to the Scheduled caste sub-plan introduced.
- Self-Employment Programme was introduced.

55. Ramachandran.R (2012 October Frontline) 'Our primary emphasis is on Quality' PN100-103. It's an interview article made by Ramachandran with Prof: Atta-Ur-Rahman; President of the Pakistan Academy of Science. In this interview Ramachandran made a question to the Professor regarding the selection of quality teacher. He replies, it is a big problem faced by Pakistan. For improving the quality of teacher, Pakistan spends a huge sum in the form of scholarship. It was given by selecting the teachers through a national level examination in every three months. Only good and talented students having good academic records were eligible to write those. Every year about four times the examination being conducted and selecting 500 persons in quarter and 2000 in year. The final selection is made by foreign professors through a personal interview. It is a strict elimination. So, the person who passed out the exam and interview can undertake higher studies and come back after completion to the home country, because they are offered higher salary by the country, especially by the college. In short there is no contract between the persons and the colleges. Their bondages are not contractual but moral.

56. Sadasivan. T.K (June 2012 Kerala Calling) 'Right to Education Act and its impact'. As per his article, the ultimate aim of the RTE is to decrease the social inequality. The important things here is that the equality in educational attainment in class room is not practical. The rules formulated by RTE are for integrating the poor students with other students. By him, equal opportunities do not create equal

intellectuals. But the integration will create intellectuals and good personalities from poor and weaker sections of the society. In short real education must enhance the inherent abilities without considering other features. For enhancing the student's ability, the teacher's quality is also essential. Because most of the students and their parents are attracted to the school having qualified teachers. A teacher with bad quality and imperfect knowledge is a great threat to the nation. In short, the teacher's quality and quality education are inseparable.

57. Hasan Zoya (THE HINDU May 20, 2015) 'No acche din for higher education'. She says Indian Educational institutions have failed to attain a position in a list 200 premier institutes prepared by 'The Higher Education Supplement.' It shows the higher education crisis. She criticized that; the Narendra modi Government has done little to address the questions in higher education. She also said that the budgetary allocation in this year (2015-16) is very meagre compared to the previous year. She argued that the accessibility of higher education is possible by the mass through the state funding. But now a day the state has withdrawn from education especially from higher education. Along with these growing privatizations is another reason. But the pathetic fact is that the arts and humanities are being pushed aside. Another reason is the existence of heterogeneity in the admission and appointment of faculties in Universities especially in Central Universities. So, she suggested it should be uniform, only then the problems can be overcome. Moreover, the Indian education requires a reform. It means the knowledge must be a blend of material as well as spiritual aspects.

58. Dorairaj.S (April 19 2013 Frontline, PN 35-37) 'Disempowered Dalit'. The article says that the Dalit panchayat in Tamilnadu is experiencing the caste-based discrimination. The dominant caste oppressed the Dalit in a variety of ways. The Dalit were not permitted to enter into the premise of the panchayat office, even though they were the member or president of that panchayat. They were forced to resign from the post by the oppressing class, even forced to sign the documents in favor of the dominant castes. The educated Dalits already appointed as officers in the panchayat were also facing humiliations from them that were hard to withstand. Various studies have shown this. Accordingly, for empowering the Dalit, the Government should

provide three acres of cultivable land and subsidized credit to each family. Only then the dependency can be avoided.

59. Muhammad Rasheed.P (2015) ‘Inward migration in Kerala; Increasing need for a change in Development policies. In this article a subtopic named the ‘issues of educational opportunities’ show the problems faced by the migrant population. One of the important problems faced by them is the non-accessibility to education. The primary data collected from Parappanangadi; Malappuram Kerala shows that about six migrant students studying in the lower primary school. They face the problems like language, due to it they are reluctant to go to schools. Moreover, the lack of teachers is another problem. Only a little came to teach them. It shows that no educated migrants came to Kerala for having white collar jobs. The problems like poverty and other such problems forced the migrants to leave the place also make their students to drop out. Schooling of migrants is a very big problem. In short, the more educationally under privileged children belongs to migrant families.

60. Kumar Krishna (May 24, 2015, THE HINDU Magazine supplement) ‘Indifference or restraint’ is an article by him for explaining the achievement and drawback in the field of education by Narendra Modi government after their one-year completion. It says that in a federal structure in India, the Centre plays the dominant role, but in the case of education by the day, as per him it is a mere spectator. Due to this the situation of each state in implementing the RTE is crumbling down. The conditions of certain states like MP, UP, and Bihar was getting worse, even the schools were closing down. In the case of secondary and higher education, they were in a dilemma that whether to choose an improved states institutional capacity or to adopt the structural reform. By the end of this one year the NDA government has given little concentration in the long-term plans in education. Increasing urgency in the field of skill development is a noticeable feature of this government. But to what extent it fructified is out of question, and the article ends by saying that education requires a new equilibrium with private capital.

61. Konana Prabhudev (Sep 28 2015, THE HINDU) ‘In a Class of Their Own’ he wrote about his personal experience from his friends and students regarding the reservation of SC/ST and Other Backward castes. He says many of his Indian friends angry with them, because of their admission at various professional schools. So, he

gently asked the friends, 'how many of the SC/ST they know' but they could not find any. So, he says generally SC/ST's came from such a poor background, and they perform well professionally because of the opportunities they got, he says this from his experience. If he could not get such opportunities, he would explain those in the same way as his friends did. By his views Reservation in India especially in professional schools is purely for representation without much regard to academic readiness or social integration. Moreover, he says there were abuses of the system which brings conflicts. He argues such representation should begin at the early stages of education both in private as well as in Governmental streams. Such system is necessary for an ideal society. It cures the academic preparedness and social integration.

62. Hendricks Lutz (march 2002) article name 'How Important is Human Capital for Development? Evidence from Immigrant earnings' (American Economic review Vol 92. No.1). It points out that by observing the conditions of immigrant workers from different nation in the same labor market gives an occasion to calculate the endowment of human capital. And it also shows that, the proportion of human capital and physical capital have minute portion of the income variations in different nations.

63. Heylen Freddy, Schollaert Arne, Everaert Gerdie and Pozzi Lorenzo (April 2003) Article entitled 'Inflation and Human capital formation: Theory and panel data evidence'. They say the paper above mentioned is an alternative model of the already explained theories explaining the impact of inflation on human capital formation. The earlier theories say that the inflation has either a negative or neutral effect on human capital formation. But this theory explains positive effects on human capital. A rising inflation stimulates human capital; at high inflation a small negative effect could be seen.

64. Jacobs Bas (May 2009) 'A life Cycle Theory of Human Capital Formation, Pension saving and Retirement' pointed out that the life cycle interaction between human capital, retirement and saving are important for explaining the behavior of individuals on human capital investment (pension) saving and retirement. He says that lifelong learning or later retirement will be ineffective if severe disincentives caused by heavy taxes, early retirement policy and strong incentives for pension savings remain intact. Moreover, enhancing private saving for old age may unintentionally

create indirect burden on skill formation and implicitly enhance early retirement, thereby aggravating the ageing problems.

65. Robert Samuels (Aug 2013) 'Why Higher Education should be Free' ISBN-978-0-8135-6125-7. His article identifies various problems faced by the education system and provides convincing explanations to the common peoples about it. Few of them are: Why tuition goes up and quality goes down at American Universities? Secondly, where does the money goes in Research Universities? Thirdly what is the role of the faculty and graduate students in changing universities...etc.

66. Jenkins Robert (October 2006) 'Social Exclusion of Scheduled Caste children from Primary education in India' points out the extent of social exclusion of scheduled caste children in primary education in India. It also identifies that the structural causes of social exclusion, namely continued high level of poverty among the scheduled caste children is an important constraint. The paper also argues and concludes that a holistic approach is essential for addressing the structural and basic causes of the problem of exclusion.

67. Nambissan Geetha.B (2009) 'Exclusion and Discrimination in Schools: Experience of Dalit Children' the study conducted in Rajasthan, which is a feudal state having high caste hierarchies. Educational status of Rajasthan people was poor. 22 percent of children were out of school in 2004-05. Scheduled caste held around 18 percent. Only 71.5 of S.C were attending school, which is quite lower in the sense that the national average is 78.3 percent. Urban attendance of S.C is 64.6 percent, where as in rural it is 73.5 percent. A striking feature of the study is that some students experienced a sort of shifting, means they were frequently changing the schools which create a sense of uneasiness associated with creating new friends, rapport with the teachers. The main problem is by the creation of new friends. And it takes a long time to know the teachers.... etc. The main problems faced by the schools were poor infrastructure facilities, lack of adequate number of teachers and lack of resources. Certain schools have even no toilet facilities. The study also reveals that there exists caste-based discrimination; even untouchability can also be seen.

68. Fleischhauer Kai-Joseph (Jan 2007) 'A Review of Human Capital Theory: Micro Economics: It says that now a day the education and human capital are inseparable

and it is a key element in Modern economics. Along with the merits of human capital, there were many unknowns too. They were the educational attainment and its type and quantity. Moreover, a severe problem identified that the empirical application of human capital theory to life cycle differences in earnings is the post school investment are not observable directly. So, there is a measurement problem; because a wide variety of jobs might be viewed on the job training.

69. Goldin Claudia (Human Capital 2/23/2014): The article explains that the human capital means the stock of skills that the labor force must possess. The flow of these skills was greater when the return to investment is greater than the cost (either direct or indirect). He says that the skills are private in the sense that the productive capacity increases with the increase in human. There are certain externalities which increased the productive capacity of others by investing in human capital more.

70. Visaria Leela (Nov 8, 2014, Vol XLIX No 45 EPW) 'Population Education and Development' the article focused on the relationship between education, population and development. It states that in the light of Right to Education Act, free and compulsory education to all children between the age group of 6-14 must be provided. It explains how many children are in the population and those that are going to be born in the coming years is required for education at different levels, the number of teachers required to be trained and the type of infrastructure needed...etc. It is essential for the sustainable development and necessary for providing quality education and teaching employable skills.

71. Sudarshan Ratna. M (April 2015) 'Employment- Responsive Education in an Informal Economy- Context and Challenges' Journal of Educational Planning and Administration: Vol XXIX, No2. The article says that the people have an expectation that acquiring education qualification would enable a person to have a formal employment. But in reality, only few were able to fructify such thing. Since independence the attitudes towards the conventional type of education has not changed. As per the author change is essential, but in what direction is a question of concern. So now days a lot of efforts have been observed in the field of skill development initiatives, in the sense that strengthening vocational education. It suggests that a different relationship between education and work is essential which



would help the one to apply the skills to one's life and work in the process of creating livelihood and knowledge resources simultaneously.

72. Ahmad Malik Raihan (April 2015) Religion and Educational behavior of Muslims in Rural India' The article points out that the religion had a dominant role in shaping the educational behavior of the people especially Muslim people. The social conditions of the people too were determined by the religious ethos. The study reveals that the parents realized the importance of education which is a necessity of today, but they are not ready to sacrifice the religious education. It also reveals that the rural Muslims prefer a combination of both modern and traditional element included curriculum. The study also shown that the Muslim religious educational institutions introduced modern subjects which were heavily attracted by a large mass of students, although it was offered by the government schools with several incentives.

73. Venkata Narayana Motkuri (April 2015) 'When will India Achieve Universal Adult Literacy' the article says that the performance of India in the field of literacy is quite bad. The progress in literacy during the last decade is decelerating when compared to previous decade. Moreover, the rural urban disparity, gender gaps, regional variations are still existing. The achievement by the National Literacy mission (NLM) and Total Literacy Campaign (TLC) yields poor results. The paper also suggests that the adult literacy requires a greater policy attention and better initiatives.

74. Nongkynrib Deigracia ( January 2015) 'Determinants of Schooling in India' Journal of Educational Planning and Administration, Vol XXIX No.1 PP 59-74,The study by him on the basis of data collected from Selected Educational Statistics, GOI and the NSSO on Employment and Unemployment, related to the determinants of schooling in India, income is an important determinant, its importance is undermined by the education qualification of the parent, which affects the children's' educational attainment than that of income. If the family had a highly qualified person especially at the apex level, then it would have a significant and positive impact on the children's education. And a lower income of the household will inhibit the educational planning.

75. Burke Gerald (2015) 'Australia's Funding Schemes in Post-Secondary Education and Disadvantaged Students, Journal of Educational Planning and Administration, Vol XXIX No.1 PP-05-27. The article says that the Australian government gives grants to universities for 60 per cent of the tuition cost with undergraduate students paying fees for the remainder but largely funded by income contingent loans. In the case of Vocational Education and Training (VET) supported by government grants and a relatively of very low fees even near zero fees for the less advantaged.

76. Panigrahi Sangram, Shah Deepak (2014) 'Quality of Elementary Education in Rural Area of India-Results from Annual Survey Education Report (ASER) 2010, PP265-280, Journal of Educational Planning and Administration. Vol XXVIII No.3 July 2014. This study states that the educational foundation requires for the human resource development. It says that, the performance of rural students enrolled in elementary levels are weak in states like Kerala, Pondicherry, Himachal Pradesh, Maharashtra, Tripura, Punjab, Mizoram, Sikkim, Rajasthan, West Bengal, Bihar and Gujarat. But in states like Andhra Pradesh, Uttar Pradesh, Uttarakhand, Chhattisgarh, Assam, Haryana, Goa, Jharkhand, Daman and Diu, Arunachal Pradesh, Nagaland, Tamilnadu, Meghalaya, Orissa, Karnataka and Manipur show a better performance.

77. Mishra Udaya.S, Shukla Vachaspati (July 2014) 'Age Composition and Literacy Progress in India'- An Interstate Analysis' Vol-XXVII No.3 PP. 223-234. The study shows there is a wider gap in literacy across all the states. For this purpose, the authors used an index of 'Literacy Deprivation Index' adjusted with age structure.

78. Sailabala Debi (January 2014) 'Loan Financing to Higher Education-Experiences of bank financing in a less developed region'. The study conducted in Odisha reveals that loan has increased the inequality in accessing higher education. When the household is better, the amount of loan which are default in nature found to be greater, and finally, the return from education financed through loan is higher as compared to education without loan. It also suggests that, the financing of higher education by loans should require some precaution.

79. Unisa Sayeed, Borkotoky Kakoli (January 2014) PP-39-53. 'Educational Deprivation of Children in India- Insights from Recent National Level Household Survey'. The study shows that the percentage of never-enrolled declined, over time

gender disparity also exists. It also reveals that the people in urban area, especially the poor people from urban area have the risk of being never enrolled at the educational institutions. And the existence of adult literate female in the household results in increased enrolment. It also suggests that, background of households plays a vital role for non-enrolment. This also shows the existence of child labor.

80. Rumberger Russell.W (April2014) ‘The Challenge of Ensuring All Students Complete Secondary School’ Journal of Educational Planning and Administration Vol-XXVIII No.2 PP.159-166. Every industrialized nation is facing a serious challenge, that is the acquisition of graduation from upper secondary or high school by all the students. He says in those countries a high school diploma is essential for participating in labor market and for pursuing further education. Many of the country’s citizens experience diminishing economic prospects by the education. But the job is not a problem to them, because the global economy provides an ample opportunity to them.

81. Singh Raman.P (April 2014) ‘Understanding and Addressing Social equity concerns for Realization of Right to Education’ Journal of Educational Planning and Administration Vol-XXVIII No.2 PP. 133-158.The article focused on the principle of equity; which means the opportunity to all children to have education irrespective to caste, creed, gender...etc. It also says that since the deprived section includes disadvantaged and weaker facing the exclusion from mainstream, the RTE provide a legal support to them to enter into the mainstream. It also suggests that careful situation analysis and systematic documentation would be necessary starting point. The participation by the weaker section requires innovative and sustained measures to ensure the meaningful equity. So, the SSA adopts newer measures to accomplish such thing for the weaker sections. For enhancing the educational achievement of the weaker section’s advocacy, teachers training, curricular reform and community sensitization is essential.

82. Kumar Pushpendra and Mohanty Sanjay.K (April 2014) ‘Effect of Parental Characteristics on Education and Employment Attainment among Youth in India’ Journal of Educational Planning and Administration Vol-XXVIII No.2 PP.117-132: The article reviews that the educational attainment of the students highly correlated with the educational attainment of their parents, even after the socio-economic

characteristic of the household. By data if the father and mother were illiterate, the year of schooling of young people was 4.8 years when it stood at 11.5 years for the parents having an education of 10 years and above. By considering occupation the study shows little mobility among young people.

83. Srivastava Neha and Mukesh (January 2015) 'Impact of Socio-Economic Background on School Dropout Rates in Rural India' Journal of Educational Planning and Administration Vol-XXIX No.1 PP.29-36: It shows that the socio-economic status like caste, occupation and religion affects the dropouts of students belonging to disadvantaged sections. It is higher in ST than SC. The dropouts are higher to the students belonging to agricultural labor and other labor households. By religion Buddhist student shows the higher dropout followed by Muslim student.

84. Varma Subodh (2016 Jan-30 'The Times of India' PN-9) article name 'Enroll and dropout education is a one-way street for Dalits' shows that the ultimate reason behind the lower education attainment was poverty, the succeeding reasons were the social discrimination and abuse by the teachers as well as from the co- students. The resulting impact is that they were forced to take some remunerative work in the fields like brick kilns. It can be observed in the universities and IIT's too.

After the careful review process of various works conducted by various personalities in the field of education as well as the employment status of Scheduled caste, we can easily recognize that, they are marginalized, poor and backward in all ways. The specific findings from all the studies are the following:

#### Major Findings from Review of Literature

- Among the social groups, SC&ST have a lower degree of accessibility to higher education and the accessibility improves with the improvement in economic conditions.
- Remedial classes, counselling guidance have a greater impact on scheduled castes educational attainment.
- Growing privatization and narrowing the role of state reduced the educational attainment of scheduled caste.

- Lower educational attainment of scheduled caste depends on inadequate educational facility, lack of motivation and poor socio-economic status of the parents.
- There is no significant difference between the study habits and attitude of scheduled caste students and general category.
- Lower educational attainment of Scheduled Caste depends on lower income of the household, parental education, home environment and school environment.
- There is a strong correlation between the scheduled caste educational attainment and government activities like reservation.
- Proportion of income spend by the parents on the education of their son is greater than their daughter.
- Inadequate fund in the hands of government leaves the desired groups from the Right of children to free and compulsory education.
- Attainment of higher education is a major challenge faced by the policy makers.
- Considering the digital revolution especially in the creation of JSTOR & ITHAKA, the cost shared to the students are greater in Us and in India it happened rarely.
- Education enhance the human capabilities and promotes and all-round development.
- Education is growing issue due to privatization.
- Another finding is that the gender equality can be attained with the help of education.
- Student quality depends on the quality of the teaching faculties.
- Traditional and modern knowledge helps the backward sections to get modern job.
- Peoples wellbeing depends on knowledge society.
- First totally literate status of Kerala attainment is due to various literacy campaigns at various districts.
- Growing privatization made the higher education as a private good.
- In rural India, Right to Education Act fails to provide quality education to all children.
- Failure of RTE Act arises due to child labor, poor physical as well as academic infrastructure and low-quality education.
- Education helps to reduce population pressure.

- Important ingredient of development is education.
- Equal opportunity relates to free state-run education.
- Maintaining excellence in education and protecting the interests of minorities moves in opposite direction.
- Accessibility to SC, ST and Muslim community are lesser in primary education.
- Inclusive education needs to be improved.
- Efforts on the part of Government and Schools & Colleges needs to be promoted for inquiry-oriented education.
- Achievement of Kerala in the fields of education related to the efforts taken by the government.
- Education problems of Scheduled Caste and Scheduled Tribes are Second generation in nature.
- Reformation in the fields of education by the government improves the educational attainment of Scheduled Caste and Scheduled Tribes.
- Professional Education benefitted the topper among the Scheduled caste and not the mass.
- Opportunities for higher education neglect the poor.
- Drop out of Scheduled Caste are greater in Arts and Science Colleges.
- In the fields of engineering education, the dropped-out students are relatively SC.
- Illiteracy reduce the educational attainment of ST.
- Participation from the part of Scheduled castes is lower in the fields of cultural programs and quiz programs. And none of the students got IIT admissions.
- No intervention from the government reduces the educational attainment of Dalit communities.
- Existence of uneducated persons reduce the educational attainment of Scheduled Caste.
- Educational deprivation of Scheduled Caste relates to the education qualification of the family head.
- Wastage of education is greater on ST Community.
- Social and Economic interests of SC & ST based on reservation.
- Education is vital for social uplift.
- Ignorance from the part of government can be seen in the fields of educational right.
- Providing better education is a remedy for inclusive education.

- Poor social as well as economic background hampered the growth of knowledge economy.
- Attainment of good qualities depends on education.
- Higher literacy rate influences the flow of capital (Foreign Capital).
- Poor hygiene and nutrition relate to illiteracy.
- Educational backwardness influences the living standards badly.
- National integration and equalization are possible only through education.
- Kerala model of development associated with educational attainment too.
- Good teachers create good students.
- Equal opportunity does not create equal intellectuals.
- Increased budgetary allocation enhance the quality of higher education.
- Dalits were facing humiliation even at their workplace too.
- Non accessibility of education is a major problem of migrant people.
- In the fields of education, Center is merely a spectator.
- Reservation and performance of scheduled castes are positively related.
- Income variations in nations associated with human capital and physical capital.
- Investment on human capital depends on retirement and saving.
- Exclusion of Scheduled Caste children from Primary education is greater in India.
- Uneasiness associated with the frequent change in schools reduces the educational attainment.
- Education and human capital are inseparable.
- Productive capacity increases with the increase in investment on human capital.
- Educational attainment enhances the sustainable development.
- Acquiring education improves the possibility of getting forma employment.
- Religion and educational behavior had a greater correlation.
- Rural Urban disparity in educational attainment is increasing.
- Income is an important determinant of education.
- Educational foundations enhance the human resource development.
- Literacy gap is greater in all states.
- Household background stimulates enrolment.
- Labor market participation depends on high school diploma.
- Participation of weaker section depends on innovative and sustained measures.
- Parental education significantly influences the educational attainment of students.

- Drop outs are correlated with caste, occupation and religion.
- Poverty is the reason behind the lower educational attainment. Subsequent reasons are social discrimination, abuse from the teachers and co students.

### **Research Gap**

Review studies related to the backwardness of the Scheduled Caste in various part of the country and states, shows that the Scheduled caste were deprived in every aspect, like economic, social, education and so forth. Among these, educational backwardness is an important hurdle to become advanced by the Scheduled caste. This educational backwardness is associated with a lot of reasons like family status, socio-economic status, parental education, parental income, availability nearby institutions...etc. But in this study, that is 'Human Capital Formation of Scheduled Caste in Kerala: Problems and Prospects in Education' reveals that, in addition to the aforementioned reasons, another reason for the same is the lack of educational institutions specially reserved for them at the higher education level. If there are such institutions, to an extent, the problem of education can be resolved. Because up to higher education level, they could in some way cope up with the existing reservation policy followed by the government. Hence we can say that, the absence of such institutions created the educational backwardness along with other factors.



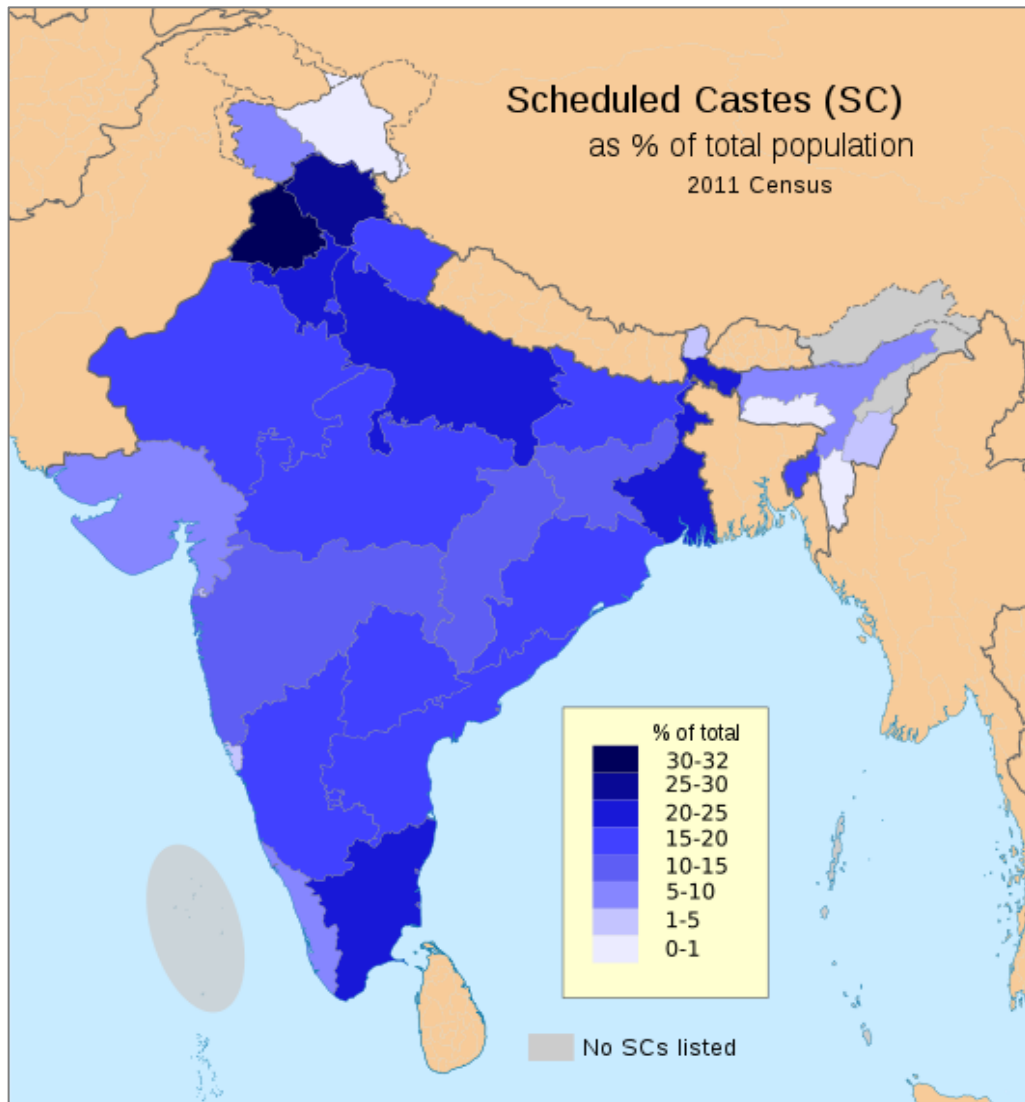
## CHAPTER III

### SCHEDULED CASTE IN INDIA

Scheduled Castes are considered to be the extremely deprived community in Social, Economic and Educational aspect. And at the same time, they were belonging to the untouchable people primitively. So, they were suffered some other problems like lack of infrastructure facility, geographical isolation...etc. <sup>[1]</sup>. The Government has considered some group of people as Scheduled caste due to some discrimination faced by them traditionally <sup>[2]</sup>. Scheduled caste are the sub communities of Hindu caste system. Only marginalized communities can be deemed to be the Scheduled caste in India. (The Constitution (Scheduled caste) Order 1950. They were basically avarnas, or belonging to the outside of the varna system. And were not from the existing four varnas. That is Brahmin, Kshatriya, Vaishya and Shudra <sup>[3]</sup>. This community adapted the name Dalit or Harijan, means the people of god.

By the above provided explanations, the Scheduled caste are outside the mainstream, which means backward. This chapter deals with the status of Scheduled caste in India. It covers the deprivation details of the same. And it covers various aspects like, literacy base exclusion in all states and union territories in India, Exclusion based on 2/3/4 wheelers and fishing boats, exclusion based on No government employees in households in States and Union territories, exclusion based on salaried job in various sectors like government, public sector and private sector and exclusion based on income earnings of the families greater than 10000.

### Scheduled caste Distribution in India



**Table 3.1****SC Population with no adult literate above 25 years in States**

SI No	States	No of SC Households	Household with no adult literate above 25 years
1	Jammu & Kashmir	156382	34861
2	Himachal Pradesh	302876	35551
3	Punjab	1201439	287582
4	Haryana	679711	215704
5	Bihar	3019662	1546262
6	West Bengal	4483422	1360454
7	Jharkhand	653283	268047
8	Odisha	1564447	478566
9	Rajasthan	1891287	747591
10	Gujarat	433033	73886
11	Maharashtra	1707321	366924
12	Goa	3498	292
13	Andhra Pradesh	1734814	597880
14	Karnataka	1453377	429475
15	Kerala	652437	28707
16	Tamilnadu	2577454	564776
17	Telangana	1017057	338657
18	Uttarakhand	277997	52581
19	Uttar Pradesh	6191757	1861644
20	Chhattisgarh	628378	227328
21	Madhya Pradesh	1716409	691053
22	Sikkim	4884	946
23	Arunachal Pradesh	38	24
24	Nagaland	105	13
25	Manipur	11165	1237
26	Mizoram	478	111
27	Tripura	126257	44395
28	Meghalaya	5053	1172
29	Assam	499623	91666

**Source: Socio-Economic Caste Census 2011 [secc.gov.in](http://secc.gov.in)**

The table shows the Scheduled caste peoples households belongs to the category of no adult literate, especially above 25 years. In Jammu & Kashmir, the total number of SC Households are 156382, out of it about 34861 households do not have an adult

literate above 25 years. In Himachal Pradesh, it is 302876&35551. In Punjab, it is 1201439& 287582. In Haryana it is 679711& 215704. In Bihar it is 3019662&1546262. In West Bengal it is 4483422&1360454. In Jharkhand, it is 653283&268047. In Odisha, it is 1564447& 478566. In Rajasthan, it is 1891287&747591. In Gujarat, it is 433033&73886. In Maharashtra it is 1707321&366924. In Goa, it is 3498&292. In Andhra Pradesh, it is 1734814&597880. In Karnataka it is 1453377&429475. In Tamilnadu, it is 2577454&564776. In Telangana, it is 1017057& 338657. In Uttarakhand, it is 277997&52581. In Uttar Pradesh, it is 6191757&1861644. In Chhattisgarh, it is 628378&227328. In Madhya Pradesh, it is 1716409&691053. In Sikkim, it is 4884 & 946. In Arunachal Pradesh, it is 38&24. In Nagaland, it is 105&13. In Manipur, it is 11165&1237. In Mizoram, it is 478& 111. In Tripura, it is 126257& 44395. In Meghalaya, it is 5053&1172. In Assam, it is 499623& 91666. And in the case of Kerala, the total number of scheduled caste Households are 652437, out of it, about 28707 households do not have an adult literate above 25 years. From the table it's clear that, the state having a higher scheduled Caste family are Uttar Pradesh (6191757), West Bengal (4483422) & Bihar (3019662). In the case of adult literacy deprivation, the state having a higher number of SC families which do not have an adult literate are Uttar Pradesh (1861644) Bihar (1546262) and West Bengal (1360454). The least number of Scheduled caste families are belonging to the states like Arunachal Pradesh (38), Nagaland (105) and Mizoram (478).

**Table 3.1(a)**

**SC Households with no adult literate above the age of 25 in Union Territories**

SI No	Union Territory	No of SC Households	HH with no SC adult literate above 25 Years
1	Chandigarh	2915	728
2	NCT of Delhi	138478	8479
3	Daman & Diu	850	76
4	Dadra& Nagar haveli	732	52
5	Lakshadweep	0	0
6	Puducherry	27466	4983
7	Andaman & Nicobar	0	0

**Source: Socio-Economic Caste Census 2011 secc.gov.in**

The table explains the same of No adult literate above 25 years belonging households' case of Union Territories. Maximum number of Scheduled Caste Households belonging to NCT of Delhi, that is about 138478. Out of it, about 8479 households do not have an adult literate. Next Comes Puducherry, having a number of 27466, from this about 4983 households belonging to no adult literate category. Next come Chandigarh, have a number of 2915, then Daman & Diu (850), then comes Dadra & Nagar Haveli (52), the deprived households are about 728 in Chandigarh, 76 in Daman & Diu and 52 in Dadra & Nagar Haveli. And two states which do not have an SC household are Lakshadweep and Andaman & Nicobar.

**Table 3.2**  
**Exclusion based on 2/3/4 wheelers & Fishing Boats in States**

SI No	States	SC Households	Exclusion based on 2/3/4 wheelers & Fishing boats
1	Jammu & Kashmir	156382	22925
2	Himachal Pradesh	302876	40623
3	Punjab	1201439	358030
4	Haryana	679711	93476
5	Bihar	3019662	166324
6	West Bengal	4483422	228363
7	Jharkhand	653283	83006
8	Odisha	1564447	83561
9	Rajasthan	1891287	212484
10	Gujarat	433033	88996
11	Maharashtra	1707321	206408
12	Goa	3498	1707
13	Andhra Pradesh	1734814	226974
14	Karnataka	1453377	200173
15	Kerala	652437	92730
16	Tamilnadu	2577454	568678
17	Telangana	1017057	222453
18	Uttarakhand	277997	38255
19	Uttar Pradesh	6191757	899540
20	Chhattisgarh	628378	51872
21	Madhya Pradesh	1716409	165730
22	Sikkim	4884	274
23	Arunachal Pradesh	38	7
24	Nagaland	105	11
25	Manipur	11165	3473
26	Mizoram	478	23
27	Tripura	126257	9206
28	Meghalaya	5053	491
29	Assam	499623	52651

**Source: Socio-Economic Caste Census 2011 secc.gov.in**

This table explains the deprivation of SC Households on the basis of two-wheeler, three-wheeler, four-wheeler and fishing boats in India. The state Uttar Pradesh having a higher number of households belonging to this category. That is about 899540. Next Comes Tamilnadu, having 568678. Then Punjab (358030).

**Table 3.2 (a)**

**Exclusion based on 2/3/4 wheelers and fishing boat in Union Territories**

SI No	Union Territory	No of SC HH	HH with no vehicles
1	Chandigarh	2915	728
2	NCT of Delhi	138478	8479
3	Daman & Diu	850	76
4	Dadra & Nagar Haveli	732	52
5	Lakshadweep	0	0
6	Puducherry	27466	4983
7	Andaman & Nicobar	0	0

**Source: Socio-Economic Caste Census 2011 secc.gov.in**

The table explains the deprivation of SC households on the grounds of vehicles like 2/3/4 wheeler and fishing boats of Union territories. Greater number bagged by NCT of Delhi (8479), then by Puducherry (4983), then Chandigarh (728), then Daman & Diu (76) and finally by Dadra & Nagar Haveli. (52).

**Table 3.3**

**Exclusion Based on No Govt Employees in States**

SI No	States	No SC House Holds	HH with no government employees
1	Jammu & Kashmir	156382	28917
2	Himachal Pradesh	302876	54851
3	Punjab	1201439	73131
4	Haryana	679711	44301
5	Bihar	3019662	71901
6	West Bengal	4483422	154826
7	Jharkhand	653283	33176
8	Odisha	1564447	46586

SI No	States	No SC House Holds	HH with no government employees
9	Rajasthan	1891287	74411
10	Gujarat	433033	20214
11	Maharashtra	1707321	94860
12	Goa	3498	690
13	Andhra Pradesh	1734814	34744
14	Karnataka	1453377	48348
15	Kerala	652437	36268
16	Tamilnadu	2577454	112107
17	Telangana	1017057	27024
18	Uttarakhand	277997	21217
19	Uttar Pradesh	6191757	181706
20	Chhattisgarh	628378	27062
21	Madhya Pradesh	1716409	56485
22	Sikkim	4884	753
23	Arunachal Pradesh	38	2
24	Nagaland	105	39
25	Manipur	11165	1670
26	Mizoram	478	186
27	Tripura	126257	12801
28	Meghalaya	5053	802
29	Assam	499623	32992

**Source: Socio-Economic Caste Census 2011 [secc.gov.in](http://secc.gov.in)**

The table explains the details regarding the households in India which do not have even a government employee. The State Jammu Kashmir, about 28917 households have no government employee. In Himachal Pradesh, it is 54851, in Punjab, it is 73131. In Haryana, it is 44301. In Bihar, it is 71901. In West Bengal, it is 154826. In Jharkhand, it is 33176. In Odisha, it is 46586. In Rajasthan, it is 74411. In Gujarat, it is 20214. In Maharashtra, it is 94860. In Goa, it is 690. In Andhra Pradesh, it is 34744. In Karnataka, it is 48348. In Kerala about 36268 households do not have a government employee. In Tamilnadu, it is 112107. In Telangana, it is 27024. In Uttarakhand, it is 21217. In Uttar Pradesh it is 181706. In Chhattisgarh, it is 27062. In Madhya Pradesh, it is 56485. In Sikkim, it is 753. In Arunachal Pradesh, it is 2. In Nagaland, it is 39. In Manipur, it is 1670. In Mizoram, it is 186. In Tripura, it is 12801. In Meghalaya, it is 802 and in Assam, it is 32992. From the table, it is clear

that the states which have a greater number of households are, Uttar Pradesh, West Bengal and Tamilnadu.

**Table 3.3 (a)**

**HH with No Government Employees in Union Territories**

SI No	Union Territory	No of SC HH	HH with no govt employees
1	Chandigarh	2915	383
2	NCT of Delhi	138478	15252
3	Daman & Diu	850	107
4	Dadra & Nagar Haveli	732	96
5	Lakshadweep	0	0
6	Puducherry	27466	2373
7	Andaman & Nicobar	0	0

**Source: Socio-Economic Caste Census 2011 secc.gov.in**

This table provides the same information of the absence of government employee in Union territories. It says Delhi has a greater number of households having no government employee. That is about 15252 households. Next comes Puducherry having a number of 2373. Then comes Chandigarh having a number of 383. Next by Dadra & Nagar Haveli. That is about 96 households. Union Territories like Lakshadweep and Andaman & Nicobar do not have Scheduled caste households.

Table 3.4 explains the exclusion of scheduled caste households on the basis of salaried jobs. And this salaried households were again categorized into different sections like government, public sector and private sector. By considering the state wise distribution Jammu Kashmir having a total household of 156382. Out of it about 28917 household are excluded on the basis of government job, 1358 household are excluded on the basis of public sector job and 4845 household are excluded on the basis of private sector job. In the case of Himachal Pradesh about 54851 household having salaried job in government, 3658 households having public sector job and 20489 households belonging to private sector jobs. In Punjab, it is 73131, 9853 and 42166 respectively. Considering the case of Haryana, about 44301 households excluded on the basis of government job, 3905 households excluded on the basis of public sector job and 22505 households excluded on private sector job grounds. In Bihar about 71901 houses having government job, 14834 houses having public sector



job and 18146 houses having private sector job. In West Bengal, it is 154826 in government, 67924 in public sector and 69419 in private sector. In Jharkhand, about 33176 houses were excluded by government job, 10571 houses were excluded by public sector job and 9521 houses were excluded on the grounds of private sector job.

**Table 3.4**

**Exclusion based on salaried Job (Government, Public Sector & Pvt Sector)**

SI No	States	SC House Holds	Government	Public Sector	Private Sector
1	Jammu & Kashmir	156382	28917	1358	4845
2	Himachal Pradesh	302876	54851	3658	20489
3	Punjab	1201439	73131	9853	42166
4	Haryana	679711	44301	3905	22505
5	Bihar	3019662	71901	14834	18146
6	West Bengal	4483422	154826	67924	69419
7	Jharkhand	653283	33176	10571	9521
8	Odisha	1564447	46586	5395	17248
9	Rajasthan	1891287	74411	10432	36983
10	Gujarat	433033	20214	4106	19251
11	Maharashtra	1707321	94860	18458	58645
12	Goa	3498	690	93	1269
13	Andhra	1734814	34744	4337	30804
14	Karnataka	1453377	48348	12913	48170
15	Kerala	652437	36268	6051	24882
16	Tamilnadu	2577454	112107	15877	117396
17	Telangana	1017057	27024	15801	19895
18	Uttarakhand	277997	21217	4409	18685
19	Uttar Pradesh	6191757	181706	70398	118996
20	Chhattisgarh	628378	27062	1817	3256
21	Madhya Pradesh	1716409	56485	8495	12781
22	Sikkim	4884	753	61	437
23	Arunachal Pradesh	38	2	1	3
24	Nagaland	105	39	0	7
25	Manipur	11165	1670	50	234
26	Mizoram	478	186	6	37
27	Tripura	126257	12801	560	495
28	Meghalaya	5053	802	58	375
29	Assam	499623	32992	4086	12590

**Source: Socio-Economic Caste Census 2011 secc.gov.in**

In Odisha, about 46586 were belonging to government job category, 5395 were belonging to public sector and 17248 were belonging to private sector job category. In Rajasthan, about 74408 houses having government job, 10432 houses having public sector jobs and 36983 houses having private sector jobs. In Gujarat having 20214 government job households, 4106 public sector job households and 19251 private sector job households. In Maharashtra, it is 94860, 18458 and 58645 respectively. In

Goa, the government salaried households are 689, public sector salaried households are 93 and private sector salaried households are 1269. In Andhra Pradesh, it is 34744, 4337 and 30804 respectively. In Karnataka, about 48348 belonging to the government salaried households, 12913 belonging to public sector salaried households and 48170 belonging to private sector salaried households. In Kerala, about 36268 households were excluded on the grounds of having government job, 6051 houses were excluded on the grounds of having public sector salaried jobs and 24882 houses were excluded on the basis of having private sector salaried jobs.

**Table 3.4 (a)**

**Salaried households in Union Territories**

SI No	Union Territory	SC Households	Govt Job	Public Sector Job	Private Job
1	Chandigarh	2915	383	97	1054
2	NCT of Delhi	138478	15252	11939	65916
3	Daman Diu	850	107	12	466
4	Dadra & Nagar Haveli	732	96	39	353
5	Lakshadweep	0	0	0	0
6	Puducherry	27466	2373	1025	4461
7	Andaman & Nicobar	0	0	0	0

**Source: Socio-Economic Caste Census 2011 secc.gov.in**

In Tamilnadu, it is 112107, 15877 and 117396 respectively. In Telangana, about 27024 houses having government sector job, 15801 houses having public sector job and 19895 houses having private sector jobs. In Uttarakhand, it is 21217 in government stream, 4409 were in public sector and 18685 were in private sector. Uttar Pradesh having a number of 181685 houses having a salaried job in government, 70398 having salaried jobs in public sector and 118996 houses having salaried jobs in private sector. In Chhattisgarh, about 21217 households earning salaries from government job, about 1817 houses through public sector jobs and 3256 houses through private sector jobs. In Madhya Pradesh, it is 56485, 8495 and 12781. In Sikkim, it is 753, 61 and 437 respectively. In Arunachal Pradesh, about 2 houses having government salaried jobs, 1 house having a salary from public sector and 3 from private sector. In Nagaland, it is 39, 0 and 7 respectively. In Manipur, about 1670 houses got their salary from government job, 50 from public sector, and 234 from the private sector. In Mizoram, it is 186, 6 and 37 respectively. In Tripura, the data is 12801 from government job, 560 from public sector job and 495 from private

sector jobs. In the case of Meghalaya and Assam, the data are 802,58, 375 and 32992, 4086 and 12590 respectively.

**Table 3.5**  
**Income earning greater than 10000**

SI No	States	SC Households	Earning >10000
1	Jammu & Kashmir	156382	25978
2	Himachal Pradesh	302876	49449
3	Punjab	1201439	83799
4	Haryana	679711	46190
5	Bihar	3019662	83662
6	West Bengal	4483422	189121
7	Jharkhand	653283	44643
8	Odisha	1564447	41655
9	Rajasthan	1891287	96557
10	Gujarat	433033	28028
11	Maharashtra	1707321	121184
12	Goa	3498	796
13	Andhra Pradesh	1734814	58449
14	Karnataka	1453377	75688
15	Kerala	652437	34851
16	Tamilnadu	2577454	94852
17	Telangana	1017057	40299
18	Uttarakhand	277997	21180
19	Uttar Pradesh	6191757	265676
20	Chhattisgarh	628378	16081
21	Madhya Pradesh	1716409	47322
22	Sikkim	4884	424
23	Arunachal Pradesh	38	3
24	Nagaland	105	24
25	Manipur	11165	1643
26	Mizoram	478	45
27	Tripura	126257	8712
28	Meghalaya	5053	811
29	Assam	499623	37893

**Source: Socio-Economic Caste Census 2011 secc.gov.in**

able (Table 3.5) explains the salary earnings of scheduled caste houses in Union Territories from various streams, especially from government, public sector and

Private sector. In Chandigarh, 383 houses find their livelihood from government salary, 97 from public sector salary and 1054 from private sector salary. In NCT of Delhi, it is 15252, 11939 and 65916. In Daman Diu, 107 houses belonging to government salary category, 12 belongs to public sector salary and 466 from private sector salary. In Dadra & Nagar Haveli, it is 96, 39 and 353 respectively. In Puducherry, 2373 houses get their salary from government job, 1025 houses from public sector and 4461 houses from private sector. And the union territories like Lakshadweep and Andaman & Nicobar do not have any Scheduled caste Households.

The table explains the houses having an income greater than 10000. In Jammu Kashmir, the number of houses having an income greater than 10000 are 25978, in Himachal Pradesh, it is 49449, in Punjab, it is 83799, in Haryana, it is 46190, in Bihar, it is 83662, in West Bengal, it is 189121, in Jharkhand, it is 44643, in Odisha, it is 41655, in Rajasthan, it is 96557, in Gujarat, it is 28028, in Maharashtra, it is 121184, in Goa, it is 796, in Andhra Pradesh, it is 58449, in Karnataka, it is 75688, in Kerala, it is 34851, in Tamilnadu, it is 94852, in Telangana, it is 40299, in Uttarakhand, it is 21180, in Uttar Pradesh, it is 265676, in Chhattisgarh, it is 16081, in Madhya Pradesh, it is 47322, in Sikkim, it is 424, in Arunachal Pradesh, it is 3, in Nagaland, it is 24, in Manipur, it is 1643, in Mizoram, it is 45, in Tripura, it is 8712, in Meghalaya, it is 811 and in Assam it is about 37893 households. And the thing is that, it dealt with only a higher income earning member, not the total income of the family.

**Table 3.5 (a)**

**Income earnings greater than 10000 in Union territories**

SI No	Union Territory	No Sc HH	Income >10000
1	Chandigarh	2915	475
2	NCT of Delhi	138478	30978
3	Daman & Diu	850	160
4	Dadra & Nagar Haveli	732	129
5	Lakshadweep	0	0
6	Puducherry	27466	2237
7	Andaman & Nicobar	0	0

**Source: Socio-Economic Caste Census 2011 secc.gov.in**

This table provides the details of the scheduled caste households in Union territories earning an income greater than 10000. In Chandigarh, about 475 houses having an income greater than 10000. In NCT of Delhi, it is about 30978 households. In Daman & Diu, about 160 have an income greater than the same. In Dadra & Nagar Haveli, it is 129. And in Puducherry, it is about 2237.

## **Findings**

The Scheduled caste in India is deprived by a lot of things, especially socially, economically, politically, educationally culturally...etc. Some of the deprivation can be realized in short by the following;

- Regarding illiteracy in Scheduled caste especially person having an age greater than 25 belonging families is greater in Uttar Pradesh (1861644), followed by Bihar (1546262) and West Bengal (1360454). The least number of households having the same feature belonging to Arunachal Pradesh, Nagaland and Mizoram respectively. In the case of Union Territories, it is greater in Delhi.
- Next regarding the households which do not have any type of vehicle is greater in Uttar Pradesh, Tamilnadu and Punjab. In Union Territory it is Delhi as in the previous.
- Considering the households which do not have a government employee is greater in Uttar Pradesh, West Bengal and Tamilnadu. In Union Territory it is Delhi and in least is in Dadra & Nagar Haveli.
- By considering the salaried job, especially in various streams like Government, Public Sector and Private job, Uttar Pradesh, West Bengal and Tamilnadu having a greater number of Government job, in Public sector job, it is greater in Uttar Pradesh, West Bengal and Maharashtra. In Private sector job, it is greater in Uttar Pradesh, Tamilnadu and West Bengal. In Union Territory, all job is greater in Delhi itself.
- By having an income earned by the households greater than 10000 is greater in Uttar Pradesh, West Bengal and Maharashtra and in Union Territories it is greater in Delhi.

In short in every sense Uttar Pradesh stood First and in Union Territories case, Delhi Stood the first.



## CHAPTER-IV

### SCHEDULED CASTE IN KERALA

The Chapter provides a brief history of the attainments of scheduled castes, especially in the fields of education and employment opportunities. As far as the Scheduled castes are concerned, we can clearly identify and include them in a highly marginalized category; since they were far away from the educational attainment and reputed jobs too. By the primitive concern of the society, they simply are born to lead a poor life and even to have dirty life. But only few of the reputed persons like Gandhi and Ambedkar tried to include and invite them into the main stream. And they believed that, the societal development is not possible by ignoring a particular category like Scheduled Caste. Many of them still now also lived with the support of government, that is the government provides land to the landless people, houses to the houseless, free food items through the Targeted Public Distribution System and various other financial assistance like providing pensions to the old age, widow and unemployed, welfare related financial support like educational assistance, employment assistance...etc.

In this chapter, a detailed description regarding the scheduled caste can be seen. That is the details regarding the total population of Scheduled caste in Kerala, specifically the district wise details. The details regarding their sex ratio, literacy rate specifically the male female literacy rate, the possession of various assets, their enrolment at school level, dropouts at schools, enrolment and pass percentage of the scheduled caste students at higher secondary level, their enrolment at various technical and poly technical institutions are also included. It also considers the SC teachers at the same level. The details associated with the SC student's participation in various arts and science streams, the atrocities faced by them, their job distribution, especially Gazatted, non-gazatted and last grade, their work participation rate, details regarding main workers, the fund allotted to the SC by the government through various schemes like SCP, SCSP...etc. are also furnished. It also considers the total houses sanctioned and constructed by the government in various years, land provided by them in various years, other financial assistances in the field of education, self-employment beneficiaries in Scheduled caste in various districts, and various income generating schemes like KSDC Schemes, NSFDC Schemes and other welfare measures

**Table.4.1**

**Basic details of Kerala (District wise details)**

Sl.No.	Items	TVM	KLM	PTA	ALP	KTM	IDK	EKM	TSR	PLK	MLP	KKD	WYD	KNR	KSD	TOTAL
1	Area (sq. Km)	2192	2491	2637	1414	2208	4358	3068	3032	4480	3550	2344	2131	2966	1992	38863
2	Forest Cover (sq. Km) *	1327	1356	1830	68	967	3139	1273	1152	1826	1811	1484	1580	1561	947	20321
3	Population 2011 (in Lakh)	33.01	26.35	11.97	21.28	19.75	11.09	32.82	31.21	28.1	41.13	30.86	8.17	25.23	13.07	334.04
	Rural	15.3	14.48	10.66	9.8	14.09	10.56	10.47	10.24	21.31	22.95	10.14	7.86	8.82	7.99	174.67
	Male	7.25	6.81	5	4.65	6.93	5.27	5.18	4.88	10.31	10.95	4.85	3.86	4.26	3.88	84.08
	Female	8.05	7.67	5.66	5.15	7.16	5.29	5.29	5.36	11.01	12	5.29	4	4.56	4.11	90.6
	Percentage Decadal Growth (2001-2011)	-28.6	-31.7	-4	-34.2	-14.8	-1.4	-35.7	-52	-5.7	-29.8	-43	-4.6	-26.3	-17.7	-25.9
	Urban	17.72	11.87	1.32	11.48	5.66	0.51	22.34	20.96	6.77	18.17	20.72	0.31	16.41	5.09	159.33
	Male	8.57	5.66	0.62	5.48	2.76	0.25	11.01	9.92	3.28	8.65	9.86	0.15	7.56	2.41	76.18
	Female	9.15	6.21	0.7	6	2.9	0.26	11.33	11.04	3.49	9.52	10.86	0.16	8.85	2.68	83.15
	Percentage Decadal Growth (2001-2011)	62.3	154.8	6.3	84.8	88.6	-9.6	51.3	149.7	89.8	410.2	88.2	6.6	35.3	117.8	92.8
	Density	1508	1061	452	1504	895	255	1072	1031	627	1157	1316	384	852	657	860
	Fishermen Population, in number	164883	123100	2073	167794	24420	691	133387	90306	2534	82044	106613	230	60208	43342	1001625
	SC population as % of Total Population	11.3	12.5	13.7	9.5	7.8	13.1	8.2	10.4	14.4	7.5	6.5	4	3.3	4.1	9.1
	ST population as % of Total Population	0.8	0.4	0.7	0.3	1.1	5	0.5	0.3	1.7	0.6	0.5	18.5	1.6	3.7	1.5



Sl.No.	Items	TVM	KLM	PTA	ALP	KTM	IDK	EKM	TSR	PLK	MLP	KKD	WYD	KNR	KSD	TOTAL
4	Literacy Rate (2011)															
	Male	94.2	95.8	97.7	97.9	97.2	94.8	97.1	96.98	92.27	95.78	97.57	92.84	97.54	93.93	96.1
	Female	90.9	91.9	96.3	94.8	95.7	89.6	94.3	93.85	84.99	91.55	93.16	85.94	93.57	86.13	92.1
5	Percentage of Dropouts 2017-18															
	Lower Primary	0.2	0.1	0.11	0.05	0.12	0.72	0.23	0.05	0.35	0.09	0.07	0.25	0.12	0.08	0.15
	Upper Primary	0.11	0.07	0.02	0.01	0.07	0.39	0.22	0.02	0.11	0.08	0.06	0.31	0.07	0.17	0.1
	High School	0.17	0.09	0.07	0.05	0.21	0.41	0.18	0.19	0.27	0.09	0.09	1.92	0.24	0.46	0.22
6	GSVA 2017-18 (Quick)															
	GSVA at Basic Prices (₹ in lakh)	4987667	4219147	1312928	3295183	2880198	1501022	5682082	4422083	3091906	4367750	3719432	865101	3160540	1569461	45074499
	Share in Percentage															
	Primary	7	10	23	5	14	32	9	8	14	9	8	20	10	18	11
	Secondary	26	28	24	36	23	22	26	26	27	25	30	21	32	31	27
	Tertiary	67	62	53	59	63	46	65	66	59	66	62	59	58	51	62
7	Production of Rice in Kerala (17-18) in Tonnes	4551	4302	8843	105676	49509	2293	12888	69114	198626	23571	3960	21792	11318	4867	521310
8	Net Area Irrigated (2017-18) in ha	7584	5220	5331	35861	16364	44743	23944	63354	74312	26149	4980	12718	14322	57124	392006
9	Number of Commercial Banks	711	381	380	379	498	174	1004	722	423	440	445	120	384	220	6281
10	CD ratio	70.08	64.28	27.14	46.12	48.42	84.86	89.76	54.99	58.02	59.77	70.62	108	54.84	79.78	63.9
11	No. of Registered SSI/MSME 17-18	1656	1063	833	1315	913	248	1895	1836	1907	1243	1200	302	710	347	15468
12	Length of Roads ** (km)	2557.44	2202.869	2031.372	1472.334	3456.214	2867.366	3085.281	2064.216	2184.693	2680.152	2454.647	1029.314	2265.242	1460.662	31812.11

Sl.No.	Items	TVM	KLM	PTA	ALP	KTM	IDK	EKM	TSR	PLK	MLP	KKD	WYD	KNR	KSD	TOTAL
13	No. of Motor Vehicles	1523414	868077	502032	830790	744817	241623	1796868	1248317	818617	1097058	1114491	176093	739595	340899	12042691
14	Tourist Arrivals 2017															
	Foreign (in no.)	420719	6227	2003	75037	32350	42285	453973	10775	1711	18451	13106	8995	5123	1115	1091870
	Domestic (in no.)	2505333	381829	164494	433456	468593	1090086	3285088	2642546	474180	520832	932345	815624	695655	263459	14673520

Source: Economic Review 2018

The table provides a basic description to all matters about Kerala. And it includes features like geographical area, population, density, male female population, scheduled caste and scheduled tribe population, working population, education status, number of foreigners' visit...etc.

**Table:4.2**

**Literacy Rate- Kerala 1951-2011**

<b>Year</b>	<b>Persons</b>	<b>Male</b>	<b>Female</b>
1951	47.18	58.35	36.43
1961	55.08	64.89	45.56
1971	69.75	77.13	62.53
1981	78.85	84.56	73.36
1991	89.81	93.62	86.17
2001	90.86	94.24	87.72
2011	93.91	96.02	91.98

Source: Kerala State Literacy Mission Authority

The Census report related to literacy of Kerala since 1951 shows an increasing trend. The decade wise percentage of literacy in Kerala is; in the year 1951 the literacy rate is only 47.18%, in 1961 it is 55.08, in 1971 it is 69.75, in 1981 it is 78.85, in 1991 it is 89.81 and the rest of the decades the state acquired cent percent literacy, that is in 2001 it is 90.86% and in 2011 it is 93.91% respectively.

**Table 4.3****Literacy rate by sex for state and districts;2001-2011**

SI No	State/Districts	Literacy rate					
		Persons		Male		Female	
		2001	2011	2001	2011	2001	2011
	Kerala	90.86	93.91	94.24	96.02	87.72	91.98
1	Thiruvananthapuram	89.28	92.66	92.64	94.06	86.14	90.89
2	Kollam	91.18	93.77	94.43	95.83	88.18	91.95
3	Pathanamthitta	94.84	96.93	96.41	97.7	93.43	96.26
4	Alappuzha	93.43	96.26	96.27	97.9	90.82	94.8
5	Kottayam	95.82	96.4	97.34	97.17	94.35	95.67
6	Idukki	88.69	92.2	92.33	94.84	85.02	89.59
7	Ernakulam	93.2	95.68	95.81	97.14	90.66	94.27
8	Thrissur	92.27	95.32	95.11	96.98	89.71	93.85
9	Palakkad	84.35	88.49	89.52	92.27	79.56	84.99
10	Malappuram	89.61	93.55	93.25	95.78	86.26	91.55
11	Kozhikode	92.24	95.24	96.11	97.57	88.62	93.16
12	Wayanad	85.25	89.32	89.77	92.84	80.72	85.94
13	Kannur	92.59	95.41	96.13	97.54	89.4	93.57
14	Kasaragod	84.57	89.85	90.36	93.93	79.12	86.13

Source: Census Report 2011

By Considering the literacy rate by sex in every district in Kerala 2001, the first five positions were grabbed by the districts like Kottayam, Pathanamthitta, Alappuzha, Ernakulam and Kannur. The rates are the following; 95.82, 94.84, 93.43, 93.2 and 92.59. And the positions changed in the year 2011. The first position was bagged by Pathanamthitta (96.93), second by Kottayam-(96.4), third by Alappuzha- (96.26), fourth by Ernakulam-(95.68) and fifth position grabbed by Thrissur from the hands of Kannur. In the case of male literacy rate in 2001 the first three position goes to Kottayam-(97.34%), Pathanamthitta-(96.41%) and Alappuzha-(96.26%). In 2011 the positions were bagged by Alappuzha, first by securing a rate of (97.9%), second by Pathanamthitta by a rate of (97.7%) and third by Kozhikode-(97.57%). And in the case of Female literacy rate in 2001, the first three positions were going to Kottayam-

94.35%, Pathanamthitta-93.43% and Alappuzha-90.82. In 2011 the district which topped in terms of literacy rate by Pathanamthitta (96.26), Second Kottayam (95.67) and third Alappuzha-(94.8). Palakkad occupies the last place in terms of literacy rate in 2001 as well as 2011. In terms of male literacy rates too, Palakkad lags behind other districts during these years. However, in the case of female literacy, it is Idukki at the bottom chart.

**Table 4.4**

**Status of SC (as per Census 2011)**

SI No	Item	SC	
		Kerala	India
1	Population (in lakh)	30.39	2013
2	Percentage to total Population	9.1	16.6
3	Decadal Growth Rate (%)	-2.7	20.8
4	Child Population to the total population	14.5	9.4
5	Sex Ratio	1057	945
6	Literacy rate	88.7	66.07
7	Literacy Rate-Female	85.07	56.46
8	Literacy Rate-Male	92.64	75.17

**Source: Census Report 2011**

The table made a comparison of the scheduled caste people's whole aspects like population and its growth rate, child population, sex ratio and literacy, more specifically by female and male between India and Kerala. And it shows Kerala is far better in the case of literacy rate, that is Kerala's literacy is about 88.7% and India's is 66.07%, about 12.63% difference.

By considering the population distribution of Kerala, the district having a higher population has grabbed by Palakkad (403833), the second and third adorned by Trivandrum and Kollam by a population of 372977 and 328263 respectively. And the least one bagged by Wayanad, whose share is about 32578. This can be realized from the following table.

**Table:4.5****Population distribution of Scheduled caste in Kerala**

SI No	District	Total Population			Scheduled Castes		
		Male	Female	Total	Male	Female	Total
1	Trivandrum	1581678	1719749	3301427	178589	194388	372977
2	Kollam	1246968	1388407	2635375	157801	170462	328263
3	Pathanamthitta	561716	635696	1197412	78942	85523	164465
4	Alappuzha	1013142	1114647	2127789	97183	104028	201211
5	Kottayam	968289	1006262	1974551	75503	78406	153909
6	Idukki	552808	556166	1108974	72399	73087	145486
7	Ernakulam	1619557	1662831	3282388	131573	136838	268411
8	Thrissur	1480763	1640437	3121200	156480	167870	324350
9	Palakkad	1359478	1450456	2809934	197451	206382	403833
10	Malappuram	1960328	2152592	4112920	151557	156709	308266
11	Kozhikode	1470942	1615351	3086293	97279	101912	199191
12	Wayanad	401684	415736	817420	16406	16172	32578
13	Kannur	1181446	1341557	2523003	40260	43090	83350
14	Kasaragod	628613	678762	1307375	26385	26898	53283
Kerala		16027412	17378649	33406061	1477808	1561765	3039573

**Source: Census Report 2011****Table 4.6****A Comparative Picture of Assets of SC Households**

SI No	Households Having Access to	India (in %)	Kerala (in%)
1	Availing Banking Services	50.94	60.15
2	Television	39.15	61.17
3	Computer with internet	1.27	1.93
4	Landline phone	3.00	6.34
5	Two-wheeler	11.99	10.60
6	Car	1.82	2.31
7	None of these assets	22.60	11.46

**Source: Population Census 2011**

The table represents some of the aspects of economic status of scheduled caste in Kerala and India. And it shows Kerala shows a better position compared to National

level. In the case of Banking service, about 60.15 percentage of the total scheduled caste in Kerala enjoys the facility. In the case of television, it is 61.17 percentage. But in the case of computer with internet facility, Kerala has a percentage of 1.93, which is not a good average even though the national average falling behind the state. Now a day the accessibility of landline is not relevant, even though it is 6.34. Considering the vehicle, about 10.36 percentage have their own two wheelers and 2.31 percentage have their own cars. And about 11.46 Percentage do not enjoy these services.

**Table.4.7**

**Strength of scheduled Caste in Kerala 2018-2019**

Standard-wise Strength of SC/ST Students in Kerala: 2018-19 (Provisional)												
Standard	Government Schools				Private Aided Schools				Private Unaided Schools			
	Total	Others	SC	ST	Total	Others	SC	ST	Total	Others	SC	ST
1	2	3	4	5	6	7	8	9	10	11	12	13
I	102697	83871	15190	3636	169112	148571	17765	2776	52720	50028	2460	232
II	102728	83633	15266	3829	173441	152252	18260	2929	53227	50390	2608	229
II	100442	81609	15056	3777	173343	151936	18437	2970	52032	49236	2564	232
IV	103829	84725	15349	3755	180059	158368	18743	2948	51314	48571	2544	199
V	100572	83645	12893	4034	222579	196093	23417	3069	36251	34616	1442	193
VI	103878	86540	13071	4267	231524	204046	24223	3255	34326	32980	1155	191
VII	108697	90345	13735	4617	240263	211471	25401	3391	34677	33430	1083	164
VIII	136794	115219	16414	5161	244597	219114	22971	2512	29001	27974	894	133
IX	141037	118302	17203	5532	256079	229057	24147	2875	29950	28928	870	152
X	145299	122109	18030	5160	262885	235231	24997	2657	30465	29472	865	128
Total	1145973	949998	152207	43768	2153882	1906139	218361	29382	403963	385625	16485	1853

**Source: Directorate of Public Instruction**

The educational attainment of scheduled caste in Kerala in 2018-19 is analyzed based on the class wise the strength of scheduled caste students. In first standard in the case of government school out of 10269 students, about 15190 are Scheduled caste, while in the case of private aided school out of 169112, about 17765 are Scheduled caste, and in private unaided school, out of 52720, the share of Scheduled caste is 2460. In Second standard the distribution of scheduled caste in government streams are 15266 from 102728, in private aided school out of 173441, 18260 are Scheduled caste, and in private unaided it is 2460 from 52720. In third standard, in government stream out of 100442, about 15056 are Scheduled caste, in private aided out of 173343, 18260 are Scheduled caste and in private unaided out of 52032, about 2564 are sc. In fourth

standard out of 103829,15349 are Scheduled caste in government sector, out of 180059 about 18743 are Scheduled caste, and it is 2544 from 51314 in private unaided school. In fifth standard the distribution is out of 100572 in government school, about 12893 are Scheduled caste, in private aided school out 222579, about 23417 are scheduled caste, and in private unaided school the strength is 1442 from 36251. In sixth standard the government school covers the strength of 13071 of 103878, in private aided it is 24223 of 231524, and in private unaided it is 1155 of 34326. In seventh standard the scheduled caste in these three sections is 13735, 25401 and 1083 out from 108697, 240263 and 34677 respectively. In eighth standard the distribution of scheduled caste strength is 16414, in the case of government sector out of 136794, in the case of private aided section it is 22971 out of 244597, and 894 out of 29001. In Ninth standard it is 17203 in government stream, 24147 in private aided scheme and 870 in private unaided stream. By the last tenth standard the distribution is out of 145299 about 18030 belongs to government institutions, in the case of private aided it is 24997 from 256079 and in private unaided it is 865 from 30465.

**Table 4.8**

**District wise /Stage wise Drop out Ratio among SC Students in Kerala: 2017-18**

SI No	District	Government School			Private Aided School			Private Unaided School		
		Enrolment	Drop out	% Drop out	Enrolment	Drop out	% Drop out	Enrolment	Drop out	% Drop out
1	Thiruvananthapuram	24684	28	0.11	16659	23	0.14	3161	13	0.41
2	Kollam	18795	24	0.13	23455	15	0.06	2195	7	0.32
3	Pathanamthitta	6534	4	0.06	11527	8	0.07	899	0	0
4	Alappuzha	8252	1	0.01	13912	4	0.03	898	0	0
5	Kottayam	4578	10	0.22	13835	13	0.09	643	0	0
6	Idukki	6344	34	0.54	6779	19	0.28	1067	2	0.19
7	Ernakulam	8402	16	0.19	18339	31	0.17	2491	3	0.12
8	Thrissur	11848	9	0.08	31498	41	0.13	1517	0	0
9	Palakkad	21539	40	0.19	33031	61	0.18	1700	2	0.12
10	Malappuram	21914	5	0.02	25157	9	0.04	1154	0	0
11	Kozhikode	9090	10	0.11	15535	8	0.05	798	0	0
12	Wayanad	2542	15	0.59	1991	3	0.15	184	0	0
13	Kannur	3368	6	0.18	5972	7	0.12	232	0	0
14	Kasaragod	3971	25	0.63	3406	6	0.18	136	0	0
15	Total	151861	227	0.15	221096	248	0.11	17075	27	0.16

**Source: Directorate of Public Instruction**

The table explains the details regarding the drop-outs of Scheduled Caste in various districts in Kerala during 2017-18. More specified data from the sector-wise



distribution also availed from the same; i.e. from Government, Private aided and Private Unaided. The enrolment during that period can also be obtained and realized from the table. In Trivandrum district, the drop-outs are 0.11% in Government schools, 0.14% in Private- aided schools, and 0.41% in Private unaided schools. In Kollam, it is 0.13% in Government, 0.06% in Private aided and 0.32% in Private unaided. In Pathanamthitta, it is 0.06% in Government, 0.07% in Private aided, and 0% in private unaided. In Alappuzha, it is 0.01% in Government, 0.03% in Private aided and 0% in private unaided schools. In Kottayam, it is 0.22% in government, 0.09% in private aided and 0% in Private unaided. In Idukki, it is 0.54% in government schools, 0.28% in private aided and 0% in Private unaided school. In Ernakulam, it is 0.19% in government, 0.17% in private aided and 0.12% in private unaided schools. In Thrissur, it is 0.08% in government schools, 0.13% in private aided and 0% in private unaided schools. In Palakkad, it is 0.19% in government schools, 0.18% in private aided schools and 0.12% in private unaided school. In Malappuram, it is 0.02% in government, 0.04% in private aided and 0% in private unaided. In Kozhikode, it is 0.11% in government, 0.05% in private aided and 0% in private unaided schools. In Wayanad, it is 0.59% in government, 0.15% in private aided and 0% in private unaided schools. In Kannur, it is 0.18% in government, 0.12% in private aided, and 0% in private unaided. And in Kasaragod, it is 0.63% in government, 0.18% in private aided and 0% in private unaided. By considering the total percentage of drop-outs in these streams in 2017-18, the average in government sector is 0.15%, 0.11% in private aided schools and 0.16% in private unaided schools. In the case of private unaided schools in Kerala, about 9 districts shows 0% of drop-outs, the other 5 districts are, Thiruvananthapuram, Kollam, Idukki, Ernakulam and Palakkad. In Government schools, the top three districts show a higher drop-outs are Kasaragod, Wayanad, and Idukki. In private aided, its Idukki, Palakkad and Kasaragod have the same percentage and Ernakulam in 2017-18.

**Table 4.9****Number of SC Students appeared and passed Higher secondary Examinations  
2014-2019**

Year	Number of Students Appeared			Number of Students Passed			Percentage
	Boys	Girls	Total	Boys	Girls	Total	
2014-15	19214	21475	40689	9952	14805	24757	60.84
2015-16	19567	21297	40864	9237	14371	23608	57.77
2016-17	21523	23122	44645	10352	16177	26529	59.42
2017-18	18616	21205	39821	9723	15568	25291	63.51
2018-19	17760	19865	37625	9741	15205	24946	66.30

**Source: Economic Review 2019**

This table explains the year wise intake and outgoing students in the stream of Higher secondary examinations from 2014-2019. In 2014 about 40689 appeared, out of this, only 24757 were passed out. Which constituted by a percentage of 60.84. In 2015-16, it was 40864 and the passed-out students are 23608 (57.77%). In 2016-17, the number of students appeared were 44645, among these, 26529 were passed out. In 2017-18, it is 39821 were appeared and 25291 were passed out. i.e., 63.51%. And in 2018-19, The number of students who appeared for the examinations are 37625 and the passed-out students are 24946. (66.30%). Along with that, the table clearly shows the downward trend in the case of appearing for the examinations, and an increasing the pass percentage.

**Table 4.10****Number of SC Students and SC Teachers in Technical High Schools (2015-16 to  
2018-19)**

Year	Number of Students			Number of Teachers		
	Boys	Girls	Total	Men	Women	Total
2015-16	729	101	830	51	16	67
2016-17	768	91	859	58	14	72
2017-18	796	85	881	50	18	68
2018-19	800	79	879	49	17	66

**Source: Directorate of Technical Education**

The table shows the number of Scheduled caste students and teachers in Technical High Schools during various years from 2015-16 to 2018-19. And the table also shows the distribution of boys and girls in students and men and women in teachers. In the year 2015-16 the total number of scheduled caste students are 729, out of it about 101 are girls and 830 are boys. The teachers are about 67 and out of it, 51 are men and 16 are women. In 2016-17 the distribution of SC students is 859, and the girl boy rate are 91 and 768. In the teacher's category, the total is 72, and the men women rate are 58 and 14 respectively. In 2017-18 the total scheduled caste students are 881 and the total teachers are 68. And the distribution of students is 796 boys and 85 girls, in teachers, 50 are men and 18 are women. And in 2018-19, total number of teachers are 66, out of it 17 are women and 49 are men. In the case of students, 800 are boys and 79 are girls. By considering this, we can conclude that, in the student's category, all the years provide a major biasness towards boys, and in teachers, men teachers are greater in amount. Which means the participation of women and girls are lesser in technical education.

The following table represents the scheduled caste students and teachers in polytechnics. In the year 2016-17, in government streams, about 1910 students are studying, and in private aided polytechnics the total students are 228. A total of 2138 in 2016-17. In 2017-18, students in government streams are 1724 and in private aided stream, it is 265, and had a total of 1989. And in 2018-19 the total number of students is 2227, and the distribution is 2036 belonging to government sector and 191 students belonging to private aided stream. In the case of teachers both in government and in private aided streams in the same years, 1 each faculty employed; so also in private aided polytechnics. In government, it is 140 in 2016-17,134 in 2017-18 and 143 in 2018-19.

**Table 4.11**

**Number of SC Students and Teachers in Polytechnics**

Type of Institution	Students			Teachers		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Government Polytechnics	1910	1724	2036	140	134	143
Private Aided Polytechnics	228	265	191	1	1	1
Total	2138	1989	2227	141	135	144

**Source: Directorate of Technical Education**

**Table 4.12****Details of Scheduled Caste studying in Government and Private (Aided) Arts and Science Colleges in Kerala During 2017-18 (No. of Students)**

SI NO	Name of Course	Scheduled caste		
		Boys	Girls	Total
1	B. A	4581	9407	13988
2	B.Sc.	3121	12278	15399
3	B. Com	2484	3517	6001
4	M.A	338	1971	2309
5	M.Sc.	295	1801	2096
6	M.Com	374	442	816
Total		11193	29416	40609

**Source: Directorate of Collegiate education**

The table shows the number of scheduled caste students studying in various arts and science colleges in government streams. From the table its clear the trend of girls compared to that of boys are greater. The proportion of boys are somewhat less than half of the total strength of the specified category.

**Table 4.13****Major Institutions under Scheduled Caste Development Department**

SI No	Name of Institution	Total Numbers
1	Nursery Schools	88
2	Model Residential schools including Ayyankali Memorial Government Model Residential Sports School	10
3	Pre-matric Hostels for girls and boys	87
4	Post-Matric hostels for girls and boys (10 for boys and 7 for girls)	17
5	Pre-Examination Training Centre	4
6	Institute of Civil Service Examination Training Society (ICSET)	1
7	Industrial training Institutes	44
8	Centre for Research and Education for Social Transformation (CREST) an autonomous institution-Kozhikode	1
9	Medical College Palakkad	1
10	Paramedical Institutes at Trivandrum and Thrissur	2
11	Model Residential Polytechnic, Palakkad	1
12	Community College-Vadakkencherry	1
13	Cybersri	1

**Source: SC Development Department.**

The table provides an explanation related to the institutions reserved for scheduled caste in Kerala under Scheduled Caste Development Department. The state having about 88 Nursery schools, 10 Model Residential Schools including Ayyankali Memorial Government Model Residential School, 87 Pre- Matric hostels for girls and boys, 17 Post matric hostels for boys and girls, 4 pre examination training centers, 1 Institute of Civil Service Examination Training Society, 44 Industrial Training Institutes, 1 Centre for Research and Education for Social Transformation in Kozhikode, 1 Medical college Palakkad, 2 Paramedical Institutes at Trivandrum and Thrissur, 1 Model Residential Polytechnic at Palakkad, 1 Community Medical College at Vadakkencherry, and a Cybersri.

The facilities available from the institutes are;

1. Nursery Schools: Admission for 30 students only. Daily feeding charge-Rs 30. Uniform Charge-Rs 600, Lump sum grant-Rs 190.
2. Model residential Schools including Ayyankali Memorial Government Model Residential Sports School: Admission is given for students from 5<sup>th</sup> Std onwards. Parents annual income should be less than 1 Lakh. Food allowance of Rs 2500 per month for students up to 10<sup>th</sup> Std, Rs 150 for +2 students, uniform allowance of Rs 3750 and traveling allowance for home visit during holidays are also provided.
3. Pre-Matric Hostels for boys and girls- Admission from 5<sup>th</sup> Std. Two sets of Uniform, Food, Chappal, Bag, Monthly Pocket money of Rs 130, traveling allowance for home visit during holidays, food allowance is Rs 2000 per month.
4. Post-Matric hostels for boys and girls-food, pocket money of Rs 190, traveling allowance for home visit during holidays, food allowance of Rs 2300 per month.
5. Pre-Examination Training Centre- training with stipend in medical/engineering entrance, job-oriented courses and other competitive Examination.
6. ICSET: Admission for those who are selected in the state level entrance examination, one-year training is provided for participating in all India level competitions, accommodation facilities and library facilities are also provided.

7. Industrial Training Institutes-Fees Concession, uniform allowance of Rs 900, lump sum grant Rs820 for 1<sup>st</sup> Year and 630 for 2<sup>nd</sup> Year, monthly stipend Rs 630. Tuition provided to the candidates who have failed in All India level trade test.
8. CREST: Provide three weeks' orientation course to enable students to actively involved in curricular and co-curricular activities in the engineering colleges and to improve their learning and communication skills. The candidates will be provided mentoring support from CREST throughout their four-year B-Tech Degree course. The expenses of the students towards travel, food and accommodation will be met by CREST.
9. Palakkad Medical College: Admission for MBBS course for 70 SC students,19 treatment units, 500 beds.
10. Paramedical institutes: Health inspector course for 57 (40 SC, 9 ST, 8Gen) students in Kuzhalmannam, Palakkad and Diploma in Medical Laboratory Training course in Pilathara, Kannur, 2 batches with 27 students. Lump sum grant Rs 850, Actual Boarding and Lodging Charge Rs 3500, Pocket money Rs 190 per month.
11. Model Residential Polytechnic: Admission is given for 3 students.
12. Community College Vadakkencherry: Training is given for 20 students in a modern high-tech course, Certificate programme in principal machinist including one-year institutional training and one-year industrial training. Stipend Rs 1500 for hostelers and Rs 500 for day scholars, lump sum grant Rs 630. Study tour allowance Rs 2500 per student.
13. Cybersri: Special support and mentoring programme for 60 students. Rs 1000 monthly stipend.

### **Education Programme for the Scheduled Caste**

The following explanations provides the details regarding the financial assistance obtained from the government at various levels of education.

- a) Pre-primary education Program: Now a day the LKG, UKG students are getting an amount of Rs 10 as feeding charge, Rs 300 for uniform and Rs 150 as lump sum grant per day through local self-Government wings.
- b) Pre-Matric education program:

- Lump sum grant: for nursery class, the government provides Rs 150 as lump sum grant. From 1-4 standards on wards, Rs 250, 5-7 standards Rs 500, and for 8-10 Rs 750 are providing within 15 days immediately after the school has re-opened. But the failed students get only half of the prescribed amount.
- Stipend: As per the head master's statement, the pupils from the category like Vedan, Vettuva, Nayadi and like categories get a stipend of Rs 100 for LP, Rs 125 for UP and Rs 150 for high school/month. The siblings from particular category who has engaged in nasty or unhygienic work get Rs 110 for LP, UP and High school as stipend along with Rs 750 as ad hoc grants and Rs 1000 for day scholars and hostelers irrespective of their castes. For availing the above-mentioned benefit, they need to submit the certificate issued by the concerned authority.

As a part of primary education aid the scheduled caste students studying in either government or aided school are eligible to get an amount of 2000 rupees for purchasing bag, umbrella, books, shoes and uniform. The duly filled up application should be submitted to the concerned scheduled caste development officer by the head of the institution. This is only for 1-4 classes.

**Table 4.13.1**  
**Stipend Details**

Stipend	Class
Rs 100	LP
Rs 125	UP
Rs 150	High School

**Source: Government Official Record**

Along with the above, pupils studying in un aided institution were able to receive their tuition fee.

- Re imbursement: The pupil studying in recognized un aided school were eligible to get their tuition fees as re imbursement. Those are as given in the following manner: For LP&UP the fee is Rs 1000, and a special fee of Rs 333. For High School the fee is Rs 1500, and a special fee Rs 500. For obtaining these the students list as in class wise should submitted to the concerned authority by the authorization of DEO/AEO.

**Table 4.13.2**  
**Scholarship for 9-10 class students**

Scholarship (Per month)	Rs 150 (day scholar)	Rs 350 (Hostel)
Book Grant	Rs 1000 (day scholar)	Rs 750 (Hostel)

**Source: Government Official Record**

The maximum amount they can claim is Rs 2250 for day scholars and Rs 4500 for hostelers.

- **Boarding School Facility:** The pupils from the family having an annual income of one lakh can study at the private boarding after completing their 4<sup>th</sup> standard. For it, they need to apply to the concerned authority by attaching the grades obtained at their Fourth Standard.
- **Ayyankali Talent Search Scholarship:** Up to tenth standard the pupil is entitled to get an amount of Rs 4500/year based on their grades obtained at fourth and seventh standard. For this the income certificate less than 100000 and caste certificate need to be submitted. If the annual income is less than Rs 12000, Rs 1500 for purchasing furniture is also available. For nutritious food in each month the government allot 100/month, and a total of Rs 1000/year to them.
- **Entry to Model Residential School:** For providing better education from 5<sup>th</sup> standard, model residential school was started. Now days about nine such schools are operating. For availing admission, the pupil should pass an entrance examination, which would be conducted in every January and February. Parent having an annual income less than one lakh may apply for this by the recommendation of the head of the institution.
- **Pre-Matric hostel entry:** about 87 pre-Matric hostels are functioning in our state. The entry is only from 5<sup>th</sup> standard. The pupil who got admitted is entitled to get two sets of uniform, Rs 2000 as food allowance, chappal and bag per month. Along with this they get an amount of Rs 100 as pocket money and travelling charge on holidays to visit their home.



- Subsidized hostel entry: Certain organizations carrying about nine hostels in Kerala. Through these the inmates get Rs 500 as per month boarding grant and Rs 500 as uniform allowance.
  - Ayyankali memorial Government Model Residential Sports school: For providing sports coaching from 5<sup>th</sup> to 12<sup>th</sup> standards. This were functioning in departmental trials are the step to get the selection. About 30 students can take admission at once. The syllabus is prescribed by CBSE, for each student they get Rs 130 as mess charge on each day.
- c) Post Matric education:
- Lump sum grant and stipend: The pupils from +1 to PhD will get an amount of Rs 500 as stipend (if they were travelling more than 8 Kms, they are eligible to get Rs 600 as stipend). In the case of lump sum grant +2 students would get Rs 900, Degree students would have Rs 950, for the PG students the amount is Rs 1250. For professional course, it depends on the nature and would get Rs 350-Rs 2500 as lump sum grant. For this they should submit the applications through Akshaya Centre by attaching the community, income and SSLC certificate copy attested by the concerned head. (Applicable to OEC).
  - The government is also providing special promotional prizes to the SC students who passed out the following examinations with first class and distinction. For SSLC/THSLC, first class secured will get an amount of 1500, for distinction it is 2500. +2, VHSE, Diploma, TTC, its 2500 for first class and 5000 for distinction. In degree it is 3500 and 7500 for first class and distinction respectively. For PG and other professional courses, it is 5000 and 10000 for first class and distinction respectively.
  - Gold medal for rank holders: in medical and engineering entrance, the pupil who secured first rank will get a sovereign gold coin, for SSLC and +2, it is half sovereign. Its provision was done by the scheduled caste development director directly.
  - Temple entry proclamation scholarship: The interest from the endowment along with the government grant is providing as a scholarship.

- Special coaching for the entrance examinations of medical and engineering, the eligible candidates requires B+ grade in plus one science.

**Table 4.14**

**Number of Atrocities/Harassment against Scheduled caste in Kerala Up to 31/09/2019**

Year	Number of Victims	Compensation Granted in Lakh
2013-14	350	127.2
2014-15	351	132.04
2015-16	245	146.75
2016-17	267	251.69
2017-18	397	511.99
2018-19	981	618.91

**Source: SC Development Department**

The table shows the harassment faced by the scheduled caste people in Kerala. The year wise data shown up to 2019 from 2013. The period 2018-19 shows a higher degree of atrocities (about 981 persons). And they were able to get their compensation too, that comes to an amount of 618.91 lakhs. The next higher degree of problems reported in the year 2017-18. It comes to a number of 397 (compensation is 511.99 lakhs) followed by 2014-15 (351 cases) The compensation amount is 132.04 lakhs.

**Table 4.15**

**SC Specification of Job distribution.**

Category	2014	2015	2016	2017	2018	2019
<b>Gazatted</b>	4397	4280	4039	3459	4093	3581
<b>Non Gazatted</b>	23802	22662	22260	17957	23124	15551
<b>Last grade</b>	4265	4186	4256	2873	4528	4130

**Source: Source: General Administration (Employment Cell-A) Department**

The table explains the details of Scheduled Caste employees at various levels, especially Gazatted, Non Gazatted and Last grade levels in various years of 2014,2015,2016,2017 ,2018 and 2019. Total Gazatted employees during these years are 4397 in 2014, 4280 in 2015, 4039 in 2016, 3459 in 2017, 4093 in 2018 and in 2019, it is 3581. Considering the non Gazatted excluding last grade, the total employees are 23802 in 2014, 22662 in 2015, 22260 in 2016, 17957 in 2017, 23124 in 2018 and 4528 in 2019. And in the case of last grade, it is 4265 in 2014, 4186 in 2015, 4256 in 2016, 2873 in 2017 ,4528 in 2018 and 4130 in 2019.

The following table made a comparison related to the distribution of main workers between the total population and the Scheduled caste in 2001 and in 2011. In 2001 the main workers in total population contribute a percentage of 25.87 and 2011, it is 27.93, but in the Scheduled caste category, it is 29.75 % in 2001 and 32.93 % in 2011. Considering the male main workers, it is 41.77% in 2001 and 44.8% in 2011 for the total population and 29.75 for the scheduled caste in 2001 and 47.03% in 2011. In the case of female main workers, it is 10.85% & 12.37% for the total population in 2001 and 2011. For the Scheduled caste it is 18.51 and 19.59 respectively in 2001 and 2011. Percentage of cultivators to main workers in total population, it is 7.12& 7.18% in 2001 & 2011. In Scheduled caste, it is 1.61 and 2.28% in 2001&2011. The agricultural laborers to main workers, it is 12.4 % and 14.18% in 2001&2011 for the total population, and 29.48& 29.9% in 2001 & 2011 for the scheduled caste. In Household industry, it is 3.35% & 2.93% for the total population in 2001& 2011, and for the scheduled caste, it is 2.6 & 2.07 in 2001 & 2011. Percentage of main workers engaged in other service, it is 77.13 & 75.71 for the total population in 2001 & 2011, for the scheduled caste, it is 66.31 and 65.75 in 2001 and 2011. In the case of marginal workers, it is 6.43 and 6.85 for the total population in 2001 and 2011, and 10.63 and 10.9 for the scheduled caste in the same years. And finally, regarding the work participation rate, it 32.3 and 34.78 for the total population and 40.38 and 43.83 for the scheduled caste in the same years.

**Table 4.16****Distribution of Main Workers 2001&2011 in Percentages**

Category	Total		Scheduled Caste	
	2001	2011	2001	2011
Main workers*	25.87	27.93	29.75	32.93
Male Main Workers	41.77	44.8	41.54	47.03
Female Main Workers	10.85	12.37	18.51	19.59
Percentage of Cultivators to Main Workers	7.12	7.18	1.61	2.28
Percentage of Agricultural Labourer's to Main Workers	12.4	14.18	29.48	29.9
Percentage of Main Workers engaged in Household Industry	3.35	2.93	2.6	2.07
Percentage of Main Workers engaged in other services	77.13	75.71	66.31	65.75
Marginal Workers*	6.43	6.85	10.63	10.9
Work Participation Rate	32.3	34.78	40.38	43.83

**Source: Population Census 2001, 2011 (\* Percentage distribution based on total population)**

**Table 4.17**

**Year-wise SCSP outlay from 2014-15 to 2018-19 (Rs. in crore)**

Year	SCSP
2014-15	1962
2015-16	1968.5
2016-17	2354.4
2017-18	2599.65
2018-19	2859.62

**Source: Budget Documents**

Scheduled caste Sub-Plan is a plan developed under the Scheduled caste Development Bureau. And it is strategy developed for ensuring the flow of both financial as well as physical benefits from all the general sectors of development for the benefit of Scheduled caste. The table represents the year-wise outlay. In 2014-15, it is 1962 crores of rupees. In 2015-16, it is 1968.5, in 2016-17 it is 2354.4 crore, in 2017-18, it is 2599.65 crores of rupees and in 2018-19, the fund outlay is 2859.62 crores of rupees.

Table 4.18

Number of Houses Sanctioned and Constructed by the SC Development Department during 2013-14 to 2019-20 (up to 30-09-2019)

Sl No	District	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19 (Up to 31/08/2018)		2018-19*		2019-20 **up to 30.09.2019	
		Sanctioned	Completed	Sanctioned	Completed	Sanctioned	Completed	Sanctioned	Completed	Sanctioned	Completed	Sanctioned	Nearin g Completion	sanctioned	compl eted	Sanctioned	Comp leted
		1	Thiruvananthapuram	866	715	487	423	674	608	1670	1139	1001	486	1530	633	2	0
2	Kollam	736	550	440	361	540	420	1620	911	840	227	1705	502	0	0	0	0
3	Pathanamthitta	336	290	263	224	340	297	861	521	497	186	831	339	31	21	0	0
4	Alappuzha	363	283	259	215	371	353	1014	562	575	414	1443	344	45	14	0	0
5	Kottayam	289	191	202	177	273	226	759	457	455	181	718	176	0	0	0	0
6	Idukki	294	209	251	191	289	213	559	405	435	176	575	157	17	12	0	0
7	Ernakulam	537	445	380	342	491	432	1355	1244	822	414	1079	112	0	0	0	0
8	Trissur	651	540	460	395	559	473	1635	1250	975	407	1434	172	130	31	0	0
9	Palakkad	750	504	588	506	724	583	2121	1310	1198	253	2253	557	5	1	0	0
10	Malappuram	869	725	634	559	569	465	1522	1132	900	393	1473	322	2	0	0	0
11	Kozhikode	339	226	250	171	328	252	984	608	586	343	1057	257	0	0	0	0
12	Wayanad	62	44	102	94	64	54	170	113	142	40	206	55	12	4	0	0
13	Kannur	200	141	100	79	167	144	374	274	264	63	424	64	1	0	0	0
14	Kasaragod	105	79	84	72	101	74	262	195	205	68	278	69	0	0	0	0
	Total	6397	4942	4500	3809	5490	4594	14906	10121	8895	3651	15006	3759	245	83	0	0

Source: SC Development Department

\*Flood houses

\*\*New houses

The table explains the details related to the total houses sanctioned and constructed in various years from 2013-14 to 2018-19 in all districts of Kerala by the Scheduled caste Development department. The total number of houses sanctioned and constructed in Kerala during 2013-14 are 6397&4942. In 2014-15, it is 4500&3809. In 2015-16, it is 5490&4594. In 2016-17, it is 14906&10121. In 2017-18, it is 8895&3651. And in 2018-19, it is 15006&3759 respectively. And in 2018-19 about 245 houses were sanctioned as flood houses, out of it about 83 were constructed. When we are considering the large number of houses sanctioned and constructed by the districts, in 2013-14, Malappuram sanctioned a higher number, that is 869 houses, out of this, about 725 were completed. Second position was grabbed by Thiruvananthapuram by an amount of 866 houses, the completed were 715, and third by Palakkad that had a number of 750 sanctioned, constructed about 504. In 2014-15, Malappuram 634 sanctioned, 559 constructed. Second Palakkad sanctioned 588, constructed 506, and Thiruvananthapuram sanctioned 487, and constructed 423. In 2015-16 Palakkad 724&583, Thiruvananthapuram 674&608 and Malappuram by 569&465. In 2016-17, Palakkad 2121&1310, Thiruvananthapuram 1670&1139, and Thrissur 1635&1250. In 2017-18, Palakkad 1198&253, Thiruvananthapuram 1001&486, and Thrissur 975&407. Finally, in 2018-19, Palakkad sanctioned 2253 houses, constructed 557, Kollam sanctioned 1705, constructed 502, and Thiruvananthapuram sanctioned 1530, constructed 633. In the case of flood houses in 2018-19, Thrissur got first position by considering the sanctioned houses, it comes about 130, out of it 31 were constructed. Second comes Alappuzha, by a total house of 45, out of it 14 were constructed, thirdly Pathanamthitta by a house of 31, and about 21 were constructed. In 2019-20, no new houses were sanctioned and completed. This shows that, no such districts were able to complete the project even at least 75% of the total sanctioning.

**Table 4.19****Details of Land Provided to SC during 2016-17, 2017-18 and 2019-20 (up to 30-09-2019) (Rs. in lakh)**

SI No	Districts	2016-17			2017-18			2018-19			2019-20 up to 30.09.2019		
		Amount	Expenditure	Persons benefited	Amount	Expenditure	Persons benefited	Amount	Expenditure	Persons benefited	Amount	Expenditure	Persons benefited
1	Thiruvananthapuram	2335.19	2335.19	566	2250	2298.821	560	1996.5	1982.94	480	2238.5	640.68	151
2	Kollam	1812.19	1812.19	442	1732.5	1713.9	426	1463.82	1457.82	310	1776	418.39	107
3	Pathanamthitta	960.83	960.83	249	930	927.75	243	903.73	903.73	234	1017.5	346.25	90
4	Alappuzha	929.84	929.84	245	930	910.2	237	764.25	734.43	193	962	372.22	92
5	Kottayam	1095.95	1095.95	290	1072.5	1070.725	280	474.75	473.65	125	1184	260.5	69
6	Idukki	696.13	696.13	185	840	847.17	220	587.25	587.25	155	869.5	281.75	70
7	Ernakulam	1786.38	1786.38	470	1740	1758.69	467	1718.62	1711.12	450	1776	507.22	168
8	Trissur	1594.394	1594.394	409	1552.5	1543.035	396	897.9	906.15	219	1628	281.2	66
9	Palakkad	1723.39	1723.39	451	1770	1768.418	462	2207.9	1947.26	504	1813	302.56	79
10	Malappuram	1131.02	1131.02	292	1117.5	1107.44	289	1251	1249.51	319	1147	110.25	27
11	Kozhikode	1239.15	1239.15	297	1357.5	1355.738	332	1096.04	1096.04	260	1461.5	236.28	53
12	Wayanad	651.65	651.65	169	697.5	649.15	168	542.7	542.7	135	684.5	94.5	25
13	Kannur	839.03	839.03	218	945	933.75	240	963.55	963.55	240	980.5	240.75	56
14	Kasaragod	694.5	694.5	182	1065	1065.75	280	1000.5	999	263	962	93.75	25
	Total	17489.644	17489.644	4465	18000	17950.54	4600	15868.51	15555.15	3887.00	18500.00	4186.30	1078.00

**Source: SC Development Department**



The table shows the details of persons who benefitted in the form of availing funds to purchase the land by the Scheduled caste, or land obtained from the government in various years. That is in 2016-17, 2017-18, 2018-19 and 2019-20 (up to 31/09/2019). In Trivandrum, about 566 persons benefitted in 2016-17, 560 are benefitted in 2017-18, in 2018-19 it is 480, and in 2019-20 up to 31/09/2019, it is 107. In Kollam, it is 442,426, 310 and 107 in those years. In Pathanamthitta, it is 249,243,234 and 90 persons. In Alappuzha, it is 245, 237,193 and 92 persons. In Kottayam, it is 290,280,125 and 69. In Idukki, it is 185, 220,155 and 70. In Ernakulam, it is 470, 467,450 and 168. In Thrissur, it is 409, 396,219 and 66. In Palakkad, it is 451, 462,504 and 79. In Malappuram, it is 292, 289,319 and 27. In Kozhikode, it is 297, 332,260 and 53. In Wayanad, it is 169, 168,135 and 25. In Kannur, it is 218, 240,240 and 56. And in Kasaragod, it is 182, 280,263 and 25 respectively. By considering the totality of persons in 2016-17, it is 4465 in all districts, in 2017-18, it is 4600, in 2018-19 it is 3887 and in 2019-20, it is 1078. In the case of fund amount and expenditure, in these years; the total amount in the year 2016-17 is 17489.644 lakh, and expenditure is 17489.644 lakh. In 2017-18, the amount is 18000 lakhs, and the expenditure is 17950.54 lakh. In 2018-19, the amount is 15868.51 lakh, the expenditure is 15555.15 lakh. In 2019-20 the amount is 18500 and the expenditure is 4186.30 lakh. In 2016-17, a greater number of persons who benefitted are from Thiruvananthapuram, Ernakulam and Palakkad. In subsequent years too this trend continues.

**Table 4.20****Scheme-wise Outlay and Expenditure for Welfare of Scheduled Castes (*Rs. in lakh*)**

Sl. No.	Name of scheme	Annual Plan 2017-18		Annual Plan 2018-19		2019-20	
		Outlay	Expenditure	Outlay	Expenditure	Outlay	Expenditure as on 30/09/2019
A	State Schemes						
	Schemes through SCDD						
1	Land to Landless families for construction of houses	18000	17928.56	22500	15498.51	18500.00	6582.36
2	House to Houseless, completion of partially constructed houses, improvement of dilapated households	50000	57383.77	38000	43038.50	20000	7658.88
3	Development Programme for the Vulnerable Communities among SC	1700	1688.46	5000	2410.08	5000	1773.06
4	Housing scheme for Homeless SCs (life Mission0	0.00	0.00	0.00	0.00	40000	0.00
5	Pooled Fund for special Projects under SCSP	100	97.74	100	0	100	0
6	Modernization and e-governance initiatives in Development Department	500	484.51	550	298.55	300.00	209.01
7	Corpus Fund for SCSP (Critical Gap filling)	7888	8488.02	10000	6000.75	10000	902.82
8	Contribution to SC/ST Federation	150	100	165	100	200	000
9	Financial Assistance for Marriage of SC Girls	5500	5946.85	6500	5384.11	7000	4615.75
10	Management of Model	1500	1443.16	1500	1203.11	1500	728.53

Sl. No.	Name of scheme	Annual Plan 2017-18		Annual Plan 2018-19		2019-20		
		Outlay	Expenditure	Outlay	Expenditure	Outlay	Expenditure as on 30/09/2019	
	Residential Schools including Ayyankali Memorial Model Residential School for Sports, Vellayani.							
11	Assistance for Education of SC Students	40410	23011.48	40549	23904.47	25000	7781.24	
12	Assistance for Training, Employment and Human Resource Development	4000	3545.6	4300	3851.87	3800	2023.28	
13	Share Capital Contribution to Kerala State Development Corporation for Scheduled Castes and Scheduled Tribes (51% State Share)	2500	1771.99	3000	3000	2500	0.000	
14	Implementation of Protection of Civil Rights (PCR) Act and Prevention of Atrocities (POA) Act (50% state share)	775	1152.1	1000	1114.70	1250	710.2	
15	Valsalyanidhi	1000	999.87	1100	1099.62	1100	740.61	
	New Schemes							
16	Dr. Ambedkar Village Development scheme			10000	270	10000	1248.36	
17	Health Care scheme			5000	4082.18	6000	1933.44	
18	Additional State assistance to post metric studies			1500	0.00	5171	0.00	
	Schemes through Rural Development Department							
19	Pradhan Manthri Awas Yojana (PMAY) SCSP (40% state	5951	1555.08	973	733.39	2379	153.79	

Sl. No.	Name of scheme	Annual Plan 2017-18		Annual Plan 2018-19		2019-20		
		Outlay	Expenditure	Outlay	Expenditure	Outlay	Expenditure as on 30/09/2019	
	share)							
20	Deen Dayal Anthyodaya Yojana (DAY NRLM) SCSP (40% state share)	700	214	3674	2069.99	3750	0.00	
	Schemes through PWD							
21	Works and Buildings	1500	1637.2	500	672.69	600	222.09	
22	Construction of Boy's Hostel (50% state share)	436	20.76	125	77.95	250	34.41	
23	Construction of Working Women's hostel	150	0	1000	0.00	500	0.00	
	Total State Plan schemes (A)	142760	127469.15	157036	114810.47	164900	37317.65	
	Centrally Sponsored/assisted schemes							
24	Special Central Assistance to Scheduled Caste Sub Plan (outside state plan)	1500	456.31	1500	732.95	1500	182.258	
B	Centrally Sponsored scheme (50%)							
25	Implementation of Protection of Civil Rights (PCR) Act and Prevention of Atrocities (POA) Act (50% state share)	775	924.76	1000	988.02	1250	710.02	
26	KSDC for SC and ST Ltd. (49% Central share)	2402	0	2882	2882	2402	0.00	
27	Construction of Boy's Hostel (50% Central share)	436	20.76	125	77.95	250	34.41	
	Sub Total B (CSS 50%)	3613	945.52	4007	3947.97	3902	929.69	
C	Centrally Sponsored schemes (100%)							
28	Post -Matric Scholarship to Scheduled Caste Students	28600	20610.87	15000	14765.81	17000	14836.23	
29	Upgradation of merit of SC students	20	0	20	12	20	0	

Sl. No.	Name of scheme	Annual Plan 2017-18		Annual Plan 2018-19		2019-20	
		Outlay	Expenditure	Outlay	Expenditure	Outlay	Expenditure as on 30/09/2019
30	Pre-matric Scholarships to the Children of those engaged in unclean occupations	40	19.39	50	17.27	50	0.57
31	Construction of Girl's hostels (post matric)- Babu jagjivan Ram Chharwas Yojana (100% CSS)	400	108.69	400	30.19	400	0.00
32	Pre-matric scholarship for SC Students studying in classes IX and X (100% CSS)	2000	2000	2200	2000	2200	0.00
New Schemes							
33	National Safai Karamcharis Finance and Development Corporation (NSKFDC)			250	0.00	50	0.00
34	Venture Capital Fund for Scheduled Castes			500	0.00	1.00	0.00
35	Credit Enhancement Guarantee Scheme for Scheduled Castes			700	0.00	1.00	0.00
36	Pradhan Mantri Adarsh Gram Yojana (PMAGY)			100	0.00	15	0.00
37	Assistance to Voluntary Organizations working for welfare of SCs		\	50	0.00	1.00	0.00
Rural Development Scheme							
38	Pradhanmanthri Awas Yojana- Gramin (PMAY) SCSP (60% Central Share)	8927	2337.8	1460	1099.77	3568	102.53
39	Deen Dayal Anthyodaya Yojana (DAY NRLM) SCSP	1050	321	5511	3014.95	5625	0.00

Sl. No.	Name of scheme	Annual Plan 2017-18		Annual Plan 2018-19		2019-20	
		Outlay	Expenditure	Outlay	Expenditure	Outlay	Expenditure as on 30/09/2019
	(60% central share)						
	Sub Total C (100% CSS)	41037	25397.75	26241	21029.98	28931	14939.33
	Total Central schemes(B+C)	44650	26343.27	30248	24977.95	32833	15869.02
	Grand Total (A+B+C)	187410	153812.42	187284	139788.42	197733	53186.68

**Source: SCDD plan Space**

The table provides the scheme wise outlay and expenditure for the welfare of Scheduled caste in Rs Lakh. The explanation is done on the basis of annual plan in 2017-18 and 2018-19 & 2019-20. These provisions were done through Scheduled caste Development Department. The major categorizations are; state schemes, centrally sponsored schemes based on 50 % criteria and centrally sponsored scheme on 100% criteria. The State plans are again classified into two; they are New schemes and Schemes through PWD. These schemes cover about 22 schemes. The 22 schemes had an outlay of 142760 lakhs and the expenditure from this is 127469 lakhs for the annual plan of 2017-18. In the annual plan of 2018-19, the total outlay is 157036 lakhs and expenditure from this is 114810.47 lakhs. Another component under this scheme is special Central assistance to Scheduled Caste Sub Plan. In this, the total outlay is 1500 lakhs in 2017-18, and an expenditure is 456.31 lakh. In 2018-19, the outlay is 1500 and an expenditure of 732.95 lakh. And in 2019-20, it is 1500 & 182.258 lakh. Second scheme is Centrally sponsored schemes on 50% criteria. In this, in 2017-18 annual plan, the total outlay is 3613 lakhs, expenditure is 945.52 lakh. In 2018-19, the outlay is 4007 lakhs and the expenditure are 3947.97 lakhs, in 2019-20 it is 3902 & 929.69 Lakhs. Next is Centrally sponsored schemes on 100% criteria. Which is consisted with 12 schemes. For this the total outlay is 41037 lakhs, expenditure is 25397.75 lakhs. In 2018-19 annual plan, the total outlay is 26241 lakhs, the expenditure is 21029.98 lakhs, in 2019-20, it is 28931 & 14939.33. By a total of outlays and expenditure in these schemes in 2017-18, the total outlay is 187410 lakhs & the expenditure is 153812.42 lakhs. In 2018-19, it is 187284 lakhs and 139788.42, and in 2019-20, it is 197733& 53186.68 respectively.

**Table 4.21****Outlay and Expenditure under SCA to SCSP (Rs. in lakh)**

Year	Outlay	Amount released from Government of India	Expenditure	% of Expenditure
2013-14	2000	1012	1391.79	92.43
2014-15	2200	827.63	1293.01	90.04
2015-16	2400	1497.37	1057.02	70.61
2016-17	2400	550.73	1063.85	44.33
2017-18	1500	1452	795.53	53.04
2018-19	1500	1137.00	732.95*	48.86
2019-20 as on 30/09/2019	1500	0.00	185.26	12.35
* Actual release from Govt. of India				

**Source: SC Development department**

The table shows the outlay and expenditure under Special Central Assistance (SCA) to Scheduled caste Sub Plan (SCSP) in Rs lakh. In 2013-14, the total outlay under the scheme is 2000, in this about 1012 lakh of rupees provided by the government of India. From this an amount used as expenditure is 1391.79 lakh (i.e. 92.43%). In 2014-15, the outlay is 2200 lakh. In this the contribution by the government of India is 827.63 lakh. The expenditure under the scheme is 1293.01 lakh (about 90.04%). In 2015-16, the outlay is 2400 lakh, the governmental assistance during this year is 1497.37 lakh, the expenditure under the scheme is 1057.02 lakh, that is a percentage of 70.61%. In 2016-17, the outlay comes about 2400 lakh, the government share is 550.73 lakh. Expenditure under the same is 1063.85 lakh, which comes to a percentage of 44.33. In 2017-18, it is 1500 lakh, in this the government share is 1452 lakh. Expenditure under the scheme is 795.53 lakh, that is a percentage of 53.04. And finally, in 2018-19, the outlay is 1500 lakh, the government share on this is 1137 lakh, and the expenditure under the same is 732.95, that is by a percentage of 48.86. and finally, in 2019-20 (up to 30/09/2019) the outlay is 1500, in this there is no contribution, and the expenditure is 185.26 percentage wise detail is 12.35.

**Table 4.22****Outlay and Expenditure of Pooled Fund (Rs. In lakh)**

Year	SCSP		% of Expenditure
	Outlay	Expenditure	
2013-14	3000	2431.11	81.04
2014-15	1000	524.77	52.48
2015-16	500	442.16	88.43
2016-17	500	513.34	102.67
2017-18	100	97.74	97.74
2018-19	100	0	0
2019-20 as on 30/09/2019	100	0	0

**Source: SC development Department**

This table explains the outlay and expenditure from the pooled fund in various time periods starting from 2013-14 to 2019-20. In 2013-14, the total outlay is 3000 lakhs and the expenditure are 2431.11 lakhs, about 81.04% has been used. In 2014-15, it is 1000 and 524.77 lakhs. It comes to a percentage of 52.48. In 2015-16, the outlay is 500 lakhs, and the expenditure is 442.16 lakhs. That is a percentage of 88.43. In 2016-17, it is 500 lakhs, and the expenditure are 513.34 lakhs, that is a percentage of 102.67. In 2017-18, it is 100 lakhs and the expenditure are 97.74 had a percentage of 97.74. In 2018-19 and 2019-20 too, it is 100 lakhs, and the expenditures details were not availed up-to 30/09/2019.

**Table 4.23****Outlay and Expenditure under Critical Gap Filling Scheme (Corpus Fund) (Rs. in lakh)**

Year	SCSP		% of Expenditure
	Outlay	Expenditure	
2013-14	18178.85	17750.89	97.65
2014-15	12300	12722	103.43
2015-16	20761	13601.24	65.51
2016-17	24523	22848.01	93.17
2017-18	7888	8205.4	104.02
2018-19	10000	5745.47	57.45
2019-20 as on 30.09.2019	10000	902.82	9.03

**Source: SC Development Department**



In this table, the explanation is related to the outlay and expenditure under the Critical Gap filling Scheme, that is corpus fund in lakhs. In 2013-14, the fund outlay is 18178.85 lakhs and the expenditure are 17750.89 lakhs, it comes to a percentage of 97.65. In 2014-15, it is 12300 lakhs, and the expenditure are 12722 lakhs, had a percentage of 103.43. In 2015-16, it is 20761 and 13601.24, in percentage it is 65.51. In 2016-17, the outlay is 24523 lakhs, and the expenditure are 22848.01 lakhs, that is by a percentage of 93.17. In 2017-18 the outlay is 7888 lakh and the expenditure are 8205.4, in percentage it is 104.02. In 2018-19 the outlay is 10000 lakhs, the expenditure is 5745.47 lakh, that is by a percentage of 57.45. And in 2019-20, the outlay is 10000, the expenditure is 902.82 lakh, that is by a percentage of 9.03. Only in two time periods, the fund utilized are more than what allowed and sanctioned. That is more than 100%. Those time periods are 2014-15 and 2017-18.

**Table. 4.24**

**Number of persons benefitted under Self Employment Schemes during 2017-18 and 2018-19 (Rs. in lakh)**

Sl No	District	2017-2018			2018-2019		
		Amount Sanctioned	Expenditure	Persons Benefitted	Amount Sanctioned	Expenditure as on 31/08/18	Persons Benefitted
1	Thiruvananthapuram	23.35	23.35	36	10.52	10.52	14
2	Kollam	9.3	9.3	12	0	0	0
3	Pathanamthitta	4.691	4.691	8	7.82	7.82	10
4	Alappuzha	26.98	26.98	36	11.79	11.79	15
5	Kottayam	12.248	12.248	17	2.83	2.83	4
6	Idukki	11.55	11.55	15	8.69	8.69	12
7	Ernakulam	65.95	65.95	88	0	0	0
8	Trissur	30.87	30.87	39	14.92	14.92	19
9	Palakkad	52.7	52.7	70	12.43	12.43	16
10	Malappuram	7.63	7.63	9	14.05	14.05	16
11	Kozhikode	6.92	6.92	10	1.98	1.98	2
12	Wayanad	6.58	6.58	11	1.67	1.67	3
13	Kannur	28.27	28.27	35	11.5	11.5	12
14	Kasaragod	12.33	12.33	20	1.69	1.69	3
	Total	299.369	299.369	406	99.89	99.89	126

**Source: SC Development Department**

The table explains regarding the details of the number of persons benefitted from the self-employment scheme during 2017-18 to 2018-19 (up to 31/08/2018). In 2017-18, an amount of 299.369 lakhs were sanctioned and utilized for the same in all districts of Kerala. And from this, about 406 persons were benefitted. In 2018-19, the sanctioned amount is 99.89 lakhs, but the details regarding the fund availed only up to 31/08/2018. This fund too was completely utilized and the number of persons benefitted from the same were 126. The top three districts which shared the lion share of the funds were; Ernakulam (65.95 lakhs), benefitted persons were 88. Second Palakkad (52.7 Lakhs), about 70 persons were benefitted and third by Thrissur that had an amount of 30.87 lakhs. The beneficiaries are 39. In 2018-19 (i.e. up to 31/08/2018), Thrissur, Malappuram and Palakkad acquired the top three positions. Specification related the funds are, in Thrissur, it is 14.92 lakhs spent for 19 persons, Malappuram 14.05 lakhs for Thrissur, which used for 16 persons and finally Palakkad got an amount of 12.43 lakhs spent for 16 persons.

**Table. 4.25**

**Income Generating Schemes for the Scheduled caste.**

SI NO	SCHEMES
1	KSDC Schemes
2	NSFDC Schemes
3	Other Welfare Schemes

**Source: Economic Review**

The income generating schemes for the scheduled caste can be categorized into KSDC Schemes and NSFDC Schemes. Other welfare schemes provided under KSDC Schemes too cover marriage assistance, computer loans, car loans and personal loans for the government employees.

By considering the Multipurpose Unit loans, the financial achievements in 2017-18 is 77.65 lakh and 56.85 lakh in 2018-19, in physical achievement, it is 14 and 12 lakhs in the same years. And in Working Capital loans to petroleum, it is 7.5 in 2018-19 as financial achievement and 1 lakh in 2018-19 as physical achievement. And there are no achievements in 2017-18. This can be seen from the following table. And other details too incorporated within the table

**Table: 4.25.1****KSDC Schemes (Rs. in Lakh)**

SI No	Scheme	Financial Achievements		Physical Achievement	
		2017-18	2018-19 (up to 31/8/18)	2017-18	2018-19 (up to 31/08/18)
1	Beneficiary Oriented Scheme	2081.01	773.01	1712	620
2	Foreign employment scheme	2	7.5	1	4
3	Professional service scheme	3.5	3	2	1
4	Transport scheme XL (Auto)	77.94	41.41	37	15
5	Woman empowerment programme for SHGS		42.9		143
6	Multi-Purpose Unit Loan	77.65	56.85	14	12
7	Working capital loan to petroleum dealers		7.5		1

**Source: Kerala State Development Corporation for SC/ST Ltd**

Kerala State Development Corporation for Scheduled Caste Schemes cover various schemes. It explains both financial and physical achievements in 2017-18 & 2018-19. Major schemes under this are; Beneficiary Oriented Scheme, it shows about 2081.01 as the financial achievement in 2017-18, in 2018-19, it is 773.01 lakhs. The physical achievement is 1712 in 2017-18. In 2018-19 it is 620 lakhs. Considering the Foreign Employment Scheme, it is 2 lakhs in 2017-18 and 7.5 lakhs in 2018-19 as the financial achievement, in physical achievement, it is 1 and 4 lakhs in 2017-18 and 2018-19. In Professional Service Scheme, about 3.5 lakhs and 3 lakhs represents the financial achievements and 2&1 lakhs shows the physical achievements in 2017-18 and 2018-19. In the case of Transport Scheme includes auto, about 77.94&41.41 lakhs as financial achievement in 2017-18 an 2018-19. In physical achievement, it is 37&15 lakhs in the same time period. In Women Empowerment Schemes for SHGs, the year 2017-18 do not have both financial and physical achievements, but in 2018-19, the physical achievements are 42.9 and 143 lakhs respectively.

**Table: 4.25.2****NSFDC Schemes (Rs. In Lakh)**

SI No	Schemes	Financial Achievement		Physical achievement	
		2017-18	2018-19 (up to 31/08/18)	2017-18	2018-19 (up to 31/08/18)
1	Land purchase scheme for Agri. Laborer's	8		3	
2	Laghu Vyavasay Yojana	345.8	181.54	194	85
3	Micro credit finance scheme	86.5	24.5	173	49
4	Mahila Samridhi Yojana	119.5	40.5	239	81
5	Transport scheme XLV (Auto taxi)	20.4	4.32	6	1

**Source: Kerala State Development Corporation of SC/ST Ltd**

This sub table covers five programme under NSFDC Schemes and it shows the financial as well as the physical achievements' in 2017-18 to 2018-19. Major programme under the schemes are land purchase scheme for agricultural laborers, laghu Vyavasay yojana, micro credit finance scheme, Mahila Samridhi yojana and transport scheme XLV (auto taxi). In land purchase scheme for agricultural laborers, about 8 lakhs in 2017-18 shows the financial achievements, in 2018-19, there is no achievements. In the case of Physical achievements, the year 2017-18 shows about 3 lakhs belongs to the same and no achievements in 2018-19. Laghu Vyavasay Yojana shows a financial achievement of 345.8 lakhs and 181.54 lakhs in 2017-18&2018-19, and 194 lakhs&85 lakhs as Physical achievements in the same years. Considering the Micro Credit Finance Scheme, the amount 86.5 lakhs&24.5 lakhs represent the financial achievements in 2017-18&2018-19, and 173 lakhs and 49 lakhs represent the physical achievements in the same. In Mahila Samridhi Yojana about 119.5&40.5 lakhs shows the financial achievements in 2017-18 &2018-19, in physical achievements, it is 239 lakhs and 81 lakhs respectively in the same time periods. In Transportation Scheme especially for auto taxi, it is 20.4&4.32 lakhs in financial achievements and 6&1 lakh as physical achievements.

**Table: 4.25.3****Other welfare Schemes**

SI No	Schemes	2017-18	2018-19 (up to 31/08/18)	2017-18	2018-19 (up to 31/08/18)
		Financial Achievement in Rs Lakh		Physical Achievement in Rs Lakh	
1	Education Loan	30.92	3.66	20	3
2	Marriage assistance	2680.32	1362.34	1748	771
3	Computer Loans to SC students	8.68		22	
4	Personal Loans to Government Employees	316.75	481.12	334	284
5	Car Loan		44.09		9

**Source: Kerala State Development Corporation for SC/ST Ltd**

The table shows the KSDC Schemes and its achievements in 2017-18 and 2018-19 both financial and physical achievements. In this scheme the component of education came. In the case of education loan about 30.92 and 3.66 lakhs represents the financial achievement in 2017-18 & 2018-19, in the case of physical achievements it is 20 lakhs and 3 lakhs respectively. In Marriage assistance, an amount of 2680.32 lakhs & 1362.34 lakhs came as the financial assistance in 2017-18 and 2018-19, and in physical achievement, it is 1748 and 771 lakhs in the same time period. In Personal loans to government employees, the financial achievements are 316.75 lakhs and 481.12 lakhs in 2017-18 and 2018-18, and in Physical achievement, the amount 334 lakhs and 284 lakhs shows the physical achievements. In Car loans the time period 2018-19 shows an amount of 44.09 lakhs as financial achievements, and 9 lakhs represents the physical achievement in the same year, and in 2017-18 there is no physical achievement and financial achievement.

By considering the financial assistance under various schemes the government spends an amount under various years are; in 2017-18 in Rs 6249.68 lakhs, in 2018-19, it is 3322.55 lakhs. This is a financial achievement. In the case of Physical achievement in 2017-18, it is 4824 lakhs of Rupees and in 2018-19 it is 2232 lakhs. This data shows the totality of amounts spent by the government.

The following section deals with the financial assistance provided by the government to the Scheduled caste pupils during 2016-17. From this, it is clear that the financial burden for the educational attainment of Scheduled caste is greater for the Government, since it was fully paid by the government itself. The only reason behind such facility is to make them feel that the education is not that much costly expensive, and at the same time, the money provided by the government will attract those people up to an extent. And the major forms of such assistance are; stipend, lumpsum grant, pocket money, paying guest fee, contingency and for project also.

**Table 4.26.1**

**Financial assistance provided by the Government during 2016-2017 for various courses**

Course	Stipend		Lump sum grant		Pocket Money	
	Beneficiary	Amount	Beneficiary	Amount	Beneficiary	Amount
Accounting and taxation	36	80020	36	32400		
Acharya	1	1960	2	2500	1	490

**Source: Scheduled Caste Development Department**

The table explains that, the financial assistance in the form of stipend is 80020 for 36 pupils for the course of Accounting and Taxation and 1960 for 1 pupil in the course of Acharya. As lumpsum grant, about 32400 rupees were spent for the same 36 pupils, and about 2500 rupee was provided to 2 pupils. As pocket money, about 490 rupees were spent to only a single pupil in the same year.

**Table.4.26.2**

Course	Stipend		Lumpsum grant	
	Beneficiary	Amount	Beneficiary	Amount
Agriculture crop health management	66	147523	66	59860
Agriculture business and farm services	47	101387	47	42760
Agricultural science and processing technology	15	37236	15	13500
Agro-machinery and power engineering	1	120	1	900
Automobile technology	3	4083	3	2700

**Source: Scheduled Caste Development Department**

In agriculture crop health management, about 66 pupils received the stipend as well as lumpsum grant. That is about 147523 as stipend and 59860 as lumpsum grant. For agriculture business and farm services, about 47 are the beneficiaries of stipend and lumpsum grant. It is 101387 rupees as stipend and 42760 rupees as lumpsum grant. In agricultural science and processing technology course, the beneficiaries are 15 and the fund allotted to them is 37236 and 13500 respectively. In Agro machinery and power engineering, the lumpsum grant is 2700 rupees for 1 pupil and rupees 120 as stipend for that same person. And in Automobile technology, about 4083 rupees were spent as stipend for 3 pupils and 2700 rupees were spent as lumpsum grant to the same 3 persons.

The following table explains that during 2016-17, about 14187 rupees were spent as stipend on 9 Scheduled Caste pupils, rupees 49050 as lumpsum grant to 27 pupils, 2400 rupees as pocket money to 14 pupils and rupees 9000 as paying guest fee for 2 persons. In B. Com (Vocational) course, about 10 pupils received 21660 rupees as stipend, about 11 received 10450 rupees as lumpsum grant, and 450 rupees as pocket money by a pupil.

**Table 4.26.3**

Course	Stipend		Lumpsum grant		Pocket Money		Paying Guest fee	
	Beneficiary	Amount	Beneficiary	Amount	Beneficiary	Amount	Beneficiary	Amount
BArch	9	14187	27	49050	14	2400	2	9000
B. Com (vocational) office management and secretarial practice	10	21660	11	10450	1	450		

**Source: Scheduled Caste Development Department**

**Table. 4.26.4**

Course	Stipend		Lumpsum grant		Pocket Money	
	Beneficiary	Amount	Beneficiary	Amount	Beneficiary	Amount
BVoc animation and graphic design	8	14860	8	7600		
BVoc Digital film production	3	7200	3	2850		
BVoc Hospitality management	3	10200	3	2850		
BVoc Logistic management	22	57760	23	21850	1	900
BVoc marketing management & information technology	7	24000	8	7600	1	900
BVoc Medical Laboratory	1	3000	1	950		
BVoc multimedia	6	15100	8	7600	2	1500
BVoc Retail management and information technology	3	10200	5	4750	1	900
BVoc software Development	16	50000	16	15200		

**Source: Scheduled Caste Development Department**

This table explains the information related to the financial assistance by the government in the field of BVoc course. It covers some specializations also. By considering the stipend details, about 69 persons benefitted, and it grabbed an amount of 192320 rupees. As lumpsum grant, the total amount distributed is 71250 for 73



pupils. And as pocket money, the total money distributed in the same BVoc course is 4200 rupees, and this amount was shared by about 5 pupils.

**Table 4.26.5-**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
	Beneficiary	Amount	Beneficiary	Amount	Beneficiary	Amount	Beneficiary	Amount
BA	10	25286	33	31590	23	4650		
BA Arabic	7	10100	7	6650				
BA Bharatanatyam	7	17568	14	13300	7	4026		
BA Communicative English	80	174230	95	90250	13	8486		
BA Economics	2583	5376446	2752	2640560	125	72014	4	28500
BA English	1395	2985900	1534	1477700	115	68194	3	18000
BA English self-financing	1	3000	1	950				
BA English (v)copy editor	16	34112	16	15680				
BA English (Vocational)	3	7200	4	3800	1	600		
BA Functional English	103	230159	108	103560	5	2700		
BA Functional Hindi	8	20000	8	7600				
BA Hindi	339	640703	361	343190	19	9160		
BA History	1579	3377661	1706	1636300	99	56265	1	6242
BA Honours in English	8	4300	10	9500	1	150		
BA Islamic History	31	46142	32	30640	1	750		
BA Jyothisha	4	4500	4	3800				
BA Kannada	25	66700	25	23750				

**Source: Scheduled Caste Development Department**

The table provides a clear-cut explanation regarding the assistance provided to the students, especially some streams of BA course. For BA course, 10 pupils received 25286 rupees as stipend, 33 received 31590 rupees'as lumpsum grant and 23 got 4650 rupees worth pocket money. For BA Arabic course, about 7 received 10100 rupees as stipend and 6650 rupees as lumpsum grant. For BA Bhathatium, 7 people received 17568 rupees as stipend, 14 by 13300 rupees as lumpsum grant and 7 got 4026 rupees

as pocket money. For BA Communicative English, 80 received 174230 rupees as stipend, 95 got 90250 rupees as lumpsum grant and 13 received 8486 rupees worth pocket money. For BA Economics, 2583 pupils received 5376446 rupees as stipend, 2752 received 2640560 rupees as lumpsum grant, 125 pupils received 72014 rupees as pocket money and 4 pupils received 28500 rupees as paying guest fee. For BA English, about 2985900 rupees received by 1395 pupils as stipend, 1534 received a lumpsum grant of 1477700 rupees, 115 received 68194 as pocket money and 3 received 18000 rupees as paying guest fee. For BA English Self-financing, 3000 rupees received by 1 person as stipend, and 950 rupees as lumpsum grant. For BA English Vocational Copy editor, 16 received 34112 rupees as stipend, and 15680 as lumpsum grant. For BA English Vocational, 3 received 7200 rupees as stipend, 4 received 3800 as lumpsum grant and 5 received 2700 as pocket money. For BA Functional English, 103 received 230159 rupees as stipend, 108 received 103560 as lumpsum grant and 5 received 2700 as pocket money. For BA Functional Hindi, 8 received 20000 as stipend and 7600 as lumpsum grant. For BA Hindi, 339 received 640703 rupees as stipend, 361 received 343190 as lumpsum grant, and 19 received 9160 rupees as pocket money. For BA History, 1579 received 3377661 rupees as stipend, 1706 received 1636300 as lumpsum grant, 99 received 56265 as pocket money and 1 received 6242 rupees as paying guest fee. For BA Honors English, the amount 4300 shared by 8 persons as stipend, 10 persons shared 9500 as lumpsum grant and 1 got 150 rupees as pocket money. For BA Islamic History, 31 received 46142 rupees worth stipend, 32 received 30640 rupees worth lumpsum grant and 1 received 750 rupees as pocket money. For BA Jyothisha, 4 received an amount of 4500 rupees as stipend and 3800 as lumpsum grant. And for BA Kannada, 25 received 66700 rupees as stipend and 23750 rupees as lumpsum grant.

**Table.4.26.6**

Course	Stipend		Lumpsum grant	
	1	2400	1	950
BA Kathakali Chenda	1	2400	1	950
BA Kathakali Vesham	1	2400	4	950

**Source: Scheduled Caste Development Department**

The financial assistance in the field of BA Kathakali Chenda is received by a single person, that is by an amount of 2400 rupees as stipend and 950 rupees as lumpsum grant. And in the case of Kathakali Vesham, about 2400 rupees received by a person as stipend and 950 rupees received by 4 persons as lumpsum grant.

**Table.4.26.7**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
	No.	Amount	No.	Amount	No.	Amount	No.	Amount
BA LLB (Hon)	2	1200	4	6000	1	150	1	150
BA Malayalam	909	1814333	968	925360	58	28675	1	7500
BA Malayalam/ sociology	7	19500	7	6650				
BA Mass Communication								
BA Mohiniyattam	7	13845	8	7600	1	450		
BA Mrid	2	5400	2	1900				
BA Music	31	60200	43	40850	12	6469		

**Source: Scheduled Caste Development Department**

This table explains the financial services enjoyed by the courses like BA LLB Honors, BA Malayalam, BA Malayalam/ Sociology, BA Mass Communication, BA Mohiniyattam, BA Mrid and BA Music. In this case, the total beneficiaries who enjoyed the benefits of stipend are 958. The total amount is 1914478 rupees. In Lumpsum grant, the number is, 1032, and the fund is 988360. In Pocket money's case, the persons who benefitted are 72, and the amount received by them are 29944. And in Paying guest fee beneficiaries are 2 persons and the amount is 7650.

The following table also explains the expenditure conducted on various courses by the government like stipend, lumpsum grant and pocket money. In BAMS course during 2016-17, no such Scheduled caste pupil got stipend, the rest of the courses having the same. But the courses like BA Public administration, BA SLP, BA Urdu, BA Veda, BA Vedanta and BA Vyakarana do not have a penny of pocket money.

**Table. 4.26.8**

Course	Stipend		Lumpsum grant		Pocket Money	
BA Nyaya	20	45700	20	19000		
BA Philosophy	153	267800	169	160550	15	6750
BA Politics	476	965753	526	505940	45	21601
BA Psychology	27	48625	28	26840	1	150
BA Public administration	4	2200	4	3800		
BA Sahitya	18	38300	21	19950	3	2250
BA SLP	6	14400	6	5700		
BA Sociology	133	316513	165	159630	29	14690
BA Tamil	18	50700	30	28500	6	3600
BA TTM	10	26097	19	18050	3	2250
BA Urdu	1	600	1	950		
BA Veda	2	1100	2	1900		
BA Vedanta	11	27606	11	10450		
BA Veena	1	2400	3	2850	2	1500
BA Violin	1	2400	3	2850	2	1500
BA Vyakarana	15	30465	15	14250		
BAMS			18	24300	18	9204
BA Sanskrit	179	341117	191	181930	9	5850
BA Vocal	8	17000	18	17100	10	7500

**Source: Scheduled Caste Development Department**

**Table 4.26.8**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
BCom	2809	4491071	2197	2108690	95	53263	2	10500
BCom Honours Degree	5	10530			1	570		
BCom Hotel management	15	14900	15	14250				
BCom Travel and Tourism	25	51733	28	28040	3	2250		
BCom TTM	10	22200	10	9500				
BCom(V) Computer application	429	802001	442	425420	10	5329	1	7500
BCom CA	374	803353	392	375560	5	1546		
BCom Co Op	330	614912	336	326880	2	1100		
BCom Market	28	57778	28	26600				
BCom Self	27	60273	29	28030	2	940		
BCom Tax	242	487852	249	236550	7	3900		
B. Com (Accountancy)	3	8500	3	2850	2	1650		
B. Com Banking	34	86551	34	32780				
B. Com Finance	159	343203	167	159850				
B. Com Finance and Tax	41	116784	42	40140				

**Source: Scheduled Caste Development Department**

In the case of BCom courses by various specialization, all specialization group have the benefits of Stipend. As lumpsum grant, the government has not provided any amount to the pupils who studies BCom Honors degree. Pocket money has not been paid to the students of BCom Hotel Management, BCom TTM, BCom Banking, BCom Finance and BCom Finance and Tax do not have the same. As the form of Paying guest fee, the government does not provide paying guest fee to anyone for BCom Honors Degree, BCom Hotel Management, BCom Travel and Tourism, BCom TTM, BCom CA, BCom Co Op, BCom Market, BCom Self, BCom Tax, BCom Accountancy, BCom Banking, BCom Finance and BCom Finance and Tax course.

**Table. 4.26.9**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
B. Ed	406	817912	458	494840	37	22789	23	112383
B. FA	27	75249	38	26600	9	6547		
B. FA applied Art	5	7561	12	8400	7	10500		
B. FA Painting	8	10900	14	9800			6	8709
B. FA Sculpture	4	4661	6	4200			2	2903
BMMB	3	2250	13	15470	1	190	9	13500
BMRT			1	1190			1	1500
BP. Ed			13	19500	15	2722		
B. Pharm	5	2202	15	25950	10	3087		

**Source: Scheduled Caste Development Department**

The students of courses like BMRT, BP. Ed did not receive any amount as stipend and lumpsum grant. Similarly the students of courses of BFA Painting, BFA Sculpture and BMRT studying pupil do not receive pocket money. The students of courses like BFA, BFA Applied art, BP. Ed and B Pharm do not have the benefits of paying guest fee.

**Table. 4.26.10**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
BSc Electronic Equipment Maintenance	6	9700	8	7600	2	474		
BSc Food Technology	12	10300	15	14250	3	750		
BSc Geology	25	50000	35	33970	7	3130		
BSc Micro Biology	62	138372	83	79330	18	12482	1	6000
BSc Plant Science	24	68788	24	22800				
BSc Polymer Chemistry	44	115375	45	42990	1	900	2	3000
BSc	1	600	1	950				
BSc Applied Physics	10	28296	10	9500				
BSc Aqua	8	14400	9	16200	1	450		
BSc Bio Chemistry	55	96816	62	60100	5	2535		
BSc Bio Technology	52	87731	59	56290	5	3450		
BSc Botany	997	2125863	1106	1062400	101	61367		
BSc Botany and Biotechnology	19	42132	22	20900	2	1350		
BSc Chemistry	1092	2284351	1181	1131310	74	43069		
BSc Clinical nutrition & Dietics	1	3000	1	950				

**Source: Scheduled Caste Development Department**

In the above-mentioned BSc courses, all courses have certain number of persons enjoying the benefits of stipend and lumpsum grant, but BSc, BSc Plant science, BSc applied physics and BSc clinical nutrition have not received any amount as pocket money, and paying guest fee.

The following table says that the courses like BSc Cyber forensic, BSc environmental science, BSc EWM and BSc food science and Quality control do not receive pocket money. And in the case of paying guest fee, only the course of BSc cyber forensic received the same, it is received about by 5 pupils worth an amount of 7500.

**Table 4.26.11**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
BSc Computer	1	3600	2	1900	1	900		
BSc Computer Science	408	867874	402	415880	19	12450		
BSc Cyber Forensic	7	14100	12	11400			5	7500
BSc Electronics	200	484704	201	192150	1	750		
BSc Environmental science	10	14177	11	10450				
BSc EWM	11	31900	11	10450				
BSc Fcs	4	5494	5	4750	1	150		
BSc food science & Quality Control	1	2280	1	950				

**Source: Scheduled Caste Development Department**

**Table 4.26.12**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
BSc forestry	3	4969	6	6420	1	600		
BSc forestry & wood technology	4	8000						
BSc Geography	46	70203	71	68170	18	10600	1	6100
BSc Home Science	45	93368	51	48450	7	1592		
BSc Hospitality and Hotel Administration	11	7061	25	23750	13	1592		
BSc Industrial Chemistry	30	45088	33	32310	2	820		
BSc Industrial Micro Biology	27	53800	29	27550	1	750	1	7500
BSc Instrumentation	21	72600	22	20900	1	115		
BSc mathematics	937	1989456	996	952680	47	26144		
BSc MLT	2	6600	4	3200	2	573		
BSc Nursing	22	24866	274	230600	238	75203	14	27774
BSc Optometry			1	950	1	300		

**Source: Scheduled Caste Development Department**

The students of BSc Optometry have not received stipend, while the courses BSc forestry and wood technology have not received lumpsum grant. It is applicable to Pocket money also. And in the case of paying guest fee, only BSc Geography, BSc industrial micro biology and BSc nursing courses enjoyed the benefits.

**Table. 4.26.13**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
BSc Physics	103 4	2193935	1114	1069820	67	35789		
BSc Physics& Computer Application	24	46613	27	25650				
BSc Physics (Chemistry) Main	4	9200	4	3800				
BSc Physics (STAT) main	1	2400	1	950				
BSc Physics(V) Applied Electronics	4	6517	4	3800				
BSc Recreation &Leisure &Sports Studies			4	3800	4	600		
BSc Psychology	65	147455	80	77200	14	10976		
BSc Statistics	96	209300	105	100470	8	3000		
BSc Vocational Chemistry	6	17000	6	5700				
BSc Zoology	1070	2355681	1160	116050	78	47194	3	15000
BSc Aquaculture	9	25500	9	8550				

**Source: Scheduled Caste Development Department**

Here also the details regarding stipend, lumpsum grant, pocket money and paying guest fee for certain BSc Degrees are presented. From this, it is clear that, only in BSc Recreation &Leisure &Sports studies, the government is free from stipend, regarding lumpsum grant, all streams availed the same. In the case of pocket money, BSc Physics, Statistics, Psychology, Zoology and Recreation and Leisure &Sports studies availed the pocket money. And in case of paying guest fee, only BSc Zoology studying pupils got their paying guest fee.



**Table 4.26.14**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
BTech	46	85285	85	155700	40	18450		
BTech Naval Architecture &Ship building engineering	4	873	7	13600	3	102		
BTech AEI	5	9000	9	16200	4	1200		
BTech Aeronautical Engineering	10	11000	38	71100	27	13500	2	15000
BTech Applied Electronics &Instrumentation	4	5271	9	16200	2	136	3	13500
BTech Architecture	3	4881	17	30600	14	2506		
BTech Automobile Engineering	18	23040	32	57600	14	2778		
BTech Biotechnology	15	19352	32	58950	16	3864	1	4550
BTech Chemical Engineering			18	32400	17	2086		
BTech Civil Engineering	359	510843	656	1196100	234	76139	54	101503
BTech Civil Engineering (Payment)	4	1394	13	23400	9	996		
BTech Computer Science	235	294025	430	782550	129	34252	65	173512
BTech Computer science (Payment)	5	2325	10	18000	5	532		
BTech Electrical &Electronics engineering	156	178446	342	623250	128	30545	55	127173
B Tech electrical and electronics engineering (Payment)	5	1859	9	16200	4	464		
BTech Electronics&Communication	234	294257	440	796950	128	35065	76	188380
BTech Electronics &communication (Payment)	6	2596	7	12600	1	68		
BTech electronics& Biomedical Engineering	4	2414	13	25200	4	630	5	6823
BTech Electronics &Instrumentation	5	7785	21	40050	8	3668	8	24000
BTech Information Technology	44	39359	93	170100	27	7096	21	65711
BTech IT (Payment)	9	3175	15	27000	6	696		
BTech Instrumentation	11	5691	18	32400	6	1671		
BTech Marine Engineering			10	18000	10	4175		
BTech marine Engineering (Payment)			16	28800	16	6752		
BTech Mechanical engineering	309	435760	540	977400	174	48838	49	124225
BTech mechanical engineering (payment)	8	2944	11	19800	3	348		
BTech Metallurgy	1	600	3	5400	2	300		
BTech polymer engineering	2	2845	6	10800	4	1490		
BTech Printing Technology	1	600	2	3600	1	450		
BTech Production engineering	10	9678	18	32400	5	484		
BTech safety & Fire	7	8428	16	28800	9	3120		
BTech safety &fire (Payment)	6	2208	9	16200	3	348		

**Source: Scheduled Caste Development Department**

The stipend availed details in BTech with various specialization shows that, only two BTech courses with the specialization of mechanical engineering and marine engineering, the government has not provided the stipend to anybody. In the case of lumpsum grant and pocket money, all such courses benefited from the same. And by considering Paying guest fee, only the courses like Mechanical engineering, Information technology, Electronics & Bio medical engineering, Electronics and instrumentation, electronics and communication, electrical and electronics engineering, computer science, civil engineering, bio technology, applied electronics and instrumentation, and aero nautical engineering received the benefits of paying guest fee.

**Table 4.26.15**

Course	stipend		Lumpsum grant		Pocket Money	
	BVoc	26	53300	31	29450	5
BVoc fashion technology	2	7500	5	5950	3	2850
BVoc Sports nutrition and Physiotherapy	1	3750	1	1190		

**Source: Scheduled Caste Development Department**

It shows that in various BVoc courses, the government has not provided any penny as pocket money during those periods, but as stipend and lumpsum grant, the burden is greater for the government.

**Table.4.26.16**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
	Bachelor on Physiotherapy BPT	1	1200	7	4990	5	1163	2
Bachelor of Multimedia communication	10	18569	13	12590	3	1650		
Bachelor of tourism studies	5	2658	5	6750				
Bachelor of Visual communication								

**Source: Scheduled Caste Development Department**

The courses like BPT, BMC, BTS & BVC has not received the stipend and lumpsum grant. In the case of pocket money and paying guest fee, the courses like BTS and BVC are lacking the same.

**Table 4.26.17**

Course	Stipend		Lumpsum grant	
	Basic nursing and palliative care	1	1500	1

**Source: Scheduled Caste Development Department**

In BSc nursing and palliative care, only lumpsum grant and stipend availed from the government. That is too only to a single person.

**Table 4.26.18**

Course	Stipend		Lumpsum grant		Pocket money		Paying guest fee	
	BBA	469	912456	521	498570	24	11267	2
BBA(HRM)	3	9600	3	2850				
BBA (Tourism management)	8	15084	12	12140	3	1800	1	4500
BBA-LLB(Honors) (LLB 5 year)	10	28650	27	46200	5	2910	13	97500
BBM	29	48100	30	28500	1	300		

**Source: Scheduled Caste Development Department**

The courses like BBA HRM and BBM have not received any amount as paying guest fee, but all other services and benefits were enjoyed by all BBA courses and BBM courses too.

**Table. 4.26.19**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
	BCA	145	305695	159	152490	14	8238	
BCA (Self finance)	3	5160	4750	2	1500			
BDS			8	20000	8	2780		
BFA	7	20500	8	7600	1	750		
BFSC	6	7200	8	14400	2	600		
BHM	1	600	15	27000	14	3000		
BHMS	1	7200	13	23400	12	7982		
Biomedical	17	22100	21	14700			4	6000
Biomedical and equipment technology	5	12645	5	5190				
BPE			1	1500	2	380	1	1500
BSW	2	6600	2	1900				
BTA			3	3570	3	570		
BTHM	8	24000	8	7600				
BVMC	13	9900	14	13300				
BVSc			3	6750	3	147		

**Source: Scheduled Caste Development Department**

This table shows that BDS, BPE, BTA and BVSc have not availed any amount as stipend, while, all such courses availed benefits of lumpsum grant. In the case of pocket money, the courses like Bio medical and equipment technology and BSW do not receive such services. And regarding paying guest fees, only BPE and Bio medical received the same.

**Table 4.26.20**

Course	Stipend		Lumpsum grant		Pocket Money	
Certificate on offset printing technology	16	8349	16	11200		
Chemical engineering	5	5400	6	4200	2	450
Civil Construction Technology	12	31099	12	11260		
Computer application& Business Management	8	24000	8	56000		
Computer Hardware Engineering	14	12494	14	11600		
Computer Maintenance &Electronics	2	3000	2	1900		
Computer science &IT	22	57580	24	23670	2	270
Computerized Office Management	14	28327	15	13500	1	702
Cosmetology &beauty therapy			1	900	1	135
Customer Relationship Management	1	1500	1	900		

**Source: Scheduled Caste Development Department**

The course like cosmetology and beauty therapy have not availed the stipend. All courses received the same and in case of pocket money, only the courses like chemical engineering, Civil construction and technology, CA and BM, Computer hardware engineering, computer maintenance and electronics and CRM did not received the pocket money.

**Table. 4.26.21**

	Stipend		Lumpsum grant		Pocket Money	
DM-Neonatology			1	2600	1	150
D.Ed. SECMR	9	23348	9	5400		
DCH			1	2500		
DDTOA	64	162287	66	42900	1	860
DDTPM	52	20878	52	45280		
Dental Technology	2	4971	2	1800		
DGO	1	600	1	2500		

**Source: Scheduled Caste Development Department**

This table shows that, the stipend availability is zero for DM Neonatology and DCH. In the case of lumpsum grant, all the courses availed the same. And in the case of pocket money, only DM Neonatology and DDTOA received the pocket money.

**Table 4.26.22**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
Diploma in Automobile Engineering	37	64845	43	30100	4	1510	1	6000
Diploma in Civil Engineering	195	248981	217	151900	12	5550	1	1500
Diploma in computer Hardware maintenance	135	214184	153	111060			18	86224
Diploma in computer Science	32	50500	32	22400				
Diploma in electrical engineering	128	217604	143	100100	12	6286		
Diploma in electronics and Communication engineering	74	136753	79	56200	4	1200	1	7500
Diploma in Electronics and Instrumentation	39	89200	44	30800	4	1200	1	7500
Diploma in electronics Engineering	223	367108	244	172240	11	2540	7	22500
Diploma in mechanical engineering	171	311454	181	127060	6	2100	2	6000
Diploma in Applied Electronics	44	92317	50	37850			6	21049
Diploma in architecture	16	36000	18	12600			2	12000
Diploma in Bio Medical Engineering	10	13700	11	7700			1	1500
Diploma in CABMS	10	13200	16	11200	5	1500	1	1500
Diploma in Commercial practice	40	69387	53	37100	14	2070		
Diploma in Computer Application	9	14321	12	8400	3	1400		
Diploma in Computer Engineering	183	343206	212	148400	20	7256	9	30000
Diploma in EPT	10	24100	10	7000				
Diploma in GNM	1	435	137	170850	136	32139		
Diploma in IT	8	19200	8	5600				
Diploma in Instrumentation Technology	22	35063	27	18900	5	1350		
Diploma in Manufacturing Technology	2	4835	3	2100	1	725		
Diploma in Medical Electronics	26	58100	26	18200				
Diploma in Medical Laboratory Technology	1	4800	16	10400	16	20250		
Diploma in multimedia	1	1413	1	700				
Diploma in Neuro Technology (DNT)			2	1300	2	10		
Diploma in Ophthalmic Assistance (DOA)			2	1300	2	3045		
Diploma in Ophthalmology			1	2500	1	150		
Diploma in Pharmacy D. Pharm	1	4839	5	3250	4	4458		
Diploma in Polymer	20	36526	21	14700	1	150		
Diploma in Printing Technology	12	31400	13	9100	1	450		
Diploma in Public Health	1	4000	1	2500				
Diploma in Secretarial Practice	116	217837	116	84800				
Diploma in Telecommunication Technology	19	34141	21	15240			2	3000
Diploma in Textile Technology	13	34400	13	9100				
Diploma in Tool and Die Engineering	20	53670	22	15400	2	508		
Diploma in Wood and Paper Tec	2	4400	3	2100				

**Source: Scheduled Caste Development Department**

In various Diploma courses, Diploma in Neuro technology and Diploma in Ophthalmic assistance and Diploma in Ophthalmology, no such stipend availability can be seen, but in the case of lumpsum grant, all the diploma courses received the same. The courses that did not receive pocket money and paying guest fee are the following; DCHM, DCSc, DAE, DA, DBME, DEPT, DIT, DME, DM, D.Ph., DSP, DTCT, DTT and DWPT did not receive pocket money while the courses such as DCS, DCP, DCA, DEPT, DGNM, DIT, DME, DMLT, DM, DNT, DOA, DO, D. Pharm, Diploma in Polymer, DPT, D. Ph, DSP DTDE and DWPT did not receive paying guest fee

**Table 4.26.23**

Course	Stipend		Lumpsum grant	
ECG ANG Audiometric technology	3	8411	3	3390

**Source: Scheduled Caste Development Department**

Here both stipend and lumpsum grant were available to this specific course.

**Table. 4.26.24**

Course	Stipend		Lumpsum grant	
Electrical and Electronics technology	10	19937	10	9000
Electronics and Communication Technology	23	44209	23	22310

**Source: Scheduled Caste Development Department**

Here also the availability is greater in the form of lumpsum grant and stipend.

**Table 4.26.25**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
Fashion and Apparel Designing	7	8000	7	6300				
Food and Beverage service	63	91097	63	44100				
Food Production	47	63756	52	36400	1	63	3	22800
Front Office operation	46	72483	48	33600	2	204		

**Source: Scheduled Caste Development Department**

Here pocket money and paying guest fee are not available for the Fashion and apparel designing and Food and beverages service.

**Table 4.26.26**

Course	Stipend		Lumpsum grant	
HDC	7	1616	7	5440

**Source: Scheduled Caste Development Department**

Here the stipend is availed by 7 persons in HDC course and lumpsum grant is availed by the same 7 persons.

**Table 4.26.27**

Course	Stipend		Lumpsum grant		Pocket Money	
Higher secondary Commerce	319	714798	319	287100		
Higher secondary Computer Application	69	113874	69	62100		
Higher Secondary Computer Science	85	156168	85	76500		
HS Humanities	281	604869	281	254970		
HS Science	474	948224	474	426600		
Hotel Accommodation Operation	22	25714	23	16100	1	102
HSC Arts Group	10	5100	24	21600	14	2100

**Source: Scheduled Caste Development Department**

This table represents the financial services enjoyed by the scheduled caste people in Higher secondary. And we can see that it is greater in this stream.

**Table 4.26.28**

Course	Stipend		Lumpsum grant		Pocket Money	
HSC Commerce (BS, Acc, Eco, CA)	9400	18177878	9421	8569980	12	6805
Commerce-BS-Acc-Eco-Hin	10	18839	10	9000		
Commerce-BS-Acc-Eco-Informatics	28	43775	28	25200		
Commerce-Bs-Acc-Eco-Maths	1827	3473238	1831	1672510	2	682
Commerce-Bs-Acc-Eco-Pol	2355	4598987	2363	2137970	6	3455
Commerce-Bs-Acc-Eco-Stat	1035	2009524	1035	936560		

**Source: Scheduled Caste Development Department**

This table shows the expenditure incurred on commerce group and Humanities group pupils. Here some of the courses lack pocket money. That is about 3 courses.

**Table.4.26.29**

Course	Stipend		Lumpsum grant		Pocket Money	
Humanities-Eco-Gnst-Com Eng-CS	237	496236	237	214220	2	750
Humanities-Eco-His-Geo-Hin	17	25466	17	15300		
Humanities-His-Eco-Geo-Kann	13	34197	13	11700		
Humanities-His-Geo-Eco-Mal	406	784652	406	365630		
Humanities-His-Eco-Geo-Tamil	14	22487	17	15300		
Humanities-His-Eco-Pol- Gly	234	408390	234	211060		
Humanities-His-Eco-Geo-Urdu	1	600	1	900		
Humanities-His-Eco-Pol-Anply	42	101785	42	38030		
Humanities-His-eco-Pol-Gnst	130	261222	132	121100	2	156
Humanities-His-Eco-Pol-Geo	4480	8488676	4493	4078015	8	2536
Humanities-His-Eco-Pol-mal	41	58110	41	41500		
Humanities-His-Eco-Pol-Music	51	91405	53	47700	1	750

**Source: Scheduled Caste Development Department**

**Table.4.26.30**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
Humanities-His-Eco-Pol-Philo	206	472252	206	185400				
Humanities-His-Eco-pol-Psy	230	529268	230	207690	1	150		
Humanities-His-Eco-Pol-Soc	5621	11310038	5646	5130850	16	8321	1	8000
Humanities-His-Eco-Pol-Social	310	647717	310	280150				
Humanities-His-Eco-Pol-Stat	401	813195	403	365000	2	300		
Humanities-His-Eco-San Sahi-San Sas	26	64500	26	23400				
Humanities-His-Eco-Soc-Hin	39	92614	39	39240				
Humanities-His-Eco-Soc-Mal	135	311737	135	125870				

**Source: Scheduled Caste Development Department**

Here also the details regarding the financial services availed by the SC pupils can be seen. The following table also shows the details especially in Humanities group. From this it is clear that the humanities studying pupils' proportions are greater in Kerala.



The following table explains about the financial assistance in plus two humanities group in the form of stipend, lump sum grant, pocket money and paying guest fee.

**Table 4.26.31**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
Humanities-His-Geo-Pol-Hin	1	2417	1	900				
Humanities-His-Philo-San Sahi-san Sas	20	48700	20	18000				
Humanities- His-Jour-Eng- Com eng-Psy	39	93616	34	30600				
Humanities-Ist His-Eco-Pol- Geo	87	99999	57	78300				
Humanities Ist His-Eco-Pol- Soc	125	242346	125	112500				
Humanities Soc-Jour- ComEng-CA	406	782317	407	367910			1	3000
Humanities Soc-Soc W-Psy- Gnst	3	8000	3	2700				
Humanities Soc-Social-Psy- Stat	46	96869	46	41860				
Humanities Soc W-Jour-Com Eng-CA	73	169216	73	67540				

**Source: Scheduled Caste Development Department**

**Table 4.26.32**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
Science-Phy-Che- Bio-CS	1	2250						
Phy-Che-Bio-Hin	18	42344	18	16200				
Phy-Che-CS-Gly	5	15000	5	4500				
Phy-Che-Bio-Hom	98	171821	101	92740	3	2250		
Phy-Che-Mal-CS	2506	5170285	2520	2282490	5	3005		
Phy-Che-Maths- Elec	72	194742	72	64800				
Phy-Che-Maths- Gly	10	19040	10	9460				
Phy-Che-Mal-Hom	2	6000	2	1800				
Psy-Phy-Che-Bio	47	119405	47	44140				
Stat-Phy-Che- Maths	4	8400	4	3600				
Phy-Che-Maths- Bio	12635	25244853	12719	11566246	66	30611	1	3000

**Source: Scheduled Caste Development Department**

Here in the stream of Science group, the paying guest fees burden are lesser to the government.

**Table 4.26.33**

Course	Stipend		Lumpsum grant		Pocket Money	
	JDC	141	329718	145	96460	4
JPHN			29	20300	29	13340

**Source: Scheduled Caste Development Department**

The course like JDC and JPHN grab some amount, and here stipend is not available in JPHN course. In livestock related course, about 21 students, grabbed an amount of 22434 as stipend and 18900 as lumpsum grant.

**Table 4.26.34**

Course	Stipend		Lumpsum grant	
Livestock management	21	22434	21	18900

**Source: Scheduled Caste Development Department**

**Table4.26.35**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
LLB	5	6150	14	21380	9	13340		
LLB 3 Year	18	66250	23	42480	1	750	3	22500
LLB 5 Year	28	51645	34	63920			6	45000
LLM	5	13584	9	13500	1	135	3	184000

**Source: Scheduled Caste Development Department**

In LLB course, Pocket money is not availed in that year especially in 5-year course and in the case of paying guest fee, it is zero for LLB.

**Table 4.26.36**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
MA	4	7659	21	26250	17	7314		
MA Anthropology			1	1250	1	150		
MA Applied Economics	1	2500	3	3750	2	1151		
MA Bharathanatium	3	7800	3	3750				
MA Comparative Literature	5	9406	9	11250	4	1426		
MA Economics	142	286606	183	230030	36	17220		
MA Economics Self Financing	1	650	1	1250				
MA English	137	265230	158	200700	19	11424	1	4016
MA English Self financing	2	3600	2	1900				
Ma Gandhian Studies	3	3484	5	7850	2	612		
MA Hindi	37	58957	50	62500	13	6511		
MA History & Heritage Science	1	3000	1	1250				
MA Islamic History	1	600	1	1250				
MA Kannada	2	4800	3	3750				

**Source: Scheduled Caste Development Department**

The expenditure on post-graduation, especially in arts stream is greater and that can be seen from the table. It also shows that both stipend and lumpsum grant are available in all courses, and paying guest fee is availed only by a single person in MA English. Other MA and MCA courses details are shown in the following table. This trend can see in the following table also.

**Table 4.26.37**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
MA Madhalam	1	2400	1	1250				
MA Mohiniyattam	1	1500	2	2500	1	585		
MA Mridangam	1	2400	1	1250				
MA Multimedia	3	9000	3	3750				
MA Music	1	3000	11	15030	10	5260		
MA Nyaya	7	18100	7	8750				
MA Philosophy	13	19100	14	17500	1	750		
MA Politics	20	32400	29	36890	9	4780		
MA Politics& Human Rights	1	2520	1	1570				
MA Psychology	5	4800	8	10000	3	1050		
MA Politics &International Relations	1	3000	4	6280	3	2090		
MA Public Policy &Governance	1	3000	2	3140	1	760		
MA Sanskrita Sahitya	14	23800	20	25000	6	2700		
MA Sociology	12	31900	22	27500	11	4935		
MA Tamil	4	12000	6	7500	2	1500		
MA Theatre			1	1250	1	600		
MA Vedanta	6	10400	7	8750	1	750		
Ma Violin	1	1800	1	1250				
MA Vocal	3	7800	6	7500	4	2400		
MA Vyakarana	4	10800	5	6250	1	750		
MA History	57	115244	79	99070	17	6880		
MA Malayalam	108	213940	141	177850	32	13366	4	18484
MA Sanskrit	7	12800	8	10000	1	150		

**Source: Scheduled Caste Development Department**

**Table 4.26.38.**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
MCA	11	18330	31	56430	12	2307	6	6096
MCA (Cost Sharing)	2	930	2	3600				

**Source: Scheduled Caste Development Department**

**Table. 4.26.39**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
M.Com	286	624080	319	401310	25	12240	2	9000
M.Com Aided	5	7517	5	6250				
M.Com (Finance)	3	3250	3	4390				
M.Com Self Financing	2	4800	2	2500				

**Source: Scheduled Caste Development Department**

This table shows the stipend and lumpsum grant details of M. Com Degree.

**Table4.26.40**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
M.Ed.	21	36683	27	28890	5	1950	1	1161

**Source: Scheduled Caste Development Department**

For M.Ed. course all the forms of financial expenditure can be seen.

**Table 4.26.41**

Course	Stipend		Lumpsum grant		Pocket Money	
MFA Applied Art	3	6600	3	3750		
MFA Painting	3	6200	4	5000	1	750
MFA Sculpture	1	2400	2	2500	1	750

**Source: Scheduled Caste Development Department**

In MFA course, only MFA Applied art lacks pocket money. In M. PEd course, the following table will clear the same.

**Table 4.26.42**

Course	Stipend		Lumpsum grant		Pocket Money	
M.PEd			6	7500	6	4103

**Source: Scheduled Caste Development Department**

**Table 4.26.43**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
MSW	27	59787	61	76250	16	10256	18	65854

**Source: Scheduled Caste Development Department**

In MSW stipend, lumpsum grant, pocket money and paying guest fee were availed by the students.

**Table 4.26.44**

Course	Stipend		Lumpsum grant		Pocket Monet		Paying guest fee	
MSc Biopolymer science	1	310	3	3750	2	154		
MSc Demography	2	380	2	2500				
MSc Micro Biology	4	5600	6	7500	2	1500		
MSc	7	7038	13	17530	6	1378		
MSc Analytical Chemistry	9	19700	9	11250				
MSc Applied Chemistry	6	13800	6	7500				
MSc Bio Chemistry	1	600	4	5000	3	1500		
MSc Bio informatics	2	4800	2	2500				
MSc Biotechnology	9	21000	15	18750	6	2300		
MSc Botany	47	91284	79	99390	31	15942	1	7500
Botany Self Financing			1	1250	1	450		

**Source: Scheduled Caste Development Department**

In MSc Degree stipend facility has not been enjoyed by the students of Botany in self-financing course, and paying guest fee was claimed only by a single person in MSc Botany.

**Table4.26.45**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
MSc Chemistry	98	199590	136	170960	35	17210	3	13500
MSc Computer Science	35	74704	46	60030	9	6737	2	12000
MSc Electronics	7	18084	11	13750	3	1272		
MSc Environmental Science	1	3000	2	2500	1	750		
MSc Environmental Technology	1	1800	4	5000	3	1267		
MSc FCS	2	1100	2	2500				
MSc Food& Industrial Micro Biology	3	1800	3	3750				
MSc Geography	1	2500	6	7500	1	750	4	15000
MSc Geology	1	2400	5	6570	3	1200		
MSc Home Science	2	1200	3	3750	1	750		
MSc Home Science &Child Development	1	3000	1	1250				
MSc Home Science (Textiles & Costume Science)	1	3600	1	1250				
MSc Hydrochemistry			1	1250	1	450		
MSc Industrial Fisheries			1	1250	1	416		
MSc Marine Biology	3	4936	5	6250	2	450		
MSc Mathematics	62	13225	72	91280	10	5743		

**Source: Scheduled Caste Development Department**

This table explains that, in MSc Hydrochemistry and Industrial fisheries, the financial burden in the form of stipend is zero, whereas lumpsum grant is availed by all courses. And in the case of pocket money and paying guest fee, only countable courses have such benefits.

**Table 4.26.46**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
MSc Nursing			1	1570	1	57		
MSc Oceanography			1	1250	1	285		
MSc Photonics	1	542	4	5000	3	360		
MSc Physics	84	181812	112	141280	26	12952		
MSc Polymer Chemistry	1	3000	1	1250				
MSc Psychology	1	600	3	3750	2	300		
MSc Zoology	41	85327	74	92500	29	17900	5	22542
MSc Statistics	17	27734	21	26570	4	1301		

**Source: Scheduled Caste Development Department**

This table shows that, in MSc Nursing and Oceanography, there is no stipend. Regarding paying guest fee, only MSc Zoology was availed the same.

**Table 4.26.47**

Course	Stipend		Lumpsum grant		Pocket Money	
MAPM			1	1250	1	150
Marine Fisheries & Food Processing	6	10969	6	5400		
Marketing and Financial Services	11	15420	11	9900		

**Source: Scheduled Caste Development Department**

This one shows that, in MAPM course, there is no stipend and only this course itself has some amount as pocket money. Regarding lumpsum grant, all courses availed the same.

**Table 4.26.48**

Course	Stipend		Lumpsum grant		Pocket Money	
MBA	1	1800	2	2100	1	750
MBA Full time	14	28106	35	37290	20	14700
MBA International business			1	1050	1	450
MBA travel & tourism payments	3	3977	1	1050	1	450
MBA travel & tourism			6	6570	3	1500

**Source: Scheduled Caste Development Department**

Regarding all MBA Courses, the lumpsum grant facility along with pocket money is available, stipend is not available to MBA International business, & MBA travel and tourism.

**Table 4.26.49**

Course	Stipend		Lumpsum grant		Pocket Money	
MBBS	4	7200	23	57500	20	16592

**Source: Scheduled Caste Development Department**

In MBBS course, the element of paying guest fee is absent, and all other benefits like stipend, lumpsum grant and pocket money being availed

**Table 4.26.50**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
MCJ	1	561	3	3750	1	140	1	9000

**Source: Scheduled Caste Development Department**

In MCJ course all the benefits of expenditure can be seen. The course details regarding MD can also be seen from the following table. And here also the government is conducting a lot of expenditures.

**Table 4.26.51**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
MD	4	3500	10	25000	1	44	3	3339
MD Anesthesiology			1	2500				
MD D&V			1	2500	1	150		
MD General Medicine			3	7500	1	150	2	6000
MD Micro Biology			2	5000	2	300		
MD Paediatrics			2	5000	1	344	1	4500
MD Pharmacology			1	2500				
MD Psychiatry			1	2500	1	150		
MD Radiodiagnosis			1	2500				
MD Transfusion Medicine			1	2500				

**Source: Scheduled Caste Development Department**



**Table 4.26.52**

Course	Stipend		Lumpsum grant		Pocket Money		Project	
MDS	1	2400	8	20000	7	2347		
Medical Laboratory Technology	26	69274	26	23860	1	150		
MFSc	2	3052	2	4100				
MHRM			7	7350	7	5550		
MLISc	6	14400	7	8750			4	20000
MLT	4	8052	4	3500				

**Source: Scheduled Caste Development Department**

Here also the role of government is greater on the expenditure side. Only they got a relaxation in the field of project itself, because only the subject of MLISc, they incurred an amount of 20000 for the beneficiaries of 4.

**Table 4.26.53**

Course	Contingency		Project	
MPhil Arts Group	1	62032	1	1306
Mphil	1	169200	1	450
Mphil Computer Science	1	83470		

**Source: Scheduled Caste Development Department**

Regarding Mphil courses, only contingency and project assistance can be seen. And in the case of Mphil Computer Science, they don't have any amount reserved for Project.

**Table. 4.26.54**

Course	Stipend		Lumpsum grant		Pocket Money	
MS Anatomy	1	500	1	2500		
MS ENT			1	2500	1	150
MS General surgery			1	2500		
MS O& G			1	2500		
MS Ophthalmology			1	2500		
MS Orthopaedic			2	5000	1	150

**Source: Scheduled Caste Development Department**

This table says that the post-graduation in various medical courses, only in Anatomy post-graduation, the government has provided an amount of 500 as stipend to a single person. And in pocket money's case MS ENT and MS Orthopaedic received the same.

In various MTech courses, only the role of contingency is greater. The stipend distributed in this section are lesser. Lumpsum grant also provided for the namesake. Regarding pocket money only two of the courses received such benefit. The following table explains the same.

**Table 4.26.55**

Course	Stipend		Lumpsum grant		Pocket Money		Contingency	
MTA	1	1500	3	2850	1	750		
M. Tech			2	3600			7	82200
M. Tech Civil Engineering			4	7200			7	98700
M. Tech Computer Science			3	5400			2	18600
M. Tech in Cyber forensic and Information Security	1	2400	5	9450			1	9300
M. Tech in Electrical Engineering			7	12600				
M. Tech in Electronic & Communication (Signal Process)			8	14400			7	58500
M. Tech in Electronics Engineering							4	33600
M. Tech in Image processing							1	8700
M. Tech Information Technology							2	16800
M. Tech Mechanical Engineering	1	1800	5	9000			2	17400
M. Tech in Ocean technology							2	30737
M. Tech in Power Electronics	1	3000	1	1800				
M. Tech in Software Engineering							3	100200
M. Tech in Structural Engineering			1	1800			1	24000
M. Tech in VLSI& Embedded systems			3	5400			4	41400
MTM-Master of Tourism Management			1	1250	1	121		

**Source: Scheduled Caste Development Department**

**Table 4.26.56**

Course	Stipend		Lumpsum grant		Pocket Money	
PB Nursing			1	1050	1	190
PGDCA	7	1723	7	7350		

**Source: Scheduled Caste Development Department**

This table intimate the details regarding the financial assistance received on Nursing and PGDCA course. In Nursing, Stipend component is lacking, where as in PGDCA Pocket money's component is lacking.

Regarding PhD courses, the government has no such burden like stipend, lumpsum grant, pocket money and paying guest fee. But they incurred certain amounts of expenditure as contingency and project.

**Table 4.26.57**

Course	Contingency		Project	
PhD	48	5742127	28	54360
PhD in Bio Technology	1	94190	1	2255
PhD in Botany	3	428067	1	2938
PhD Chemistry	4	465275	2	650
PhD Commerce	1	131250		
PhD Malayalam	7	693919	7	9374
PhD Zoology	13	1142495	5	8168

**Source: Scheduled Caste Development Department**

**Table 4.26.58**

Course	Stipend		Lumpsum grant	
Prakshastri	2	3702	2	1800
Pre-Primary TTC	23	35139	23	12650

**Source: Scheduled Caste Development Department**

In Prakshastri and Pre-Primary TTC Course also they provided some amount as stipend and lumpsum grant.

**Table4.26.59**

Course	Stipend		Lumpsum grant		Pocket Money	
Shastri	15	24344	22	15490	7	3283

**Source: Scheduled Caste Development Department**

Here some amount as pocket money also provided in addition to stipend and lumpsum grant.

**Table 4.26.60**

Course	Stipend		Lumpsum grant		Pocket Money		Paying guest fee	
THSC Integrated Science	18	42037	18	16200				
THSC Physical Science	37	88659	37	33300				
Travel& Tourism	5	7406	5	4500				
TTC	614	1264743	717	367260	102	71954	1	7500

**Source: Scheduled Caste Development Department**

Various THSC courses, along with travel and tourism and TTC also create some financial burden to the government.

**Table4.26.62**

Course	Stipend		Lumpsum grant		Pocket Money	
VHSE Group-I-Engg- Civil Construction& Maintenance	99	204855	100	92070	1	805
VHSE Group-I- Engg- Computer Application	64	118937	65	58960	1	750
VHSE Group-I Engg- Computer Science	73	165781	73	66620		
VHSE Group-I-Engg-Maintenance & Repairs of Automobile	52	92472	52	46800		
VHSE Group-I-Engg Maintenance& Repairs of Domestic appliances	106	199185	106	97700		
VHSE Group-I. Engg Maintenance& Repairs of Radio &TV	137	237702	137	126060		
VHSE Group-I. Engg Maintenance& Repairs of 2 wheelers&3 wheelers	33	82794	33	29700		
VHSE Group-I Engg Mechanical Servicing (Agro-machinery)	12	28000	12	10800		
VHSE -Group-I Engg Printing Technology	31	47447	31	27900		
VHSE Group-I Engg Refrigeration& Air conditioning	46	76415	46	42780		
VHSE Group-I Engg Rubber Technology	3	1642	3	2700		
VHSE Group-I Engg Textile Dyeing & Printing	1	226	1	900		

**Source: Scheduled Caste Development Department**

In various VHSE Courses, the component stipend and lumpsum grant is greater. And the component pocket money shows only minute portion.

**Table4.26.63**

Course	Stipend		Lumpsum grant		Pocket Money	
VHSE Group-2- Phy-Physical Education	1	2500	11	9900	10	6600
VHSE Group-2-Agri- Fruits & Vegetables	57	123958	53	49540		
VHSE-Group-2 Agri, Nursery Management & Ornamental gardening	95	202409	95	86190		
VHSE Group-2 Agri- Plant Protection	151	290552	152	139330		
VHSE Group-2 Agri Sericulture	3	9600	3	2700		
VHSE Group-2 Animal Dairying (Milk Products)	5	10800	5	4500		
VHSE Group-2 Animal Livestock Management Dairy Husbandry	63	129334	63	56700		
VHSE Group-2 Animal Livestock Management Poultry Husbandry	37	71234	37	33300		
VHSE Group-2 Fish Aqua Culture	9	21479	9	8790		
VHSE Group-2 Fish-Fish Processing Technology	12	23991	12	11260		
VHSE Group-2 Fish- maintenance & operation of Marine Engines	5	6846	5	4500		
VHSE Group-2 Home- Clothing & Embroidery	27	32039	27	24300		
VHSE Group-2 Hom- Cosmetology & Beauty Parlour Management	8	15442	8	7200		
VHSE group-2- Para- Maintenance & Operation of Bio medical equipment	48	90896	48	43200		
VHSE Group-2 Para- Dental Technology	2	5452	2	1800		
VHSE Group-2 Para-Domestic Nursing	31	77480	31	28360		
VHSE Group-2 Para- ECG & Audiometric Technician	17	25900	17	15300		
VHSE Group-2- Para- Medical Laboratory Technician	324	584231	324	293900		
VHSE Group-2 Para- Physio Therapy	2	6000	2	1800		
VHSE Group-3 Hum- Travel & Tourism	51	107419	51	45900		

**Source: Scheduled Caste Development Department**

This table explains the financial aspects in VHSC Group-2. Here also the role of pocket money is lesser.

The following table explains the financial assistance availed by the scheduled caste pupils in various VHSC Group-4.

**Table4.26.6**

Course	Stipend		Lumpsum grant		Pocket Money	
VHSE Group-4- Bic- Accountancy & Auditing	167	264528	170	156450	3	2250
VHSE Group-4 Bic- Banking Assistance	37	84572	40	36000	3	2250
VHSE Group-4 Bic- Catering & Restaurant Management	6	5500	6	5400		
VHSE Group-4 Bic- General Insurance	31	55285	31	28130		
VHSE Group-4 Bic- Marketing & Salesmanship	42	93419	42	38260		
VHSE Group-4 Bic- Office Secretary ship	143	287476	144	131440		
VHSE Group-4 Bic- Reception, Book Keeping & Communication	2	1100	2	1800		

**Source: Scheduled Caste Development Department**

In short from the above-mentioned tables, it is clear that the educational expenditure of Scheduled Caste during the specific year conducted by the government is increasing in a greater magnitude.

By having a clear view on this chapter will make us realized that the Scheduled caste are not having a good life in all ways, they were backward and only few or countable having a better life and that was mainly due to their educational attainment and employment status. And it also shows that, the effort from the part of government is also increasing year by year. It can be realized from the tables like fund provided by the government under various schemes, land provided by them, house construction sanctioned by them, educational expenditure conducted by them, and various income generating schemes includes self-employment schemes...etc. Along with that, for the upliftment of Scheduled caste, the government has also inserted the reservation in educational institution, in the fields of employment especially in government sector jobs.

The specific findings related to the status of scheduled caste in Kerala are:

- Kerala having an Sc population of 30.39 lakhs as per 2011 census.
- Sex Ratio is 1057/945.
- Literacy rate is 88.7%
- Male literacy (92.64%) is greater than female literacy (85.07)
- Total Sc Population is greater in Palakkad District.
- Regarding asset holdings of the SC households, about 11.46% of the Kerala do not have any of such assets like, banking service, TV, 2-wheeler, 4-wheeler, Landline...etc.
- Drop-out rates are higher in Palakkad District compared to other districts in every stream like Government, Private aided and Private unaided.
- Pass percentage of SC students at Higher Secondary level is less than 70% in every year.
- Scheduled caste populations' participation is very minute in technical as well as poly technical institutions.
- Regarding the enrolment of SC students in Arts and Science colleges, SC pupils count is greater in BSc and least in B.Com.
- In case of Post-graduation, the first is MA in count and the least is M.Com.
- Number of educational institutions coming under SC department is lesser in Kerala, especially at higher educational level.
- Number of atrocities against the Scheduled Castes are increasingly higher in 2013-14, it is 127.2 lakhs, but by the latest, in 2018-19, it is 618.91 Lakhs.
- In job distribution, the number of SC, is greater in non Gazatted compared to Gazatted and Last grade.

- Regarding, main workers' distribution, main workers are 32.93%, male main workers are 47.03%, female main workers are 19.59%, cultivators to main workers 2.28%, agricultural labor to main workers 29.9%, main workers engaged in household industries are 2.07%, main workers engaged in other services are 65.75%, marginal workers 10.9% and work participation rate is 43.83%.
- Year wise SCP is increasing always, which means the financial burden is increasing for the government to uplift the SC.
- Regarding new houses for SC and land for them are also increasing.
- Government is incurring a lot of expenditure for the upliftment of SC like States Schemes, Centrally Sponsored Schemes (50%), Centrally sponsored schemes (100%) and rural development schemes.
- Other expenditures are in the form of SCA to SCSP, Pooled fund and Critical gap filling schemes (Corpus Fund). etc.
- Number of persons benefitted from self-employment programme by the government is greater in Thrissur district, that is 19 in 2018-19, in 2017-18, it is Ernakulam, that is 88 persons. By a total of 406 persons all over the states in 2017-18 and 126 in 2018-19.
- Major income generating schemes are KSDC schemes, NSFDC Schemes and other welfare schemes.
- Financial burden in the form of educational expenditure for the upliftment of SC by government has been increasingly increasing.
- The Total Number of SC Households are 652437. That is (10.32%)
- Number of Households having two-wheeler, three-wheeler, four-wheeler or fishing boats are 92730.
- Households having three or four wheeler for the agricultural equipment are 1261.



- Households having Kissan Credit card with credit limit of 50000 Rupees or above are 1891.
- Households with any member as a government employee are 36268.
- Households with non-agricultural enterprises registered with government are 5537.
- Any member in households earning more than 10000 Rupees are 34851.
- Households paying income tax are 29367.
- Households paying professional tax are 29367.
- Households with three/more rooms with pucca wall and pucca roof are 170741.
- Households having refrigerator are 92681.
- Households having land line phones are 60652.
- Households having 2.5 acres or more irrigated land with at least one irrigation equipment are 173.
- Households having 5 acres or more land irrigated for 2 or more crop season are 874.
- Household having 7.5 acres or more land with at least one irrigation equipment is 133.



## CHAPTER V

### SCHEDULED CASTE IN PALKKAD DISTRICT

The District Palakkad is considered to be one of the prominent largest districts in Kerala. It is located at the central part of the state. The population of Scheduled caste in Palakkad is greater compared to that of all other districts of Kerala. And this district has bordered by Malappuram district in the North-West side, Thrissur district in the South-West side, Nilgiris district in in the North-East side and Coimbatore district of Tamilnadu in the East. By the latest census report, the district Palakkad is urbanized by a percentage of 24.4%. In 2006, the district is reported one of the most backward districts, by the Ministry of Panchayati Raj. The present Palakkad district is an administrative unit, and it was formed in the year 1957 on 1<sup>st</sup> January.

This chapter deals with all the peculiarities and particulars of Palakkad district. It covers the socio-economic aspects of the Scheduled caste households including demographic information, summary of education qualifications of parents' and children' separately. This analysis, focuses on various of the educational attainment, the caste wise and area wise educational attainment of parents' and children, educational attainment of both in relation to the availability of nearby educational institutions, education levels and the related expenditure incurred by the surveyed community, educational attainment in relation to the family income, stream of education of the parents and children, first degree as well as the highest degree holder of the family, overall educational attainment, along with the details on computer literacy, technical and professional education attained, the study also focuses on Scheduled Caste awareness regarding the constitutional provisions to uplift themselves, free computer availed from government by the scheduled caste students details, availed study room grants availed from the government, regarding the services enjoyed and availed from the educational institution by the scheduled caste students, employment details in overall, employment details of both parents and children separately, unemployment details, educated unemployment details and relationship between education and employment of both the parents and children...etc.

# District Map



## BASIC INFORMATION OF PALAKKAD DISTRICT

As per the census of 2011, the district has scheduled caste households of 92,121. And it has 91 grama panchayat, 6 Municipalities, 13 Block panchayat and 1 Zila panchayat. In total the districts have about 111 local bodies.

**Table 5.1**

### Basic information of Palakkad District

Area	4480 sq.km
Population	2,809,934
Female	1,450,456
Male	1,359,478
Sc Population	403,833
Female	206,382
Male	197,451

**Source: SC Development Report**

The table 4.1 represents the basic details of Palakkad district. It shows the district is having an area of 4480 square kilometer and is having a total population of 2,809,934. The distribution of population is biased in favor of female population that is about 1,450,456, and comprises of 1,359,478 persons. The scheduled caste population in the district is 403,833. And out of these about 206,382 are females and 197,451 are males.

The following tables provide an outline related to the ratio of Scheduled caste in Palakkad Districts in various local bodies, especially Block wise details. The detail covers number of colonies, number of families, total number of male and total number of females in Palakkad District. Since the Block covers the municipalities of the district, the separate details regarding the same is taken into consideration in this chapter. By having a look at the following tables, we can realize the concentration of Scheduled caste families in various Block. And it also helps to realize in which of these having a higher concentration of them. For such explanations, here the area subdivided into 13 Blocks, and from those 13 blocks about 20 Scheduled caste households were selected randomly. But the thing is that, they are not living in separate area, rather by various colonies. This is an interesting finding from the study.

And this is the reason behind such backwardness. They were far distant from the rest of the population, thereby, they were having certain ignorance regarding what actually have been happening in the real world. They would like to lead an isolated life instead of trying to be a group that falls in the main stream also.

**Table 5.2.1**

**List of Scheduled caste colonies in Palakkad District**

SI NO	Block	Panchayat	No of Colonies	No of Families	Male	Female	Total
1	Thrithala	Anakkara	63	1137	2307	2342	4649
		Chalissery	45	674	1562	1558	3120
		Kappur	67	760	1774	1740	3514
		Nagalasseri	54	1061	2327	2428	4755
		Pattithara	94	1191	2361	2597	5228
		Thirumittakkode	52	646	1294	1340	2634
		Thrithala	62	819	1894	1914	3808
	Total		437	6288	13789	13919	27708

**Table 5.2.2**

SI NO	Block	Panchayat	No of Colonies	No of Families	Male	Female	Total
2	Pattambi	Koppam	44	432	947	1011	958
		Kulukallur	47	693	1628	1688	3316
		Muthuthala	66	1108	2326	2357	4683
		Ongallur	43	730	1656	1705	3361
		Pattambi	34	549	1269	1308	2577
		Paruthur	40	494	1099	1129	2228
		Thiruvegappura	46	586	1366	1418	2784
		Vilayur	39	537	1129	1220	2349
	Total		359	5129	11420	11836	23256

**Table 5.2.3**

SI NO	Block	Panchayat	No of Colonies	No of Families	Male	Female	Total
3	Ottappalam	Ambhalappara	65	977	2133	2161	4294
		Ananganadi	63	815	1685	1819	3904
		Chalavara	78	1074	2203	2431	4634
		Lakkidi Peruru	55	924	1868	2048	3916
		Vaniyamkulam	82	1342	2488	2615	5103
		Nellaya	36	664	1520	1617	3137
		Vallappuzha	49	491	1063	1138	2201
		Thrikkadeeri	38	582	1207	1315	2522
	Total		466	6869	14167	15144	29311

**Table 5.2.4**

SI NO	Block	Panchayat	No of Colonies	No of Families	Male	Female	Total
4	Srikrishnapuram	Cherpulasseri	39	707	1580	1603	3181
		Kadambhazhippuram	59	828	1668	1794	3462
		Karimpuzha	52	672	1384	1471	2855
		Pookkottukkavu	48	766	1547	1696	3243
		Srikrishnapuram	41	634	1273	1410	2683
		Vellinezhi	40	634	1298	1349	2647
		Karakurissi	41	715	1429	1528	2957
	Total		320	4956	10179	10849	21028

**Table 5.2.5**

SI NO	Block	Panchayat	No of Colonies	No of Families	Male	Female	Total
5	Mannarkkad	Alanallur	62	1025	2278	2226	4504
		Kottoppadam	33	397	873	902	1775
		Kumaramputhur	41	636	1322	1437	2759
		Kanjirappuzha	30	490	1009	1098	2107
		Mannarkkad	15	251	608	640	1248
		Thachanattukara	34	472	1047	1099	2146
		Thachampara	23	440	889	981	1870
		Thenkara	27	367	798	880	1678
	Total		290	4431	9541	10018	19559

**Table 5.2.6**

SI NO	Block	Panchayat	No of Colonies	No of Families	Male	Female	Total
6	Attappady	Agali	24	316	632	616	1248
		Puthoor	7	169	291	285	576
		Sholayur	7	196	334	382	716
	Total		38	681	1257	1283	2540

**Table 5.2.7**

SI NO	Block	Panchayat	No of Colonies	No of Families	Male	Female	Total
7	Palakkad	Keralassery	29	499	1112	1088	2200
		Kongad	61	1005	2087	2112	4199
		Mankara	42	755	1582	1583	3165
		Mannur	33	725	1304	1358	2662
		Mundur	50	1082	2480	2460	4940
		Parali	59	1245	2702	2701	5403
		Pirayiri	31	749	1661	1675	3336
	Total		305	6060	12928	12977	25905



**Table5.2.8**

SI NO	Block	Panchayat	No of Colonies	No of Families	Male	Female	Total
8	Kuzhalmannam	Kottayi	74	1221	2581	2733	5314
		Kuthanur	34	683	1486	1489	2975
		Kuzhalmannam	69	1340	2690	2771	5461
		Mathur	60	1049	2173	2186	4359
		Peringottukurissi	71	1082	2300	2419	4719
		Thenkurissi	36	913	1981	2036	4017
	Total		413	7518	15955	16488	32443

**Table 5.2.9**

SI NO	Block	Panchayat	No of Colonies	No of Families	Male	Female	Total
9	Chittur	Eruthembathi	34	568	1035	1096	2131
		Kozhinjapara	31	415	729	770	1499
		Nalleppilly	49	787	1634	1672	3306
		Perumatty	39	662	1434	1375	2809
		Vadakarapathy	16	283	552	541	1093
		Elappully	76	1359	2937	2984	5921
		Polpully	38	604	1283	1357	2640
	Total		283	4678	9604	9795	19399

**Table5.2.10**

SI NO	Block	Panchayat	No of Colonies	No of Families	Male	Female	Total
10	Kollemkode	Kollemkode	42	982	2157	2312	4469
		Koduvayur	44	777	1697	1638	3335
		Muthalamada	45	1048	2282	2486	4768
		Puthunagaram	28	449	1092	1078	2170
		Vadavannur	40	762	1800	1785	3585
		Pattanchery	54	792	1814	1885	3699
		Peruvembu	29	513	1176	1236	2412
	Total		282	5323	12018	12420	24438

**Table 5.2.11**

SI NO	Block	Panchayat	No of Colonies	No of Families	Male	Female	Total
11	Nenmara	Ayilur	41	622	1304	1389	2693
		Nellyampathy	22	278	631	598	1229
		Elavancherry	35	662	1491	1450	2941
		Pallassana	58	1053	2488	2590	5078
		Melarkode	47	680	1504	1536	3040
		Nenmara	45	735	1743	1703	3446
		Vandazhy	38	658	1459	1467	2926
	Total		286	4688	10620	10733	21353

**Table 5.2.12**

SI NO	Block	Panchayat	No of Colonies	No of Families	Male	Female	Total
12	Alathur	Alathur	40	589	1326	1382	2708
		Erimayur	73	1261	2816	2686	5502
		Kavassery	54	787	1726	1810	3536
		Kizhakkencherry	44	922	2013	2041	4054
		Puthukode	25	383	864	882	1746
		Tharur	43	951	1421	1414	2835
		Vadakkencherry	52	1011	2184	2250	4434
		Kannambra	44	635	1323	1435	2758
	Total		375	6239	13673	13900	27573

**Table 5.2.13**

SI NO	Block	Panchayat	No of Colonies	No of Families	Male	Female	Total
13	Malampuzha	Akathethara	27	438	938	1001	1939
		Malampuzha	20	308	658	645	1303
		Marutharoad	45	737	1502	1543	3045
		Puthupariyaram	45	658	1343	1409	2752
		Puthusseri	40	716	1443	1563	3006
		Kodumbu	33	841	1877	1992	3869
	Total		210	3698	7761	8153	15914

**Table 5.2.14**

14	Ottappalam Municipality	71	1058	2196	2318	4514
	Shornur Municipality	85	1455	2978	3198	6176
	Chittur Thathamangalam Municipality	46	775	1642	1716	3358
	Palakkad Municipality	44	1669	3347	3554	6901
	Total	4310	71515	153075	158301	311376

**PRIMARY DATA ANALYSIS**

This section deals with the analysis of data based on various objectives like the socio-economic conditions of SC, educational attainment of SC, and structure and pattern of human capital formation of SC.

**Table 5.3****Socio Economic Status of the Sample**

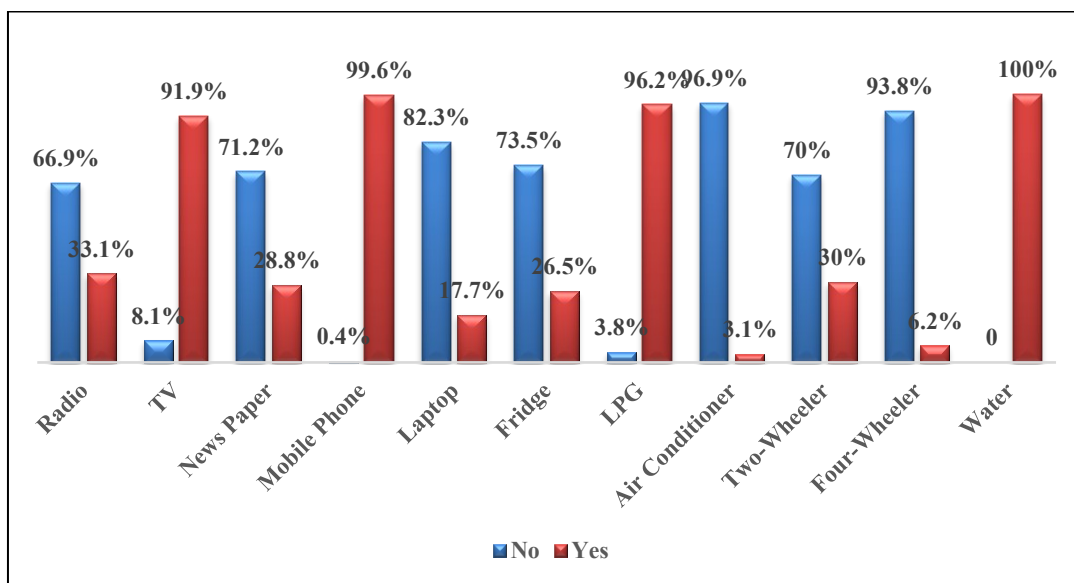
Facilities	No	Yes	Total
Radio	174 (66.9%)	86 (33.1%)	260
TV	21 (8.1%)	239 (91.9%)	260
News Paper	185 (71.2%)	75 (28.8%)	260
Mobile Phone	1 (0.4%)	259 (99.6%)	260
Laptop	214 (82.3%)	46 (17.7%)	260
Fridge	191 (73.5%)	69 (26.5%)	260
LPG	10 (3.8%)	250 (96.2%)	260
Air Conditioner	252 (96.9%)	8 (3.1%)	260
Two-Wheeler	182 (70.0%)	78 (30.0%)	260
Four-Wheeler	244 (93.8%)	16 (6.2%)	260
Water	0	260 (100%)	260

**Source: Primary data.**

The table explains the socio-economic status of the Scheduled caste in the study area. The necessity regarding the consideration of the socio-economic status is that, it is considered to be an important indicator of the population in a society. Since the scheduled caste are far distant from the main stream, it can uniquely represent the extent to which the scheduled caste has moved in their development experience. For explaining the same, a lot of variables were taken into account. Specifically, the variables like Radio, TV, News -paper, Mobile Phone, Lap Top, Fridge, LPG, Air Conditioner, Two -Wheeler, Four- Wheeler, Toilet, own house, water facility...etc. the sample consisted of 260 households. In the sample, only 86 households are having Radio facility, 239 households having Television, 75 houses having News-Paper, 259 hoses have Mobile phones, 46 houses having Lap-Top, 69 houses having Fridge,250 houses having LPG, 8 houses having Air conditioner, 78 having Two-wheeler, 16 having Four -wheeler, and 260 households having the accessibility of drinking water facility. The graphical explanations of the socio-economic conditions are the following;

**Graph 5.3 (a)**

**Socio-Economic Background.**



**Source: Primary Data**

**Table 5.4****Other socio-economic indicators**

Other Socioeconomic/ Category	Count (Percentage)
<b>Type of House</b>	
Thatched	20 (7.7%)
Bricks	125 (48.1%)
Concrete	115 (44.2%)
<b>Toilet</b>	
No	2 (0.8%)
Yes	258 (99.2%)
<b>Nature of House</b>	
<b>Ancestral</b>	
No	221 (85.0%)
Yes	39 (15.0%)
<b>Built on Governmental Assistance</b>	
No	99 (38.1%)
Yes	161 (61.9%)
EMS	94 (58.8%)
IAY	66 (41.3%)
<b>Tiles and sanitary</b>	
No	211 (81.2%)
Yes	49 (18.8%)
<b>Agricultural farm</b>	
No	254 (97.7%)
Yes	6 (2.3%)
5 cents	2 (0.8%)
10 cents	1 (0.4%)
20 cents	1 (0.4%)
1 acre	2 (0.8%)
<b>Faming activity</b>	
Cattle rearing	2 (0.8%)
Poultry farming	2 (0.8%)

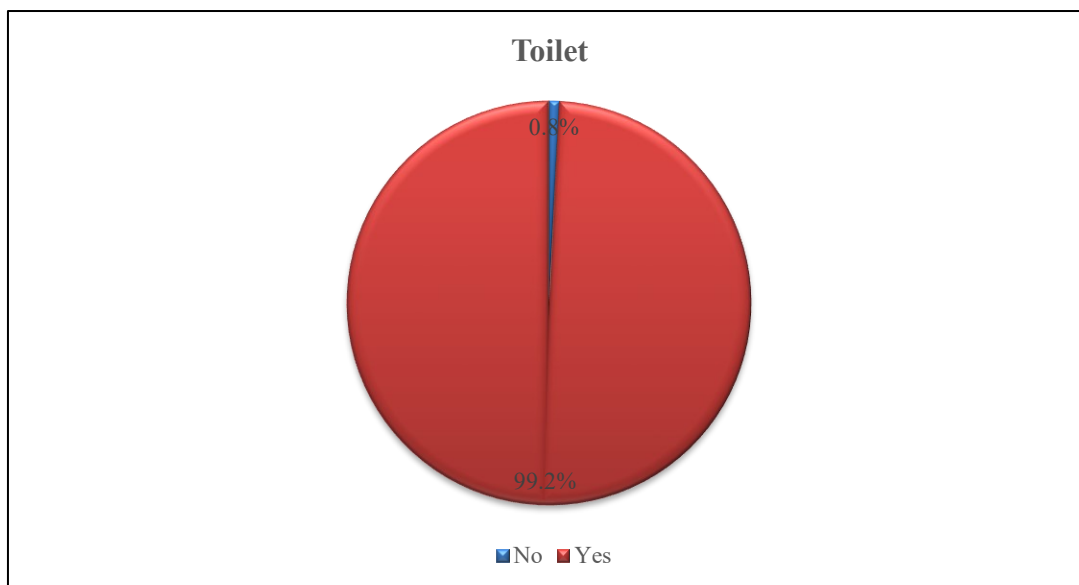
**Source: Primary Data**

The table also clearly presents some other relevant aspects of the socio-economic status of the scheduled caste. This too plays a vital role for their better standard of living. It shows that, regarding the type of house under consideration, the variables are Thatched roof, Bricks and concrete. From the analysis it's clear that majority of the houses are built by using Bricks. Whose values are 125 out of 260 households, and its percentage is 48.1. Next come the house which are concrete in nature. It is 115 out of

260. That is about 44.2%. In the case of thatched roof, about 20 households are in primitive thatched roof nature. That is about 7.7%. Regarding the toilet facility, about 2 houses are still not having such facility. Regarding the nature of houses, especially whether it is ancestral or not, shows that majority households are not ancestral. About 221 houses are not belonging to this category, the rest 39 was built by the grandparents. By considering the scheme from which the house was built by the families, about 161 was built by using the governmental assistance. Especially EMS and IAY scheme. The beneficiary belonging to EMS schemes are 94 (58.8%), in IAY schemes, it is about 66(41.3%). The rest of 99 houses were not built by using any governmental assistance. Regarding Tiles and Sanitary, about 49 houses having such facility and 211 houses were not having such facility. Regarding the possession of agricultural fields, only 6 households were holding farms. Out of it, about 2 families have an agricultural field of 5 cents, 1 having 10 cents, 1 having 20 cents, and 2 families having 1 acres of land for agricultural purposes. Other farming activities in which these households are engaged include cattle rearing and poultry farming, only 2 households, that is about 0.8% engaged in those activities, and a bulk production cannot be seen in the sample. The overall graphical representations are the following.

**Graph 5.4 (a)**

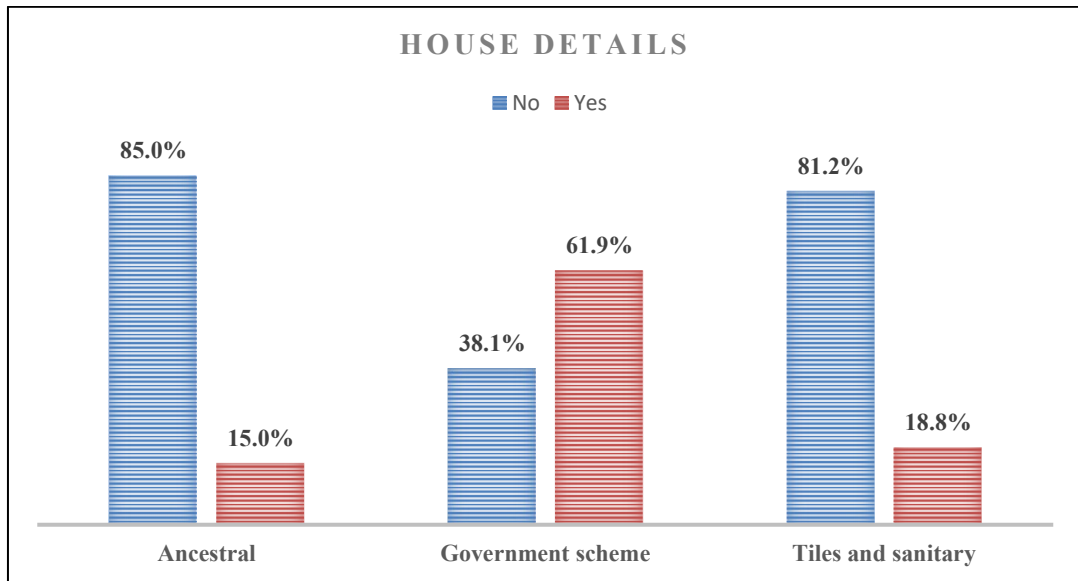
**Toilet**



**Source: Primary Data**

**Graph 5.4(b)**

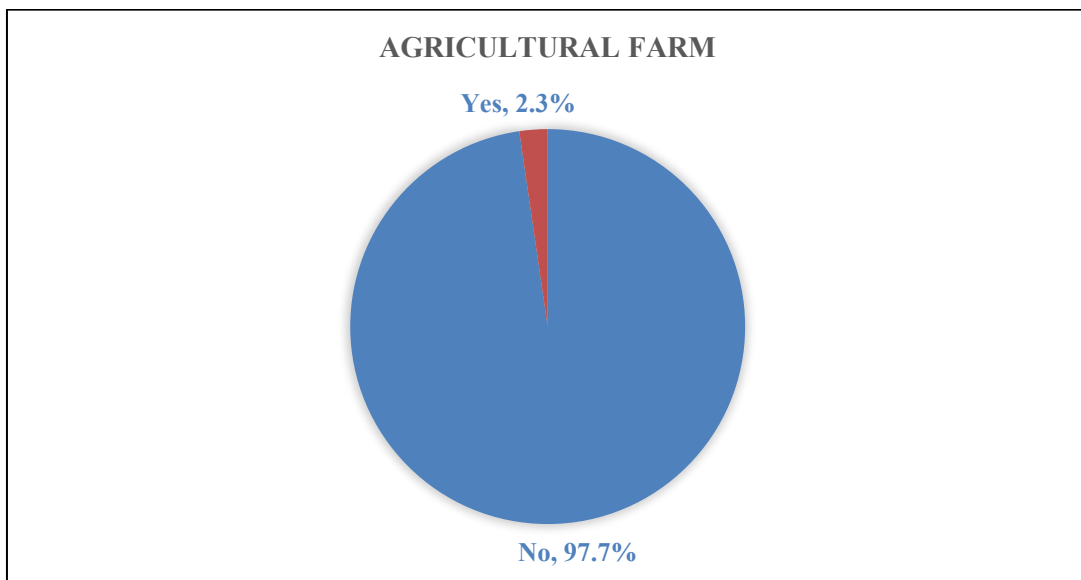
**Housing Details**



**Source: Primary data**

**Graph 5.4 (c)**

**Agricultural Farm**



**Source: Primary Data**

**Table 5.5****Demographic Information**

Factors		Count	Percent
Category	BPL	217	83.5%
	APL	25	9.6%
	General	18	6.9%
Area	Rural	224	86.2%
	Urban	36	13.8%
Community	Chakkiliyan	15	5.8%
	Cheruman	36	13.8%
	Kanakkan	40	15.4%
	Kavara	14	5.4%
	Mannan	26	10.0%
	Nayadi	31	11.9%
	Panan	56	21.5%
	Paravan	2	0.8%
	Pulayan	23	8.8%
	Thotti	15	5.8%
Velan	2	0.8%	
Generation of family on education	1	186	71.5%
	2	51	19.6%
	3	2	0.8%
	None	21	8.1%

**Source: Primary data**

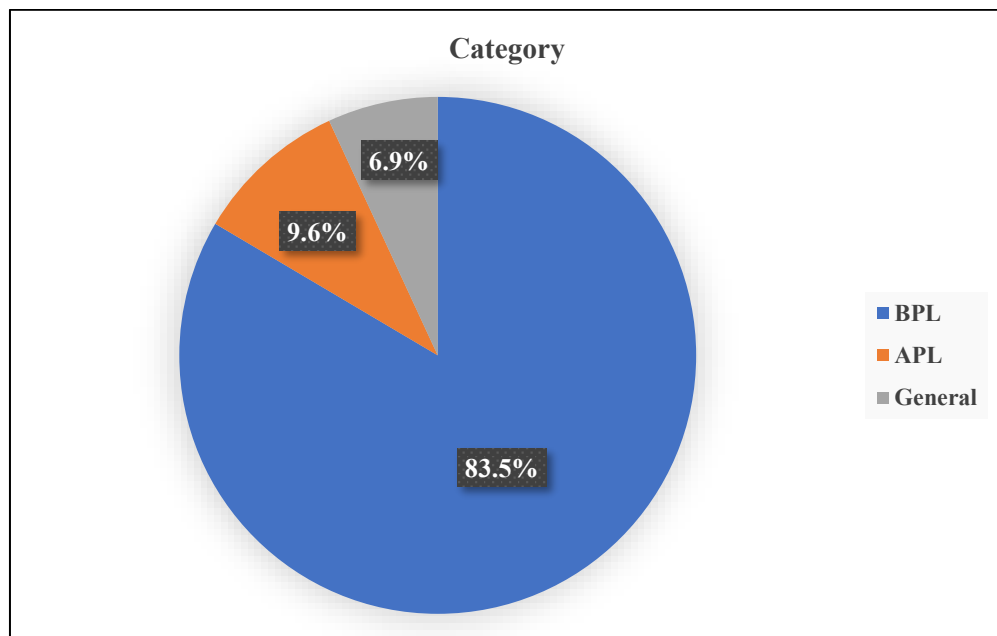
Other indicators of the status of scheduled caste are considered in this section. From the table, it is clear that, the category of BPL is greater than APL and General. It constituted a percentage of 83.5. The rest 16.5 covers the APL and General Category. More clearly about 9.6% belongs to the APL category and only 6.9 % belongs to General category. It means that the participation of scheduled castes in higher income earning opportunities are lesser. Next considers the area in which the sample population belongs. About 36 households i.e. 13.8% residing in urban area and 86.2 % belonging to Rural area. The major sub castes under consideration for the study are; Chakkiliyan by 15 households, Cheruman about 36 house households, Kanakkan



by 40 households, Kavara about 14, Mannan about 26, Nayadi 31, Panan 56, Paravan by 2, Pulayan 23, Thotti 15 and Velan by 2 Households. And by considering the education generation in which the family belongs shows that the lion share of the total sample belongs to first generation. That's about 186 households, 51 households belonging to the second generation, 2 are belonging to third, and 21 households belonging to no such generations, which means they are educationally back ward in every respect. The graphical presentations are the following;

**Graph 5.5 (a)**

**BPL/APL/GENERAL**

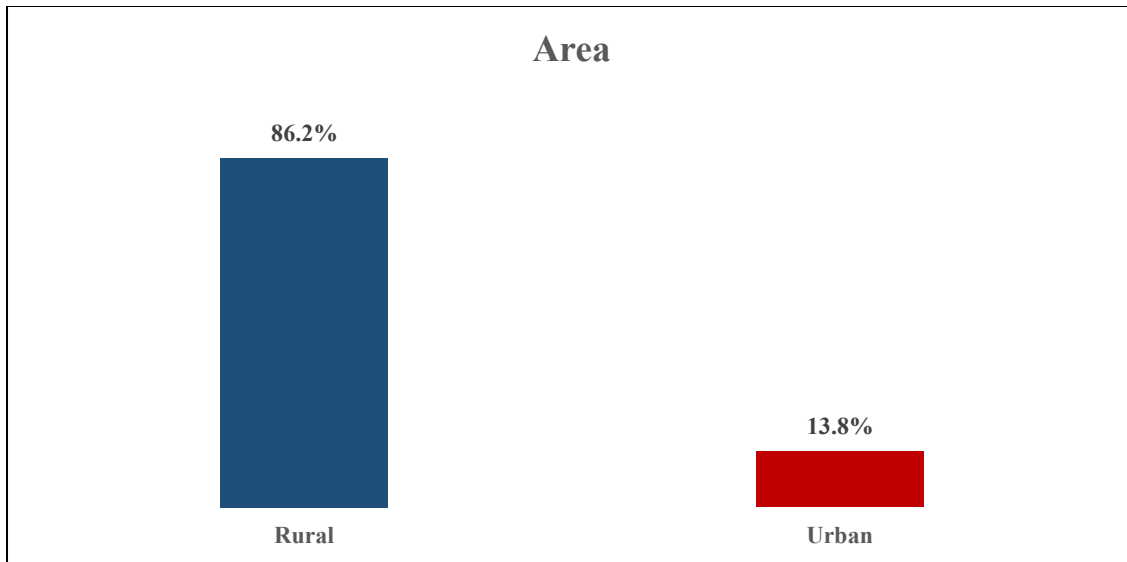


**Source: Primary data**

From the diagram, it clearly indicates that the major populations are belonging to the BPL category.

**Graph 5.5(b)**

**Area**

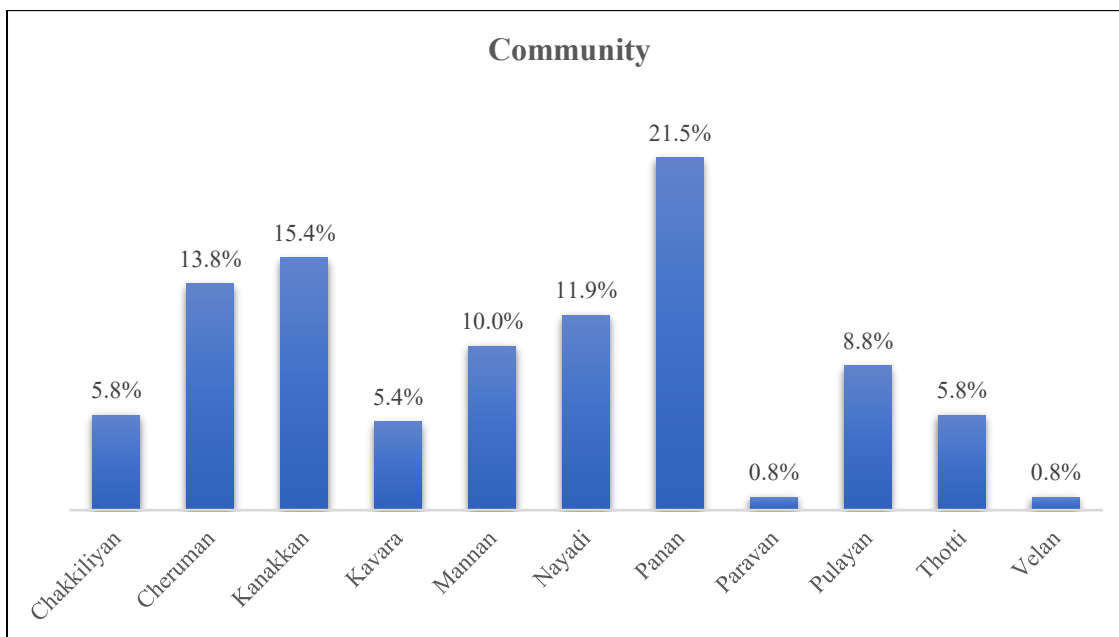


**Source: Primary data**

In area wise the sample populations major share belonging to the Rural area and only a small percentage belonging to the urban area.

**Graph 5.5 (c)**

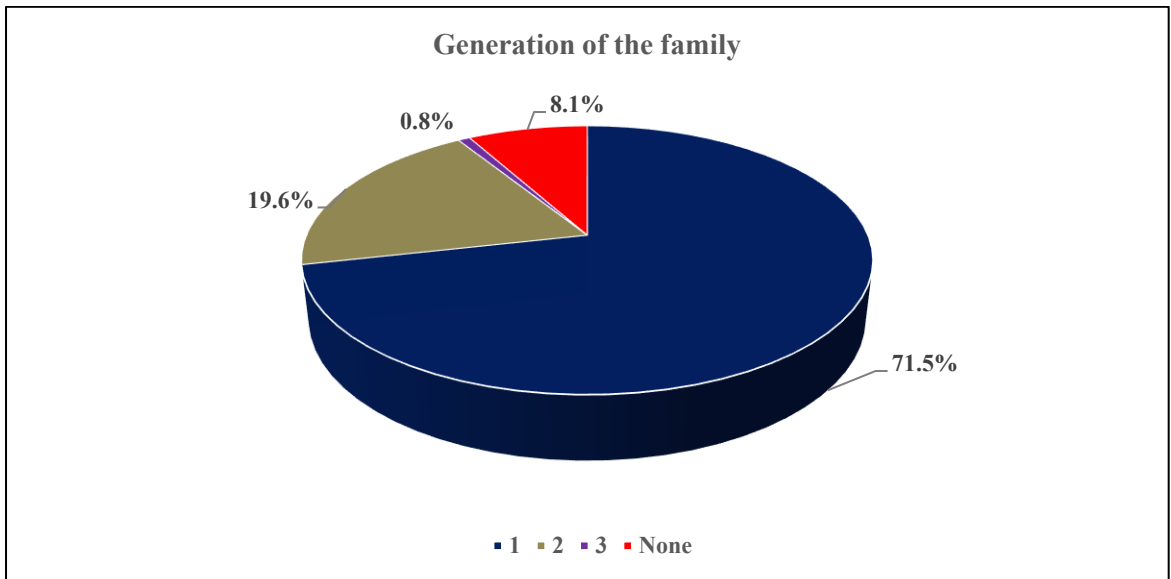
**Community wise distribution**



**Source: Primary data**

**Graph 5.5 (d)**

**Education Generation**



**Source: Primary data**

The graph reveals that, majority of the families are belonging to first generation in educational attainment. It means, only the present generation has got to exposure to secure educational degrees and qualifications. About 71.5% of the surveyed households belongs to first generation category.

**Table 5.6****Summary of Education Qualifications of the parent's versus category**

Educational Qualification	BPL (N=217)		APL (N=25)		General (N=18)		Total (N=260)	
	Father	Mother	Father	Mother	Father	Mother	Father	Mother
LP	36 (16.6%)	54 (24.9%)	3 (12.0%)	3 (12.0%)	1 (5.6%)	1 (5.6%)	40 (15.4%)	58 (22.3%)
UP	49 (22.6%)	53 (24.4%)	3 (12.0%)	5 (20.0%)	1 (5.6%)	0	53 (20.4%)	58 (22.3%)
High School	41 (18.9%)	14 (6.5%)	3 (12.0%)	3 (12.0%)	0	0	44 (16.9%)	17 (6.5%)
SSLC	18 (8.3%)	23 (10.6%)	4 (16.0%)	3 (12.0%)	1 (5.6%)	0	23 (8.8%)	26 (10.0%)
Higher Secondary	11 (5.1%)	19 (8.8%)	4 (16.0%)	3 (12.0%)	3 (16.7%)	4 (22.2%)	18 (6.9%)	26 (10.0%)
Graduation	9 (4.1%)	6 (2.8%)	5 (20.0%)	6 (24.0%)	8 (44.4%)	9 (50.0%)	22 (8.5%)	21 (8.1%)
Post-Graduation	1 (0.5%)	8 (3.7%)	0	0	2 (11.1%)	3 (16.7%)	3 (1.2%)	11 (4.2%)
Doctor of Philosophy	0	0	0	0	2 (11.1%)	0	2 (0.8%)	0
Uneducated	34 (15.7%)	37 (17.1%)	1 (4.0%)	1 (4.0%)	0	1 (5.6%)	35 (13.5%)	39 (15.0%)
NA	18 (8.3%)	3 (1.4%)	2 (8.0%)	1 (4.0%)	0	0	20 (7.7%)	4 (1.5%)

**Source: Primary Data**

Abbreviation: N = Number of families in each category; LP = Lower primary;

UP= Upper primary, BPL=Below Poverty Line; APL = Above poverty line;

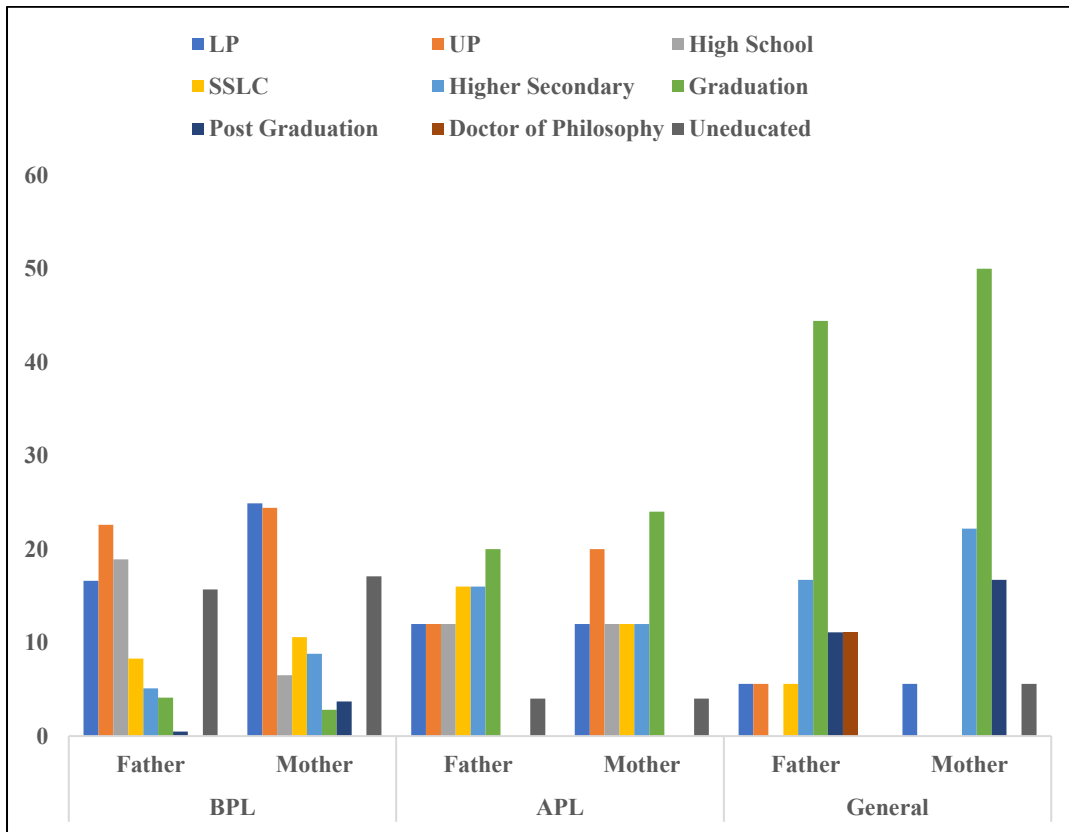
NA = Not applicable.

The parental education qualification is an important indicator of the educational attainment of the family as a whole. In the case of BPL Households about 16.6 % of the male parents held a qualification of LP, 22.6% having UP, 8.3% having SSLC, 5.1% having Higher secondary, 4.1% having Graduation, 0.5% having Post Graduation and about 8.3 percentage are uneducated. In case of Female Parents, the distributions are; 24.9% having LP, 24.4% having UP, 6.5 % having High school education, 10.6% having SSLC, 8.8% having Higher Secondary, 2.8% having Graduation, 3.7% having Post graduation and 17.1% belonging to the category of Un educated. In the case of Uneducated component, the female parents are considered to

be worse than male parents. Along with that, about 18 households do not have the Male parents and 3 Households do not have Female Parents. In the APL category, about 12% of Male parents having LP, 12% having UP, 12% having High School education, 16% having SSLC, 16% having Higher Secondary, and 20% having Graduation. Along with that 4% of the male parents are un educated, in the case of Female parents in APL, the educational attainment is same in LP, High School and Higher Secondary. i.e. about 12%. About 20 of the female parents having UP education and 24 % having Graduation. Along with that, about 4% of the parents are belonging to the Un educated category. In General category, the educational attainment of Male parents is 5.6% in LP, 5.6% in UP, 5.6% in SSLC, 16.7% in Higher Secondary, 44.4% in Graduation, 11.1% in Post -Graduation and 11.1% in Doctoral Degree. In Female parents about 5.6% belongs to LP, 22.2% belongs to Higher Secondary, 50% belongs to Graduation, 16.7% belongs to Post Graduation and 5.6% belongs to Un educated. In short, the overall education status of the total population in the area are; 15.4% of the male parents and 22.3% of the female parents having an education of LP, about 20.4% of male parents and 22.3% of the female parents holding Upper Primary, in the case of High School, 16.9 % grabbed by male parents and 6.5% grabbed by female parents. In SSLC, it is 8.8 and 10% respectively. In Higher Secondary, about 6.9% of male parents belongs to this category and 10% of female parents, holding the same. In Graduation, it is 8.5 and 8.1. In Post -Graduation, only 1.2% of male parents belonging to this and 4.2% belonging to female parents. Considering a higher degree, only 0.8% of the male parents are having Doctoral Degree, and none of the female parents hold such degree. In the case of Uneducated category, about 13.5% of the total male parents belonging to this and 15% of the female parents belonging to this category.

**Graph 5.6 (a)**

**Educational attainment of Parents.**



**Source Primary data**

**Table 5.7**

**Educational Attainment of Siblings versus category**

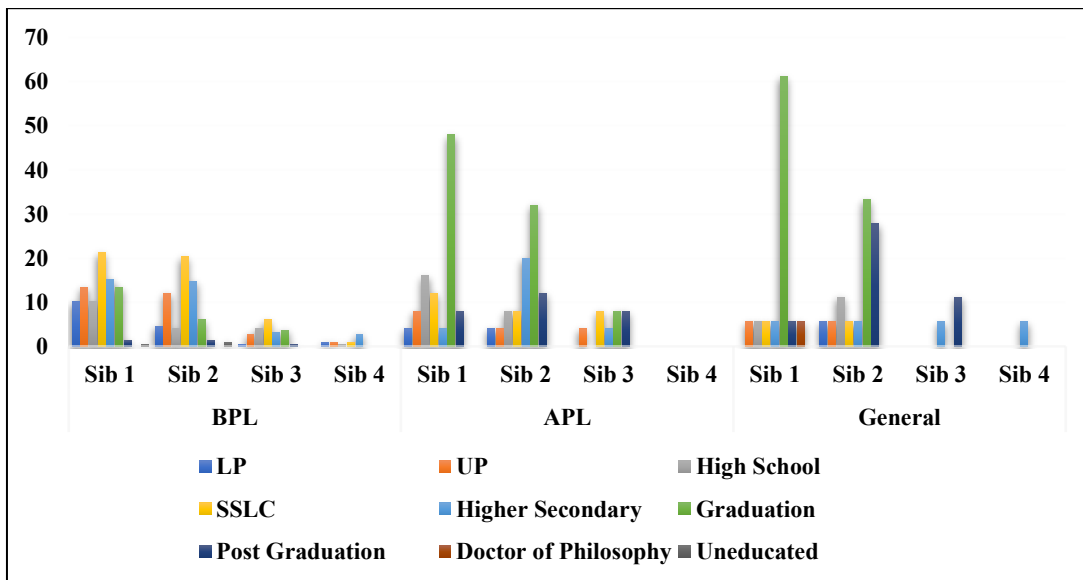
Educational Qualification	Category	Sib 1	Sib 2	Sib 3	Sib 4	Total
LP	BPL (N=217)	22 (10.1%)	10 (4.6%)	1 (0.5%)	2 (0.9%)	35
	APL (N=25)	1 (4.0%)	1 (4.0%)	0	0	2
	General (N=18)	0	1 (5.6%)	0	0	1
UP	BPL (N=217)	29 (13.4%)	26 (12.0%)	6 (2.8%)	2 (0.9%)	63
	APL (N=25)	2 (8.0%)	1 (4.0%)	1 (4.0%)	0	4
	General (N=18)	1 (5.6%)	1 (5.6%)	0	0	2
High School	BPL (N=217)	22 (10.1%)	9 (4.1%)	9 (4.1%)	1 (0.5%)	41
	APL (N=25)	4 (16.0%)	2 (8.0%)	0	0	6
	General (N=18)	1 (5.6%)	2 (11.1%)	0	0	3
SSLC	BPL (N=217)	46 (21.2%)	44 (20.3%)	13 (6.0%)	2 (0.9%)	105
	APL (N=25)	3 (12.0%)	2 (8.0%)	2 (8.0%)	0	7
	General (N=18)	1 (5.6%)	1 (5.6%)	0	0	2
Higher Secondary	BPL (N=217)	33 (15.2%)	32 (14.7%)	7 (3.2%)	6 (2.8%)	78
	APL (N=25)	1 (4.0%)	5 (20.0%)	1 (4.0%)	0	7
	General (N=18)	1 (5.6%)	1 (5.6%)	1 (5.6%)	1 (5.6%)	4
Graduation	BPL (N=217)	29 (13.4%)	13 (6.0%)	8 (3.7%)	0	50
	APL (N=25)	12 (48.0%)	8 (32.0%)	2 (8.0%)	0	22
	General (N=18)	11 (61.1%)	6 (33.3%)	0	0	17
PG	BPL (N=217)	3 (1.4%)	3 (1.4%)	1 (0.5%)	0	7
	APL (N=25)	2 (8.0%)	3 (12.0%)	2 (8.0%)	0	7
	General (N=18)	1 (5.6%)	5 (27.8%)	2 (11.1%)	0	8
PhD	BPL (N=217)	0	0	0	0	0
	APL (N=25)	0	0	0	0	0
	General (N=18)	1 (5.6%)	0	0	0	1
Uneducated	BPL (N=217)	1 (0.5%)	2 (0.9%)	0	0	3
	APL (N=25)	0	0	0	0	0
	General (N=18)	0	0	0	0	0
NA	BPL (N=217)	32 (14.7%)	78 (35.9%)	172 (79.3%)	204 (94.0%)	486
	APL (N=25)	0	3 (12.0%)	17 (68.0%)	25 (100%)	45
	General (N=18)	1 (5.6%)	1 (5.6%)	15 (83.3%)	17 (94.4%)	34

**Source: Primary Data**

The table explains the educational attainment of Scheduled caste siblings. And it shows the attainment in specification by a household having on an average four siblings maximum. It also shows the distribution based on BPL, APL and General category. In all such category, BPL family shows a higher value in all ways.

**Graph 5.7 (a)**

**Educational attainment of sibling versus category**



Source: Primary Data



**Table 5.8**

**Education qualification of parents versus area**

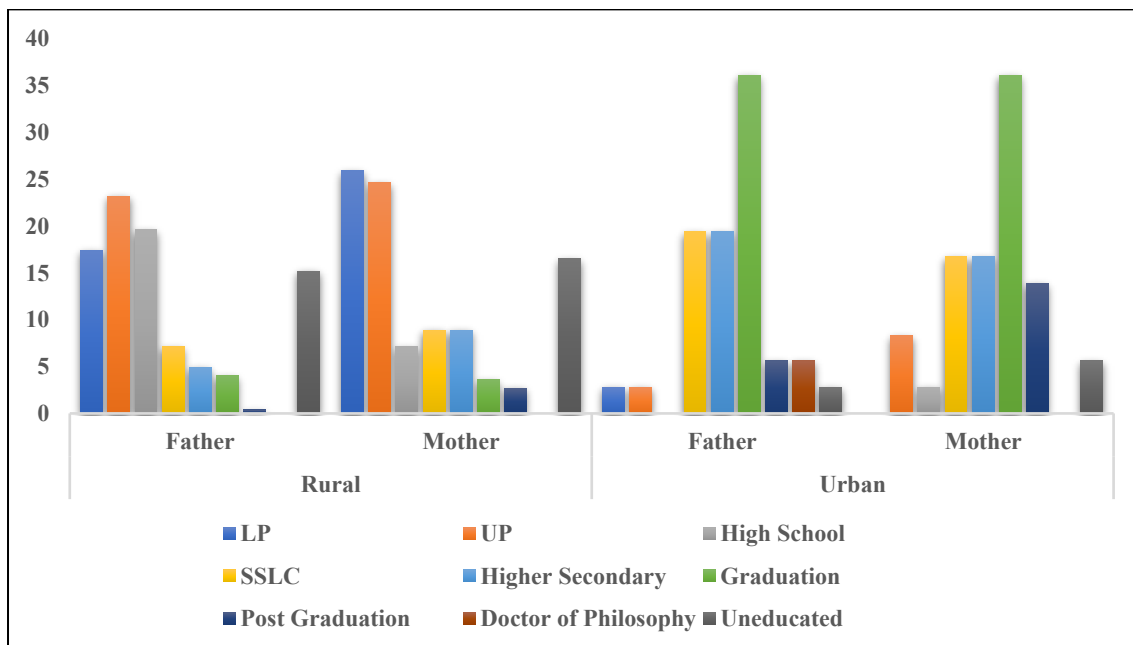
Educational Qualification	Rural (N=224)		Urban (N=36)		Total (N=260)		P value*	
	Father	Mother	Father	Mother	Father	Mother	Father	Mother
LP	39 (17.4%)	58 (25.9%)	1 (2.8%)	0	40 (15.4)	58 (22.3)	<0.0001	<0.0001
UP	52 (23.2%)	55 (24.6%)	1 (2.8%)	3 (8.3%)	53 (20.4)	58 (22.3)		
High School	44 (19.6%)	16 (7.1%)	0	1 (2.8%)	44 (16.9)	17 (6.5)		
SSLC	16 (7.1%)	20 (8.9%)	7 (19.4%)	6 (16.7%)	23 (8.8)	26 (10.0)		
Higher Secondary	11 (4.9%)	20 (8.9%)	7 (19.4%)	6 (16.7%)	18 (6.9)	26 (10.0)		
Graduation	9 (4.0%)	8 (3.6%)	13 (36.1%)	13 (36.1%)	22 (8.5)	21 (8.1)		
Post-Graduation	1 (0.4%)	6 (2.7%)	2 (5.6%)	5 (13.9%)	3 (1.2)	11 (4.2)		
Doctor of Philosophy	0	0	2 (5.6%)	0	2 (0.8)	0		
Uneducated	34 (15.2%)	37 (16.5%)	1 (2.8%)	2 (5.6%)	35 (13.5)	39 (15.0)		
NA	18 (8.0%)	4 (1.8%)	2 (5.6%)	0	20 (7.7)	4 (1.5)		

**Source: Primary data**

By considering the educational attainment of scheduled caste parents in rural and urban areas, about 97 peoples in rural area having a qualification of LP, 107 peoples are having UP, 60 having High school education, 36 having SSLC, 31 having Higher Secondary education, 17 having Graduation, 7 having Post Graduation, none of them having Doctoral Degree, and 71 peoples are having no education, that is they are uneducated. About 22 parents are no more. In urban area, about 1 parent having LP education, 4 having UP, 1 having High school education, 13 having SSLC, 13 having Higher Secondary Education, 26 Having Graduation, 7 having Post graduation, 2 of them having Doctoral Degree, and 3 are not educated, i.e. uneducated. And 2 parents are no more in Urban area. \* P-values are based on Fisher’s exact test. **Result:** A statistically significant p-value (<0.0001) indicates that there is a strong relationship between parental educational qualification and area. People living in rural areas has increasingly better educated as compared to Urban area. Rural women are increasingly better educated than rural men.

**Graph 5.8 (a)**

**Educational Attainment of Parents’ versus area**



**Source: Primary Data**

**Table 5.9**

**Educational attainment of siblings versus area**

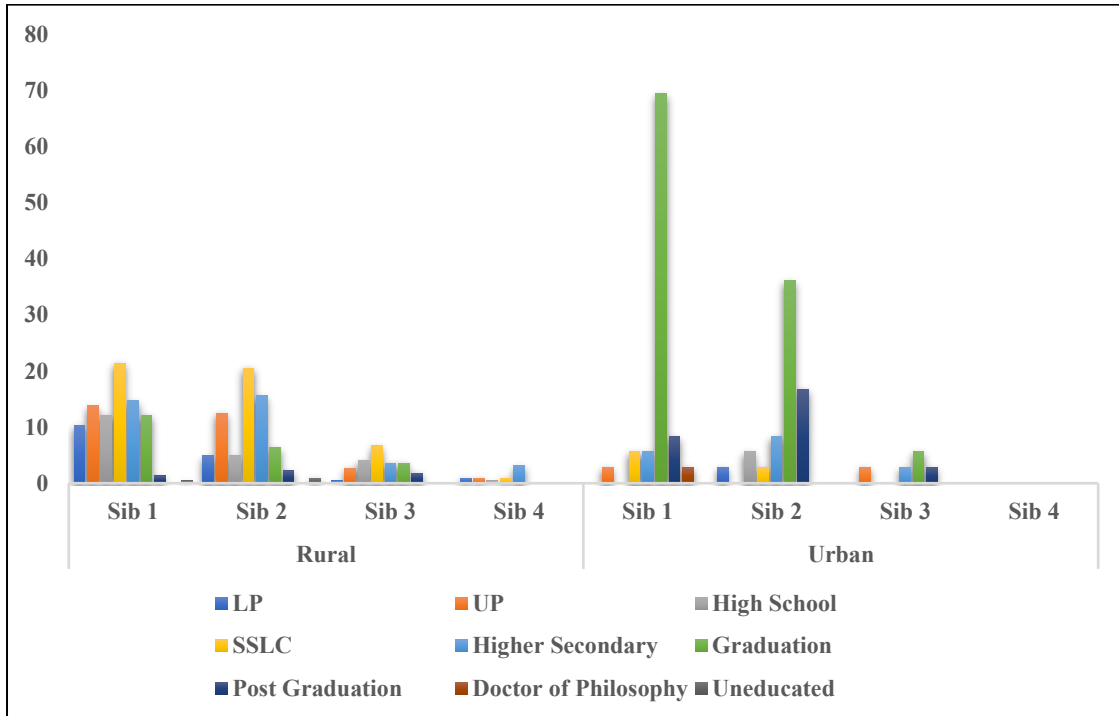
Educational Qualification	Area	Sib 1	Sib 2	Sib 3	Sib 4	Total	P value*
LP	Rural (N=224)	23 (10.3%)	11 (4.9%)	1 (0.4%)	2 (0.9%)	37	<0.0001
	Urban (N=36)	0	1 (2.8%)	0	0	1	
UP	Rural (N=224)	31 (13.8%)	28 (12.5%)	6 (2.7%)	2 (0.9%)	67	
	Urban (N=36)	1 (2.8%)	0	1 (2.8%)	0	2	
High School	Rural (N=224)	27 (12.1%)	11 (4.9%)	9 (4.0%)	1 (0.4%)	48	
	Urban (N=36)	0	2 (5.6%)	0	0	2	
SSLC	Rural (N=224)	48 (21.4%)	46 (20.5%)	15 (6.7%)	2 (0.9%)	111	
	Urban (N=36)	2 (5.6%)	1 (2.8%)	0	0	3	
Higher Secondary	Rural (N=224)	33 (14.7%)	35 (15.6%)	8 (3.6%)	7 (3.1%)	83	
	Urban (N=36)	2 (5.6%)	3 (8.3%)	1 (2.8%)	0	6	
Graduation	Rural (N=224)	27 (12.1%)	14 (6.3%)	8 (3.6%)	0	49	
	Urban (N=36)	25 (69.4%)	13 (36.1%)	2 (5.6%)	0	40	
PG	Rural (N=224)	3 (1.3%)	5 (2.2%)	4 (1.8%)	0	12	
	Urban (N=36)	3 (8.3%)	6 (16.7%)	1 (2.8%)	0	10	
PhD	Rural (N=224)	0	0	0	0	0	
	Urban (N=36)	1 (2.8%)	0	0	0	1	
Uneducated	Rural (N=224)	1 (0.4%)	2 (0.9%)	0	0	3	
	Urban (N=36)	0	0	0	0	0	
NA	Rural (N=224)	31 (13.8%)	72 (32.1%)	173 (77.2%)	210 (93.8%)	486	
	Urban (N=36)	2 (5.6%)	10 (27.8%)	31 (86.1%)	36 (100%)	79	

**Source: Primary Data**

\* P-values are based on Fisher’s exact test **Result:** A statistically significant p-value (<0.0001) indicates that there is a strong relationship between siblings’ educational qualification and area. People living in rural areas has increasingly better educated as compared to urban area.

**Graph 5.9 (a)**

**Educational attainment of sibling versus area**



**Source: Primary Data**

**Table 5.10**

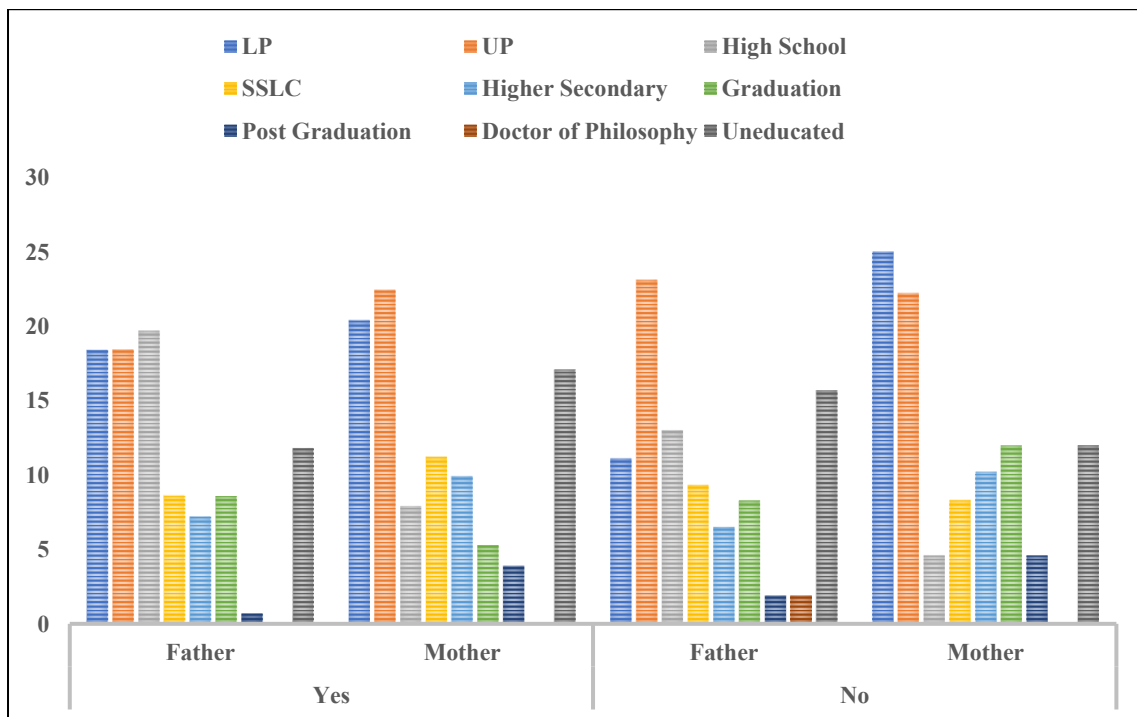
**Educational attainment of Parents' versus available nearby educational institutions**

Educational Qualification	Yes (N=152)		No (N=108)		Total (N=260)		P value*	
	Father	Mother	Father	Mother	Father	Mother	Father	Mother
LP	28 (18.4%)	31 (20.4%)	12 (11.1%)	27 (25.0%)	40 (15.4)	58 (22.3)	0.396	0.523
UP	28 (18.4%)	34 (22.4%)	25 (23.1%)	24 (22.2%)	53 (20.4)	58 (22.3)		
High School	30 (19.7%)	12 (7.9%)	14 (13.0%)	5 (4.6%)	44 (16.9)	17 (6.5)		
SSLC	13 (8.6%)	17 (11.2%)	10 (9.3%)	9 (8.3%)	23 (8.8)	26 (10.0)		
Higher Secondary	11 (7.2%)	15 (9.9%)	7 (6.5%)	11 (10.2%)	18 (6.9)	26 (10.0)		
Graduation	13 (8.6%)	8 (5.3%)	9 (8.3%)	13 (12.0%)	22 (8.5)	21 (8.1)		
Post-Graduation	1 (0.7%)	6 (3.9%)	2 (1.9%)	5 (4.6%)	3 (1.2)	11 (4.2)		
Doctor of Philosophy	0	0	2 (1.9%)	0	2 (0.8)	0		
Uneducated	18 (11.8%)	26 (17.1%)	17 (15.7%)	13 (12.0%)	35 (13.5)	39 (15.0)		
NA	10 (6.6%)	3 (2.0%)	10 (9.3%)	1 (0.9%)	20 (7.7)	4 (1.5)		

**Source: Primary Data**

This table explains that, out of these 260 households, about 152 households are having the availability of nearby educational institution and about 108 are not having such facility. But the educational attainment of the scheduled caste parents and the availability of educational institutions have no relevance and relation. The attainments are somewhat lower in these areas. \* P-values are based on Fisher's exact test **Result:** A statistically insignificant p-values indicates that there is no relationship between parental educational qualification and availability of nearby educational institutions.

**Graph 5.10 (a)**  
**Educational attainment of parents versus available nearby educational institution.**



Source: Primary Data

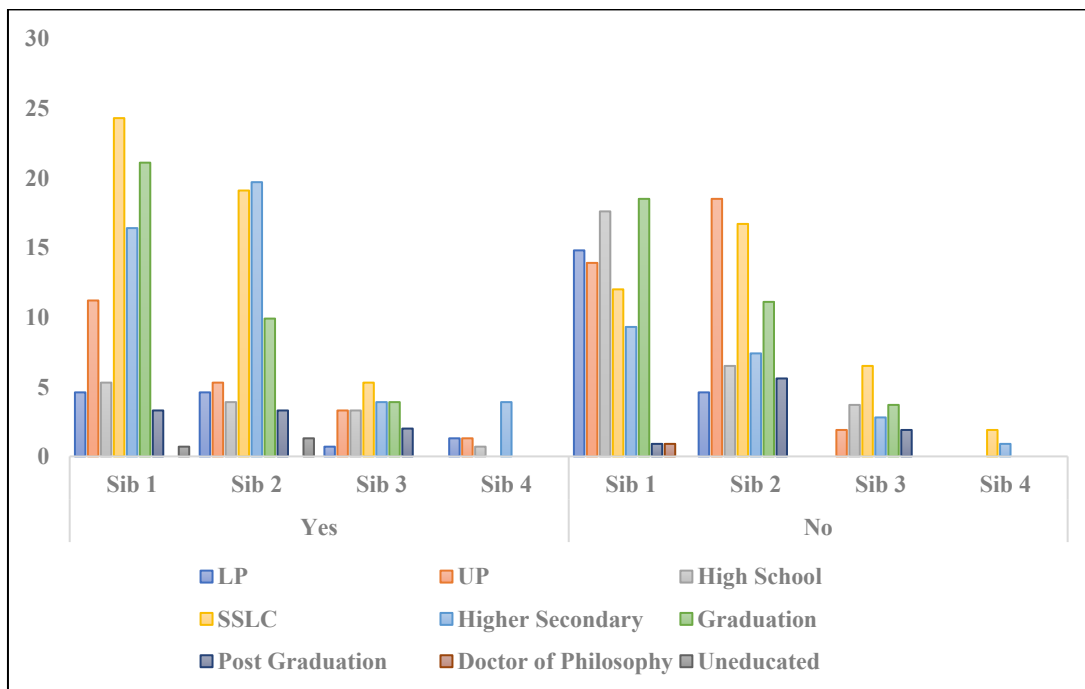
**Table 5.11**  
**Educational attainment of siblings versus available nearby educational institutions**

Educational Qualification	Nearby Education	Sib 1	Sib 2	Sib 3	Sib 4	Total	P value*
LP	No (N=108)	16 (14.8%)	5 (4.6%)	0	0	21	0.0110
	Yes (N=152)	7 (4.6%)	7 (4.6%)	1 (0.7%)	2 (1.3%)	17	
UP	No (N=108)	15 (13.9%)	20 (18.5%)	2 (1.9%)	0	37	
	Yes (N=152)	17 (11.2%)	8 (5.3%)	5 (3.3%)	2 (1.3%)	32	
High School	No (N=108)	19 (17.6%)	7 (6.5%)	4 (3.7%)	0	30	
	Yes (N=152)	8 (5.3%)	6 (3.9%)	5 (3.3%)	1 (0.7%)	20	
SSLC	No (N=108)	13 (12.0%)	18 (16.7%)	7 (6.5%)	2 (1.9%)	40	
	Yes (N=152)	37 (24.3%)	29 (19.1%)	8 (5.3%)	0	74	
Higher Secondary	No (N=108)	10 (9.3%)	8 (7.4%)	3 (2.8%)	1 (0.9%)	22	
	Yes (N=152)	25 (16.4%)	30 (19.7%)	6 (3.9%)	6 (3.9%)	67	
Graduation	No (N=108)	20 (18.5%)	12 (11.1%)	4 (3.7%)	0	36	
	Yes (N=152)	32 (21.1%)	15 (9.9%)	6 (3.9%)	0	53	
PG	No (N=108)	1 (0.9%)	6 (5.6%)	2 (1.9%)	0	9	
	Yes (N=152)	5 (3.3%)	5 (3.3%)	3 (2.0%)	0	13	
PhD	No (N=108)	1 (0.9%)	0	0	0	1	
	Yes (N=152)	0	0	0	0	0	
Uneducated	No (N=108)	0	0	0	0	0	
	Yes (N=152)	1 (0.7%)	2 (1.3%)	0	0	3	
NA	No (N=108)	13 (12.0%)	32 (29.6%)	86 (79.6%)	105 (97.2%)	236	
	Yes (N=152)	20 (13.2%)	50 (32.9%)	118 (77.6%)	141 (92.8%)	329	

Source: Primary Data

This table reveals the relationship between the availability of nearby educational institution and sibling’s educational attainment. As we are moving towards higher education, the family having such nearby educational institution enhanced the educational attainment of them. The pupils having such facility perform better in educational attainment than the family which do not have such educational institution nearby. \* P-values are based on Chi-square test of independence. **Result:** A statistically significant p-value indicates that there is a relationship between Siblings educational qualification and nearby educational institutions. The following chart will clear the same in a better way.

**Graph 5.11 (a)**  
**Educational attainment of siblings versus available nearby educational institutions.**



**Source: Primary Data.**



**Table 5.12****Education level versus Expenditure**

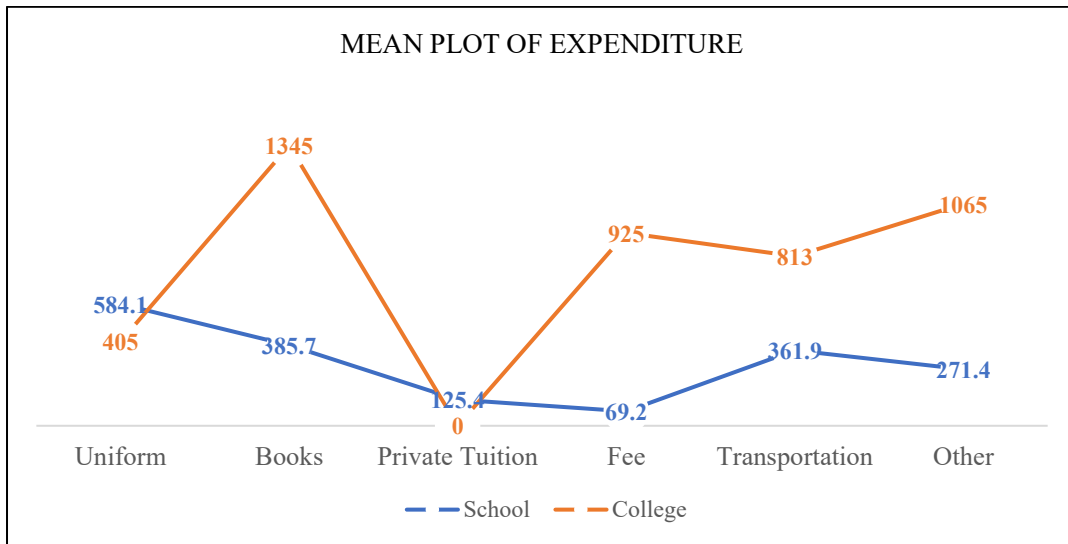
Source of Expenditure	Education Level	N	Mean	Median	Standard Deviation	Range
Uniform	School	63	584.1	500	744.7	0; 3000
	College	40	405	0	853.03	0; 3000
Books	School	63	385.7	0	506.05	0; 2000
	College	40	1345	1000	1048.55	0; 5000
Private Tuition	School	63	125.4	0	319.76	0; 1500
	College	40	0	0	0	0; 0
Fee	School	63	69.2	0	180.85	0; 600
	College	40	925	0	2123.31	0; 10000
Transportation	School	63	361.9	0	528.67	0; 3000
	College	40	813	1000	461.31	0; 2500
Other	School	63	271.4	99	312.37	0; 1000
	College	40	1065	500	1928.14	0; 10000

**Source: Primary Data**

The educational expenditure in schools and colleges for the Scheduled caste households is affordable. This means that the expenditure burden is somewhat lesser for the households as the expenditure burden has already been incurred by the government. In uniform expenditure, both school and college showing the same range. The lowest value is 0 and the highest is 3000. In book expenditure, the range is 0-2000 in schools and 0- 5000 in colleges. For private tuition the range is 0-1500 is the range for schools, and 0-0 is the range for college. It means that no such families sending their siblings to have a private tuition as in schools. Regarding the fee at the educational institution, the range is 0-600 for the schools and 0-10000 for the colleges, in transportation expenditure, the value 0-3000 represents the range of schools and 0-2500 for the colleges. And by considering the other expenditures, the schools are having a range of 0-1000 and colleges are having 0-10000. So, from this we can says that the financial burden for the educational attainments is lower for the families. The following graphs will explain in detail the same.

**Graph 5.12 (a)**

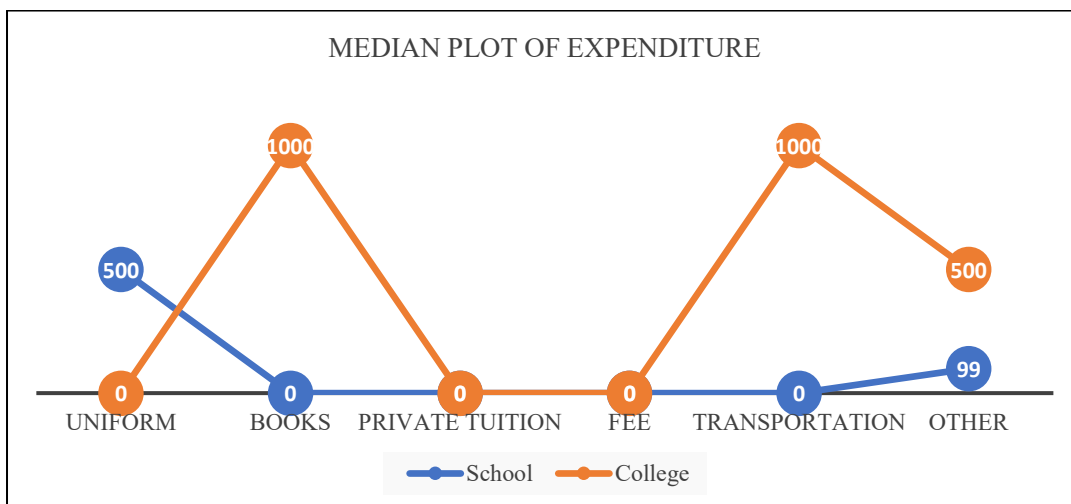
**Mean Plot of Expenditure**



Source: Primary Data

**Graph 5.12 (b)**

**Median Plot of Expenditure**



Source: Primary Data

**Table 5.13**

**Educational qualification (Highest) versus Family Income**

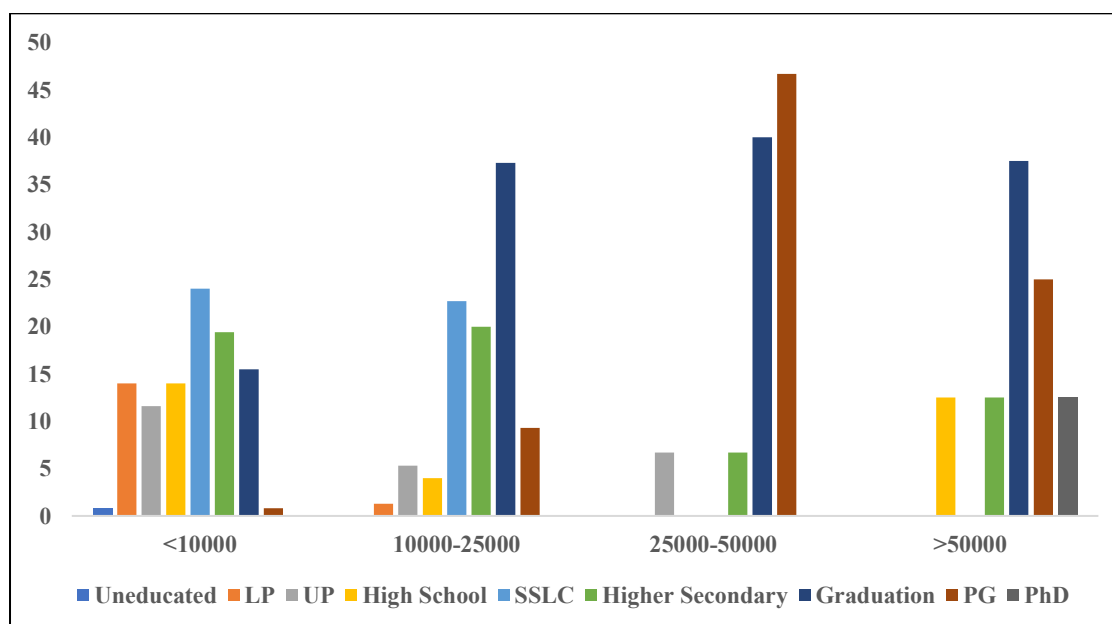
Educational Qualification	<10000 (N=129)	10000- 25000 (N=75)	25000- 50000 (N=15)	>50000 (N=8)	P value*
LP	18 (14.0%)	1 (1.3%)	0	0	<0.0001
UP	15 (11.6%)	4 (5.3%)	1 (6.7%)	0	
High School	18 (14.0%)	3 (4.0%)	0	1 (12.5%)	
SSLC	31 (24.0%)	17 (22.7%)	0	0	
Higher Secondary	25 (19.4%)	15 (20.0%)	1 (6.7%)	1 (12.5%)	
Graduation	20 (15.5%)	28 (37.3%)	6 (40.0%)	3 (37.5%)	
Post-Graduation	1 (0.8%)	7 (9.3%)	7 (46.7%)	2 (25.0%)	
Doctor of Philosophy	0	0	0	1 (12.5%)	
Uneducated	1 (0.8%)	0	0	0	

**Source: Primary data**

The table explains the relationship between the education qualifications that is highest with the family income. And it clearly shows that only the households having higher income has the highest level of education qualifications. When income increases, the proportion of uneducated families getting vanished. This can be proved by a statistical test which is the following. The value of such test is <0.0001. \* P-values are based on Chi-square test of independence. **Result:** A statistically significant p-value indicates that there is a strong relationship between highest educational qualification and family income. Higher the family income better the educational qualification.

**Graph 5.13 (a)**

**Education qualification (Highest) versus Family Income**



Source: Primary Data

**Table 5.14**

**Stream from which the qualification obtained by the parents**

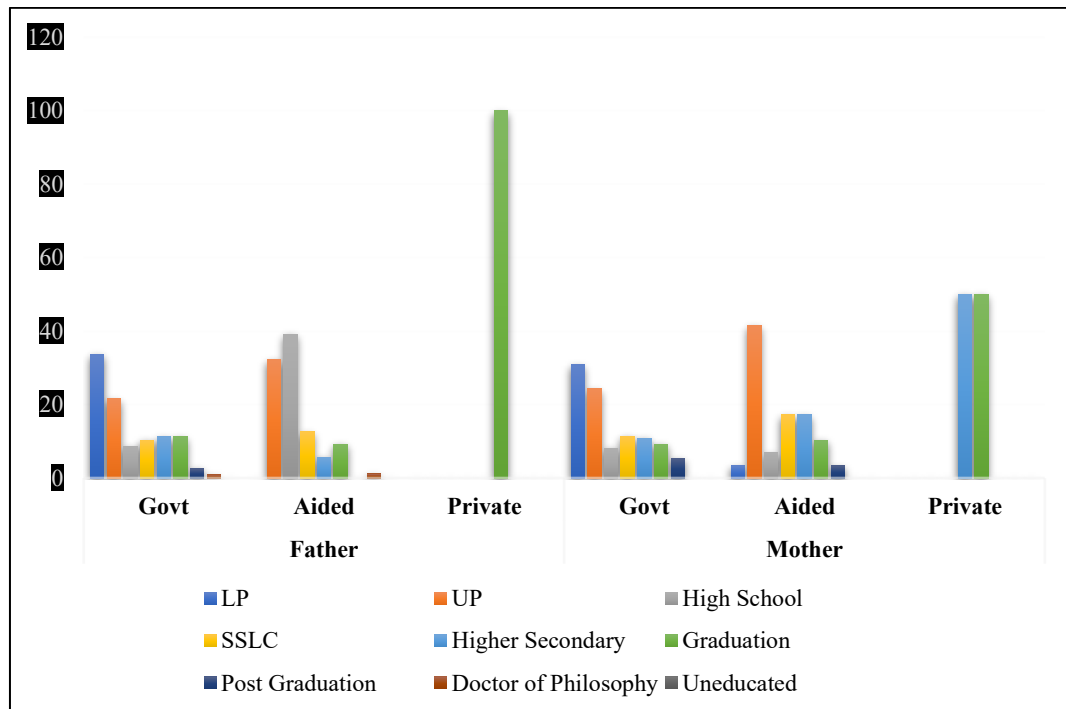
Educational Qualification	Father			Mother		
	Govt (N=116)	Aided (N=87)	Private (N=1)	Govt (N=185)	Aided (N=29)	Private (N=2)
LP	39 (33.6%)	0	0	57 (30.8%)	1 (3.4%)	0
UP	25 (21.6%)	28 (32.2%)	0	45 (24.3%)	12 (41.4%)	0
High School	10 (8.6%)	34 (39.1%)	0	15 (8.1%)	2 (6.9%)	0
SSLC	12 (10.3%)	11 (12.6%)	0	21 (11.4%)	5 (17.2%)	0
Higher Secondary	13 (11.2%)	5 (5.7%)	0	20 (10.8%)	5 (17.2%)	1 (50.0%)
Graduation	13 (11.2%)	8 (9.2%)	1 (100%)	17 (9.2%)	3 (10.3%)	1 (50.0%)
Post-Graduation	3 (2.6%)	0	0	10 (5.4%)	1 (3.4%)	0
Doctor of Philosophy	1 (0.9%)	1 (1.1%)	0	0	0	0
Uneducated	0	0	0	0	0	0

Source: Primary Data

The figures mentioned in this table represents the stream from which the parents obtained their education qualifications. The variables under considerations are Government stream, Private stream and Aided stream. From the table it is clear that majority of the male parents got their education from governmental educational institutions (about 116 male parents). In the case of aided stream, it is 87 and finally in private only a single parent took their graduation from there. In female parent cases too, the trend is existing. But in comparison with male parents, the female parent's participation in government stream is greater (about 185). In aided stream, the number of female parents is 29 which is lesser in comparison with male parents in aided stream. In private, about 2 female parents obtained their education, especially in higher secondary and one in graduation. In short, the governmental educational institution is considered as a catalyst in the case of parent's educational attainment. This can be explained by the following diagram.

**Graph 5.14 (a)**

**Stream from which the qualification has obtained**



**Source: Primary Data**

The following table explains educational attainment from various streams by the sibling were represented in above table. On an average, the family has four children. And their educational attainments say that, as in parents' cases, the siblings too were

took their education qualifications from governmental institutions. This doesn't mean that, they completely depend on the governmental institutions, the role of aided educational institutions too plays a vital role for their educational attainment. This is clearly represented in the following figure.

**Table 5.15**

**Stream from which the qualification has obtained by the siblings**

Educational Qualification	Sib 1			Sib 2		
	Govt (N=156)	Aided (N=61)	Private (N=9)	Govt (N=121)	Aided (N=51)	Private (N=4)
LP	21 (13.5%)	0	2 (22.2%)	9 (7.4%)	1 (2.0%)	2 (50.0%)
UP	21 (13.5%)	11 (18.0%)	0	11 (9.1%)	17 (33.3%)	0
High School	10 (6.4%)	17 (27.9%)	0	7 (5.8%)	6 (11.8%)	0
SSLC	38 (24.4%)	12 (19.7%)	0	34 (28.1%)	13 (25.5%)	0
Higher Secondary	30 (19.2%)	2 (3.3%)	3 (33.3%)	30 (24.8%)	7 (13.7%)	1 (25.0%)
Graduation	31 (19.9%)	17 (27.9%)	4 (44.4%)	19 (15.7%)	7 (13.7%)	1 (25.0%)
PG	4 (2.6%)	2 (3.3%)	0	11 (9.1%)	0	0
PhD	1 (0.6%)	0	0	0	0	0

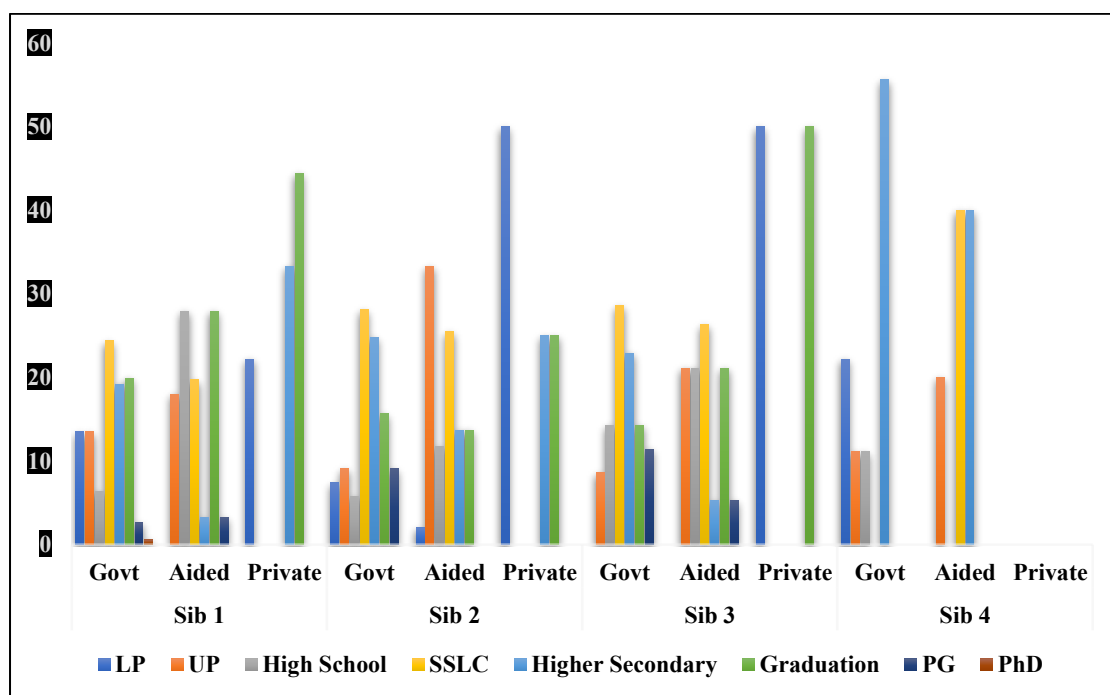
The following table is a continuation of the previous table

Educational Qualification	Sib 3			Sib 4		
	Govt (N=35)	Govt (N=9)	Aided (N=5)	Private (N=0)	Aided (N=19)	Private (N=2)
LP	0	2 (22.2%)	0	0	0	1 (50.0%)
UP	3 (8.6%)	1 (11.1%)	1 (20.0%)	0	4 (21.1%)	0
High School	5 (14.3%)	1 (11.1%)	0	0	4 (21.1%)	0
SSLC	10 (28.6%)	0	2 (40.0%)	0	5 (26.3%)	0
Higher Secondary	8 (22.9%)	5 (55.6%)	2 (40.0%)	0	1 (5.3%)	0
Graduation	5 (14.3%)	0	0	0	4 (21.1%)	1 (50.0%)
PG	4 (11.4%)	0	0	0	1 (5.3%)	0
PhD	0	0	0	0	0	0

**Source: Primary Data**

**Graph 5.15 (a)**

**Stream from which the qualification obtained by the siblings**



Source: Primary Data

**Table 5.16**

**Educational attainment versus sub caste (Parents)**

Educational Qualification	Caste	Father	Mother
LP	Chakkiliyan (N=15)	0	4 (26.7%)
	Cheruman (N=36)	6 (16.7%)	6 (16.7%)
	Kanakkan (N=40)	14 (35.0%)	10 (25.0%)
	Kavara (N=14)	3 (21.4%)	3 (21.4%)
	Mannan (N=26)	3 (11.5%)	11 (42.3%)
	Nayadi (N=31)	8 (25.8%)	9 (29.0%)
	Panan (N=56)	5 (8.9%)	13 (23.2%)
	Paravan (N=2)	1 (50.0%)	0
	Pulayan (N=23)	0	0
	Thotti (N=15)	0	2 (13.3%)
	Velan (N=2)	0	0
UP	Chakkiliyan (N=15)	12 (80.0%)	10 (66.7%)
	Cheruman (N=36)	1 (2.8%)	4 (11.1%)
	Kanakkan (N=40)	8 (20.0%)	10 (25.0%)
	Kavara (N=14)	3 (21.4%)	5 (35.7%)
	Mannan (N=26)	4 (15.4%)	7 (26.9%)

Educational Qualification	Caste	Father	Mother
	Nayadi (N=31)	6 (19.4%)	8 (25.8%)
	Panan (N=56)	15 (26.8%)	7 (12.5%)
	Paravan (N=2)	0	0
	Pulayan (N=23)	1 (4.3%)	3 (13.0%)
	Thotti (N=15)	3 (20.0%)	4 (26.7%)
	Velan (N=2)	0	0
High School	Chakkiliyan (N=15)	3 (20.0%)	1 (6.7%)
	Cheruman (N=36)	5 (13.9%)	1 (2.8%)
	Kanakkan (N=40)	4 (10.0%)	0
	Kavara (N=14)	2 (14.3%)	1 (7.1%)
	Mannan (N=26)	6 (23.1%)	3 (11.5%)
	Nayadi (N=31)	4 (12.9%)	0
	Panan (N=56)	11 (19.6%)	4 (7.1%)
	Paravan (N=2)	0	0
	Pulayan (N=23)	0	1 (4.3%)
	Thotti (N=15)	9 (60.0%)	6 (40.0%)
	Velan (N=2)	0	0
SSLC	Chakkiliyan (N=15)	0	0
	Cheruman (N=36)	2 (5.6%)	5 (13.9%)
	Kanakkan (N=40)	4 (10.0%)	2 (5.0%)
	Kavara (N=14)	1 (7.1%)	1 (7.1%)
	Mannan (N=26)	0	0
	Nayadi (N=31)	0	3 (9.7%)
	Panan (N=56)	8 (14.3%)	8 (14.3%)
	Paravan (N=2)	1 (50.0%)	1 (50.0%)
	Pulayan (N=23)	4 (17.4%)	4 (17.4%)
	Thotti (N=15)	2 (13.3%)	1 (6.7%)
	Velan (N=2)	1 (50.0%)	1 (50.0%)
Higher Secondary	Chakkiliyan (N=15)	0	0
	Cheruman (N=36)	2 (5.6%)	4 (11.1%)
	Kanakkan (N=40)	0	5 (12.5%)
	Kavara (N=14)	1 (7.1%)	3 (21.4%)
	Mannan (N=26)	0	1 (3.8%)
	Nayadi (N=31)	6 (19.4%)	5 (16.1%)
	Panan (N=56)	2 (3.6%)	4 (7.1%)
	Paravan (N=2)	0	0
	Pulayan (N=23)	7 (30.4%)	4 (17.4%)
	Thotti (N=15)	0	0
	Velan (N=2)	0	0
Graduation	Chakkiliyan (N=15)	0	0
	Cheruman (N=36)	8 (22.2%)	5 (13.9%)
	Kanakkan (N=40)	1 (2.5%)	0
	Kavara (N=14)	1 (7.1%)	0
	Mannan (N=26)	0	0
	Nayadi (N=31)	3 (9.7%)	2 (6.5%)



Educational Qualification	Caste	Father	Mother
	Panan (N=56)	2 (3.6%)	4 (7.1%)
	Paravan (N=2)	0	0
	Pulayan (N=23)	7 (30.4%)	10 (43.5%)
	Thotti (N=15)	0	0
	Velan (N=2)	0	0
Post-Graduation	Chakkiliyan (N=15)	0	0
	Cheruman (N=36)	0	4 (11.1%)
	Kanakkan (N=40)	0	2 (5.0%)
	Kavara (N=14)	0	0
	Mannan (N=26)	0	0
	Nayadi (N=31)	1 (3.2%)	1 (3.2%)
	Panan (N=56)	0	3 (5.4%)
	Paravan (N=2)	0	0
	Pulayan (N=23)	2 (8.7%)	1 (4.3%)
	Thotti (N=15)	0	0
	Velan (N=2)	0	0
Doctor of Philosophy	Chakkiliyan (N=15)	0	0
	Cheruman (N=36)	0	0
	Kanakkan (N=40)	0	0
	Kavara (N=14)	0	0
	Mannan (N=26)	0	0
	Nayadi (N=31)	0	0
	Panan (N=56)	1 (1.8%)	0
	Paravan (N=2)	0	0
	Pulayan (N=23)	1 (4.3%)	0
	Thotti (N=15)	0	0
	Velan (N=2)	0	0
Uneducated	Chakkiliyan (N=15)	0	0
	Cheruman (N=36)	3 (8.3%)	7 (19.4%)
	Kanakkan (N=40)	9 (22.5%)	11 (27.5%)
	Kavara (N=14)	3 (21.4%)	1 (7.1%)
	Mannan (N=26)	11 (42.3%)	3 (11.5%)
	Nayadi (N=31)	3 (9.7%)	3 (9.7%)
	Panan (N=56)	4 (7.1%)	10 (17.9%)
	Paravan (N=2)	0	1 (50.0%)
	Pulayan (N=23)	0	0
	Thotti (N=15)	1 (6.7%)	2 (13.3%)
	Velan (N=2)	1 (50.0%)	1 (50.0%)

**Source: Primary Data**

The table provides an insight related to the subcaste wise educational attainment of scheduled caste parents. It says, by considering Lower Primary as the first component in educational attainment, the Chakkiliyan family's parents' both male and female parents', having such qualification. Whose number is 0&4, In Cheruman, it is 6&6. In Kanakkan, it is 14&10. In Kavara, it is 3&3. In Mannan, it is 3&11. It is 3&11 in Nayadi. In Panan, it is 5&13. In Paravan, it is 1&0, In Thotti, it is 0&2. And in Pulayan and Velan caste, no such parents having Lower Primary education as highest qualification.

In Upper Primary Education, the distribution of Parents in different subcaste are the following; In Chakkiliyan caste, the male parents are about 12 are qualified at UP and in female parents, it is 10. In Cheruman, it is 1&4, in Kanakkan, it is 8&10, in Kavara, it is 3&5, in Mannan, it is 4&7, in Nayadi, it is 6&8, in Panan, it is 15&7, in Paravan, it is 0&0, in Pulayan, it is 1&3, in Thotti, it is 3&4 and in Velan Family, it is 0&0. In High School Education, The Chakkiliyan having a number of 3&1, Cheruman having 5&1, Kanakkan family having 4&0, Kavara by 2&1, Mannan by 6&3, Nayadi by 4&0, Panan by 11&4, Paravan by 0&0, Pulayan, it is 0&1, Thotti by 9&6 and in Velan, it is 0&0.

In SSLC, the distributions are; 0&0 for Chakkiliyan family, 2&5 for Cheruman, 4&2 for Kanakkan, 1&1 for Kavara, 0&0 for Mannan, 6&3 for Nayadi, 8&8 for Panan, 1&1 for Paravan, 4&4 for Pulayan, 2&1 for Thotti and 1&1 for Velan Family. In Higher Secondary, it is 0&0 for Chakkiliyan caste, 2&4 for Cheruman, 0&5 for Kanakkan, 1&3 for Kavara, 0&1 for Mannan, 6&5 for Nayadi, 2&4 for Panan, Pulayan by 7&4, and Paravan, Thotti & Velan having 0&0.

In Graduation, it is 0&0 for Chakkiliyan family. 8&5 for Cheruman, 1&0 for Kanakkan, 1&0 for Kavara, 0&0 for Mannan, 3&2 for Nayadi, 2&4 for Panan, 0&0 for Paravan, 7&10 for Pulayan and 0&0 for both Thotti and Velan family. In Post-Graduation, the caste like Chakkiliyan, Cheruman, Kanakkan, Kavara, Mannan, Panan, Paravan, Thotti and Velan have 0 value. Only on Pulayan and Nayadi having a non-zero numbers like 2&1. In Female parents, it is 0 for Chakkiliyan, Kavara, Mannan, Paravan, Thotti, and Velan. In Cheruman, it is 4, in Kanakkan, it is 2, in Nayadi, it is 1, Panan by 3 and in Pulayan, it is 1. In PhD, only 1 from Panan and 1 from Pulayan can be seen on male parents' case. No such women parents' have PhD.

In the uneducated parents' the castes like Chakkiliyan and Pulayan shows 0, which means that no such uneducated persons can be seen in their family. In other caste, Cheruman by 3 male parents, Kanakkan by 9, Kavara by 3, Mannan by 11, Nayadi by 3, Panan by 4, Thotti by 1 and in Velan, it is 1. In Female parents' it is 7 for Cheruman, 11 for Kanakkan, 1 for Kavara, 3 for Mannan, 3 for Nayadi, 10 for Panan, 1 for Paravan, 2 for Thotti and 1 in Velan Cast.

**Table 5.17**

**Educational attainment versus subcaste (Siblings')**

Educational Qualification	Caste	Sib 1	Sib 2	Sib 3	Sib 4
LP	Chakkiliyan (N=15)	0	0	0	0
	Cheruman (N=36)	4 (11.1%)	3 (8.3%)	1 (2.8%)	0
	Kanakkan (N=40)	4 (10.0%)	2 (5.0%)	0	1 (2.5%)
	Kavara (N=14)	0	0	0	1 (7.1%)
	Mannan (N=26)	8 (30.8%)	1 (3.8%)	0	0
	Nayadi (N=31)	1 (3.2%)	1 (3.2%)	0	0
	Panan (N=56)	6 (10.7%)	3 (5.4%)	0	0
	Paravan (N=2)	0	0	0	0
	Pulayan (N=23)	0	1 (4.3%)	0	0
	Thotti (N=15)	0	1 (6.7%)	0	0
	Velan (N=2)	0	0	0	0
UP	Chakkiliyan (N=15)	6 (40.0%)	9 (60.0%)	0	0
	Cheruman (N=36)	6 (16.7%)	3 (8.3%)	0	0
	Kanakkan (N=40)	5 (12.5%)	4 (10.0%)	1 (2.5%)	0
	Kavara (N=14)	0	1 (7.1%)	0	0
	Mannan (N=26)	5 (19.2%)	4 (15.4%)	0	0
	Nayadi (N=31)	3 (9.7%)	3 (9.7%)	3 (9.7%)	1 (3.2%)
	Panan (N=56)	4 (7.1%)	3 (5.4%)	1 (1.8%)	0
	Paravan (N=2)	0	0	0	0
	Pulayan (N=23)	1 (4.3%)	0	1 (4.3%)	0
	Thotti (N=15)	2 (13.3%)	1 (6.7%)	1 (6.7%)	1 (6.7%)
	Velan (N=2)	0	0	0	0
High School	Chakkiliyan (N=15)	9 (60.0%)	3 (20.0%)	0	0
	Cheruman (N=36)	1 (2.8%)	1 (2.8%)	0	0
	Kanakkan (N=40)	5 (12.5%)	0	1 (2.5%)	0
	Kavara (N=14)	0	0	2	0

Educational Qualification	Caste	Sib 1	Sib 2	Sib 3	Sib 4
				(14.3%)	
	Mannan (N=26)	4 (15.4%)	3 (11.5%)	4 (15.4%)	0
	Nayadi (N=31)	3 (9.7%)	1 (3.2%)	0	0
	Panan (N=56)	5 (8.9%)	2 (3.6%)	2 (3.6%)	1 (1.8%)
	Paravan (N=2)	0	0	0	0
	Pulayan (N=23)	0	2 (8.7%)	0	0
	Thotti (N=15)	0	1 (6.7%)	0	0
	Velan (N=2)	0	0	0	0
SSLC	Chakkiliyan (N=15)	0	3 (20.0%)	0	0
	Cheruman (N=36)	2 (5.6%)	3 (8.3%)	1 (2.8%)	2 (5.6%)
	Kanakkan (N=40)	12 (30.0%)	9 (22.5%)	3 (7.5%)	0
	Kavara (N=14)	6 (42.9%)	5 (35.7%)	1 (7.1%)	0
	Mannan (N=26)	4 (15.4%)	3 (11.5%)	1 (3.8%)	0
	Nayadi (N=31)	7 (22.6%)	6 (19.4%)	4 (12.9%)	0
	Panan (N=56)	10 (17.9%)	10 (17.9%)	5 (8.9%)	0
	Paravan (N=2)	1 (50.0%)	0	0	0
	Pulayan (N=23)	0	1 (4.3%)	0	0
	Thotti (N=15)	7 (46.7%)	7 (46.7%)	0	0
	Velan (N=2)	1 (50.0%)	0	0	0
Higher Secondary	Chakkiliyan (N=15)	0	0	0	0
	Cheruman (N=36)	6 (16.7%)	6 (16.7%)	3 (8.3%)	0
	Kanakkan (N=40)	2 (5.0%)	3 (7.5%)	0	0
	Kavara (N=14)	5 (35.7%)	5 (35.7%)	2 (14.3%)	1 (7.1%)
	Mannan (N=26)	3 (11.5%)	3 (11.5%)	0	0
	Nayadi (N=31)	7 (22.6%)	8 (25.8%)	1 (3.2%)	1 (3.2%)
	Panan (N=56)	8 (14.3%)	8 (14.3%)	1 (1.8%)	5 (8.9%)
	Paravan (N=2)	0	1 (50.0%)	0	0
	Pulayan (N=23)	2 (8.7%)	2 (8.7%)	1 (4.3%)	0
	Thotti (N=15)	2 (13.3%)	2 (13.3%)	1 (6.7%)	0
	Velan (N=2)	0	0	0	0
Graduation	Chakkiliyan (N=15)	0	0	0	0
	Cheruman (N=36)	11 (30.6%)	4 (11.1%)	1 (2.8%)	0
	Kanakkan (N=40)	5 (12.5%)	2 (5.0%)	0	0
	Kavara (N=14)	2 (14.3%)	2 (14.3%)	0	0
	Mannan (N=26)	1 (3.8%)	0	2 (7.7%)	0

Educational Qualification	Caste	Sib 1	Sib 2	Sib 3	Sib 4
	Nayadi (N=31)	8 (25.8%)	5 (16.1%)	1 (3.2%)	0
	Panan (N=56)	5 (8.9%)	4 (7.1%)	5 (8.9%)	0
	Paravan (N=2)	1 (50.0%)	0	1 (50.0%)	0
	Pulayan (N=23)	17 (73.9%)	9 (39.1%)	0	0
	Thotti (N=15)	1 (6.7%)	0	0	0
	Velan (N=2)	1 (50.0%)	1 (50.0%)	0	0
Post-Graduation	Chakkiliyan (N=15)	0	0	0	0
	Cheruman (N=36)	1 (2.8%)	1 (2.8%)	0	0
	Kanakkan (N=40)	0	0	1 (2.5%)	0
	Kavara (N=14)	0	0	0	0
	Mannan (N=26)	0	1 (3.8%)	0	0
	Nayadi (N=31)	1 (3.2%)	1 (3.2%)	0	0
	Panan (N=56)	3 (5.4%)	4 (7.1%)	4 (7.1%)	0
	Paravan (N=2)	0	0	0	0
	Pulayan (N=23)	1 (4.3%)	4 (17.4%)	0	0
	Thotti (N=15)	0	0	0	0
	Velan (N=2)	0	0	0	0
Doctor of Philosophy	Chakkiliyan (N=15)	0	0	0	0
	Cheruman (N=36)	0	0	0	0
	Kanakkan (N=40)	0	0	0	0
	Kavara (N=14)	0	0	0	0
	Mannan (N=26)	0	0	0	0
	Nayadi (N=31)	0	0	0	0
	Panan (N=56)	1 (1.8%)	0	0	0
	Paravan (N=2)	0	0	0	0
	Pulayan (N=23)	0	0	0	0
	Thotti (N=15)	0	0	0	0
	Velan (N=2)	0	0	0	0
Uneducated	Chakkiliyan (N=15)	0	0	0	0
	Cheruman (N=36)	0	1 (2.8%)	0	0
	Kanakkan (N=40)	0	0	0	0
	Kavara (N=14)	0	0	0	0
	Mannan (N=26)	1 (3.8%)	1 (3.8%)	0	0
	Nayadi (N=31)	0	0	0	0
	Panan (N=56)	0	0	0	0
	Paravan (N=2)	0	0	0	0
	Pulayan (N=23)	0	0	0	0
	Thotti (N=15)	0	0	0	0
	Velan (N=2)	0	0	0	0

Source: Primary data

The educational attainment of children represents a vibrant part in any society, because they are going to be the policy makers or catalyst for the future development of the society. Here also considers a lot of variables starting from Lower Primary to Doctoral Degree. And here the caste wise count can also be available. For explaining the same, an assumption needs to be considered, that is as far as the family's strength in children's case is concerned, it is assumed that the maximum number of children are four. Among these, an overall count is taken into account in every subcaste. By considering LP as an education qualification, about 8 persons from Cheruman family having the same. It is 7 in Kanakkan community, it is 1 in Kavara, 9 in Mannan, 2 in Nayadi, 9 in Panan and Pulayan & Thotti having 1. In UP education, about 15 persons from Chakkiliyan family belonging to this category. In Cheruman, it is 9. In Kanakkan, it is 10, Kavara by 1, Mannan by 9, Nayadi by 10, Panan by 8, Pulayan by 2, Thotti by 5 and Velan & Paravan having None.

In high school education holding population, the proportion of Chakkiliyan by 12, Cheruman by 2, Kanakkan by 6, Kavara by 2, Mannan by 11, Nayadi by 4, Panan by 10, Pulayan by 2 and Thotti by 1. In SSLC it is 3 in Chakkiliyan, 8 in Cheruman, 24 in Kanakkan, 12 in Kavara, 8 in Mannan, 17 in Nayadi, 25 in Panan, 1 in Paravan, 14 in Thotti and Velan by 1 represents the same. In Higher Secondary 15 from Cheruman community, 5 from Kanakkan community, 13 from Kavara community, 6 from Mannan community, 17 from Nayadi, 22 from Panan, 1 from Paravan, 5 from Pulayan and 5 from Thotti had such qualifications.

In Graduation, 16 from Cheruman are graduates, 7 from Kanakkan are graduates, 4 from Kavara, 3 from Mannan, 14 from Nayadi, 14 from Panan, 2 from Paravan, 26 from Pulayan, 1 from Thotti, and 2 from Velan community are graduates. In Post-graduation, 2 from Cheruman, 1 from Kanakkan, 1 from Mannan, 2 from Nayadi, 11 from Panan, 5 from Pulayan are post-Graduates, the rest of the community's representation are poor. In Doctoral Degree, only a single one from the children community are qualified. In Uneducated stream, 1 from Cheruman, 2 from Mannan are uneducated. From this we can say that, as we are moving towards the higher education, the participation from the part of Scheduled Caste community is falling down.

**Table 5.18****First Degree holder of the family**

First degree holder	Count (Percentage)
Father	25 (9.6%)
Mother	11 (4.2%)
Father and Mother	1 (0.4%)
Sibling 1 Female	21 (8.1%)
Sibling 1 Male	12 (4.6%)
Sibling 2 Female	6 (2.3%)
Sibling 2 Male	3 (1.2%)
Sibling 3 Female	9 (3.5%)
None	172 (66.2%)

**Source: Primary data**

Educational status of parents and grandparents plays a vital role the educational attainment of their children. Thereby this section deals with the finding out process of first-Degree holder of the family. Here both paternal and Maternal sides were considered. And it says that No such family's grand-parents got completed their education to get a Degree. And this table says that, the male parent was the first to hold such Degree by a percentage of 9.6. In Female Parent, it is 4.2%, Both the parents represent 0.4%, First female child is constituted by 8.1%, first Male child by 4.6, Second female child by a percentage of 2.3, second male by 1.2%, Third female child by 3.5%, and about 66.2 percentage family having no such first-degree holder. It shows that, the higher education attainment is pathetic in Scheduled caste community.

**Table 5.19****Highest Degree Holder of the family**

Highest degree holder	Count (Percentage)
Father	6 (2.3%)
Mother	14 (5.3%)
Father and Mother	8 (3.0%)
Sibling 1 Female	19 (7.3%)
Sibling 1 Male	9 (3.5%)
Sibling 2 Female	11 (4.2%)
Sibling 2 Male	3 (1.2%)
Sibling 3 Female	9 (3.5%)
Sibling 1 & 2	1 (0.4%)
Sibling 2 Male & Sibling 3 Female	1 (0.4%)
Father & Sibling 1 Female	1 (0.4%)
Father, Sibling 1 Female & Sibling 2 Female	1 (0.4%)
All Members	4 (1.5%)
All Siblings	1 (0.4%)
None	172 (66.2%)

**Source: Primary Data**

By considering the highest Degree holder of the family, the table shows that, father is the highest degree holder ( 2.3%), Mother by 5.3%, both by 3%, first female child by 7.3, first male child by 3.5%, second female child by 4.2%, second male by 1.2%, third female by 3.5%, second child male and third child female by 0.4%, father and first female child by 0.4%, father, first female and second female child by 0.4%, all members by 1.5%, all children by 0.4%, and 66.2% represents no such higher degree holder.



**Table 5.20****Overall Education of the Population**

Educational Qualification	Count (Percentage)
LP	136 (14.0%)
UP	180 (18.5%)
High School	111 (11.4%)
SSLC	163 (16.8%)
Higher Secondary	133 (13.7%)
Graduation	132 (13.6%)
Post-Graduation	36 (3.7%)
Doctor of Philosophy	3 (0.3%)
Uneducated	77 (7.9%)

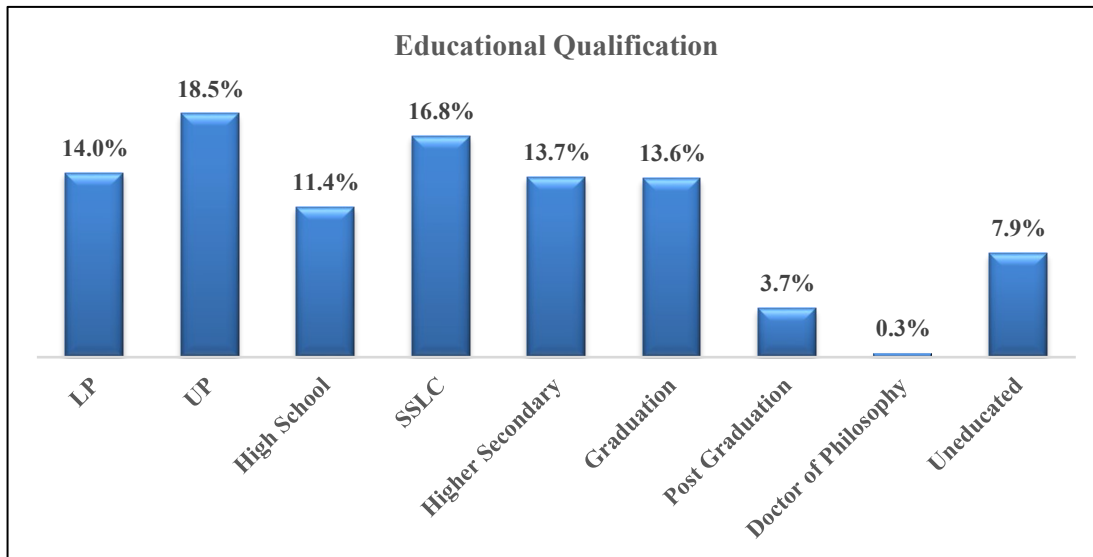
**Source: Primary data**

Percentages are obtained by dividing the values with 971.

The educational attainment of the population considered as an indicator of that society's improvement. Here a briefing of the educational attainment of the sampling is represented in the above table. It shows that, out of 971 people in that locality, about 136 (14%) having an education qualification of Lower Primary. About 180 (18.5) having Upper Primary education, 111 (11.4%) having High School education, 163 (16.8%) having SSLC, 133 (13.7) having Higher secondary education, 132 (13.6%) having graduation, 36(3.7%) having Post-graduation, and 3 (0.3%) having Doctor of Philosophy. Along with that, about 7.9% of the scheduled caste population are uneducated. And here a notifying feature is that, as the education move upward, the count of population on that educational attainment are falling down. From this it is clear that the lion share was grabbed by Upper-Primary, then SSLC, third position by Lower Primary. From this it is clear that, the scheduled caste is educationally backward.

**Graph 5.20 (a)**

**Overall Education of the population**



**Source: Primary Data**

**Table 5.21**

**Computer Knowledge**

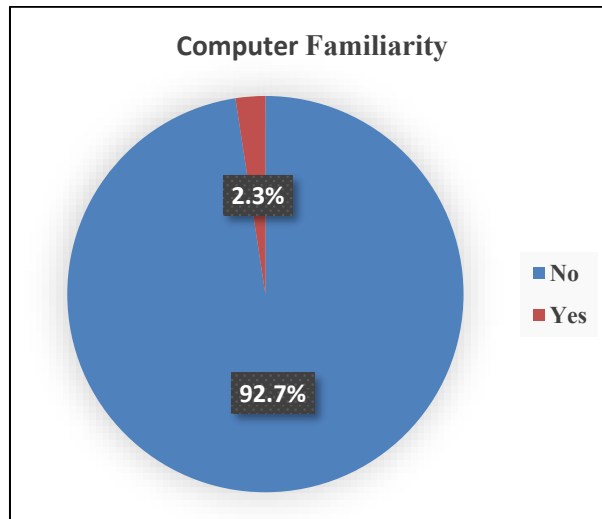
Computer Familiarity	Count (Percentage)
No	128 (49.2%)
Yes	132 (50.8%)

**Source: Primary data**

Other details influencing the productivity of Scheduled caste includes computer familiarity, extent of professional and technical education. Considering the same specifically computer familiarity, about 128 out of 260 houses having certain knowledge regarding the computer. But about 132 are still behind the category of non-familiar by the computer. This can be realized from the following figure clearly.

**Graph 5.21 (a)**

**Computer Familiarity**



**Source: Primary data**

**Table 5.22**

**Technical and Professional Education Details**

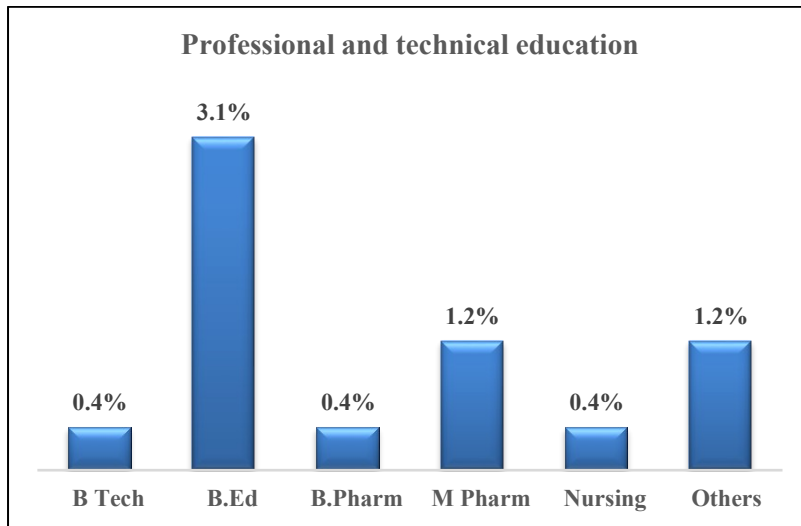
Professional and technical education	Count (Percentage)
B Tech	1 (0.4%)
B.Ed.	8 (3.1%)
B. Pharm	1 (0.4%)
M Pharm	3 (1.2%)
Nursing	1 (0.4%)
Others	3 (1.2%)

**Source: Primary data**

Regarding the professional and technical education, we say that only a few of the families sent their children to attain the same. About 1 family's child went to grab a B.Tech course. About 8 have a B.Ed. Degree, 1 has a B. Pharm, 3 have an M. Pharm, 1 has Nursing and about 3 families fall into the category of others. Graphical representation is as follows:

**Graph 5.22 (a)**

**Technical and Professional Education Details**



**Source: Primary data.**

**Table 5.23**

**Knowledge regarding Constitutional Provisions**

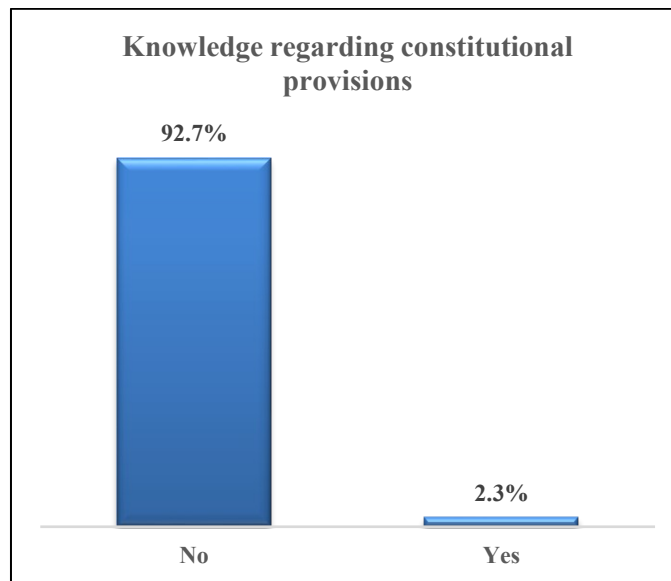
Knowledge regarding constitutional provisions	Count (Percentage)
No	197 (75.8%)
Yes	63 (24.2%)

**Source: Primary Data**

Generally, the Scheduled caste are falling into the marginalized section of the society, to a large extent their knowledge regarding the constitutional provisions to avoid untouchability and various sections protecting the rights of scheduled caste are less. So here only about 63 families said that they were familiar with the provisions in our constitutions, and about 197 were still falling into the opposite side. This is mainly because of their lower educational attainment. The following represents the graphical explanations.

**Graph 5.23 (a)**

**Knowledge Regarding the Constitutional Provisions by the family**



**Source: Primary Data**

**Table 5.24**

**Free Computer availed from the Government**

Free computer	Count (Percentage)
No	236 (90.8%)
Yes	7 (2.7%)
NA	17 (6.5%)

**Source: Primary Data**

Since they were backward in every respect, the government is trying to improve their educational status by providing a lot of services, it includes free computer and study room grants, considering the same only countable families got such services. In the case of free computer, only 7 households availed the same, 197 households have said that, they didn't receive the computer from the government, and about 17 households said that such provision is not applicable to them. Graphical representation is the following.

**Graph 5.24 (a)**

**Computer availed from the Government**



**Source: Primary Data**

**Table 5.25**

**Study Room Grant**

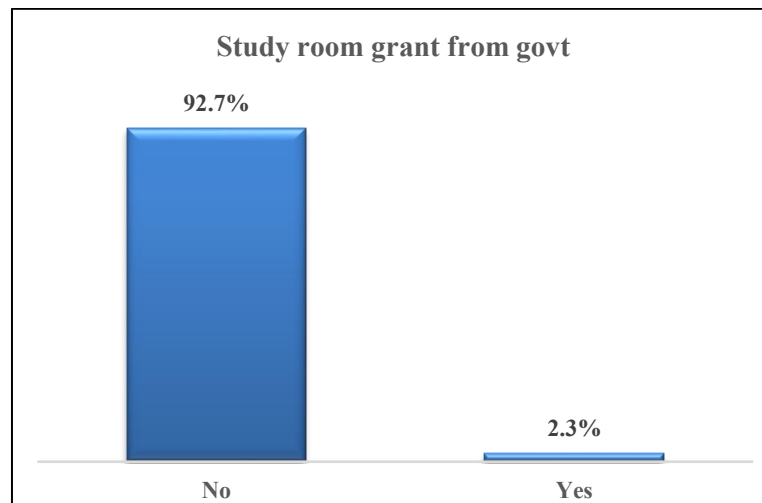
Study room grant from govt	Count (Percentage)
No	241 (92.7%)
Yes	6 (2.3%)
NA	13 (5.0%)

**Source: Primary data**

Study room grant were availed only 6 respondents, 241 households said that, they didn't receive this too and for 13 households, it is not applicable. This can be explained by the following graphs too.

**Graph 5.25 (a)**

**Study room grant**



**Source: Primary Data**

**Table 5.26**

**Services available from the educational institutions by the students**

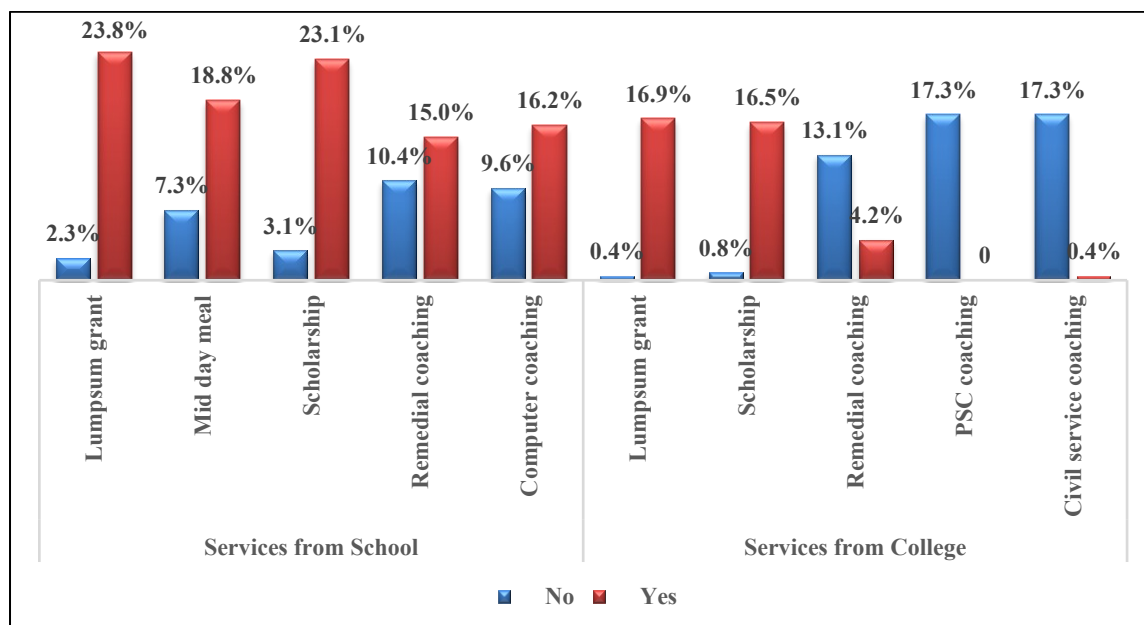
Services		Categories		
		No	Yes	NA
Services from School	Lumpsum grant	6 (2.3%)	62 (23.8%)	192 (73.8%)
	Mid-day meal	19 (7.3%)	49 (18.8%)	192 (73.8%)
	Scholarship	8 (3.1%)	60 (23.1%)	192 (73.8%)
	Remedial coaching	27 (10.4%)	39 (15.0%)	194 (74.6%)
	Computer coaching	25 (9.6%)	42 (16.2%)	193 (74.2%)
Services from College	Lumpsum grant	1 (0.4%)	44 (16.9%)	215 (82.7%)
	Scholarship	2 (0.8%)	43 (16.5%)	215 (82.7%)
	Remedial coaching	34 (13.1%)	11 (4.2%)	215 (82.7%)
	PSC coaching	45 (17.3%)	0	215 (82.7%)
	Civil service coaching	45 (17.3%)	1 (0.4%)	214 (82.3%)

**Source: Primary data**

Other efforts which are considered to be more important to support the scheduled caste are includes lump-sum grant, mid-day meal, scholarship, remedial coaching and computer coaching at the school level, and at college, it includes lumpsum grant, scholarship, remedial coaching, psc coaching, civil service coaching...etc. Regarding lump-sum grant, this is available both at schools and colleges, major shares of the studying groups were able to receive the lump-sum grants, in the case of scholarship, about 23.1% at the school level receiving the same, and it is 16.5% at the college. About 39 households' children were received the remedial coaching at the school level and it is 4.2% at the college level. Regarding computer coaching, Only 16.2% of the studying category received such services. At the college level other two services are also available in the form of PSC coaching and Civil Service coaching. Because their participation and successfulness in the same fields are lesser, thereby the government promote the implementation of the same in every area, but the pathetic thing is that, no such family's child got such coaching and in the case of Civil Service coaching, only a single household availed the same. The graphical representation regarding the services available from the educational institutions are the following.

**Graph 5.26 (a)**

**Services available from the educational institutions by the students**



**Source: Primary Data**



**Table. 5.27**  
**Risk factor identification of Education Attainment**

Factors	Category	Uneducated	Educated	P value	OR (95% CI)
Family status	BPL	460 (47.4%)	335 (34.5%)	0.634 4	0.74 (0.27, 2.04)
	APL	34 (3.5%)	68 (7.0%)		0.61 (0.21, 1.76)
	General (ref)	10 (1.0%)	64 (6.6%)		
Family income	<10000	372 (38.3%)	183 (18.8%)	0.001 8*	0.75 (0.22, 2.58)
	10000- 25000	110 (11.3%)	205 (21.1%)		1.48 (0.43, 5.07)
	25000- 50000	15 (1.5%)	50 (5.1%)		1.39 (0.39, 4.98)
	>50000 (ref)	7 (0.7%)	29 (3.0%)		
Nearby educational institution	No	225 (23.2%)	176 (18.1%)	0.346 5	0.86 (0.63, 1.17)
	Yes (ref)	279 (28.7%)	291 (30.0%)		
Area	Rural	490 (50.5%)	346 (35.6%)	0.001 5*	0.32 (0.16, 0.65)
	Urban (ref)	14 (1.4%)	121 (12.5%)		
Job motivation	No	82 (8.4%)	235 (24.2%)	0.072 4	1.45 (0.97, 2.16)
	Yes (ref)	422 (43.5%)	232 (23.9%)		
Education loan	No	504 (51.9%)	463 (47.7%)	0.984 2	NE
	Yes (ref)	0	4 (0.4%)		
Privatization affects the education attainment	No	363 (37.4%)	412 (42.4%)	0.006 7*	1.69 (1.16, 2.47)
	Yes (ref)	141 (14.5%)	55 (5.7%)		
Family backward or forward educationally	Backward	419 (43.2%)	184 (18.9%)	<.000 1*	0.32 (0.21, 0.48)
	Forward (ref)	85 (8.8%)	283 (29.1%)		

**Source: Primary Data**

Footnote: \* indicates statistically significant result. NE = Non-estimable, ref = Reference category, OR = Odds ratio.

P value and Odds ratios are obtained from Logistic regression.

This table explains the risk factor identification of scheduled castes educational attainment. A lot of variables influence the educational attainment. It includes, family status, family income, Education loan, Job motivation, area, privatization of education and available nearby educational institutions. Any P value which is less

than 0.05 is considered as statistically significant. In this analysis, the p- value indicates that whether any factor is statistically significant to predict the educational attainment. For example, Family income the p-value is 0.0018, which is less than 0.05. And it means that the family income is a significant factor for predicting the educational attainment.

An Odds Ratio (OR) is a measure of association between a certain property A and a second property B in a population. Specifically, it tells how the presence or absence of an event influence the presence or absence of another event. In this analysis, the odds of being educated versus uneducated in each factor levels. For example, for the factor Area, we have got an odds ratio of 0.32 in rural with respect to urban area. Which means that the odds of being educated in rural area is lower as compared to urban.

**Table 5.28**

**Relationship between Family Income and Educational Attainment**

Family Income	Education Attainment		Chi-Square	P value
	Uneducated	Educated		
<10000	372 (67.0%)	183 (33.0%)	124.07	<0.0001
10000-25000	110 (34.9%)	205 (65.1%)		
25000-50000	15 (23.1%)	50 (76.9%)		
>50000	7 (19.4%)	29 (80.6%)		

**Source: Primary Data**

This table explains the relationship between the family income and educational attainment of the Scheduled Caste people. A higher P value indicates there is a strong correlation between family income and educational attainment.

**Table 5.29**

**Relationship between Area and Educational attainment**

Family Area	Education Attainment		Chi-Square	P value
	Uneducated	Educated		
Rural	490 (58.6%)	346 (41.4%)	108.35	<0.0001
Urban	14 (10.4%)	121 (89.6%)		

**Source: Primary Data**

Here the relationship between the area in which the people lives and the educational attainment can be realized. Here the value is significant, implies a greater degree of relationship.

**Table.5.30**

**Employment details**

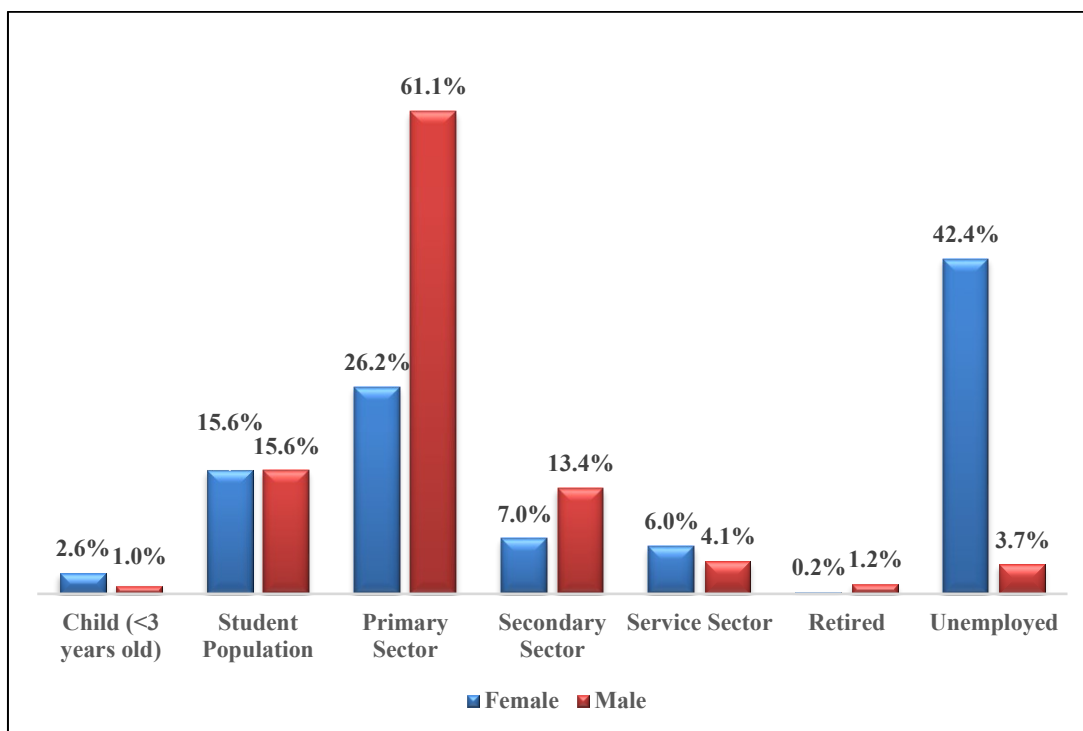
Job Sector	Female (N=469)	Male (N=514)	Total (N=983)
Child (<3 years old)	12 (2.6%)	5 (1.0%)	17 (1.7%)
Student Population	73 (15.6%)	80 (15.6%)	153 (15.6%)
Primary Sector	123 (26.2%)	314 (61.1%)	437 (44.5%)
Secondary Sector	33 (7.0%)	69 (13.4%)	102 (10.4%)
Service Sector	28 (6.0%)	21 (4.1%)	49 (5.0%)
Retired	1 (0.2%)	6 (1.2%)	7 (0.7%)
Unemployed	199 (42.4%)	19 (3.7%)	218 (22.2%)

**Source: Primary data**

The employment status of a particular society represents the extent to which human capital has been formed. The total population consisted with 983 people, out of which 469 are female and 514 are male. About 17 belongs to the child below 3 years, 153 belongs to the student category. The total population engaged in primary sector are 437, out of which 61.1% (314) are male and 26.2% (123) are female. The lion share was comprised with this primary sector. In the case of secondary sector, about 102 were engaged, out of which 13.4% (69) are male and 7.0% (33) are female. In service sector, the shares are 5% (49), out of which 28 (6.0%) are female and 4.1% (21) are male. The overall participation of male is greater in primary and secondary sector, but, in service sector, female participation is greater. This table also represents the unemployment status too. About 22.2% are unemployed, it comes about 218 in numbers. Out of which 199 (42.4%) are female and 19 (3.7%) are male. The unemployment rate is greater for the scheduled caste women. In that total population, about 7 are retired from various jobs, 1 female and 6 males. It can be represented by the following graph.

**Graph 5.30(a)**

**Employment Details**



**Source: Primary Data**

**Table 5.31**

**Unemployment Details**

Category	Count (Percentage)
Unemployed Male	19 (3.7%)
Unemployed Female	199 (42.4%)

**Source: Primary data**

Percentages are calculated separately for male and females, for males, the total male population is 514, and for female, it is 469. And from the table it is clear that the unemployed scheduled caste is greater in female gender. About 199 females are considered to be unemployed and about 19 males are unemployed.

**Table 5.32**

**Educated Unemployment**

Educated Unemployment	Count and Percentage
Male	4 (0.8%)
Female	95 (20.3%)

**Source: Primary data**

This table reveals the unemployment status of the scheduled caste population in the sample area. Here about 4 males approximately 0.8% are considered to be educationally unemployed, and in female category it is 95, that is about 20.3% are educationally unemployed. This also shows the educated unemployment in female category is greater than Male.

**Table 5.33**

**Number of Languages Known to the family**

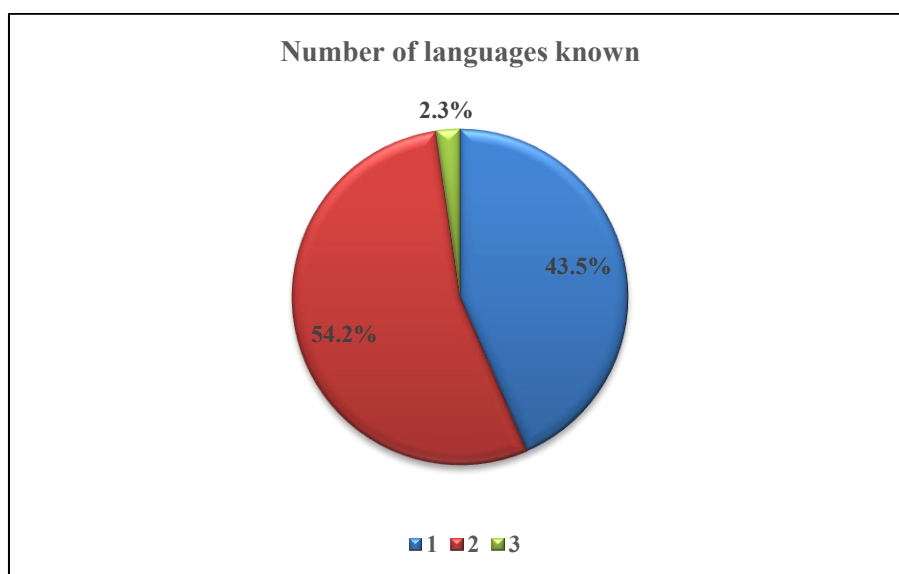
Number of languages known	Count (Percentage)
1	113 (43.5%)
2	141 (54.2%)
3	6 (2.3%)

**Source: Primary Data**

Regarding the number of knowledges to the family members are taken into account in this table, and it says that about 113 households out of 260 are familiar only by a single language, about 141 by 2 languages and about 6 households are familiar by 3 languages. Number of knowledges known by the family doesn't mean that, all the members have the knowledge about that languages. At least one member who knows more than one language taken into the category of 2 and 3. Number of knowledges known to the family do not have any relationship with the educational attainment too, some families do and others don't have. Graphical representation of the same is following.

**Graph 5.33(a)**

**Number of Languages known to the family**



**Source: Primary Data**

**Table 5.34**

**Employment Details Parents**

Job Sector	Father	Mother
Student Population	0	2 (0.8%)
Primary Sector	169 (65.0%)	103 (39.6%)
Secondary Sector	37 (14.2%)	14 (5.4%)
Service Sector	15 (5.8%)	12 (4.6%)
Retired	6 (2.3%)	1 (0.4%)
Unemployed	13 (5.0%)	124 (47.7%)
NA	20 (7.7%)	4 (1.5%)

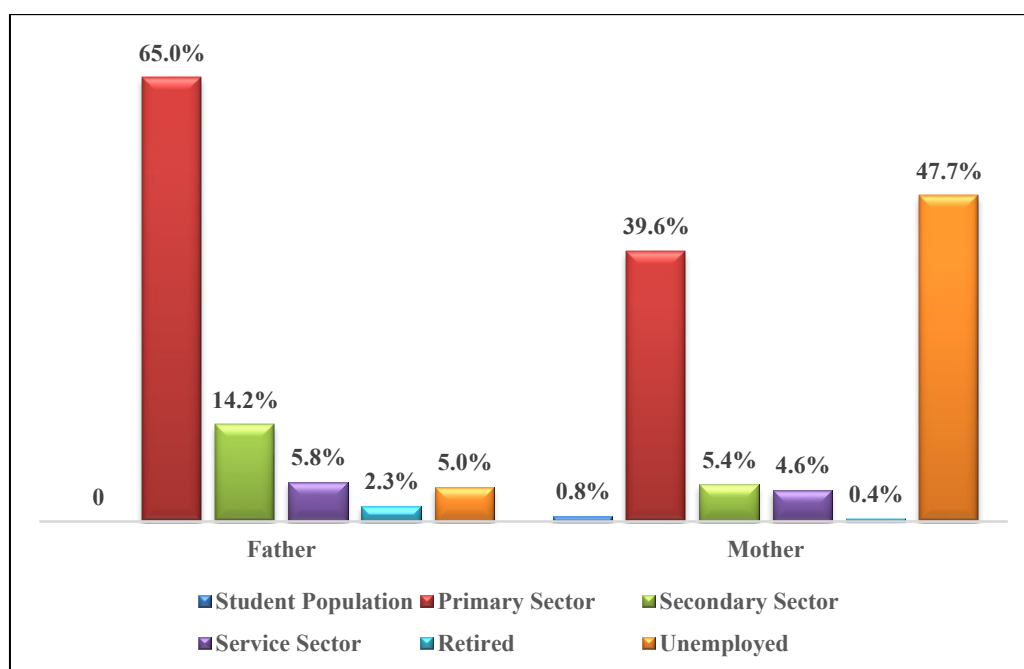
**Source: Primary Data**

This table represents the employment status of Scheduled caste parents in the study area. The job status of a person depends on the education qualification. Generally, a highly educated person may like to work in the Tertiary or sector service sector, then only their preference biased to industrial sector followed by primary sector. But in some circumstances, they may be forced to work in opposite direction, and some may be ended up in unemployed status too. This table represents the extension by which

the human capital formation is taking place in different sector. From this, it is clear that the participation in different sectors is in opposite of their preference; about 65% of the male parents were finding their livelihood by ended up by engaged in primary sector, this one is completely on agriculture and allied activities. In female parents, it is 39.6%. In secondary or industrial sector, the percentage of male parents engaged in the same are 14.2% and it is 5.4% in female parents. When we consider the service sector, it is 5.8% by the male parent and it is 4.6% by the female parents. Other details in some way have an influence on the job status and the improvement in the society are the unemployed persons percentage. It is 5% in Male parent and 47.7% in female parent. In some family, it is not applicable in the sense that, the family does not have such male and female parent head. It is, 7.7% in male parent and it is 1.5% in female head. Along with that a portion is goes to the student population, it is 0.8% in female parent and it is 0% in male parents.

**Graph 5.34(a)**

**Employment Details of Parents**



**Source: Primary data**

**Table 5.35**

**Employment Details of Siblings**

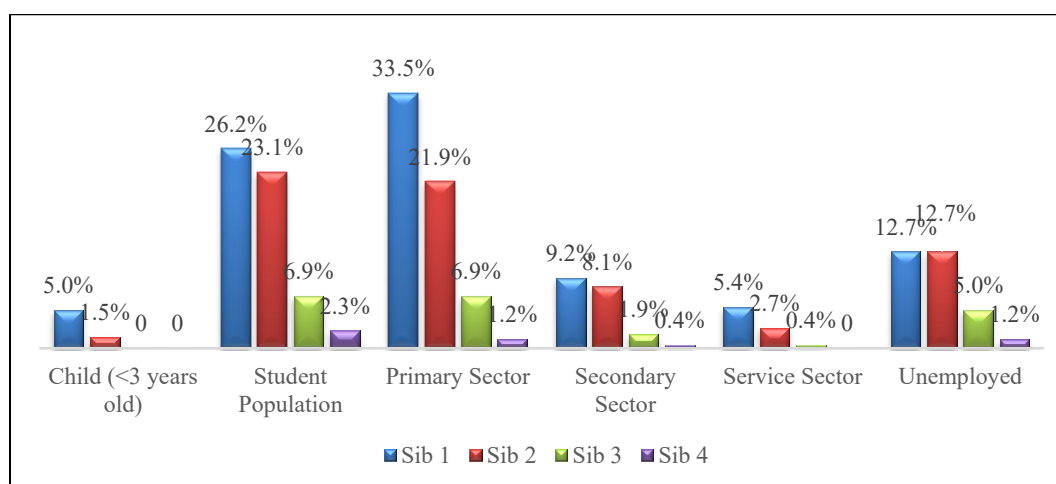
Job Sector	Sib 1	Sib 2	Sib 3	Sib 4
Child (<3 years old)	13 (5.0%)	4 (1.5%)	0	0
Student Population	68 (26.2%)	60 (23.1%)	18 (6.9%)	6 (2.3%)
Primary Sector	87 (33.5%)	57 (21.9%)	18 (6.9%)	3 (1.2%)
Secondary Sector	24 (9.2%)	21 (8.1%)	5 (1.9%)	1 (0.4%)
Service Sector	14 (5.4%)	7 (2.7%)	1 (0.4%)	0
Unemployed	33 (12.7%)	33 (12.7%)	13 (5.0%)	3 (1.2%)
NA	21 (8.1%)	78 (30.0%)	205 (78.8%)	247 (95.0%)

**Source: Primary data**

This table represents the employment status of the children of the families. The total number of children fall into the category of primary sector are 165, in secondary sector it is 51. In service sector it is 22. Total unemployed persons in this category are 82. And it is not applicable to some families, which means such family does not have a child.

**Graph 5.35 (a)**

**Employment Details of Siblings**



**Source: Primary data**



**Table 5.36****Education versus employment (Parents)**

Job Sector	Educational qualification	Father	Mother
Student Population	Post-Graduation	0	2 (100.0%)
Primary Sector	LP	34 (20.1%)	39 (37.9%)
	UP	46 (27.2%)	28 (27.2%)
	High School	34 (20.1%)	5 (4.9%)
	SSLC	15 (8.9%)	8 (7.8%)
	Higher Secondary	4 (2.4%)	5 (4.9%)
	Graduation	6 (3.6%)	0
	Post-Graduation	0	1 (1.0%)
	Doctor of Philosophy	0	0
	Uneducated	30 (17.8%)	17 (16.5%)
Secondary Sector	LP	1 (2.7%)	0
	UP	2 (5.4%)	0
	High School	9 (24.3%)	0
	SSLC	4 (10.8%)	5 (35.7%)
	Higher Secondary	11 (29.7%)	4 (28.6%)
	Graduation	9 (24.3%)	5 (35.7%)
	Post-Graduation	1 (2.7%)	0
	Doctor of Philosophy	0	0
	Uneducated	0	0
Service Sector	LP	2 (13.3%)	0
	UP	0	1 (8.3%)
	High School	1 (6.7%)	0
	SSLC	1 (6.7%)	2 (16.7%)
	Higher Secondary	2 (13.3%)	1 (8.3%)
	Graduation	6 (40.0%)	8 (66.7%)
	Post-Graduation	2 (13.3%)	0
	Doctor of Philosophy	1 (6.7%)	0
	Uneducated	0	0

Job Sector	Educational qualification	Father	Mother
Retired	LP	0	0
	UP	0	0
	High School	0	0
	SSLC	3 (50.0%)	0
	Higher Secondary	1 (16.7%)	1 (100.0%)
	Graduation	1 (16.7%)	0
	Post-Graduation	0	0
	Doctor of Philosophy	1 (16.7%)	0
	Uneducated	0	0
Unemployed	LP	3 (23.1%)	19 (15.3%)
	UP	5 (38.5%)	29 (23.4%)
	High School	0	12 (9.7%)
	SSLC	0	11 (8.9%)
	Higher Secondary	0	15 (12.1%)
	Graduation	0	8 (6.5%)
	Post-Graduation	0	8 (6.5%)
	Doctor of Philosophy	0	0
	Uneducated	5 (38.5%)	22 (17.7%)

**Source: Primary data**

Education is considered as an indicator or pre-requisite to have a better employment status. Here the table shows the education qualifications of parents and their employment in different sectors shown simultaneously. In parent population, about 2 female parents belonging to the category of student population. The primary sector shows the agriculture and allied activities. In Primary sector, about 20.1% of the male parents having an education of LP, it is 37.9% in the case of female parents. By considering UP as an education qualification, about 27.2% of the male parents and 27.2% of the female parents belonging to this category. High school qualified parents belonging to this sector are 20.1% for male and 4.9% for female. In SSLC holding population belongs to this sector are, 8.9% for male and 7.8% for female. Higher secondary qualified persons belonging to this category are 2.4% for male and 4.9% for female. Considering graduates working in this sector are only 6 male parents. In

post-graduates, only 1 female parent working in primary sector. Regarding uneducated population, about 30 males and 17 females working in this sector.

In Secondary Sector, the sector otherwise known as industrial or manufacturing sector, the qualification wise participation is the following. Only 1 male parent having LP working in this sector, 2 male parents having UP also working in this sector, 9 male parents having High school education belonging to this sector. The female parents having these qualifications working in this sector is Zero. By considering SSLC as a qualification, about 4 male parents and 5 female parents working in this sector. By Higher Secondary as a qualification, about 11 male parents and 4 female parents working in this sector. About 9 male graduates and 5 female graduates are working in this sector. In the case post graduates, only 1 female parent is working here and no such PhD and Uneducated persons are working in this sector.

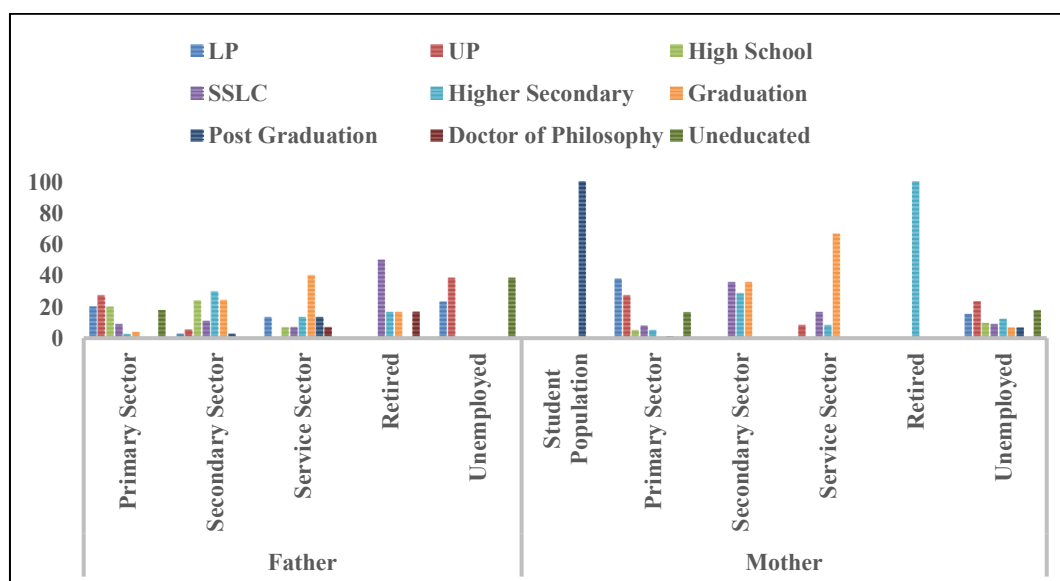
In Service sector, about 2 male parents having LP working in this sector. 1 female with UP also working in this sector. 1 male parent having High School education, 1 male parent having SSLC and 2 female parents having SSLC also working here. In Higher Secondary qualified persons, 2 male and 1 female parent are working in this sector. About 6 males graduated and 8 female graduates are also working in this sector. And 1 male post graduate and 1 male PhD holder also working in this sector.

In retired hand section, 3 male retired persons from various services are holding a qualification of SSLC. 1 male and 1 female retired hand's having a qualification of Higher Secondary Education. 1 retired male person having graduation and 1 male PhD holder also a retired personality.

In unemployed category, 3 male parents are LP educated, 5 male parents are UP educated and 5 uneducated male parents are unemployed. In female parents, 19 having LP, 29 having UP, 12 having High School, 11 having SSLC, 15 having Higher Secondary, 8 having graduation, 8 having post-graduation and 22 uneducated are also belonging to the unemployed category. And from this, it is clear that the female unemployed persons are greater than male unemployed.

**Graph 5.36 (a)**

**Education versus employment(parents)**



Source: Primary data

**Table 5.37**

**Education versus Employment (Siblings)**

Job Sector	Educational qualification	Sib 1	Sib 2	Sib 3	Sib 4
Child (<3 years old)	LP	1 (7.7%)	0	0	0
	NA	12 (92.3%)	4 (100.0%)	0	0
Student Population	LP	10 (14.7%)	9 (15.0%)	1 (5.6%)	2 (33.3%)
	UP	9 (13.2%)	10 (16.7%)	5 (27.8%)	1 (16.7%)
	High School	4 (5.9%)	4 (6.7%)	3 (16.7%)	1 (16.7%)
	SSLC	4 (5.9%)	7 (11.7%)	3 (16.7%)	0
	Higher Secondary	10 (14.7%)	11 (18.3%)	3 (16.7%)	2 (33.3%)
	Graduation	29 (42.6%)	15 (25.0%)	3 (16.7%)	0
	PG	2 (2.9%)	4 (6.7%)	0	0
Primary Sector	LP	7 (8.0%)	2 (3.5%)	0	0
	UP	18 (20.7%)	10 (17.5%)	1 (5.6%)	0
	High School	19 (21.8%)	8 (14.0%)	6 (33.3%)	0
	SSLC	33 (37.9%)	21 (36.8%)	8 (44.4%)	2 (66.7%)

Job Sector	Educational qualification	Sib 1	Sib 2	Sib 3	Sib 4
	Higher Secondary	8 (9.2%)	13 (22.8%)	2 (11.1%)	1 (33.3%)
	Graduation	1 (1.1%)	1 (1.8%)	1 (5.6%)	0
	Uneducated	1 (1.1%)	2 (3.5%)	0	0
Secondary Sector	High School	0	1 (4.8%)	0	0
	SSLC	10 (41.7%)	7 (33.3%)	0	0
	Higher Secondary	7 (29.2%)	7 (33.3%)	3 (60.0%)	1 (100.0%)
	Graduation	6 (25.0%)	5 (23.8%)	1 (20.0%)	0
	PG	1 (4.2%)	1 (4.8%)	1 (20.0%)	0
Service Sector	Higher Secondary	4 (28.6%)	1 (14.3%)	0	0
	Graduation	8 (57.1%)	3 (42.9%)	0	0
	PG	1 (7.1%)	3 (42.9%)	1 (100.0%)	0
	PhD	1 (7.1%)	0	0	0
Unemployed	LP	5 (15.2%)	1 (3.0%)	0	0
	UP	5 (15.2%)	8 (24.2%)	1 (7.7%)	1 (33.3%)
	High School	4 (12.1%)	0	0	0
	SSLC	3 (9.1%)	12 (36.4%)	4 (30.8%)	0
	Higher Secondary	6 (18.2%)	6 (18.2%)	1 (7.7%)	2 (66.7%)
	Graduation	8 (24.2%)	3 (9.1%)	5 (38.5%)	0
	PG	2 (6.1%)	3 (9.1%)	2 (15.4%)	0

**Source: Primary Data**

The table shows the total children or the sibling population's education qualification along with their employment status in various sectors, namely primary, secondary and tertiary sector. By considering the total population having Lower Primary education engaged in Primary sector is 9. Total UP holding child population belonging to this sector is 29, about 33 having High School education, about 64 having SSLC, 24 having Higher Secondary, 3 having graduates and 3 uneducated persons too engaged in Primary sector jobs.

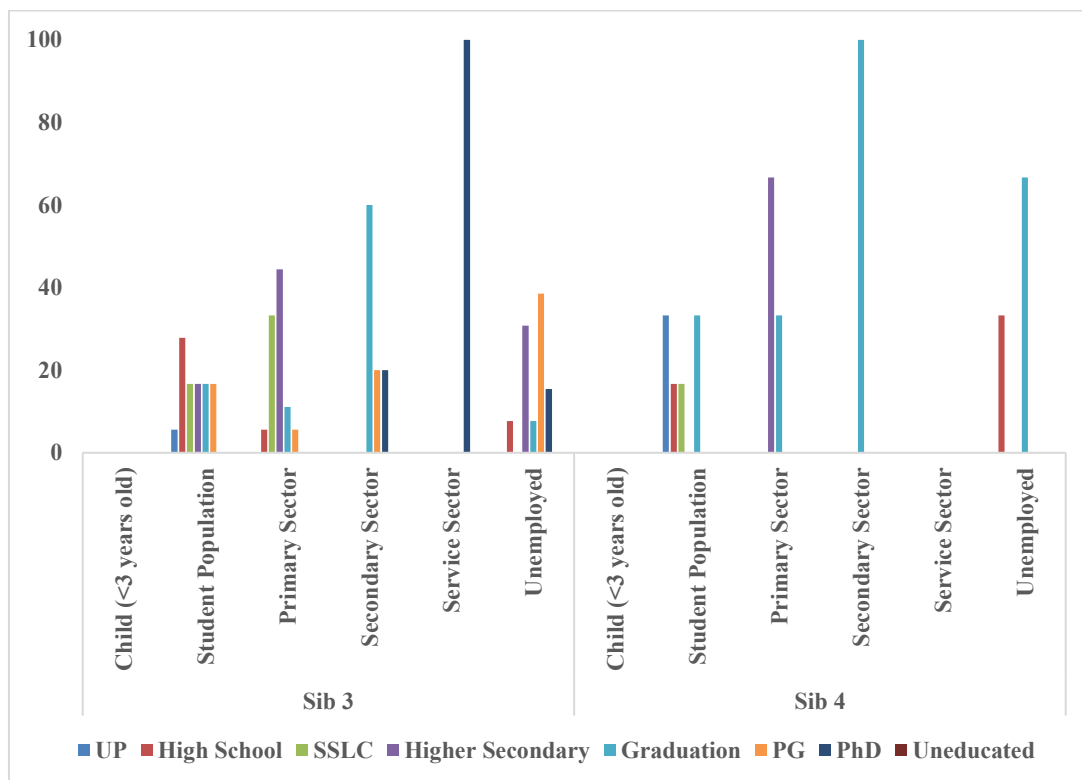
Regarding Secondary sector, the distribution is the following. 1 person having high school education, 17 having SSLC, 18 having Higher Secondary, 12 graduates and 3 post-graduates also working in this sector.

In Service Sector, about 5 persons having higher secondary education, 11 graduates, 5 post-graduates and 1 PhD holder are working in this sector. And considering the

unemployed population in this sibling's group, 6 LP holders, 15 UP holders, 4 high school educated persons, 19 SSLC holders, 15 Higher secondary holders, 16 graduates and 7 post graduates are also unemployed. From this analysis it is clear that, as we are moving from primary to secondary and from secondary to tertiary, the education level is increasing, but the educated persons count is falling throughout.

**Graph 5.37 (a)**

**Education versus employment (Siblings)**



**Source: Primary data**

**Findings from this Chapter:**

- The district Palakkad endowed by an SC population of 403833. Out of which, 206382 are females and 197451 are males. Thereby the sex ratio is 1045 females for 1000 males.
- Total number of Blocks under consideration are 13 in numbers; Alathur, Attappady, Chittur, Kollemkode, Kuzhalmannam, Malampuzha, Mannarkkad, Nemmara, Ottappalam, Palakkad, Pattambi, Srikrishnapuram and Thrithala.

- Considering the Socio-economic status of the Scheduled Caste in Palakkad, they are not that much better in every respect, especially in the case of shelter. That is majority of the households are built by using bricks and those houses were constructed under various schemes like EMS and IAY from government.
- About 20 households are still thatched in nature out of 260 households. And about 2 households are still lacking toilet facility.
- Regarding agricultural farm, only 6 households are having agricultural fields, and 2 families are having cattle rearing and poultry farming.
- In the study area, about 217 houses are still in the BPL category and only 25 & 18 are in APL and General category. Which means only the general category belonging households are having a government employee.
- Regarding Rural Urban classification, about 224 houses are in Rural area and only 36 houses are in Urban area.
- Major, SC subcaste under consideration are Chakkiliyan, Cheruman, Kanakkan, Kavara, Mannan, Nayadi, Panan, Pulayan, Thotti and Velan. And Panan Community followed by Kanakkan and Cheruman are greater in numbers and the least are Velan community.
- Majority of the houses are first generation in their educational attainment. That is about 186 households. And about 21 houses are not still having the achievement as first generation. That is, they are uneducated.
- By considering the parental education, that is male parent as well as female parent in BPL, APL, and General category, majority of the male parents' education attainment is UP in BPL category, in the case of female parents, it is LP. Along with that the uneducated parents too are nearby the count of majority.
- In APL family, graduation count is greater for the male parents.
- In General category also graduates are greater, but it is applicable to both male and female parents.
- In overall count, both LP and UP have the same rate and percentage.
- In children's educational attainment, the count from BPL houses is greater than APL and General category. And the concentration is greater in SSLC, this also is from BPL family. When we move upward to higher education, the count is falling continuously.
- Uneducated child is also greater in BPL family and which is zero in APL as well as General category.

- In parental education with area in which they reside, the parents in rural area has increasingly better educated than Urban area and rural women are increasingly better than rural men.
- By considering the child education with respect to area, rural people are better educated compared to urban area.
- Parental education is not related to the available nearby educational institutions.
- In the case of child population, there is a greater degree of relationship with available nearby educational institutions.
- The educational expenditure of the scheduled caste family is lesser both at the school and college level. The maximum values range between 0-3000 at school level, and 0-10000 at college level. But it doesn't mean that expenditure on education is lesser, but it was financed by the government. So, we can say that education is a public good.
- There is a strong relationship between the highest educational attainment and family income.
- Majority of the parents, obtained their educational attainment from governmental institution compared to Private and Aided. In the case of child populations too the education is attained from governmental institutions.
- The educational attainment of parents, in various sub caste shows that, most of the male parents in Kanakkan family holding LP. In female parents, it is Chakkiliyan and Kanakkan family.
- In High School education, Mannan male parent and Thotti female parent are greater.
- In SSLC, Panan male parents and Panan female parents are greater.
- In Higher Secondary, Nayadi community's male parents are greater. In female parents, both Nayadi and Kanakkan family shows such improvement.
- In graduation Cheruman male parents and Pulayan female parents are greater.
- In Post-graduation, the subcaste like Nayadi and Pulayan community having male parents' participation can be seen. In female parents, Cheruman community represents a greater share.
- At PhD level, only 1 Panan and Pulayan parents' participation can be seen.
- In uneducated category, Mannan male parents and Kanakkan female parents share is greater.



- In Child population LP holding people are greater in Panan and Mannan community.
- UP holding populations are greater in Chakkiliyan community.
- High School education is greater in Chakkiliyan families.
- In SSLC Panan community's share is greater.
- At Higher Secondary too, Panan community shows a better achievement.
- At graduation level, Pulayan community had a greater share.
- At Post-graduation level, Panan community's share is greater.
- Regarding PhD, only 1 from Panan community can be seen.
- Uneducated siblings are existing in Mannan community.
- Overall educational attainment is greater in Panan community.
- Regarding first Degree holder of the family, no such families have an answer like grandparents. Majority family's first-Degree holder is father itself. And about 172 houses have not any such Degree holder.
- In case of Highest Degree holder, mother's count is greater. And about 172 houses have not such highest Degree holder.
- Total educational attainment is greater at Upper Primary level followed by SSLC & LP.
- Regarding Computer literacy, about 128 households are illiterate.
- Regarding Professional and Technical qualifications, B.Ed. proportion is greater.
- About 197 families are not even knows about constitutional provisions reserved for themselves.
- The number of families got free computer from government is only 7.
- Study room grant by 6 households.
- The services availed by the scheduled caste students from school are; Lumpsum grant, Mid-day meal, Scholarship, Remedial coaching and Computer coaching.
- At college level, it is Lumpsum grant, Scholarship, Remedial coaching, PSC coaching and Civil Service coaching.
- Regarding the employment details, Primary sector contributed by 44.5% followed by Secondary 10.4% and Service Sector by 5%.
- Total count of unemployed persons is 218 (22.2%).
- Regarding educated unemployment, female count is greater than male count. That is about 95 by females and 4 by males.

- Number of languages known to the households are 3 in maximum, but majority households knows only 1 language.
- Regarding parental employment in different sectors, Primary sector stood by first by a count of 272, Secondary by 51 and Service Sector by 27. This can be seen in child populations also.
- Total Unemployed are 137.
- Regarding education and employment, the service sectors employees are highly educated. But in Primary and Secondary sector, even uneducated persons participations too can see. Even educated persons also were engaged in Primary sector. In the child populations category also follows this trend.
- Educated unemployed persons count is also greater in the sample population.

So, from the analysis, we can derive the conclusion that, the Scheduled castes are basically poor and backward in every respect' especially in education and employment. Because only a countable number of persons were able to have a higher income earning job. And these higher income earning jobs are held by highly qualified personalities. But some persons having a better education may participate in low paid job also. And in general, all the low paid scheduled caste persons are less qualified.

## **CHAPTER VI**

### **SUMMARY AND FINDINGS**

#### **Conclusion**

This chapter deals with the overall findings from the data analysis. It covers all the aspect of Scheduled caste in India, in Kerala and specifically Palakkad District. This district having a huge chunk of population and their achievements in the field of education and employment are poor. Regarding the educational attainment, most of the scheduled castes are UP holders. Even some of the samples are belonging to the uneducated category also. And considering the employment status, only 5% of the sample having a higher income earning jobs. And this percentage belonging to the service sector job. Majority of them belonging to the category of Primary sector job, which provides only subsistence wage.

#### **Major Findings from Review of Literature**

- Among the social groups, SC&ST have a lower degree of accessibility to higher education and the accessibility improves with the improvement in economic conditions.
- Remedial classes, counselling guidance have a greater impact on scheduled castes educational attainment.
- Growing privatization and narrowing the role of state reduced the educational attainment of scheduled caste.
- Lower educational attainment of scheduled caste depends on inadequate educational facility. Lack of motivation and poor socio economic status of the parents.
- There is no significant difference between the study habits and attitude of scheduled caste students with general category.
- Lower educational attainment of Scheduled Caste depends on lower income of the household, parental education, home environment and school environment.
- There is a strong correlation between the scheduled caste educational attainment and government activities like reservation.
- Proportion of income spend by the parents on the education of their son is greater than their daughter.

- Inadequate fund in the hands of government leaves the desired groups from the Right of children to free and compulsory education.
- Attainment of higher education is a major challenge faced by the policy makers.
- Considering the digital revolution especially in the creation of JSTOR & ITHAKA, the cost shared to the students are greater in Us and in India it happened rarely.
- Education enhance the human capabilities and promotes and all-round development.
- Education is growing issue due to privatization.
- Another finding is that the gender equality can be attained with the help of education.
- Student quality depends on the quality of the teaching faculties.
- Traditional and modern knowledge helps the backward sections to get modern job.
- Peoples wellbeing depends on knowledge society.
- First totally literate status of Kerala attainment is due to various literacy campaigns at various districts.
- Growing privatization made the higher education as a private good.
- In rural India, Right to Education Act fails to attain quality education to all children.
- Failure of RTE Act arises due to child labor, poor physical as well as academic infrastructure and low-quality education.
- Education helps to reduce population pressure.
- Important ingredient of development is education.
- Equal opportunity relates to free state-run education.
- Maintaining excellence in education and protecting the interests of minorities moves in opposite direction.
- Accessibility from the part of SC, ST and Muslim community are lesser in primary education.
- Inclusive education needs to be improved.
- Efforts from the part of Government and Schools & Colleges needs to be promoted for inquiry-oriented education.

- Achievement of Kerala in the fields of education related to the efforts taken by the government.
- Education problems of Scheduled Caste and Scheduled Tribes are Second generation in nature.
- Reformation in the fields of education by the government improves the educational attainment of Scheduled Caste and Scheduled Tribes.
- Professional Education benefitted the topper among the Scheduled caste and not the mass.
- Opportunities for higher education neglect the poor.
- Drop out of Scheduled Caste are greater in Arts and Science Colleges.
- In the fields of engineering education, the dropped-out students are relatively SC.
- Illiteracy reduce the educational attainment of ST.
- Participation from the part of Scheduled caste is lower in the fields of cultural programs and quiz programs. And none of the students got IIT admissions.
- No intervention from the part of government reduces the educational attainment of Dalit communities.
- Existence of uneducated persons reduce the educational attainment of Scheduled Caste.
- Educational deprivation of Scheduled Caste relates to the education qualification of the family head.
- Wastage of education is greater on ST Community.
- Social and Economic interests of SC & ST based on reservation.
- Education is vital for social uplift.
- Ignorance from the part of government can be seen in the fields of educational right.
- Providing better education is a remedy for inclusive education.
- Poor social as well as economic background hampered the growth of knowledge economy.
- Attainment of good qualities depends on education.
- Higher literacy rate influences the flow of capital (Foreign Capital).
- Poor hygiene and nutrition relate to illiteracy.
- Educational backwardness influences the living standards badly.

- National integration and equalization are possible only through education.
- Kerala model of development associated with educational attainment too.
- Good teachers create good students.
- Equal opportunity does not create equal intellectuals.
- Increased budgetary allocation enhance the quality of higher education.
- Dalits were facing humiliation even at their workplace too.
- Non accessibility of education is a major problem of migrant people.
- In the fields of education, Centre is merely a spectator.
- Reservation and performance of scheduled castes are positively related.
- Income variations in nations associated with human capital and physical capital.
- Investment on human capital depends on retirement and saving.
- Exclusion of Scheduled Caste children from Primary education is greater in India.
- Uneasiness associated with the frequent change in schools reduces the educational attainment.
- Education and human capital are inseparable.
- Productive capacity increases with the increase in investment on human capital.
- Educational attainment enhances the sustainable development.
- Acquiring education improves the possibility of getting forma employment.
- Religion and educational behaviour had a greater correlation.
- Rural Urban disparity in educational attainment is increasing.
- Income is an important determinant of education.
- Educational foundations enhance the human resource development.
- Literacy gap is greater in all states.
- Household background stimulates enrolment.
- Labor market participation depends on high school diploma.
- Participation of weaker section depends on innovative and sustained measures.
- Parental education significantly influences the educational attainment of students.
- Drop outs are correlated with caste, occupation and religion.

Poverty is the reason behind the lower educational attainment of the scheduled caste. Subsequent reasons are social discrimination, abuse from the teachers...etc.

**Findings related to the scheduled caste in India.**

- Regarding illiteracy in Scheduled caste especially person having an age greater than 25 belonging families is greater in Uttar Pradesh (1861644), followed by Bihar (1546262) and West Bengal (1360454). The least number of households having the same feature belonging to Arunachal Pradesh, Nagaland and Mizoram respectively. In the case of Union Territories, it is greater in Delhi.
- Next regarding the households which do not have any type of vehicle is greater in Uttar Pradesh, Tamilnadu and Punjab. In Union Territory it is Delhi as in the previous.
- Considering the households which do not have a government employee is greater in Uttar Pradesh, West Bengal and Tamilnadu. In Union Territory it is Delhi and in least is in Dadra & Nagar Haveli.
- By considering the salaried job, especially in various streams like Government, Public Sector and Private job, Uttar Pradesh, West Bengal and Tamilnadu having a greater number of Government job, in Public sector job, it is greater in Uttar Pradesh, West Bengal and Maharashtra. In Private sector job, it is greater in Uttar Pradesh, Tamilnadu and West Bengal. In Union Territory, all job is greater in Delhi itself.
- By having an income earned by the households greater than 10000 is greater in Uttar Pradesh, West Bengal and Maharashtra and in Union Territories it is greater in Delhi.

In short in every sense Uttar Pradesh stood First and in Union Territories case, Delhi Stood the first.

**Findings related to the scheduled caste in Kerala are:**

- Kerala having an Sc population of 30.39 lakhs as per 2011 census.
- Sex Ratio is 1057/945.
- Literacy rate is 88.7%

- Male literacy (92.64%) is greater than female literacy (85.07)
- Total Sc Population is greater in Palakkad District.
- Regarding asset holdings of the SC households, about 11.46% of the Kerala do not have any of such assets like, banking service, TV, 2-wheeler, 4-wheeler, Landline...etc.
- Drop-out rates are higher in Palakkad District compared to other districts in every stream like Government, Private aided and Private unaided.
- Pass percentage of SC students at Higher Secondary level is less than 70% in every year.
- Scheduled caste populations' participation is very minute in technical as well as poly technical institutions.
- Regarding the enrolment of SC students in Arts and Science colleges, SC pupils count is greater in BSc and least in B.Com.
- In case of Post-graduation, the first is MA in count and the least is M.Com.
- Number of educational institutions coming under SC department is lesser in Kerala, especially at higher educational level.
- Number of atrocities against the Scheduled Castes are increasingly higher in 2013-14, it is 127.2 lakhs, but by the latest, in 2018-19, it is 618.91 Lakhs.
- In job distribution, the number of SC, is greater in non Gazatted compared to Gazatted and Last grade.
- Regarding, main workers' distribution, main workers are 32.93%, male main workers are 47.03%, female main workers are 19.59%, cultivators to main workers 2.28%, agricultural labor to main workers 29.9%, main workers engaged in household industries are 2.07%, main workers engaged in other services are 65.75%, marginal workers 10.9% and work participation rate is 43.83%.
- Year wise SCP is increasing always, which means the financial burden is increasing for the government to uplift the SC.
- Regarding new houses for SC and land for them are also increasing.
- Government is incurring a lot of expenditure for the upliftment of SC like States Schemes, Centrally Sponsored Schemes (50%), Centrally sponsored schemes (100%) and rural development schemes.



- Other expenditures are in the form of SCA to SCSP, Pooled fund and Critical gap filling schemes (Corpus Fund). etc.
- Number of persons benefitted from self-employment programme by the government is greater in Thrissur district, that is 19 in 2018-19, in 2017-18, it is Ernakulam, that is 88 persons. By a total of 406 persons all over the states in 2017-18 and 126 in 2018-19.
- Major income generating schemes are KSDC schemes, NSFDC Schemes and other welfare schemes.
- Financial burden in the form of educational expenditure for the upliftment of SC by government has been increasingly increasing.
- The Total Number of SC Households are 652437. That is (10.32%)
- Number of Households having two-wheeler, three-wheeler, four-wheeler or fishing boats are 92730.
- Households having three or four wheeler for the agricultural equipment are 1261.
- Households having Kissan Credit card with credit limit of 50000 Rupees or above are 1891.
- Households with any member as a government employee are 36268.
- Households with non-agricultural enterprises registered with government are 5537.
- Any member in households earning more than 10000 Rupees are 34851.
- Households paying income tax are 29367.
- Households paying professional tax are 29367.
- Households with three/more rooms with pucca wall and pucca roof are 170741.
- Households having refrigerator are 92681.
- Households having land line phones are 60652.
- Households having 2.5 acres or more irrigated land with at least one irrigation equipment are 173.
- Households having 5 acres or more land irrigated for 2 or more crop season are 874.
- Household having 7.5 acres or more land with at least one irrigation equipment is 133.

### **Findings from Primary data Analysis:**

- The district Palakkad endowed by an SC population of 403833. Out of which, 206382 are females and 197451 are males. Thereby the sex ratio is 1045 females for 1000 males.
- Total number of Blocks under consideration are 13 in numbers; Alathur, Attappady, Chittur, Kollemkode, Kuzhalmannam, Malampuzha, Mannarkkad, Nemmara, Ottappalam, Palakkad, Pattambi, Srikrishnapuram and Thrithala.
- Considering the Socio-economic status of the Scheduled Caste in Palakkad, they are not that much better in every respect, especially in the case of shelter. That is majority of the households are built by using bricks and those houses were constructed under various schemes like EMS and IAY from government.
- About 20 households are still thatched in nature out of 260 households. And about 2 households are still lacking toilet facility.
- Regarding agricultural farm, only 6 households are having agricultural fields, and 2 families are having cattle rearing and poultry farming.
- In the study area, about 217 houses are still in the BPL category and only 25 & 18 are in APL and General category. Which means only the general category belonging households are having a government employee.
- Regarding Rural Urban classification, about 224 houses are in Rural area and only 36 houses are in Urban area.
- Major, SC subcaste under consideration are Chakkiliyan, Cheruman, Kanakkan, Kavara, Mannan, Nayadi, Panan, Pulayan, Thotti and Velan. And Panan Community followed by Kanakkan and Cheruman are greater in numbers and the least are Velan community.
- Majority of the houses are first generation in their educational attainment. That is about 186 households. And about 21 houses are not still having the achievement as first generation. That is, they are uneducated.
- By considering the parental education, that is male parent as well as female parent in BPL, APL, and General category, majority of the male parents' education attainment is UP in BPL category, in the case of female parents, it

is LP. Along with that the uneducated parents too are nearby the count of majority.

- In APL family, graduation count is greater for the male parents.
- In General category also graduates are greater, but it is applicable to both male and female parents.
- In overall count, both LP and UP have the same rate and percentage.
- In children's educational attainment, the count from BPL houses is greater than APL and General category. And the concentration is greater in SSLC, this also is from BPL family. When we move upward to higher education, the count is falling continuously.
- Uneducated child is also greater in BPL family and which is zero in APL as well as General category.
- In parental education with area in which they reside, the parents in rural area has increasingly better educated than Urban area and rural women are increasingly better than rural men.
- By considering the child education with respect to area, rural people are better educated compared to urban area.
- Parental education is not related to the available nearby educational institutions.
- In the case of child population, there is a greater degree of relationship with available nearby educational institutions.
- The educational expenditure of the scheduled caste family is lesser both at the school and college level. The maximum values range between 0-3000 at school level, and 0-10000 at college level. But it doesn't mean that expenditure on education is lesser, but it was financed by the government. So, we can say that education is a public good.
- There is a strong relationship between the highest educational attainment and family income.
- Majority of the parents, obtained their educational attainment from governmental institution compared to Private and Aided. In the case of child populations too the education is attained from governmental institutions.
- The educational attainment of parents, in various sub caste shows that, most of the male parents in Kanakkan family holding LP. In female parents, it is Chakkiliyan and Kanakkan family.

- In High School education, Mannan male parent and Thotti female parent are greater.
- In SSLC, Panan male parents and Panan female parents are greater.
- In Higher Secondary, Nayadi community's male parents are greater. In female parents, both Nayadi and Kanakkan family shows such improvement.
- In graduation Cheruman male parents and Pulayan female parents are greater.
- In Post-graduation, the subcaste like Nayadi and Pulayan community having male parents' participation can be seen. In female parents, Cheruman community represents a greater share.
- At PhD level, only 1 Panan and Pulayan parents' participation can be seen.
- In uneducated category, Mannan male parents and Kanakkan female parents share is greater.
- In Child population LP holding people are greater in Panan and Mannan community.
- UP holding populations are greater in Chakkiliyan community.
- High School education is greater in Chakkiliyan families.
- In SSLC Panan community's share is greater.
- At Higher Secondary too, Panan community shows a better achievement.
- At graduation level, Pulayan community had a greater share.
- At Post-graduation level, Panan community's share is greater.
- Regarding PhD, only 1 from Panan community can be seen.
- Uneducated siblings are existing in Mannan community.
- Overall educational attainment is greater in Panan community.
- Regarding first Degree holder of the family, no such families have an answer like grandparents. Majority family's first-Degree holder is father itself. And about 172 houses have not any such Degree holder.
- In case of Highest Degree holder, mother's count is greater. And about 172 houses have not such highest Degree holder.
- Total educational attainment is greater at Upper Primary level followed by SSLC & LP.
- Regarding Computer literacy, about 128 households are illiterate.
- Regarding Professional and Technical qualifications, B.Ed. proportion is greater.

- About 197 families are not even knows about constitutional provisions reserved for themselves.
- The number of families got free computer from government is only 7.
- Study room grant by 6 households.
- The services availed by the scheduled caste students from school are; Lumpsum grant, Mid-day meal, Scholarship, Remedial coaching and Computer coaching.
- At college level, it is Lumpsum grant, Scholarship, Remedial coaching, PSC coaching and Civil Service coaching.
- Regarding the employment details, Primary sector contributed by 44.5% followed by Secondary 10.4% and Service Sector by 5%.
- Total count of unemployed persons is 218 (22.2%).
- Regarding educated unemployment, female count is greater than male count. That is about 95 by females and 4 by males.
- Number of languages known to the households are 3 in maximum, but majority households knows only 1 language.
- Regarding parental employment in different sectors, Primary sector stood by first by a count of 272, Secondary by 51 and Service Sector by 27. This can be seen in child populations also.
- Total Unemployed are 137.
- Regarding education and employment, the service sectors employees are highly educated. But in Primary and Secondary sector, even uneducated persons participations too can see. Even educated persons also were engaged in Primary sector. In the child populations category also follows this trend. Educated unemployed persons count is also greater in the sample population In short from the analysis, we can clearly conclude that, the scheduled caste are the most vulnerable sections in the society, especially in their education as well as in the employment status.



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## Appendix-I

### List of Kerala Scheduled Castes

- |                                           |                                           |
|-------------------------------------------|-------------------------------------------|
| 1. Adi Andhra                             | Gavara, Gavari, Gavarai Naidu, Balija     |
| 2. Adi Dravida                            | Naidu, Gajalu Balija or Valai Chetty)     |
| 3. Adi Karnataka                          | 29. Koodan                                |
| 4. Ajila                                  | 30. Koosa                                 |
| 5. Arunthathiyar                          | 31. Kootan                                |
| 6. Ayyanavar                              | 32. Kudumban                              |
| 7. Baira                                  | 33. Kuravar                               |
| 8. Bakuda                                 | 34. Kuruva                                |
| 9. Bathada                                | 35. Kuruvan                               |
| 10. Bharathar (Other than Parathar)       | 36. Maila                                 |
| 11. Chakkiliyan                           | 37. Malayan (In the areas comprising the  |
| 12. Chamar                                | Malabar District as specified by sub      |
| 13. Chandala                              | section (2) of section 5 of the State Re- |
| 14. Chemmar                               | organization Act, 1956 (37 of 1956)       |
| 15. Cherama                               | 38. Mannan                                |
| 16. Cheraman                              | 39. Matha                                 |
| 17. Cheramar                              | 40. Matha Pulayan                         |
| 18. Cheruman                              | 41. Moger (Other than Mogeyar)            |
| 19. Domban                                | 42. Muchi                                 |
| 20. Gosangi                               | 43. Mundala                               |
| 21. Hasla                                 | 44. Nalakeyava                            |
| 22. Holey a                               | 45. Nalkadaya                             |
| 23. Kadaiyan                              | 46. Nayadi                                |
| 24. Kakkalan                              | 47. Nerian                                |
| 25. Kakkan                                | 48. Padanna                               |
| 26. Kalladi                               | 49. Padannan                              |
| 27. Kanakkan                              | 50. Pallan                                |
| 28. Kavara (Other than Telugu speaking or | 51. Pambada                               |
| Tamil speaking Balija, Kavarai,           | 52. Panan                                 |
|                                           | 53. Paraiya                               |

54. Paraiyan
55. Paravan
56. Paraya
57. Parayan
58. Parayar
59. Pathiyan
60. Perumannan
61. Pulaya
62. Pulaya Vettuvan (In the areas of erstwhile Cochin States only)
63. Pulayan
64. Pulayar
65. Pulluvan
66. Puthirai Vannan
67. Reneyar
68. Samagara
69. Samban
70. Sambava
71. Sambavan
72. Sambavar
73. Semman
74. Sidhana
75. Sidhanar
76. Thandan
77. Thotti
78. Vallon
79. Valluvan
80. Vannan
81. Vedan
82. Velan
83. Vettuvan
84. Wayanad Pulayan
85. Wayanadan Pulayan



## Appendix-II

### INTERVIEW SCHEDULE

1. Name:
2. Age:
3. Caste/ Community:
4. Whether BPL/APL/General:
5. Family Membership:

Sl.No	Name	Age	Occupation	Monthly Income	Monthly Saving

6. Type of Area: Rural/Urban:
7. Land area holding: \*less than 5 cents \*5-10 cent \*10-20 \* 20 and above.
8. Type of House: \*Bricks \*Thatched \*Concrete
9. Whether electrified or not:
10. Do you have drinking water facility? Yes/No
11. If yes specify: \*Public tap \*house connection \*public well \*Bore well
12. Whether the house equipped with toilet? Yes/No
13. Whether the house is rented or owned? Rented/Owned
14. If owned, the square feet: \*<750 \*750-1500 \*>1500
15. Whether the house is ancestral? Yes/No
16. Do it fully furnished like tiles and sanitary? Yes/No
17. Was it built by any governmental assistance? Yes/No
18. If yes specify the scheme: \*EMS\*IAY\*JRY
19. Do you have any agricultural farm? \*Yes/No

20. If yes, how much:

21: Are you engaged in any of the following: \* cattle rearing\* poultry farming\*  
Vegetable cultivation\*Farming

22. Facilities at home

SI No	Facilities	Yes	Numbers	No
1	Radio			
2	Television			
3	News Paper			
4	Mobile Phone			
5	Lap Top			
6	Fridge			
7	LPG			
8	Air Conditioner			
9	Two wheeler			
10	Four wheeler			

23. Type of fuels you are using for cooking: \*Fire wood\*LPG\*Bio gas

24. Does your locality have any of the governmental institution? Yes/No

25. If Yes, specify:

26. Have you ever experience any kind of untouchability feeling from the society? \*Yes  
\*No

27. Have you ever seen the same in any of the society? \*Yes \*No

28. Do you aware about the constitutional provisions to avoid untouchability? \*Yes \*No

29. Are you working in a private firm or Government institutions?

30. Educational Qualification of the family:

SI.No	Qualification	Male	Female	Government	Private aided	Private Unaided	Total
1	Lower Primary						
2	Upper Primary						
3	High School						
4	Pre-degree/HSE						
5	UG						

6	PG						
7	PhD						
8	Post-Doctoral						
9	Technical education						
10	Professional education						
11	Uneducated						

31. Expenditure on education by the family

At School level

Uniform	Books	Private Tuition	School Fee	Transportation	Others

At College Level

Uniform	Books	Private Coaching	College Fee	Transportation	Others

32. How do you feel the existing system of education? \*Good\*Better\*Satisfactory\*Poor

33. How many of your family members followed earlier type of education (marking system):

34. How many by the new grading system:

35. Which one is better by you? Grading/Marking

36. In your opinion whether education is a public good or private good?

37. In your opinion which level education is necessary?

\*Up to SSLC \* Up to Higher secondary \*Up to Graduation\* More

38. Does your family having the familiarity with computer? Yes/No

39. Do you operate the computer without anybody's help? Yes/No

40. Any of your family members holding computer diploma? Yes/No

41. If Yes Specify; \*MS Office\*DCA\*PGDCA\*CTTC\*Others

42. Level of Computer Knowledge

SI No	Level of Knowledge	Yes	No
1	Able to operate		
2	Able to use internet		
3	Used Internet by the last 30 days		
4	Using the net with the help of others		

43. Does any of your family members holding professional degrees? Yes/NO

44. If yes, specify: \*B.Ed.\*B. Pharm\* B. P.Ed\*MBBS.

45. Do you have any educational loans? Yes/No

46. Any other loans? Yes/No

47. If Yes Specify: \*Housing Loan\*Vehicle Loan\*Marriage Loan\*Personal Loan.

48. Did you feel privatization affected by your family's educational attainment? Yes/No

49. Did you feel education is expensive? Yes/No

50. Services at school provided by the Government?

SI No	Facilities	Yes	No
1	Lumpsum Grant		
2	Mid-day meal		
3	Scholarship		
4	Remedial Coaching		
5	Free Computer Coaching		

51. Services at the college level?

SI No	Facilities	Yes	No
1	Lumpsum Grant		
2	Scholarship		
3	Remedial Coaching		
4	PSC Coaching		
5	Civil Service Coaching		

52. Does any of your family members availed the free computer from the government?

\*Yes \*No

53. Have any of your family member got the study room grants from the government?

\*Yes \*No

54. Any of your family members qualified the competitive exams? Yes/No
55. If Yes specify: \*PSC\*UPSC\*SET\*NET\*JRF\*JEE
56. Whether your sibling studying here or Outside Kerala? Yes/No
57. If Yes, where:
58. did any of your family members dropped from the stream of education, nevertheless school or Colleges? Yes/No
59. If Yes, Why? \*Expensive education\*Family background\*Irritation from the institutes\*Locality hardship.
60. Any of your family members going for taking distance degrees? Yes/No
61. How would you rate the teaching faculties in the institution?  
\*Poor\*Satisfactory\*Good\*Better
62. Whether the school/College equipped with better infrastructure Facilities?  
\*Yes/No
63. Any of your sibling got admission at IIT/IIM
64. Do you feel that education is important only for availing a better job? \* Yes \*No
65. Do you think that education helps to improve your productivity especially helps to earn a higher income? \*Yes \*No
66. Do you believe that hereditary profession is better than to have better job associated with higher education qualifications?
67. Do any of the family members cleared Civil Service examination? \*Yes \*No
68. Job Level

SI NO	Profession	Yes	Numbers	No
1	Doctors			
2	Engineers			
3	Professors			
4	Civil Servants			
5	Teachers			
6	Other Govt Job			

69. How many languages you know as an educated person?

70. Do you believe that you family is educationally backward or forward?

71. How many of your family members are unemployed: \*1 \*2\*3\*More

72. How many of the members are educationally unemployed? \*1 \*2 \*3 \*More.

73. If unemployed why?

\*Lack of jobs \* lack of education qualifications\* Not interested

74. Which type of job you prefer most?

SI No	Job	Rank
1	Agriculture Oriented	
2	Industry Oriented	
3	Service Oriented	
4	Others	

75. Present job:

1. White collar

2. Industry oriented.

3. Agriculture oriented.

4. Other professions.

76. Are you working in a job suited to your education?

\* Yes \*No

77. Monthly earnings of the people:

SI No	Persons	Education	Employment	Years of experience in the same field	Income/ Month

78. In your perspective what is the relevance of education?

a) For Prestige b) for better job c) for better culture d) others

79. Do you believe that education is an investment? \*Yes \*No

80. Reason behind which your education attainment: \*Inspiration from others \*Passion towards education \*Family status \*Income

81. What is the generation related to your family education?

\* First \*Second \*Third \* None

82. Who is your Family's First-Degree Holder:

83. Who is Your Family's Highest Degree Holder:

84. Do you believe that parental education is a determinant of their children's educational attainment?

\*Yes \*No