

# **Special Provisions for Education of SC/ST Children Under SSA and Teacher Perceptions about Effects on Learning Achievement and Social Behaviour**

*A Report*

**R.B.L. Soni**



DEPARTMENT OF ELEMENTARY EDUCATION  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING SRI  
AURBINDO MARG, NEW DELHI-110016

2013

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Dr. R.B.L. Soni  
Professor and Project Coordinator

Md. Atiqur Rahman  
Junior Project Fellow



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## **Acknowledgement**

It is my pleasure to acknowledge the contributions of all those who helped in this study directly or indirectly. First, I express my sincere thanks to the Director NCERT, Joint Director NCERT and Head DEE for their administrative and academic support. I also wish to thank State Project Directors SSA of Himachal Pradesh and Karnataka, District Coordinators for providing logistic support to conduct the study. I would also like to express my thanks to All the head teachers/teachers, SC Parents and SC students of various schools for their ready cooperation in conducting the study.

Last, but not the least, I wish to thank all office staff of DEE and Shri Atiqur Rahman, JPF for his consistent support and help in finalizing the report.

**R. B. L. Soni**

**Professor & Project Coordinator**

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# Chapter I

## Introduction

# **Introduction**

## **1.1 Overview**

This chapter presents constitutional provisions for education of Scheduled Caste children, the status of education of Scheduled caste children as described in the National Curriculum Framework (2005) and other literature, need and justification of the study, specific objectives and research questions.

## **1.2 Constitutional provisions for Scheduled Caste (SC)**

Article 46 of the Constitution states: “The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation”. Articles 330, 332, 335, 338 to 342 and the entire Fifth and Sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46. These provisions need to be fully utilised for the benefit of weaker sections in our society.

## **1.3 National Curriculum Framework (2005) and Other Literature**

National Curriculum Framework (2005) expresses its serious concern over the persistence of stereotypes towards children from marginalized groups, including Scheduled Caste (SC) and Scheduled Tribe (ST), who traditionally have not had access to schooling or learning. School environment must be an enabling environment for all children where interactions between teachers and children take place. The literature indicates that a number of steps to promote education of SC children have been taken, which include free supply of textbooks and stationery at all stages of school education, free uniforms to children in government approved hostels and Ashrams schools, and in some states for children in regular schools. Steps have also been taken for free education at all levels, pre-metric stipends and scholarships to students at middle and/or high school stage, special scheme of pre-metric scholarships for children of Scheduled castes and families engaged in unclean occupations like scavenging, tanning and flaying of animal skin, girls and boys hostels for SC students and lodging

facilities in hostels of backward classes including SC/ ST, scholarships to SC students studying in private schools, merit scholarships, attendance scholarships for girls, special school attendance prizes, remedial coaching classes, and reimbursement of excursion expenses. However, the children of this section of society have not achieved the desired goal due to inadequate attention of the concerned authorities towards various educational facilities in the schools of rural areas. The times of India in its survey found that the percentage of enrolment of children from SC population is less than the general population in Bihar, Orissa, Rajasthan, UP, and West Bengal. National Curriculum Framework Review (Draft) (2005) points out that gender, caste, tribe and class inequalities exist in access, retention and years of completed schooling. Disparities in scholastic achievement – an area where we have little systematic comparative data - are even more glaring as revealed by a few micro studies. Despite considerable quantitative progress, exclusion remains a depressing feature of the educational scenario of SC children. Socio-cultural practices of exclusion and discrimination continue to define the existence of the poor Scheduled Castes. Low caste children are disproportionately located in the worst schools. The effective result has been continued educational deprivation and exclusion. There are several dimensions of unequal provision and unequal quality viz:

1. Inadequate availability of schools
2. Poor implementation of school level policies
3. Poor physical infrastructure of schools
4. Inadequacy of teachers and teaching
5. Poor provision of teaching learning materials

Multi-grade teaching often amounts to very limited teaching or no teaching at all! The problems of unmotivated teachers, teacher absenteeism, marking fictitious attendance of children, unsatisfactory quality of teaching, poor working conditions, poor educational infrastructure, performance of other government works by the teachers, appointment of teachers on contract, dysfunctional and poorly organized school environments, inadequate number of teachers, inadequate teaching quantum ranging from absence of teaching to the adoption of most conventional and uninteresting teaching methods together makes for a situation where the teaching transaction is poor and inadequate. Poor teacher competence is also a critical negative factor.



Kumar (2004) cited in National Curriculum Framework Review Draft (2005) states that teacher's social background (caste, religion, language) affects their interactions with students. Middle class higher caste teachers are very unhappy with the environments of schools and are rarely motivated to teach children of the poor, particularly of SC/ ST background, who are 'derogatorily' categorised as uneducable. Teacher's preconceptions, bias and behaviour, subtle or overt, conscious or unconscious, operate to discriminate against children of SC/ ST background. Teachers are observed to have low expectations of SC/ ST children and girls and a condescending and downright abusive attitude to poor children from slums. Teachers also have assumptions of "deprived" and "deficient" cultural backgrounds, languages and inherent intellectual deficiencies of SC/ ST children. They follow discriminatory pedagogic practices of labelling, classifying and teaching styles and operate based on "realistic" perceptions of low caste children's limited cognitive capacities and life chances. For example, teachers beliefs about Mushar children in Bihar are that they are just not interested in education and that they do not have any 'tension' in life. Such presumptions set effective and in the teachers' view legitimate limits to their teaching effort. Levels of hostility and indifference to dalit/ tribal cultural traits and value systems are high. Discriminatory behaviour manifests itself in numerous ways. Teachers perceive dalit and adivasi children in a negative light and see them as unclean, dishonest, lazy, ill-mannered etc. The children could be criticized for their clothes, the dialect they speak, the abhorrent of uncouth habits of meat eating and alcohol consumption, the ignorance of their parents and even the colour of their skin! They are punished and shouted at in efforts to discipline and "civilize" them.

Despite incessant efforts by the government and other organisations, the goal of universal elementary education could not be achieved. Some of the groups, such as scheduled caste, scheduled tribes, minorities, girls, and children with disabilities need greater attention and special efforts to achieve the goal of universal elementary education. Sarva Shiksha Abhiyan (SSA) has made special provisions to provide interventions for these groups to ensure that they complete elementary education. National Policy on Education, Programme of Action, 1992 states that the scheduled caste (SC) children, majority of whom come from the poor families, often leave school before completing primary education, and some of them do not enrol in the school due to various reasons. The girl child of this section is most vulnerable to school dropout or non-enrolment due to age-old prejudices and expectations of the family to share household work instead of attending the school.

The educational development of children belonging to the scheduled castes is a special focus in the Sarva Shiksha Abhiyan and every activity under the Project must identify the benefit that will accrue to these children. Many of the incentive schemes have a sharper focus on children from these communities. The participation of *dalits* in the affairs of the school have to be especially encouraged to ensure ownership of the Abhiyan by all social groups, especially the most disadvantaged. SSA proposed various interventions for education of SC children under the scheme. These include:

- Engagement of community organisers from SC communities with a focus on schooling needs of children from specific households.
- Special teaching support as per need.
- Ensuring sense of ownership of school committees by SC communities.
- Training programmes for motivation for schooling.
- Setting up alternative schooling facilities in unserved habitations and for other out-of-school children.
- Using community teachers.
- Monitoring attendance and retention of children from weaker sections regularly.
- Providing context specific intervention in the form of a hostel, an incentive or a special facility as required.
- Involving community leaders in school management.

The Sarva Shiksha Abhiyan proposed to develop context specific interventions, over and above the mainstreamed interventions, to tackle the problems in girls' education. The provision of expenditure up to Rupees 15 lakhs per year given in the norms can be used for taking up innovative interventions relating to SC/ST under the Sarva Shiksha Abhiyan. The following provisions have been made for education of SC/ST children:

- i. Interventions for Early Childhood Care and Education.
- ii. School/EGS like alternative facility to be set up within one kilometre of all habitations.
- iii. Up-gradation of Education Guarantee Schools (EGS) to regular schools.
- iv. Special mainstreaming camps for out-of-school girls/ SC/ST children under the Alternative and Innovative Education component.
- v. Mahila Samakhya like interventions from the innovation fund.

- vi. Provision of process-based community participation with a focus on the participation of women and SC/ST.
- vii. Provision of context specific innovative intervention for girls' education and education of SC/ST children up to Rs.15 lakh per intervention per year and up to Rs.50 lakh in a district in a particular year. The innovative programmes can include:
  - Enrolment and retention drives.
  - Special camps and bridge courses.
  - Setting up special models of Alternative Schools.
  - Community mobilisation including setting up new working groups and working with existing working groups.
  - Monitoring attendance.
  - Remedial/coaching classes.
  - Providing a congenial learning environment inside and outside the school.
- viii. Training programme for community leaders to develop capacities for school management.
- ix. Setting up of Block and Cluster Resource Centres for effective academic supervision.
- x. Free textbooks to all girls/SC/ST children up to Class-VIII.
- xi. Mid-day-meal programme to continue as at present.
- xii. Incentives like uniforms and scholarships to be funded from State Plan only.
- xiii. Adequate Teaching Learning Equipment for all Primary and Upper Primary schools.
- xiv. At least 50 % of the teachers to be appointed have to be women.
- xv. Provision for
  - School and teacher grants for all teachers.
  - 20-day in-service training each year for all teachers.
  - Community-based monitoring, partnership with research and resource institutions, and periodic feedback on interventions.

## **1.4 Need and Justification of the Study**

The literature indicates that, although various facilities have been provided in the scheme, many of them do not reach SC children and, therefore, there is a need for conducting a study to find out the status of various special provisions for these children. This study will examine the status of interventions for education of SC children under SSA and suggest steps for improvements if any gaps are found.

## **1.5 Objectives and Research Questions**

### **1.5.1 Objectives**

The specific objectives of this study were

- To study the status of various provisions for education of SC children under SSA.
- To study the participation of SC families in school activities.
- To study various educational provisions for SC girls, including those out-of-school.
- To find out if the funds allocated for this purpose are being utilised.
- To suggest steps for effective implementation of various provisions for education of SC children

### **1.5.2 Research Questions:**

1. What is the status of various provisions for education of SC children?
2. Are various facilities, such as providing context specific intervention in the form of a hostel, textbooks in mother tongue for children at the beginning of Primary education made available?
3. Are community leaders involved in the school management? If yes, then how?
4. How the participation of women and SC families is ensured in the decision-making processes of the school?
5. What specific steps are taken to ensure education to SC girls?
6. Are the funds allocated for SC children utilised? If yes, how?

All these research questions will be explored and responses will be presented based on data collected from Himachal Pradesh and Karnataka in the following chapters.

# Chapter II

## Design of the Study and Development of Tools

## **Design of the Study and Development of Tools**

### **2.1 Overview**

This chapter describes design of the study, sample, development of tools, tryout of tools and procedures of the study in the following sections and subsections.

### **2.2 Design of the Study**

Design of the study assumes significance, as it provides clear guidelines about selection of research design, selection of the sample, development/selection of tools, collection of data, analysing the data, generalising the results and reaching the conclusion. Based on the objectives and research questions of the study mentioned in chapter 1, which intended to study the special provisions for education of SC children under SSA, the normative survey research design was most appropriate. The study consisted of three phases:

**Phase I:** in this phase, research literature was reviewed to find out the status of the special provisions for education of SC children.

**Phase II:** in this phase, state authorities in Himachal Pradesh and Karnataka were contacted to find out which of the districts and blocks had the large numbers of SC children in primary and upper primary classes. The district-wise data of SC population were supplied by the state and two districts having the largest population of SC were selected for this study.

**Phase III:** In phase III, data were collected using interview schedules and observation schedule in the selected schools of two districts. Interviews with SSA functionaries, headmasters/teachers, SC students and SC parents were conducted. Observations were also made to verify the status of various provisions and social behaviour.

### **2.3 Sample of the Study**

Based on Census 2001 and the information provided by the Himachal Pradesh and Karnataka authorities about SC dominated districts, two SC dominated districts in each of the states

were selected. Solan and Sirmour districts in Himachal Pradesh, and Chamraj Nagar and Kolar districts in Karnataka were selected through purposive sampling. However, schools from rural and urban blocks were selected randomly. The samples comprised district SSA functionaries, head teacher/teachers, SC students studying in primary and upper primary classes, and SC parents. The samples of SSA functionaries, head teacher/teachers, SC students and SC parents were selected through stratified random selection. The sample respondents have been shown district-wise and state-wise in table 2.1

**Table 2.1**  
**Samples of the Study**

<b>State</b>	<b>District</b>	<b>Respondent</b>	<b>Total Number</b>	
Himachal Pradesh	Solan	SSA Functionaries	04	
		Ht/Teachers	16	
		SC Students	40	
	Sirmour	SC Parents	22	
		SSA Functionaries	06	
		Ht/Teachers	16	
		SC Students	40	
			SC Parents	24
			<b>Total</b>	<b>168</b>
Karnataka	Chamraj Nagar	SSA Functionaries	01	
		Ht/Teachers	16	
		SC Students	40	
	Kolar	SC Parents	24	
		SSA Functionaries	03	
		Ht/Teachers	15	
		SC Students	40	
			SC Parents	---
			<b>Total</b>	<b>139</b>
			<b>Grand Total</b>	<b>307</b>

#### 2.4 Tools

Various standardised interview schedules were examined in the existing literature and none of them was found suitable for this study. Therefore, four semi-structured interview schedules (instruments) were developed in English and Hindi in accordance with the specific needs of the study. An observation schedule was also developed to see the involvement of SC students

in the classroom processes and verify socialisation of these children. The instruments developed for this study were:

1. The Interview Schedule for SSA Functionaries
2. The Interview Schedule for Head teacher/Teachers
3. The Interview Schedule for SC Students
4. The Interview Schedule for SC Parents
5. An Observation Schedule

#### **2.4.1 The Interview Schedule for SSA Functionaries**

The interview schedule for SSA functionaries (1.1) had three sections:

- a) General information
- b) Factual Information and
- c) Special provisions for education of SC children

Section (A) on general information required name, designation, gender and the address of the office. Section (B) sought factual information, such as the number of schools, number of children, and the number of SC children availing facilities under SSA. Section (C) was concerned with special provisions for education of SC children. Special provisions for education of SC children contained five subsections seeking information on facilities, education, participation of SC parents/representatives, arrangements for alternative education and the miscellaneous. In the first sub-section, six items were concerned with facilities that included free textbooks, free stationery, free uniform, scholarship, availability of these facilities in the beginning of the session and any other. The sub-section on education had eight items that included motivation programmes, special motivation programmes for girls, additional educational help to SC children, the outcome of additional help, steps to monitor educational progress, steps to monitor attendance of SC children, use of monitoring tools developed by NCERT and availability of Kasturba Gandhi Balika Vidyalaya at block level. The subsection on participation of SC parents/SC representatives had two items. These items were concerned with the role of SC guardians/representatives in various school activities and their participation in school management committee. The subsection concerning alternative education system had two items inquiring if there were places where no schools existed and if alternative arrangements for dropouts had been made. The sub-section on miscellaneous had three items that sought information on special allocation of funds for SC students under SSA,



utilization of that fund and changes in social behavior after implementation of special provisions under SSA. Except for item numbers 1, 5 and 13, other items required elaborate responses.

In total there were 21 items for functionaries, out of which 19 items sought responses in 'yes' and 'no' and in remaining items elaborate responses were sought. Items 20 and 21 were open-ended and these items required elaborate description.

#### **2.4.2 The Interview Schedule for Head teacher/Teachers**

The interview schedule (1.2) was designed to obtain information from head teacher/teachers about the status of special provisions under SSA for SC children. It had two sections:

- (a) General Information and
- (b) Special provisions for the education of SC children.

Section (A) on general information required name, designation, gender and the address of the school. Section (B) on special provisions for education of SC children had four sub-sections. These were related to facilities, education, involvement of SC parents/representatives in school activities and the fourth was concerned with miscellaneous facilities that were not covered in the preceding sub-sections. The sub-section on facilities had six items, whereas the sub-section of education had five items. The sub-section third had two items, while the last sub-section had eight items. Items 1, 5 and 11 required responses in 'yes' and 'no' only, whereas fifteen items required detail responses in addition to 'yes' and 'no'. Items 10, 18 and 21 were open-ended and sought elaborate responses.

#### **2.4.3 The Interview Schedule for SC Students**

The interview schedule for SC students (1.3) was designed to collect information if they were receiving various educational facilities under the special provisions of SSA. This interview schedule had two sections:

- (a) General information and
- (b) Special provisions for education of SC children

In the general section the name of the student, his/her father/guardian name, class, gender, and the school address were required. The section on Special provisions for the education of

SC children had three sub-sections dealing with facilities, education and social behavior. In total there were 19 items. There were eight items in the sub-section of facilities, four items in the education, and seven items in social behavior. Items 1, 3, 7, and 15 required responses in 'yes' and 'no', whereas items 2, 4, 5, 6, 8, 9, 10, 11, 12, 13 and 14 required detail responses besides 'yes' and 'no'. Items 16, 17, 18 and 19 were open-ended.

#### **2.4.4 The Interview Schedule for SC Parents**

The interview schedule for parents (1.4) had two sections:

- (a) General information and
- (b) Participation of SC Parents/guardians in school activities.

In the general section (a) the information such as name, gender, age, and full address was required. Child's name, sex, class and age were also asked in the same section. Section (b) had four sub-sections relating to facilities, education, participation of SC members in school activities and social behavior. Sub-sections on facilities had six items, education had five items, participation of SC members in school activities had four items and social behavior had four items. Items 1, 3, 5 and 18 required responses in 'yes' and 'no' form while remaining fifteen items sought elaborate responses besides 'yes' and 'no'.

The researcher developed these four interviews in Hindi, because the subjects in Himachal Pradesh could speak and understand Hindi. However, all the interview schedules were developed in English for Karnataka, because the respondents could speak English and Kannada. These instruments were then presented to the experts in a workshop for comments, improvements and finalisation. The comments and suggestions of experts further helped in refining and finalising the instruments.

#### **2.4.5 Observation Schedule**

The purpose of observation schedule was to observe classroom processes in order to verify the involvement of SC students in various classroom activities and teacher initiative to encourage these children. Socialisation of SC children was also observed outside the classroom. There were two sections in the observation schedule. Section (A) consisted of general information, such as name address of the school, name of the teacher, category of the teacher (SC/Non-SC), gender, age, class observed and subject being taught by the teacher. Section (B) had eight observation items. Items 1, 2, 4 and 5 were concerned with classroom

processes (education) and items 3, 6, 7 and 8 were related to socialisation/social behaviour. Items 1, 2, 4, 5 and 6 had three options, while item 7 had two options. The observer was supposed to observe classroom processes and mark a particular option based on his/her observation. Items 3 and 8 were open-ended and the observer was expected to observe steps taken by the teacher to promote cooperation among the students, encourage and motivate SC children for learning.

## **2.5 Tryout of Instruments**

Any test or scale in research should fulfil two conditions:

1. Reliability and
2. Validity

When the instruments are constructed by the investigator, their reliability and validity are to be established using different procedures, including statistical procedures. When the study is a small one, the most common procedure for establishing reliability of the instruments is pilot study or tryout of instruments on a small sample. Tryout of instruments also helps in determining the difficulty level of items and whether the items are clearly understood by the respondents and if yes, how much time is needed to complete the instruments. In this study, four instruments were developed by the researcher, because no suitable instruments could be found. The instruments were tried out on the small samples of two teachers, two SC students and two SC parents in one Government primary school of Gurgaon. The instruments were clearly understood by the subjects and no changes in the instruments were needed. As far as establishing validity of the instruments was concerned, the expert advice of the resource persons with regard to the use of language and items was followed vigorously.

## **2.6 Procedure**

As per the advice of the Departmental Advisory Committee, the study was to be conducted in two states (one state in the northern region and one state in the southern region). After going through the census (2001), it was decided to conduct the study in Himachal Pradesh in the northern region and Karnataka in the southern region, which have significantly large SC population. The state authorities of Himachal Pradesh and Karnataka were contacted on telephone, and letters were written to them explaining the purpose and importance of the study. They were requested to provide information about the districts having large number of SC population and provide logistic support to the research team for smooth conduct of the

study. Discussions were held with state authorities regarding selection of the districts that had large numbers of SC population. Researcher's discussion with the state authorities helped conduct the study smoothly and understand their problems. The state authorities directed concerned officials of the districts to provide facilities for conduct of the study.

The researcher personally supervised conduct of the study in both the states. The researcher held elaborate discussion with the district officials for conducting the study and modalities for selection of blocks, schools and respondents. The researcher worked with the JPF in the field for one week in each state to ensure that he would be able to carry out interviews and conduct observations properly. This helped the researcher also to have first-hand experience of the actual situation and difficulties faced by officials, headmasters and teachers. It also gave him an opportunity to see the classroom processes and interact with teachers, SC students and SC parents personally. The data collected through interviews were analysed, interpreted and discussed in the following chapters.

# Chapter III

Analysis and Discussion of  
Results in Himachal Pradesh

## Analysis and Discussion of Results in Himachal Pradesh

### 3.1 Overview

This chapter presents groups and sub-groups of respondents in the study and analyses of their responses followed by discussion in various sections. These sections include:

- **Facilities**
- **Education**
- **Participation of SC representatives/guardian**
- **Social Behaviour**
- **Miscellaneous**
- **Results of observations**

### 3.2 Groups and Subgroups in the Study

The samples comprising SSA functionaries, Head teachers/teachers, SC guardians/representatives and SC students were divided into groups and subgroups. The following table presents groups of respondents in two districts.

**Table 3.1**  
**Respondents in Solan and Sirmour Districts**

Respondent	District						Total
	Solan			Sirmour			
	Male	Female	Total	Male	Female	Total	
SSA Functionaries	03	01	04	02	04	06	10
Head teachers/Teachers	01	15	16	07	09	16	32
SC Students	19	21	40	22	18	40	80
SC Parents	05	17	22	11	13	24	46
<b>Total</b>	28	54	82	42	44	86	168

The above table clearly demonstrates that the number of female respondents in three groups (except SSA Functionaries) were quite large compared with male respondents in Solan District. Similarly, female respondents in Sirmour district in three groups (except SC students) were also large compared with the male respondents. There were four female

functionaries in Sirmour district, while there was only one female functionary in Solan district. While analyzing the number of respondents under Head teachers/teacher group, 15 female respondents and one male respondent participated in Solan district; however the number of female and male respondents was almost equal (nine females and seven males) in Sirmour district. In the SC students group, Solan district had 19 male and 21 female respondents, while in Sirmour district it was opposite (22 male and 18 female). In parents group also the number of female respondents was higher in both the district (Solan 17 females and 5 males; and 13 females and 11 males in Sirmour districts). Overall, there were 54 female and 28 male respondents in all 4 groups in Solan district and 44 female and 42 male respondents in Sirmour district suggesting that the participation of females in Himachal Pradesh is encouraging.

### **3.3 Discussion of Results**

After careful analysis of items in four interview schedules, it was felt that the results could be presented and discussed in the following sections. These are:

- **Facilities**
- **Education**
- **Participation of SC representatives/guardian**
- **Social Behaviour**
- **Miscellaneous**

#### **3.3.1 Facilities**

Under the section facilities, eight items examined the status of various facilities to SC students. These were free textbooks, free stationary, free uniform, scholarship, availability of textbooks within one month of beginning of the session, mid-day meal, its satisfaction level among students, and any other facilities. SSA functionaries, Head teachers/teachers, SC students and SC parents were interviewed to find out the status of various facilities to SC students. Some items were common to all interview schedules, whereas some were different. Therefore, all respondents have not been shown against each item. The following table shows item-wise responses of the interviewees.

**Table 3.2****District-wise responses of various groups about facilities to SC students**

Item	Respondents	District					
		Responses in Solan			Responses in Sirmour		
		Yes	No	Total	Yes	No	Total
Free Textbooks	SSA Functionaries	03	01	04	06	00	06
	Head teachers/Teachers	16	00	16	16	00	16
	SC Students	39	01	40	39	01	40
	SC Parents	22	00	22	23	01	24
Free Stationery	SSA Functionaries	01	03	04	02	04	06
	Head teachers/Teachers	06	10	16	08	08	16
	SC Students	14	26	40	17	23	40
	SC Parents	07	15	22	11	13	24
Free Uniform	SSA Functionaries	03	01	04	03	03	06
	Head teachers/Teachers	04	12	16	08	08	16
	SC Students	14	26	40	15	25	40
	SC Parents	05	17	22	09	15	24
Scholarship	SSA Functionaries	04	00	04	03	03	06
	Head teachers/Teachers	10	06	16	11	05	16
	SC Students	07	33	40	17	23	40
	SC Parents	07	15	22	11	13	24
Textbooks, Stationary, Uniform available within one month of first session?	SSA Functionaries	04	00	04	06	00	06
	Head teachers/Teachers	08	08	16	13	03	16
	SC Students	39	01	40	33	07	40
	SC Parents	08	14	22	11	13	24
Any other facilities?	SSA Functionaries	01	03	04	00	06	06
	Head teachers/Teachers	04	12	16	02	14	16
	SC Students	03	37	40	06	34	40
	SC Parents	04	18	22	01	23	24
Get mid day meal?	SC Students	40	00	40	40	00	40
Satisfied with the quality of mid day meal	SC Students	39	01	40	37	03	40

In response to the question whether free textbooks are given to SC students, almost all SSA functionaries (three out of four in Solan and all six functionaries in Sirmour districts) replied affirmatively. All head teachers and teachers in both the districts also maintained that free textbooks were provided to SC students. All the parents and students in both the districts gave their affirmative answers to this item.



As far as providing free stationery to SC students was concerned, there was no policy decision in this matter in Himachal Pradesh. However, the SSA functionaries did not appear to be knowledgeable, because only one SSA functionary in Solan district and two functionaries in Sirmour district said that free pens and pencils were given to SC students. Less than half of the head teachers/teachers in both the districts told that free stationery items, such as pens, pencils and copies were given to poor SC students out of teaching-learning material grants (TLM), while some teachers voluntarily gave free stationery items to poor SC students. Less than half of SC students and their parents in both the districts admitted having received stationery items. It is clear from the above discussion that in the absence of state policy regarding free stationery to SC students, head teachers and teachers tried to help needy students through various means.

Another item inquired if free uniform were provided to SC students. Responses were of varying nature, because some SC students received free uniform, while others did not. The reasons for these varying responses were obvious. Some head teachers and teachers told that there was no provision for free uniform in state policy. However, some uniform and shoes were donated by NGOs and they were distributed among the poor SC students.

As far as scholarships to SC students were concerned, majority of SSA functionaries and head teachers/teachers in both the districts told that scholarships were given to SC students. However, SC students and their parents told that they did not receive scholarships. The head teachers were requested to check why these SC students did not receive scholarships. It was told that the parents did not submit required documents in time and, in some cases, parents migrated from one place to another. Thus, they could not apply for scholarship in time. Another reason for these seeming contradictory responses was that parents and students did not receive scholarship amounts by December when this study was conducted. Therefore, they told that they did not receive scholarship for that year.

Majority of respondents, except parents, in both the districts admitted that free textbooks were made available to students in the first month of opening of the school. It is possible that these parents admitted their children into school late of some schools did not receive textbooks on time.

Respondents were asked if they received any other facility in addition to those mentioned above. Negligible number of respondents replied affirmatively, while a big majority said no. It means that some teachers and other community members may have provided occasional help to needy children, but this was not a regular practice.

Two questions were concerned with mid-day meal. One of the items inquired if SC students were receiving mid-day meal and another item sought their opinion about the quality of meal and satisfaction level. Almost all the student respondents in both the districts (39/40 in Solan and 37/40 in Sirmour) and admitted that mid-day meal was provided and its quality was good.

### 3.3.2 Education

All the four groups, i.e., SSA functionaries, Head teachers/teachers, SC students and SC parents were interviewed to assess the status of education for SC children in the selected schools of Solan and Sirmour districts. Some items were not common to all interview schedules. Therefore, all respondents have not been shown against each item. Item-wise responses have been presented in the following table.

**Table 3.3**  
**Educational Help to SC Students**

Item	Respondents	Responses in Solan			Responses in Sirmour		
		Yes	No	Total	Yes	No	Total
Special motivation programmes to enroll all children	SSA Functionaries	03	01	<b>04</b>	06	00	<b>06</b>
	Head Teacher/Teachers	11	05	<b>16</b>	09	07	<b>16</b>
	SC Parents	09	13	<b>22</b>	05	19	<b>24</b>
Special programmes to motivate girls for education?	SSA Functionaries	03	01	<b>04</b>	06	00	<b>06</b>
	Head Teacher/Teachers	12	04	<b>16</b>	14	02	<b>16</b>
	SC Parents	10	12	<b>22</b>	17	07	<b>24</b>
Extra classes to help SC students	Head Teacher/Teachers	09	07	<b>16</b>	07	09	<b>16</b>

	SC Parents	07	15	<b>22</b>	08	16	<b>24</b>
	SC Students	08	32	<b>40</b>	05	35	<b>40</b>
Teacher's special attention to SC students in the classroom?	SC Students	07	33	<b>40</b>	04	36	<b>40</b>
Extra educational help to SC students improve learning?	SC Students	28	12	<b>40</b>	04	36	<b>40</b>
	SC Parents	16	06	<b>22</b>	08	16	<b>24</b>
School's additional educational help to SC students?	SSA Functionaries	00	04	<b>04</b>	06	00	<b>6</b>
	Head Teacher/Teachers	09	07	<b>16</b>	07	09	<b>16</b>
	SC Parents	07	15	<b>22</b>	08	16	<b>24</b>
Teacher's educational help outside the classroom	SC Students	15	25	<b>40</b>	04	36	<b>40</b>
Satisfaction with the quality of education	SC Parents	20	02	<b>22</b>	24	00	<b>24</b>
Steps taken to monitor educational progress?	SSA Functionaries	03	01	<b>04</b>	06	00	<b>06</b>
Is monitoring done through NCERT/MHRD monitoring tools?	SSA Functionaries	01	03	<b>04</b>	00	06	<b>06</b>
	Head Teacher/Teachers	06	10	<b>16</b>	01	15	<b>16</b>
is there KGBV at block level	SSA Functionaries	01	03	<b>04</b>	01	05	<b>06</b>

Three groups of respondents – functionaries, head teachers/teachers and parents were asked if motivation programmes were organised to bring children to schools. Almost all functionaries (three out of four) in Solan district and all six functionaries in Sirmour district claimed that motivation programmes were organised to bring all children to schools. However, the responses of head teachers/teachers were slightly different. Although majority of them claimed that motivation programmes were organised to bring all children to schools, the parents had very different responses. Majority of parents in both the districts maintained that such programmes were not organised. However, head teachers/teachers and some parents in both the districts told that community awareness, Meena week, Baal Mela were organised to motivate parents and community to send their children to schools. It appears that parents did not consider community awareness, Meena week, Baal Mela as motivation programmes to bring all children to the schools.

Interestingly, a majority of respondents from parents, functionaries and head teacher/teachers told that special motivation programmes to bring all girls to schools were organised, which means adequate attention is being paid to the education of girls.

In response to the item whether extra classes were organised to help students in their education, majority of SC students and parents said 'no' while majority of head teacher/teachers in both in Solan and Sirmour districts said 'yes'. It appears from the responses of three groups that some schools organised extra classes to help weak students, while others did not.

The students were asked if teachers paid special attention to SC students. The responses of SC students in both the districts were 'no' (83 % in Solan and 90 % in Sirmour). A very small number of students told that help was given when asked for.

Parents and students were asked if extra help was given to students improved learning. Interestingly, the majority responses of both the groups in Solan district were affirmative, maintaining that such help improved the learning of these students to a great extent. It was the opposite in Sirmour district where a majority of students (36/40) and parents (15/23) told that extra helped improved learning of students to some extent. It appears that extra help to students were being provided in the schools of Solan district, while it was rare in Sirmour district.

The three groups of respondents (SSA Functionaries, Head teacher/teacher and parents) were asked if additional educational help was provided to SC students. The responses of three groups in Solan district were inconsistent, because SSA functionaries replied 'no' while majority of head teachers/teachers and minority of parents (one/third) said 'yes'. It appears that some schools decided to provide additional educational help to all weak students, while others did not. On the contrary, Almost all SSA functionaries, less than half of the head teacher/teachers and about one/third of the parents in Sirmour district claimed that additional educational help was provided to weak SC students. SSA functionaries told that additional classes were being organised in the months of December, January and February and five remedial teachers for primary and five remedial teachers for upper primary were being appointed at the payment of Rs.1000 per months. About half of the head teachers/teachers and one/third of the parents also confirmed additional classes being organised.

In response to the item whether teachers provided educational help outside the class, 15 out of 40 in Solan district and 4 out of 40 in Sirmour district gave affirmative response suggesting that such help was not available to majority of students. While the students in Solan told that teachers help them whenever required, the students in Sirmour district did not give any explanation.

As far as satisfaction of parents with the education given to their children was concerned, almost all the parents in Solan and Sirmour districts replied affirmatively. In Solan district, one parent maintained that enough attention was not paid towards improving hand writing; while another parent said that teachers were not able to teach properly due to extra work. Only one parent in Sirmour district said that she was not satisfied with the education given to her child. However, she could not give any reason in support of her response.

SSA functionaries in Solan and Sirmour districts claimed that monitoring was done through monitoring cell of DIET and PTA/MTA. The SSA functionaries in Sirmour district told that monitoring was done through monitoring tools and classroom observations. With specific reference to ensuring attendance of SC students, SSA functionaries in Sirmour district told that the attendance of SC students was ensured through the cooperation of PTA and MTA meetings, close contact with parents, motivation of parents and instructing schools to take steps in this direction. In response to the item whether NCERT/MHRD monitoring tools were used, almost all SSA functionaries said no, while teacher were hesitant to respond. It appeared from their responses that these tools were not being used.

SSA functionaries both in Solan and Sirmour districts did not know anything about KGBV and they did not know about the exact number of SC girls in these vidyalayas.

### **3.3.3 Participation of SC Representatives/Guardians in School Activities**

In the following table, the responses of various groups about the role of SC representatives/guardians in different activities of the schools have been shown.

**Table 3.4**

**Item-wise responses of SC Representatives/Guardians for Participation in School Activities**

Item	Respondents	Responses in Solan			Responses in Sirmour		
		Yes	No	Total	Yes	No	Total
Is there any role of SC Representatives/Guardians in the school activities?	SSA Functionaries	04	00	<b>04</b>	06	00	<b>06</b>
	Head Teacher/Teachers	13	03	<b>16</b>	15	01	<b>16</b>
	SC Parents	20	02	<b>22</b>	21	03	<b>24</b>
Is there Participation of SC group in school committees?	SSA Functionaries	03	01	<b>04</b>	06	00	<b>06</b>
	Head Teacher/Teachers	14	02	<b>16</b>	13	03	<b>16</b>
	SC Parents	15	07	<b>22</b>	18	06	<b>24</b>
Does Sc community play any role in the maintenance of school building?	SC Parents	11	11	<b>22</b>	09	15	<b>24</b>
Participation of SC committee to ensure meeting of educational needs..?	SC Parents	08	14	<b>22</b>	00	24	<b>24</b>

A big majority of respondents from SSA functionaries, head teachers/teachers and SC representatives/guardians in Solan and Sirmour districts claimed that members of SC community participated in various activities of schools. These activities include: participation in various committees and meetings, cultural programmes, games and construction of school buildings. The respondents in Solan told about some additional activities, e.g., games, mid-day meal, construction and maintenance of school building. **One SC parent, however, told that she did not know anything about it.** As far as their participation in School Management Committees were concerned, almost all respondents from three groups in Solan and Sirmour districts confirmed participation of SC members in these committees. Since one SC member has to be in Village Education Committee (VEC), and VEC member is in the School Management Committee (SMC), the participation of SC member in the SMC was ensured.

SC representatives/guardians were asked if SC community play any role in the maintenance of school buildings. In Solan district, 50% of the respondents from representatives/guardians group said 'yes', while majority of them in Sirmour district said 'no'. When asked about the kinds of activities they participate in, they told about construction and repair of school buildings. Majority of SC representatives/guardians in Solan district confirmed their

participation in maintenance of schools, while the majority of respondents in Sirmour district denied it.

The SC representatives/guardians were asked if they had participated in school committees to ensure meeting of educational needs of their children. Out of 46 SC guardians/representatives in Solan and Sirmour districts only eight respondents in Solan told that they participate in discussions relating to meeting educational needs of their children. The issues discussed in the meetings include educational progress of children and cooperation between parents and teachers.

### 3.3.4 Social behaviour

The items relating to social behaviour were included in the interview schedules of SC students, SC representatives/guardians and head teachers/teachers. The responses of these groups have been shown in the following table.

**Table 3.5 Responses to Social behaviour items**

Item	Respondents	Responses in Solan			Responses in Sirmour		
		Yes	No	Total	Yes	No	Total
Participation of SC children in school activities?	SC Students	38	02	<b>40</b>	38	02	<b>40</b>
Equal treatment by schoolmates?	SC Students	40	00	<b>40</b>	40	00	<b>40</b>
Equal treatment by teachers?	SC Students	39	01	<b>40</b>	40	00	<b>40</b>
	SC Parents	21	01	<b>22</b>	24	00	<b>24</b>
Friendliness between SC & non-SC children?	SC Parents	22	00	<b>22</b>	24	00	<b>24</b>
Do sc and non-SC children play together	SC Parents	22	00	<b>22</b>	24	00	<b>24</b>
Do non-SC children visit SC children at home?	SC Parents	19	03	<b>22</b>	23	01	<b>24</b>
Changes in social behavior after implementation of special provisions under SSA?	Head Teacher/Teachers	16	00	<b>16</b>	13	03	<b>16</b>

Almost all SC children (except two in Solan and two in Sirmour) told that they participate in various school activities along with non-SC children. When asked about the activities they

participate in, they told that they participate in various games, cultural activities, debate and drawing. All SC children told that they were treated by their school mates very well and they were not discriminated in any manner.

SC parents and SC children were asked whether teachers treat SC children just like other students, all respondents told that there was no discrimination between students. All SC parents maintained that non-SC children were friendly to SC children and they play together. A very big majority of respondents told that non-SC children visit their SC friends at home. When asked about the frequency of visits, almost all of them said that visits were very frequent. All three groups - head teachers/teachers, SC parents, and SC children - in Solan and Sirmour districts told that there was no discrimination against SC students, which indicates that changes have taken place in social behaviour towards SC students. Both parents and students told that teachers treat SC and non-SC students equally well suggesting that SC students were not discriminated in any way. Parents also expressed their satisfaction over friendly relationship between SC and non-SC students, which is evident from the fact that both SC and non-SC students visit each other's at homes.

SSA functionaries and head teachers/teachers were asked to indicate changes in social behaviour after implementation of special provisions. SSA functionaries and head teachers/teachers in Solan and Sirmour told that all students, including SC students, take part in different activities of the schools. These activities include games and cultural programmes that clearly indicate the interaction between the students. They further told that there was no discrimination between different categories of students.

### **3.3.5 Miscellaneous**

There were four items under the heading of Miscellaneous. Two of the items were concerned with special allocation of funds for SC students under SSA and its utilisation. Other two items related to difficulties in participation of SC students in school activities and other special inputs to improve learning of these students. Through discussions with functionaries and head teacher/teachers it was revealed that special allocation of funds to schools was not done in the state. Therefore, question of utilisation of funds did not arise. As far as difficulties in participation of SC students in school activities was concerned, all respondents told that there were no difficulties at all. No special inputs to improve learning of SC students existed

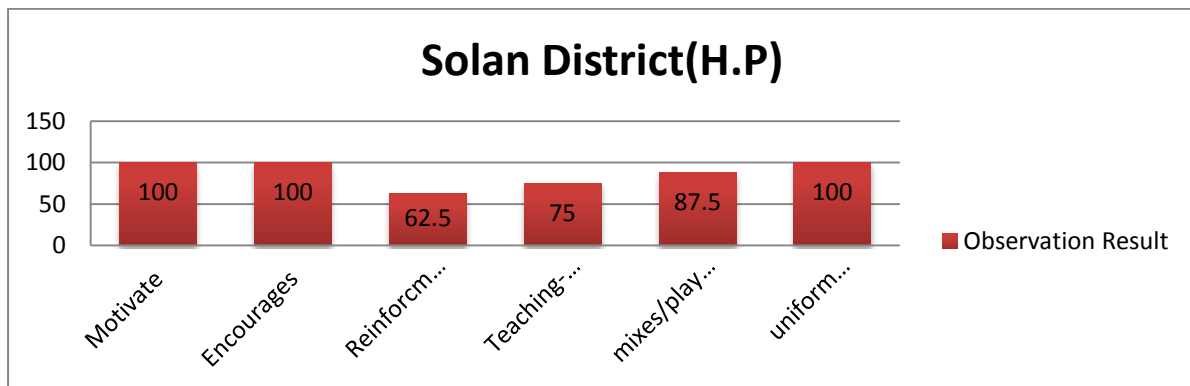


at the time of this study. Further, teachers believed that whatever inputs are to be introduced, they should be for all weak children.

### 3.3.6 Observation Results

The following graph presents observation results for Solan district of Himachal Pradesh.

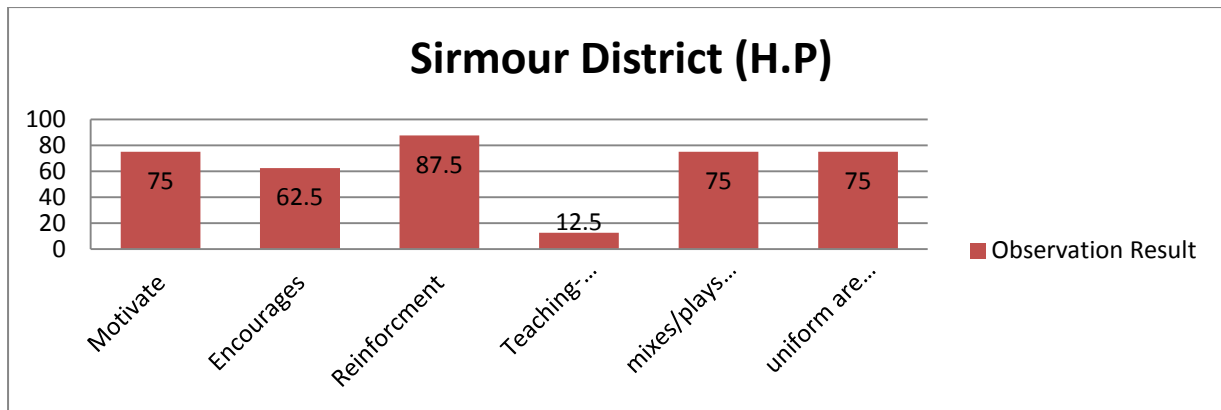
**Graph 3.1 Observation results for Solan District**



Out of six items in the observation schedules, first four were concerned with classroom processes, while the last two were related to outside the class. As shown in the graph, first two items relating to motivation and encouragement to SC students were found to be extremely well showing the hundred per cent results. As far as use of reinforcements was concerned, the results were satisfactory, while the results for use of TLM were very good. The items showing interaction with non-SC students and wearing clean uniform by SC students were extremely good suggesting that there was no problem in socialisation of SC children in schools.

The following graph presents observation results for Sirmour district of Himachal Pradesh.

**Graph 3.2 Observation results for Sirmour District**



Out of six items in the observation schedules, first four were concerned with classroom Processes, while the last two were related to outside the class. As shown in the graph, first two items relating to motivation and encouragement to SC students were found to be good. As far as use of reinforcements was concerned, the results were extremely good, while the results for use of TLM were extremely poor. The items showing interaction with non-SC students and wearing clean uniform by SC students were extremely good suggesting that there was no problem in socialisation of SC children in schools.

# Chapter IV

Analysis and Discussion of  
Results in Karnataka States

## Analysis and Discussion of Results in Karnataka States

### 4.1 Overview

This chapter presents groups and sub-groups of respondents in the study and analyses of their responses followed by discussion in various sections. These sections include:

- Facilities
- Education
- Participation of SC representatives/guardian
- Social Behaviour
- Miscellaneous
- Results of observations

### 4.2 Groups and Subgroups in the Study

The samples comprising SSA functionaries, Head teachers/teachers, SC guardians/representatives and SC students were divided into groups and subgroups. The following table presents groups of respondents in two districts.

**Table 4.1**  
**Respondents in Chamraj Nagar and Kolar Districts**

Respondent	District						Total
	Chamraj Nagar			Kolar			
	Male	Female	Total	Male	Female	Total	
SSA Functionaries	01	00	<b>01</b>	03	00	<b>03</b>	<b>4</b>
Head teacher/Teachers	08	08	<b>16</b>	05	10	<b>15</b>	<b>31</b>
SC Students	16	24	<b>40</b>	18	22	<b>40</b>	<b>80</b>
SC Parents	14	10	<b>24</b>	---	---	<b>---</b>	<b>24</b>
<b>Total</b>	39	42	<b>71</b>	26	32	<b>58</b>	<b>139</b>

The above table clearly demonstrates that in Chamraj Nagar district the number of female respondents in student group were more than the males, while it was opposite in the case of parents. In the head teacher/teacher group, the numbers of males and females were equal. On



Free Textbooks	SSA Functionaries	01	00	<b>01</b>	03	00	<b>03</b>
	Head teacher/Teachers	16	00	<b>16</b>	15	00	<b>15</b>
	SC Students	40	00	<b>40</b>	40	00	<b>40</b>
	SC Parents	24	00	<b>24</b>	--	--	--
Free Stationery	SSA Functionaries	01	00	<b>01</b>	03	00	<b>03</b>
	Head teacher/Teachers	15	01	<b>16</b>	15	00	<b>15</b>
	SC Students	40	00	<b>40</b>	40	00	<b>40</b>
	SC Parents	24	00	<b>24</b>	---	---	---
Free Uniform	SSA Functionaries	01	00	<b>01</b>	03	00	<b>03</b>
	Head teacher/Teachers	15	01	<b>16</b>	15	00	<b>15</b>
	SC Students	40	00	<b>40</b>	15	00	<b>15</b>
	SC Parents	24	00	<b>24</b>			
Scholarship	SSA Functionaries	01	00	<b>01</b>	03	00	<b>03</b>
	Head teacher/Teachers	16	00	<b>16</b>	15	00	<b>15</b>
	SC Students	40	00	<b>40</b>	40	00	<b>40</b>
	SC Parents	24	00	<b>24</b>	---	---	---
Textbooks, Stationary, Uniform available within one month of first session?	SSA Functionaries	01	00	<b>01</b>	03	00	<b>03</b>
	Head teacher/Teachers	16	00	<b>16</b>	15	00	<b>15</b>
	SC Students	40	00	<b>40</b>	39	01	<b>40</b>
	SC Parents	22	02	<b>24</b>	---	---	---
Any other facilities	SSA Functionaries	00	01	<b>01</b>	03	00	<b>03</b>
	Head teacher/Teachers	07	09	<b>16</b>	02	13	<b>15</b>
	SC Students	19	21	<b>40</b>	01	39	<b>40</b>
	SC Parents	08	16	<b>24</b>	---	---	---
Get mid day meal?	SC Students	40	00	<b>40</b>	40	00	<b>40</b>
Satisfied with the quality of mid day meal	SC Students	40	00	<b>40</b>	40	00	<b>40</b>

In response to the question whether free textbooks were given to SC students, all SSA functionaries (one in Chamraj Nagar and all three functionaries in Kolar districts) replied affirmatively. All head teachers and teachers in both the districts also maintained that free textbooks were provided to SC students. All the parents and students in Chamraj Nagar district and all SC students in Kolar district also told that free textbooks were provided.

As far as providing free stationery to SC students was concerned, all four groups (SSA functionaries, head teachers/teachers, SC parents and SC students) in Chamraj Nagar district

and three groups (SSA functionaries, head teachers/teachers and SC students) in Kolar district informed that SC students had received free stationery items. These items included notebooks, pencils, pen, eraser, school bag and geometry box. School bags were provided to the students of primary classes, while geometry boxes were provided to the students of upper primary classes only. However, other items were common to both primary and upper primary classes SC students. There were some discrepancies in the responses of SC students in two districts, which could have been due to inadequate probing by the local interviewer, who interviewed students in Kanada language. The students of Kolar districts did not elaborate upon stationery items that they received.

Another item inquired if free uniform were provided to SC students. Almost hundred per cent responses from all the groups in both the districts were 'yes', but only one pair of uniform was supplied to each SC student. Interestingly, only one pair of uniform to each student was supplied, though the school opens six days a week. This means that the uniform has to be washed frequently and worn. Since there is no winter in Karnataka state, no woollen uniform was supplied to students.

As far as scholarships to SC students were concerned, majority of respondents in all groups told that scholarships Rs. 75 per annum was given to SC boys and SC girls from classes I-VII. The SC girls of classes VI and VII were given additional scholarship of Rs. 250 per annum. Thus, SC girls of classes VI and VII received the total amount of scholarship Rs. 325 per annum, while SC boys received Rs. 75 per annum only.

Majority of respondents from all groups in both the districts admitted that free textbooks, stationery items and uniform were made available to students in the first month of opening of the school.

Respondents were asked if they received any other facility in addition to those mentioned above, negligible number of respondents replied affirmatively, while a big majority said no. Some SC students of Chamraj Nagar district received white uniform, tie and shoes while others did not receive this kind of additional facilities. In Kolar district, SSA functionaries told that students were provided additional training in embroidery, swimming, tailoring and bicycle riding, while the same was not confirmed by head teachers/teachers and students.

Two questions were concerned with mid-day meal. One of the items inquired if SC students were receiving mid-day meal and another item sought their opinion about the quality of meal and satisfaction level. Hundred per cent student in both the districts responded and admitted that mid-day meal was provided and its quality was good.

### 4.3.2 Education

All the four groups, i.e., SSA functionaries, Head teachers/teachers, SC students and SC parents were interviewed to assess the status of education for SC children in the selected schools of Chamraj Nagar and Kolar districts. Some items were not common to all interview schedules. Therefore, all respondents have not been shown against each item. Item-wise responses have been presented in the following table.

**Table 4.3**  
**Educational Help to SC Students**

Item	Respondents	Responses in Chamraj Nagar			Responses in Kolar		
		Yes	No	Total	Yes	No	Total
Special motivation programmes to enroll all children	SSA Functionaries	01	00	<b>01</b>	03	00	<b>03</b>
	Head teacher/Teachers	08	08	<b>16</b>	14	01	<b>15</b>
	SC Parents	16	08	<b>24</b>	---	---	---
Special programmes to motivate girls for education?	SSA Functionaries	01	00	<b>01</b>	03	00	<b>03</b>
	Head teacher/Teachers	09	07	<b>16</b>	12	03	<b>15</b>
	SC Parents	13	11	<b>24</b>	---	---	---
Extra classes to help SC students	Head teacher/Teachers	07	09	<b>16</b>	15	00	<b>15</b>
	SC Parents	11	13	<b>24</b>			
	SC Students	33	07	<b>40</b>	40	00	<b>40</b>
Teacher's special attention to SC students in the classroom?	SC Students	31	09	<b>40</b>	06	34	<b>40</b>



Extra educational help to SC students improve learning?	SC Students	33	07	<b>40</b>	34	06	<b>40</b>
	SC Parents	18	06	<b>24</b>	---	---	---
School's additional educational help to SC students?	SSA Functionaries	01	00	<b>01</b>	03	00	<b>03</b>
	Head teacher/Teachers	07	09	<b>16</b>	15	00	<b>15</b>
	SC Parents	11	13	<b>24</b>			
Teacher's educational help outside the classroom	SC Students	18	22	<b>40</b>	04	36	<b>40</b>
Satisfaction with the quality of education?	SC Parents	24	00	<b>24</b>	---	---	---
Steps taken to monitor educational progress?	SSA Functionaries	01	00	<b>01</b>	02	01	<b>03</b>
Is monitoring done through NCERT/MHRD monitoring tools?	SSA Functionaries	00	01	<b>01</b>	03	00	<b>03</b>
	Head teacher/Teachers	07	09	<b>16</b>	12	03	<b>15</b>
Is there KGBV at block level	SSA Functionaries	00	01	<b>01</b>	03	00	<b>03</b>

Three groups of respondents – functionaries, head teachers/teachers and parents were asked if motivation programmes were organised to bring children to schools. All functionaries in both the districts claimed that motivation programmes were organised to bring all children to schools. However, the responses of head teachers/teachers were slightly different. About 50 % of the head teachers/teachers in Chamraj Nagar district and almost all the head teachers/teachers, except one, in Kolar district maintained that motivation programmes were organised to bring all children to schools. A majority of parents in Chamraj Nagar district also informed that motivation programmes to bring all children to school were organised from time to time. When asked about specific programmes that were organised to bring children to school, the respondents told about community awareness through Jatha, special enrolment drive, contact parents, Asha Kirana Tent Schools and Chinnara Angola programmes.

Interestingly, a majority of respondents from parents, functionaries and head teacher/teachers told that special motivation programmes to bring all girls to schools were organised, which means adequate attention is being paid to the education of girls. In addition to motivation

programmes being undertaken to bring all children to schools, extra classes were being organised for girls to motivate them for education.

In response to the item whether extra classes were organised to help students in their education, about half of the head teachers/teachers in Chamraj Nagar district and almost all head teachers/teachers in Kolar district claimed that extra classes were organised for students depending on their need. These claims were supported by the responses of parents in Chamraj Nagar district and students in both the districts. It appears from the responses of three groups that some schools organised extra classes to help weak students, while others did not.

The students were asked if teachers paid special attention to SC students. The responses of SC students in both the districts were surprisingly different. The SC students of Chamraj Nagar district (31/40) told that special attention was paid to them through various ways, such as asking question, checking home work, solving problems etc. On the contrary, only six students in Kolar district admitted that special attention was paid to them.

Parents and students were asked if extra help was given to students improved learning. The majority responses of SC students and their parents revealed that the learning of students improved to some extent. Similar responses were given by the students of Kolar district also.

The three groups of respondents (SSA Functionaries, Head teacher/teacher and parents) were asked if additional educational help was provided to SC students. All SSA functionaries in Chamraj Nagar and Kolar districts informed that extra classes were taken to provide additional educational help to SC students. About half of the responses of teachers and parents also supported the claims of SSA functionaries.

In response to the item whether teachers provided educational help outside the class, 18/40 students in Chamraj Nagar district and 4/40 students in Kolar district responded affirmatively.

As far as satisfaction of parents with the education given to their children was concerned, all parents in Chamraj Nagar district replied affirmatively. SSA functionaries in Chamraj Nagar and Kolar districts claimed that monitoring was done through monitoring cell of DIET and PTA/MTA. As far as monitoring of attendance of SC children was concerned, all SSA

functionaries informed of ensuring attendance of students through interaction with parents, Samuday Datta School Programme and School Development Management Committee (SDMC). In response to the item whether NCERT/MHRD monitoring tools were used, all three SSA functionaries in Kolar district maintained that quality monitoring is done through these tools. Almost half of the teachers in Chamraj Nagar district and big majority (twelve out of fifteen) teachers in Kolar district also supported the claims made by SSA functionaries. When inquired about the KGBV at block level, all three SSA functionaries told that there was one KGBV in Kolar district. One SSA functionary told that this vidyalaya had 140 girls out of which 40 girls were from SC community.

### 4.3.2 Participation of SC Representatives/Guardians in School Activities

In the following table, the responses of various groups about the role of SC representatives/guardians in different activities of the schools have been shown.

**Table 4.4**

#### **Item-wise responses of SC Representatives/Guardians for Participation in School Activities**

Item	Respondents	Responses in Chamraj Nagar			Responses in Kolar		
		Yes	No	Total	Yes	No	Total
Is there any role of SC Representatives/Guardians in the school activities?	SSA Functionaries	01	00	01	03	00	03
	Head teacher/Teachers	10	06	16	15	00	15
	SC Parents	23	01	24	---	---	---
Is there Participation of SC group in school committees?	SSA Functionaries	01	00	01	03	00	03
	Head teacher/Teachers	12	04	16	15	00	15
	SC Parents	13	11	24	---	---	---
Does Sc community play any role in the maintenance of school building?	SC Parents	05	19	24	---	---	---
Participation of SC committee to ensure meeting of educational needs?	SC Parents	08	16	24	---	---	---

A big majority of respondents from SSA functionaries, head teachers/teachers and SC representatives/guardians in Chamraj Nagar district claimed that members of SC community participated in various activities of schools. In Kolar district, where SC representatives/guardians could not be interviewed due to compelling reasons, the remaining respondents confirmed participation of SC representatives/guardians in various activities of

schools. These activities included participation in various committees and meetings, including School Development and Monitoring Committee (SDMC), cultural programmes, national festivals, and mid-day meal.

SC representatives/guardians were asked if SC community play any role in the maintenance of school buildings. A big majority of guardians (19/24) in Chamraj Nagar district told that they do not participate in the maintenance of school buildings. The remaining five respondents did not give any reply.

The SC representatives/guardians were asked if they participate in school committees to ensure meet educational needs of their children. Out of 24 guardians in Chamraj Nagar district, only a minority (eight) said that they participate in the meetings concerning education of their children. Other guardians told that they have to go for work and they cannot spend time in attending the meetings.

#### 4.3.4 Social behaviour

The items relating to social behaviour were included in the interview schedules of SC students, SC representatives/guardians and head teachers/teachers. The responses of these groups have been shown in the following table.

**Table 4.5 Responses to Social behaviour items**

Item	Respondents	Responses in Chamraj Nagar			Responses in Kolar		
		Yes	No	Total	Yes	No	Total
Participation of SC children in school activities?	SC Students	34	06	<b>40</b>	37	03	<b>40</b>
Equal treatment by schoolmates?	SC Students	40	00	<b>40</b>	40	00	<b>40</b>
Equal treatment by teachers?	SC Students	40	00	<b>40</b>	40	00	<b>40</b>
	SC Parents	17	07	<b>24</b>	---	---	---
Friendliness between SC & non SC children?	SC Parents	21	03	<b>24</b>	---	---	---
Do sc and non-SC children play together	SC Parents	21	03	<b>24</b>	---	---	---

Do non-SC children visit SC children at home?	SC Parents	16	08	<b>24</b>	---	---	---
Changes in social behavior after implementation of special provisions under SSA?	Head teacher/Teachers	10	06	<b>16</b>	14	01	<b>15</b>

Almost all SC children (except six in Chamraj Nagar and three in Kolar) districts told that they participated in various school activities along with non-SC children. When asked about the activities they participated in, they told that they took part in various games, sports, cultural activities, storytelling, dance, singing, drama, quiz, drawing and national festivals. All SC children in both the districts told that they were treated by their school mates very well and they were not discriminated in any manner.

SC parents and SC children were asked whether teachers treat SC children just like other students. All SC students in both the districts and seventeen out of twenty-four parents in Chamraj Nagar told that there was no discrimination between students. A big majority of SC parents in Chamraj Nagar district maintained that non-SC children were friendly to SC children and they played together. Three-fourth of the SC parents in Chamraj Nagar district told that non-SC children visited their SC friends at home. When asked about the frequency of visits, almost all of them said that visits are very frequent. All three groups - head teachers/teachers, SC parents, and SC children told that there was no discrimination against SC students, which indicates that changes have taken place in social behaviour towards SC students. Both parents and students told that teachers treat SC and non-SC students equally well suggesting that SC students are not discriminated in any way. Parents also expressed their satisfaction over friendly relationship between SC and non-SC students, which is evident from the fact that both SC and non-Sc students visit each other's at homes.

SSA functionaries and head teachers/teachers were asked to indicate changes in social behaviour after implementation of special provisions. SSA functionaries and head teachers/teachers in Chamraj Nagar and Kolar districts told that all students, including SC students, take part in different activities of the schools. These activities include games and cultural programmes that clearly indicate the interaction between the students. They further told that there was no discrimination between different categories of students.

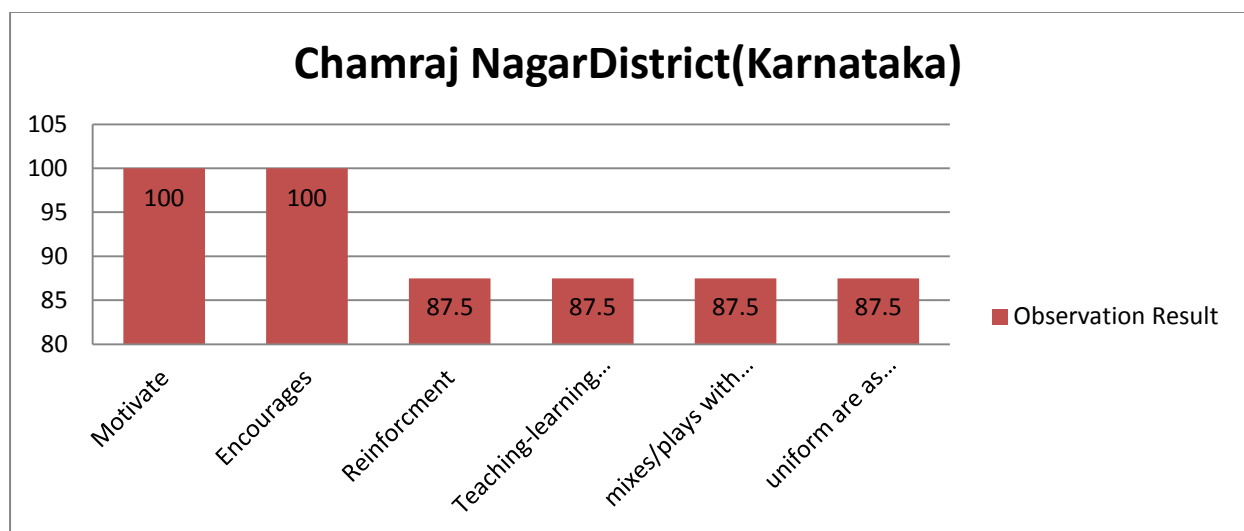
#### **4.3.5 Miscellaneous**

There were four items under the heading of Miscellaneous. Two of the items were concerned with special allocation of funds for SC students under SSA and its utilisation. Other two items related to difficulties in participation of SC students in school activities and other special inputs to improve learning of these students. Through discussions with functionaries and head teacher/teachers it was revealed that there was no special allocation of funds to schools. Therefore, the question of utilisation of funds does not arise. As far as difficulties in participation of SC students in school activities were concerned, all respondents told that there were no difficulties at all. No special inputs to improve learning of SC students existed at the time of this study. Further, teachers believed that whatever inputs are to be introduced, they should be for all weak children.

#### 4.3.6 Observation Results

The following graph presents observation results for Chamraj Nagar district of Karnataka

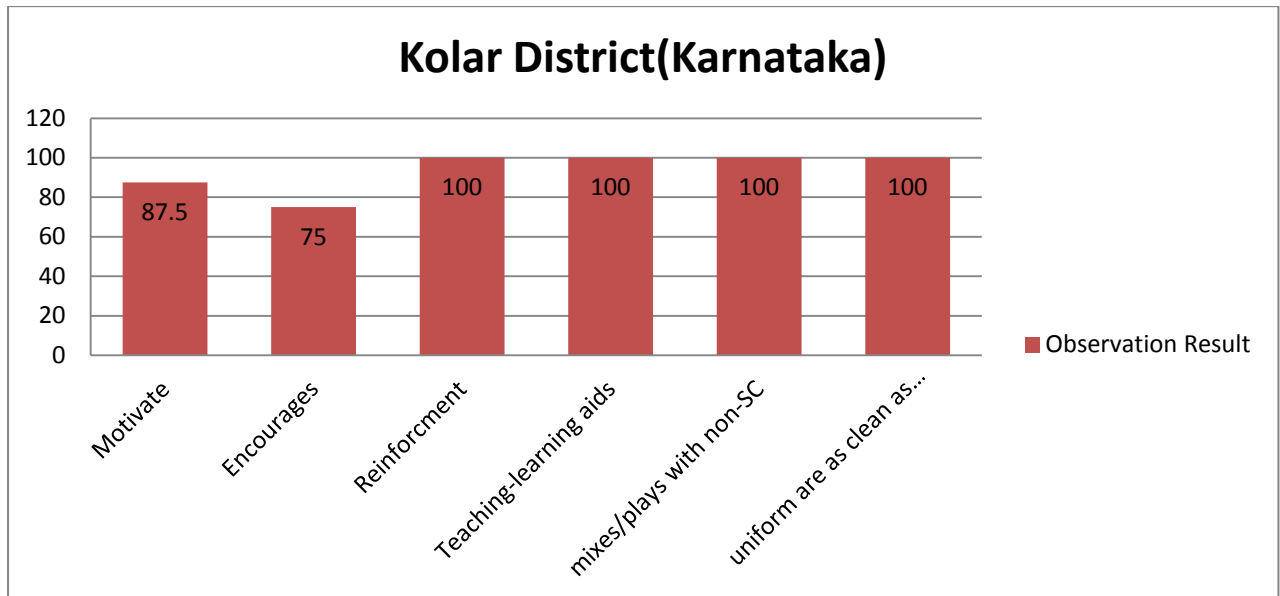
. Graph 4.1 Observation results for Chamraj Nagar



Out of six items in the observation schedules, first four were concerned with classroom processes, while the last two were related to outside the class. As shown in the graph, first two items relating to motivation and encouragement to SC students were found to be excellent showing the hundred per cent results. As far as use of reinforcements and TLMs were concerned, the results were very good. The items showing interaction with non-SC

students and wearing clean uniform by SC students were extremely good suggesting that there was no problem in socialisation of SC children in schools.

**Graph 4.2 Observation results for Kolar**



Out of six items in the observation schedules, first four were concerned with classroom processes, while the last two were related to outside the class. As shown in the graph, first two items relating to motivation and encouragement to SC students were found to be very good. As far as use of reinforcements and TLMs were concerned, the results were excellent. The items showing interaction with non-SC students and wearing clean uniform by SC students were excellent suggesting that there was no problem in socialisation of SC children in schools.

# Chapter V

## Conclusion



## Conclusion

### 5.1 Overview

This chapter presents an epitome of the report that includes major findings of the study and suggestions for further improvements in the facilities for SC children so that the goal of universal elementary education could be achieved.

### 5.2 An Epitome

This study investigated the status of special provisions for education of SC children in Solan and Sirmour districts of Himachal Pradesh in the northern region and Chamraj Nagar and Kolar districts of Karnataka in southern region. The sample comprised ten SSA functionaries in Himachal Pradesh and four SSA functionaries in Karnataka; thirty-two head teachers/teachers in Himachal Pradesh and thirty-one in Karnataka; eighty SC students in Himachal Pradesh and an equal number of SC students in Karnataka; and forty-six SC parents/guardians in Himachal Pradesh and twenty-four in Karnataka who were selected randomly. The study covered Rural and urban schools to find out if the provisions for SC children were implemented in rural areas. The researcher was pleased to note that some of the facilities under SSA were being provided to SC students in rural as well as in urban areas. Each of the individuals included in the samples were interviewed and their responses were crosschecked for authenticity to reach conclusion. Some of the provisions for SC children are being implemented, whereas some provisions need serious attention of the authorities for necessary modification and strict implementation.

### 5.3 Major Findings of the Study

The major findings of the study were:

- Free textbooks were provided to all students at primary and upper primary stages in Himachal Pradesh and Karnataka.
- There was no policy to provide free uniform and stationery items in Himachal Pradesh, while these facilities were provided to SC students in Karnataka.
- Scholarships were awarded to SC students in both the states.

- SSA functionaries and head teachers in Himachal Pradesh had claimed that extra classes were organised to help SC students in their studies; but majority of SC students and their parents refuted these claims.
- SC parents participated in various school activities, such as development/maintenance of school, supervision of mid-day meal, distribution of textbooks and scholarships.
- Separate budget was not allocated to the schools.
- SC students participated along with other students in different activities including games, drawing, singing and writing competitions.
- The interview results revealed that both SC and non-SC students play together and visit each other at homes. SC parents also informed that there are no practices of discrimination between SC and non-SC students.

#### **5.4 Suggestions for improvements**

The following suggestions may be helpful in ensuring facilities to SC children:

- The provision should be made for supply of shoes and uniform (two uniforms for summer and two woollen uniforms for winter) to SC students in Himachal Pradesh and minimum of two pair of uniform and shoes in Karnataka to SC students, as majority of them come from very poor families.
- The amounts of scholarships for SC students should be enhanced for primary and upper primary classes, because a big majority of them come from poor families.
- There should be proper monitoring mechanism to ensure benefits to beneficiaries.
- Officials should make surprise visits to schools to ensure regular teaching and special coaching to SC students.

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