

SOCIAL LOCATION AND SCHOOL CHOICE: A SOCIOLOGICAL STUDY IN TELANGANA

**A Thesis Submitted during 2016 to the University of Hyderabad in Partial Fulfilment of the
Award of a PhD Degree in the Department of Sociology**

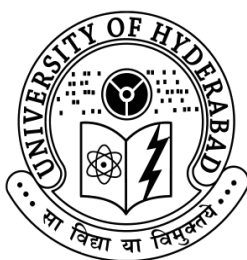
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CERTIFICATE

This is to certify that the thesis entitled “*Social Location and School Choice: A Sociological Study in Telangana*” submitted by Silveru Harinath bearing Reg. No. 08SSPH08 in partial fulfilment of the requirements for the award of Doctor of Philosophy in Sociology is a bonafide work carried by him under my supervision and guidance which is a plagiarism free thesis.

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ABBREVIATIONS

AIMS	All India Institute of Medical Sciences
APL	Above Poverty Line
B.Ed.	Bachelor of Education
B.Tech	Bachelor of Technology
BPL	Below Poverty Line
CABE	Central Advisory Board of Education
CITU	Centre of Indian Trade Union
CREATE	Consortium for Research on Educational Access
DCE	Districts Centres for English
DEO	District Educational Officer
DISE	District Information System for Education
DPEP	District Primary Education Programme
DSC	District Selection Committee
EAMCET	Engineering Agriculture and Medical Common Entrance Test
EFA	Education for All
ELTC	English Language Training Centres
EPZ	Economic Priority Zones
EQZ	Education Quality Zones
F_SC	Total Scheduled Castes Female Population
F_ST	Total Scheduled Castes Female Population
GDP	Gross Domestic Product
GoI	Government of India
GWMC	Greater Warangal Municipal Corporation
I.A.S	Indian Administrative Service
ICDS	Integrated Child Development Scheme
ICT	Information and Communication Technology
IEEE	All India Engineering Entrance Examination
IIT	Indian Institute of Technology

ITI	Industrial Training Institute
JEE	Joint Entrance Examinations
JIPMER	Jawaharlal Institute of Post-Graduation Medical and Educational Research
K.G	Kindergarten
KGBV	Kasturba Gandhi Balikala Vidhyalaya
KITS	Kakatiya Institute of Technology and Science
K.U	Kakatiya University
LCD	Liquid Crystal Display
LIC	Life Insurance Corporation
M.Phil.	Master of Philosophy
M. Sc	Master of Science
M_SC	Total Scheduled Castes Male Population
M_ST	Total Scheduled Tribes Male Population
MBBS	Bachelor of Medicine/Bachelor of Surgery
MDS	Millennium Development Goals
MEO	Mandal Educational Officer
MPPs	Mandal Parishad Primary Schools
NCAER	National Council for Applied Economics Research
NCMP	National Common Minimum Program
NFHS	National Family Health Survey
NGO	Non-Government Organization
NMDC	New Delhi Municipality Council
NPF	Non Formal Education
NPDCCL	Northern Power Distribution Company Ltd
NPNSPE	National Programme Nutritional Support to Primary Education
OBB	Operation Block Boards
OBC	Other Backward Classes
OC	Other Castes
P.G	Post - Graduation
Ph.D.	Doctor of Philosophy

P_SC	Total Scheduled Castes Population
P_ST	Total Scheduled Tribes Population
Ph.D.	Doctor of Philosophy
PPP	Public Private Partnership
PROBE	Public Report on Basic Education
PTA	Parents Teachers Association
RTE	Right to Education
SC	Scheduled Castes
SMC	School Management Committee
SOE	Sociology of Education
SSA	Sarva Siksha Abhiyan
ST	Scheduled Tribes
TDP	Telugu Desham Party
TI	Total Illiterates
TL	Total Literates
TOT_P	Total Population
TSRTC	Telangana State Road Transportation Corporation
TRS	Telangana Rastra Samithi
TWSRS	Telangana Social Welfare Residential Schools
UNICEF	United Nations Children's Emergency Fund
VEC	Village Education Committee
VRO	Village Revenue Officer
ZPPS	Zilla Praja Parishad School

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CHAPTER - I

INTRODUCTION

Background of the study

Supreme Court judgement¹ on the zero enrolment schools in Telangana state gained critical significance in the context of the decline of student enrolment in government schools across the states of India in general and Telangana in particular. The questions posed by the court on the reasons for the 398 zero enrolment schools and around 4000 government schools which are on the verge of zero enrolment poses a major challenge to the role of government schools in shaping the nature of education system in the state run schools across the states in India. The fundamental question is to identify the major factors for the zero enrolment in government schools, secondly to analyze the factors that drive parents towards private schools despite of the presence of government schools in most of the villages and urban areas including slums.

Though the above question sounds simple but needs in-depth scholarly attention for answering the concern questions. The current study makes a systematic attempt to explain the patterns of schooling in contemporary India, how diverse social groups such as castes, classes, gender and tribal communities are responding to the government and private schools in India in general and Telangana in particular.

Research Problem

Educational institutions are functioning under multiple managements such as government, government aided and unaided schools. Medium of instruction, quality in infrastructural facilities and quality in teaching and learning practices determines the school choice on the lines of ideal type schools and not desired schools. The medium of instruction is Telugu in most of the government schools and in the private schools the medium of instruction is English. The enrolment in government schools with Telugu medium is steadily declining when compared to private schools with English medium. Irrespective of caste, class and social status the parents are looking for the 'best school choice'. In this context there is a need to focus on the parents who are sending their children to various schools based on their choice. The study aims to explore the socio-economic

¹ Deccan Chronicle Daily News, date, 06-05-2016.

background of parents and their aspirations and experience in government and private schools in the selected sample villages and towns in the Telangana state.

Rationale of the Study

Selection of ‘best school’ has become an important agenda for the parents in contemporary India. Private schools are attracting the parents not only in the urban settings but also penetrating into rural areas by offering English medium and claiming quality teaching and learning. Though the government schools have qualified teachers and efficiency in teaching, parents are not having any kind of hopes on the teachers and they are preferred to send their children to private schools, even though they don’t find qualified teachers in the private schools.

Why this paradox? Qualified government teachers working for the Government schools fail to attract the children and unable to convince the parents whereas unqualified/ under qualified teachers who work for the private school are attracting large number of student and able to convince the parents about the quality of education. The study also seeks to understand the difference between the Dalits and Non-Dalits on the selection of schools. What factors constitute the selection of schools? Is it only the economic potential or the entry of Dalits led to the withdrawal of Non-Dalit children from the government schools?

Hypothesis

The hypothesis is defined as a proposed assumption (statement) subject to the testing. The current study aimed to work with the following explanation:

- The school choice is determined by the caste, class and gender
- There is a significant difference between Dalits and Non-Dalits in understanding school choice.

Objectives of the Study

The present study proposed to work with the following objectives: they are

- To examine the socio-economic profile of the student who are studying in the selected government and private schools,
- To analyze the perceptions of children, parents and teachers on the core infrastructural facilities in the chosen schools,
- To map out the aspirations and experiences of the children and parents on the school choice and

- To critically analyze the patterns of responses between Dalits and Non-Dalits on the school choice.

Methodology

The primary function of social science research is to approach the research problem with a systematic research protocols. The qualitative and quantitative methods of data collection and analysis have been used to examine the nature of the relationship between the social location and school choice.

Field Site

Warangal district is selected for conducting the survey and proper illustration was framed to collect the data from the field. Two different interview Schedules were prepared, one for the students and another for parents. Data were collected from four villages in rural and two wards in urban area within the time span of six months. In every village and ward thirty days were spent for data collection. Informal conversations with the respondents and other respondents yielded rich data related to the study.

Rationale behind the Selection of the Research Area

Warangal district has been selected as field site for data collection. In Telangana state, next to the capital city of Hyderabad Warangal has emerged as one of the education hub. In Warangal there are two universities, namely, Kakatiya University and Kaloji Health University and a medical college, National Institute of Technology and there are several Private and Public Junior colleges, Degree colleges and Post Graduate Colleges. Students from neighboring districts like Khammam, Karimnagar and some parts of Nalgonda prefer Warangal to pursue higher education for its quality education.

Selection of the Sample

The study was conducted in four Mandals namely, Station Ghanpur, Parkal, Wardhannapet and Thorur using purposive sampling technique. Using the same sampling strategy the wards were selected in Greater Warangal Municipal Corporation (GWMC). These villages and wards have high population of Dalits in the district. One village from each Mandal was selected. Thus data was collected in Ippagudem, Madharam, Nandanam and Ammapur villages. In the GWMC Ward No.2 and Ward No 11 were selected on the basis of highest population of Dalits.

As the study was conducted in rural and urban settings different types of sampling techniques were adopted in selection of the respondents. Systematic sampling technique is used in selection of respondents in villages. Snow ball sampling technique was used in the selection of respondents from urban Wards. Total sample consists of 200 student respondents from Dalits and Non-Dalits. They were selected using stratified random sampling technique, where a list of school going children was generated from the village education development committee report. The list also categorized students based on gender. After developing the list of students based on gender, every second student from boys and every third student from girls were selected. The respondents of the study include 140 students from rural areas and 60 from urban areas.

From each village 35 student respondents were selected and thus from four villages the sample is 140. From urban Wards 60 student respondents were selected, 30 from each Ward. Out of 200 respondents 86 are boys and 114 are girls. Out of total respondents 100 belongs to Dalits, Scheduled Tribes - 8, Other Backward Communities - 62, and Other Castes - 20 (upper castes). In case of parent respondents snowball sampling technique was used in identifying the respondents. Total 150 parent respondents were selected from the study areas which includes 100 respondents from rural areas (i.e. from four villages) and 50 respondents from urban areas (i.e. two wards). When we look at the social category of the parent respondents 75 respondents are from Dalits and 75 respondents are from Non-Dalits. Among the Non-Dalits respondents 56 belong to Other Backward Classes, 13 belong to other castes and 6 belongs to Scheduled Tribes. Personal interviews, in depth analysis and group discussions were conducted for both student and parent respondents in the rural areas. Informal interactions with the teacher respondents both from private and government schools helped in gaining the perspectives of the teachers on the research questions.

Data Collection and Analysis

For the present study both primary and secondary sources of data were used. Based on the structured interview Schedule primary data was collected from the respondents, and essential data related to the research questions were collected from the secondary sources like village records, school records, census data, Municipal Corporation records, District boards, web sources of several government agencies, Statistical package for social sciences (SPSS) was used for data analysis and generating tables.

Field Work Experience

Based on the pilot study, I have prepared a separate questionnaire for the students', parents' and teachers for the field work purpose. Before proceeding to the field work I took reference letters from my supervisor and head of the department to visit the selected field villages in Warangal district to carry out the field work. In the past, I had faced several hurdles while conducting the field work in the village as part of my M.Phil, work. So, I thought not to face such problems again and again. Since the selection schools spread across the villages and the wards in urban town, I thought it is better to obtain a permission letter from the District Education Officer (DEO), Warangal. When I approached him and showed my reference letter given by the supervisor he refused to give the permission and told me that it should be endorsed from the District collector and if the collector gives the permission then there won't be any problem for conducting the field study. So, with the DEO advice, the next day, I went to District collector guest house to take the permission, but I couldn't get the opportunity to meet the collector because he was out of the station from district headquarters.

The next day, early in the morning around 9 am again I went to the collector's office, by the time I reached the office none of the officials come and then I waited there for 45 minutes. Meanwhile, I had breakfast in the canteen which was available in the premises of Collector's office. The office attendants came and opened the office at 10 am and I was the first person to take the visitors pass. Later on, the visitor's number has been increased to 23 and everyone was waiting for the arrival of the Collector. The Collector came to the office around 10.25 am and as soon as he entered into his office, immediately some of the officials went inside to meet the collector. They took around 30-35 minutes to come outside from the collector's office. After 11.10 am the visitors were allowed to meet the collector. The clerk who was sitting started calling the visitors one after the other to meet the collector. As I was the first person to take the visiting pass, he then allowed me to meet the collector.

As it was the first time to meet the district collector, the researcher was excited after seeing the collector. He then greeted the collector and gave his representation. He introduced himself and said that he is the native of this district and pursuing PhD from the Department of Sociology, the University of Hyderabad. Then the collector read the representation and endorsed on the letter, forwarding it to the District Education Officer and said all the best for my research work. It was just only for 2-3 minutes; I had interacted with the collector but got a lot of motivation for my research work. After coming outside from the collector's office I took the photocopies of the

permission letter and immediately went to the DEO office which is one miles away from the collector's office. By the time I reached the DEO office he was not there and the officials said that by afternoon he may be available in the office. I waited for some time and it was the time for lunch so I was feeling hungry. There was a hotel which is quite opposite to the DEO office. I went there and had my lunch then I came back to the office within half an hour. Meanwhile, the employees in the DEO office also had their lunch and I have approached one of the employees and introduced myself.

He was pleased to receive me and asked me about the kind of help that he can do for me. I told him that I am in need of getting permission from the DEO and need some support in acquiring the data from the DEO office. He agreed and advised me to wait for some time so that I can meet the DEO after his immediate arrival. I waited for two hours but there was no proper intimation from his office about his arrival, one of the attendee said that it's better to come next day in the morning to meet him. As there was no choice for me to stay at DEO office then I went to my home which is 70 miles from the town. The next day, I got ready by 9 am and came to the DEO office by 9.45 am. When I reached there the office doors were opened and few of the employees were present in the office. I greeted the employees and one person from them had recognized me and told me wait for some time. Then I came out to have a cup of tea and then went back to DEO office by 10.50 am. Then after few minutes the DEO was in his office and then I met him and gave the copy which I got endorsed by the collector.

He has seen the letter and the details pertaining to the villages where I am going to do my field work and he also saw the questionnaires. He then granted me permission to visit the villages and addressed the concern Mandal Educational Officers (MEO) to assist me for any kind of help that I need in the villages and also in the schools. DEO has also suggested me to come to the office for any kind of help that I need from his office. Then I have collected the details of the schools that are present at the Mandal and village level from the office. As it was summer season and it was the vacation time for the school children so I planned to meet the students personally at their homes by spending one to two hour time with each student. First, I planned to visit Thorrur Mandal which is 70 miles away from the district headquarters. So, next day in the morning I reached Thorrur Mandal headquarters by bus and decided to visit the selected village by name Ammapur which is 11 miles from the Thorrur Headquarters. I thought to go by bus from the Thorrur bus station and I was waiting for the bus. I couldn't find any bus to that village. So, then I asked one of the passengers whether bus facility is available for Ammapur village or not. He said that there is no bus facility to that village and suggested me to catch an auto to reach the village.

Then I found an auto which is going towards Ammapur, but there were no sufficient passengers in the auto so he has to wait there for some time till the auto gets filled with the passengers. Then I asked the driver how much he is charging to Ammapur. He said 15 rupees for each person, as it was getting late for me to visit the village, I told him that I will give one hundred rupees and asked him to drop me in the village. He agreed to it and then auto started moving towards the Ammapur village. The auto driver asked me about village name then I shared my personal details and the purpose of the visit to the village. He said he was also from the same village and he became a good friend of mine within few minutes. He said that he is aware of the village and he would help me in acquiring data from the village and the respondents. It took around 25 minutes to reach the village and he introduced me to the village president. As he was an uneducated person he couldn't understand the purpose of my visit to the village. Then I saw a person who looks like an educated in his family then I introduced myself and explained him the purpose of my visit to the village. He understood my problem and the importance of my visit to the village; he invited me into the house and offered me a cup of tea. Then we both went to the village to capture some data related to the village. He has explained about the village, caste dynamics political equations and about the education system within the village. We both had a good discussion for three hours then I got a broad idea about the village structure. It was lunch time so we both went back to his house. He has arranged the lunch for me and we both had lunch together along with his family members. He then asked about my stay. I said that I need accommodation in the village for one month to complete my study. He said he will provide accommodation in one of his relative's house which is adjacent to his house. As it was the first day for my field visit, I thought to check whether I can get any help from the villagers or not. But fortunately, I met a right person who has helped me in providing accommodation during my field study. It became little comfortable with the arrangement made by him to live in village itself. I said him that I will come on the next day to continue my work in the village for thirty days. Then I went back to Thorur bus station again in the same auto and from there I got into a bus going towards Warangal and went to my home.

Then the next day, I packed my luggage along with questionnaires/ interview scheduled which are essential for the data collection. I reached Warangal bus station and before starting from Warangal I spoke to the auto driver whom I met on the first day when I had visited the Thorur and informed him that I will reach Thorur by 8 am. When I reached there he was waiting for me in the bus station and we both moved to the Ammapur village and reached the village by 8.35 am. Then I directly went to the village president's house and his son was waiting for me by the time I reached there. Then we both went to his relative's house where the accommodation was provided for me.

After taking rest for some time in the afternoon then I planned myself how to interact with the villagers, students and parents while collecting the data and while having interviews with them. As it was summer season I couldn't get access to interact with the students in afternoon then I planned to meet the students and parents only in the morning and evening hours. I had spent one month in the village for the data collection from parents and students, where I had faced different problems while collecting the data and interacting with the respondents.

Though officially, I got permission from the collector and the District Education Officer as well and also got accommodation in the village. But I couldn't get proper support from the respondents while executing the study during my stay in the field. Some of the respondents did not spare their valuable time to interact with me in obtaining the required data; they used to refuse and told me that some government officials might have sent me to this village to interview them. Initially, there was no proper response from the villagers. They have observed me daily in the village and from the 4th day onwards I got a little bit cooperation from them in getting reliable data. But in the case of students, I did not face trouble in obtaining the information. I used to spend time regularly at the children's and parents' house for collecting the data and I used to have my lunch and dinner in respondents houses itself.

Successfully, I have completed my field work in Ammapur village in 30 days and with that inspiration after two days I went to Nandanam village in Wardhannapet Mandal, which is 50 miles from my hometown. It was towards Khammam highway and from Wardhannapet headquarters we have to take towards right side which is 12 miles far away from the Mandal headquarters. There was no bus facility for this village so I took a sharing auto for which he had charged 15 rupees and dropped me at the center of the village. Immediately after getting down, I have met some of the elder members of the village and explained about my purpose of visit to the village. I thought that I might get the same kind of cooperation and response which I got in Ammapur village. But the situation was so different and I did not get any kind of positive response from the villagers. They said to visit Grama Panchayat office so that Village Revenue Officer (VRO), village secretary or President of the village will be available in the office and they can give the complete information which is required for the study. Then I went to the Grama Panchayat office but I couldn't find any of them. There was an office in charge available at that place.

I told them that I am from the University of Hyderabad and came for on a field study in this village. He then took me to the village president's house but the president was not available at that movement. I spoke to the president's wife and narrated the purpose of my visit to the village. She

asked me to wait outside the house so that I can meet her husband once he comes to the house. I waited there for 3 hours but he did not come to his house. Meanwhile, I have interacted with some of the educated youth who were present in the village and introduced myself and the purpose of the visit to the village. Though they could understand my purpose of visit, but they advised me to meet the president of the village for permission for carrying out the research study. I lost the hopes but tried to meet some of the village leaders to get support for the entry into the village. I met one of the elder members of a village and told my purpose of visit to the village. He understood my problem and made a call to village president and introduced about me. It was around 4 pm and within half an hour the president came to the village and the elder person told me to meet him at his house. I went to president house and met him; he received me in a positive manner and asked me what kind of help is required from his side. I requested him to provide accommodation and permission to interact with the parents and students. He said accommodation might be a problem in his house but advised me to stay in the Grama Panchayat office, where the water and electricity facility is available.

The office in charge took me to the gram panchayat office and he showed me a room to stay. The president has invited me to his house for the dinner on the first night. On the next day, I have interacted with the some of the people who visited the gram panchayat office for various issues and built a rapport with them. Few days were spent only in building rapport and slowly the villagers became friendly and co-operative. First, I took the information about the village and then started the field work with the student respondents. Generally, I met the students in the evening hours and parents in the morning hours because I thought that if I meet the parents in the evening it would become a problem for me because they may consume alcohol in the evening and they may make any issue regarding the study. It took 30 days to complete my task in the village and during my study, some of the uneducated people requested me to take their problems to the higher officials and help them. They thought that I was representing some political party or NGO to collect the data. Several issues like pensions, loans, etc. were brought to my notice. But the researcher told them that he doesn't belong to any government or any political party. I said that I came here to study on the issue of education pertaining to government and private schooling, but they were not in a position to listen to me. I have learnt many things from the villagers; some of the political and educated youth have even offered me the meals during my stay in the field.

After completing the field work from Nandanam I went to my hometown and stayed there for a couple of days. Then from there I moved to Madharam village which comes under Parkal Mandal, it is 30 miles from the Warangal town. I reached to Parkal by bus and from there the village

is one miles away from the bus station. Then I went on foot with some of the villagers who were also going to that village. I spoke to them while we were walking together and introduced myself to them. I said that I am visiting Madharam village for my Ph.D. study which is part of my education. One of the students who was along with me and was listening carefully asked me about the university and the process of admissions criteria. I told him in detail about the university and gave my mobile for further communication. After entering into the village he took me to his house and gathered some of his friends who have completed their graduation and waiting for the results. We have discussed the importance of higher education and they have raised few questions about their future and I have clarified their doubts and told them to continue their study towards higher education and explained the welfare schemes that are being implemented by the state and central governments especially for the marginalized sections and women. They were very happy for giving some suggestions for their future education and ordered tea for all the people from a small hotel. After having tea few of the members disbursed from our team and four of us including myself stayed at one of the students' house. The three persons were with me for the whole day and explained about the village structure and political dynamics of the village. It was very interesting to note about the village profile.

By the evening, I got the accommodation at one of the students' house and asked me to stay in their house during the period of my study in the village. Really, I'm thankful for their concern and the interest that they have shown towards me at that movement, even though I was no ware connected. With the student's cooperation, I was introduced to some of the village elders who were educated. The elders also received me in a good manner and assured their support. After considering the permission letter which I brought from the district collector and District Educational Officer, the village president was surprised for choosing their village for the study and also promised that he will be with me during the study period in the village. Some of the educated persons including the village president were along with me while identifying the respondents. It became very easier for me to identify the respondents and even the parent respondents positively responded to my request to spend their time during my visit to their homes.

But some of the women respondents were scared to speak and share their views openly; however I adjusted according to them and could manage to get valuable information from them. Some of the student respondents were not in a position to give the actual information but with the help of their friends I tried to capture the particular information regarding the family background and their economic status. However, with some of the obstacles and with the cooperation of the village elders, students and village president I could complete my village study successfully. I have

also got some good friends from different social backgrounds who are still in contact with me and seeking my advice regarding higher studies. After returning from Madharam village, I went to my house and stayed there for two days. Then I started to Ippagudem village located in Station Ghanpur Mandal. From Hanmakonda bus station I reached Ghanpur Mandal headquarters which is on the national highway and from there I travelled by auto which is around 8 miles from Mandal headquarters. After getting down in the village I was surprised to see one of my juniors who were a good friend to me when I was studying my M.Sc. during 2001-03 at Kakatiya University in Warangal District. We both went to hotel for a cup of tea. While having a cup of tea in the hotel we have discussed about the past experience that we had spent on the campus during our MSc days and shared about our life experience. He then asked me about the purpose of the visit to the village and I have explained about study. He then took me to his house which is just 100 meters away from the hotel.

He introduced me to his family and said that I was his senior while studying in the university and he explained about my visit to the village. His mother and father interacted with me for 15-20 minutes and enquired me about my family background. I was happy with their attitude and later I have revealed my social background saying that I belong to Madiga community. After expressing about my caste details I saw a different kind of expression in their face and slowly his mother went outside and after some time his father also went outside saying that he had some work. But I noticed that, there is a caste feeling in their family members and immediately I called my friend and asked that is there any problem with my social background. He said nothing like that and explained that his parents are uneducated and they are little bit conscious with caste hierarchy. They follow the old traditions which create a problem for the new persons who visit his house. He said that in the village there exists the caste hierarchy and a difference is shown between Dalit and non-Dalit. So, that there is no close relationship with his own friends who are from Dalit.

Then I understood the problem and thought not to put any trouble. I asked him to introduce the village president so that I can explain about my study in the village. Then we both went to president's house and introduced me to the village president saying that I am from the University of Hyderabad and also said that we both were friends during the college days. I have shown him the permission letters that I got from the district collector and district education officer. He has seen the letters and felt happy for carrying out the study in his village and assured that cooperation will be given in all aspects. I requested him to provide accommodation for one month in the village he then agreed to my request and immediately called some of his followers from the village and

introduced to them. Then I said that I will be staying in the village till the completion of my survey and told them to help during the period of the study. Then everyone agreed to help.

The president being from a Backward Caste Community who belongs to Munnuru Kapu Community advised me to stay in his house. There was a plenty of place within the home premises. His house constitutes of 8 rooms then he allotted one room for me. He had two sons who got married and they are engaged in the agriculture had a soft corner like his father and told me to feel free during the stay. I managed myself to associate with his family members and revealed about my social background, family status, and my native place. I did not find any kind of face feelings in the family members earlier like which I saw in the parents of my friend who belongs to Reddy community. So, I thought that I can stay in the president's house without any problems and can complete my survey in a smooth manner. From the next day, I started my work in search of the respondents, where I got a good response from the students. But some the parents refused to give their details regarding their income and land holdings but with the help of the key respondents, I managed to get the details from them. From each respondent, it took around one hour to complete the survey questionnaire and some of the respondents felt uncomfortable to spare their precious time with me. I have carried out the interviews according to the respondent's free time because the parents were busy in their own activities and even some of the students were part of their agriculture works in their own lands. However, the study in the village gave me more insights which were useful for work. With the completion of the survey in the Ippagudem, the rural part was completed and then I started survey in the urban city which was also part of my study. Since the study was in the city so I could not get access to the people which I got without much difficulty in the rural villages. In the rural villages, the people were concerned if any strangers enter into the village at least they listen to them. But in the urban sphere, the situation is quite opposite. I haven't got any kind of support from the division presidents for interacting with the respondents. I met some of the people who were from the sample divisions but they were a little bit scared to help me out in the survey. As the selection of the sample was based on the (purposive) random selection so I thought to select the respondents who are available to me. In the urban city, each and every house had a compound wall with a gate. They used to close the doors and did not have any connection with the neighboring families. So, I used to enter into their houses with their permission and explain about my survey, some of the respondents were positive whereas many of the respondents refused to talk to me.

During the survey, I had suffered a lot in getting the permission from the elders of the house because they were not willing to entertain any unknown person to their houses. While interacting

with the parent respondents I faced a lot of problems and very few of the parents allowed me into their house after seeing the permission letter and my university identity card. But in the case of uneducated parents, I did not face such kind of problems. They have interacted with me without much hesitation, shared their views regarding their family status and the problems that they are facing in the day to day life. It became very tough to interact and complete at least 4 to 5 respondents a day in the urban because the respondents were very busy in their own activities and they did not give their time to ask the questions. Unlike in the villages I did not get any support from any person to accompany me during the survey. However, I struggled a lot to find the required number of respondents for my study and finally could able to complete the task within sixty days in the urban city which covered 2 wards. I have seen a lot of difference between rural and urban settings with regard to the respect that they have shown towards me.

After completing the students and parent respondents, I went again to the selected villages to interact with the teachers who were working in private and public schools. Though I had a permission letter from District Education Officer and I can directly go to the schools and meet the teacher respondents but I went to the Mandal Education Officer and took the permission to enter into the respective schools. As I was a research scholar at University of Hyderabad and had an authorization letter from the higher authorities, the teachers working in the government schools gave positive response and supported well. But, I could not get the same kind of positive response or it is lacking from the teachers who were working in the private schools. In each and every school I have spent one day on interacting with the teachers working in the government schools. But in private schools, I got only limited time to communicate with the teachers and with the head of the schools because they were busy with their new admission process. But such kind of situation was not seen in the government schools and I did not see any new student (children) who has joined on the day when I visited the government schools. As the sample of the teachers was very less when compared to the students and parents I was able to complete the task in limited time. The whole field work journey of my research study in the selected villages gave me a high confidence to interact with the people across the social background and mould myself according to the social context of the respondents. As a researcher, I have observed that how the caste dynamics plays a vital role in the selected sample areas and how it influences on the people who are new to the rural and urban settings. As a researcher, I have learnt how to interact with the people and deal with diverse social geographies and cultural spaces.

Chapterization

The thesis is broadly organized into seven chapters. Chapter one is 'Introduction' which discussed about the background, rationale of the study, objectives, methodological techniques and research experience. The second chapter presents extensive review of literature on 'social location and school choice: Themes and perspectives' which explores the reviews of different scholars on school choice both in the context of government and private schools in Western countries and in India. Third chapter explains the 'profile of the study area'. Fourth chapter is based on field work which elucidates the 'socio-economic and educational background of the students' Fifth chapter titled 'children perceptions of school facilities' explores the views of the students. Sixth chapter is mapping the aspirations and experiences of parents' present the voices of parents on school choice and seventh chapter is a 'conclusion' which develops a new sociological understanding on the education policies and politics.

Limitations of the Study

Study of the educational aspiration of Dalits and Non-Dalits is a broad topic. It is difficult to study either entire country or state, therefore the Warangal district in Telangana state has been chosen for fieldwork. Warangal city is the second largest educational hub in Telangana state after Hyderabad, the capital city of the state. It was felt that the information which was drawn from the respondents would be enough to generalize to the entire state.

CHAPTER - II

REVIEW OF LITERATURE:

SOCIAL LOCATION AND SCHOOL CHOICE: THEMES AND PERSPECTIVES

Introduction

The classical and contemporary debates in Sociology of education try to understand the role of the social position in shaping the hierarchies of access to education. Sociologists have paid attention to map factors that shape the educational experience of children on the basis of their religion, region, caste, social class, and gender (Nagaraju 2014; p.21). Sociology of education is broadly divided into two ample abstract paradigms; the ascendant macro perspectives, and arising micro themes. The functional and conflicting theoretical paradigms dominated the first phase of theoretical elucidation in sociology of education. Issues of accessibility, quality of education and the legitimate actors of education management was the major focus of this phase of studies. Whereas the second phase of sociology of education developed in the backdrop of 1970 focused on the micro-level theoretical perspectives under the banner of the new sociology of education. The second phase dealt with the dynamics of schooling, phenomenology of teaching and ethnographies of accustomed ancestry and its implications for assorted subsystems of society (ibid).

The third phase in sociology of education represents the neo-liberal regimes, strategies; mechanisms associated with knowledge as a commercial good unfold the new era in educational management. The new regimes aiding in the privatization of public institutions associated with policies and politics of Margaret Thatcher in mid 1970s in Britain. Eminent sociologists such as Margaret archer (1984), Stephen Ball (2004) and Philip Brown (1997) have reflected on the alteration of political abridgement and its associated implication for the survival of government of schools and modes of knowledge production and consumption. These studies appraise the patterns of responses from various social groups and their negotiations with new educational policies and politics.

However, there are few analytical studies which have devoted to understand the aspirations and experiences of parents on government and private schooling in the era of neo-liberal reforms beyond the boundaries of nation-states. Philip Brown's (1990) "Third wave education and the ideology of Parentocracy" appeared in the British Journal of Sociology made a systematic attempt to analyse the political and social context of choice in schooling in western countries with special

reference to Britain. According to Brown (1997) the social character of educational alternative has been an important issue of sociological concern, which acquired momentum since World War II. This absorption not alone reflects the importance attached to education as a crucial determinant of future opportunities, but also growing commitment to generating equality of educational opportunities. The commitments and concerns have led sociologists to appraise the extent to which, educational change had in actuality generated a more 'open' and 'equal' society. The idea of meritocracy gained currency with the sociologists located in advanced industrial societies. The acceptance of Marxist scholarship in the 1970's education was largely in response to the failure of reforms in western societies in extending education to working class children (*Ibid*).

Marxists perceive the liberal reforms as legitimating the interests of the bourgeoisie classes. Brown (1997), developed a new concept called 'third wave', according to this, the socio-historical developments of British Education were neither a geared appear meritocracy nor the aftereffect of socialist accomplishment of educational developments. The third wave is associated with the acceleration of the educational parentocracy where 'a child's education is education is increasingly dependent upon the economic potential and wishes of parents instead of ability and efforts of pupils.' Brown's 'third wave' characterizes the acceleration of the ideology of parentocracy. This imbibed the notions of 'parent choice' 'educational standards' and 'free markets'. Brown analysed the qualitative and quantitative amplification of education over a period by comparing it with change in 'Waves'.

The First wave was associated with the development of 'mass schooling' in the 19th century. It advised to affirm rather than 'transcend' existing social divisions (Hurt, 1981). The elementary education has to a great extent aimed at instruction to meet the minimum requirements perceived to be necessary in order for working poor to fulfil their future roles in a changing society. In Britain secondary education remained in ascendancy of the middle classes until the 20th century. 'The second wave is characterized by an ideological shift in organizational principles, from education determined by virtue of birth to one based upon one's age, aptitude and ability (achievement). The later stage of second wave incorporated the issues of gender, particularly by feminist writers who have attacked a class-biased but gender- blind sociology. It was found that during the second wave gender inequalities have declined, despite of the fact that core gender divisions are remain unchanged' (Arnot and Weiner, 1988).

Brown (1997) claims that, the third wave is still in its infant stage. The third wave is an attempt to address the inherent contradictions in the arrangement where maker is allowed to govern

the functioning of education and the acceleration of parentocracy. He attempted to study how the ideology of parentocracy has come to dominate the educational agenda during the backward 20th century? Secondly, what are the implications for educational alternative and legitimacy? Brown addressed the above questions from two broader standpoints; firstly, the ideology of parentocracy and the introduction of third wave policies have developed against the backdrop of high youth unemployment and economic recession. 'Brown claims that third wave was a response to traditional concerns about the social consequences of youth unrest, particularly those who are situated in urban locations. Regarding, the relationship between education, certification, and social change, Brown points out that the third wave is a manifestation of a power struggle for educational certification, which undermines the principle of equality of educational opportunities' (Nagaraju, 2014).

The essence of the argument is that the first wave represent the principle of equality of opportunities, the second wave represented the celebration of meritocracy and third phase represented the rise of parentocracy which is fundamentally defeats the idea of equality and merit and celebrate the power of material and social resources. The current study uses social capital theory of Bourdieu (1997) as a conceptual framework to understand the aspirations of children and parents from diverse socio-economic and educational background on the selection of school choice and voices their experiences and encounters in contemporary in Telangana state. Social capital signifies certain aspects of social structure by their functioning and expresses the aspects of social structure to actors as resources that they can use to achieve their interests. In this sense, the rationale behind the social structure is that people are always doing things for each other. Social capital enables the flow of information upwards and downwards to strengthen the social ties and to reinforce the smooth flow of social capital within a given social groupⁱ. This form of capital, however, depends on two elements: trustworthiness of the social environment, which implies the immediate and necessary mutual obligations and reciprocity. Thus, the guiding force that mediates social capital or exchanges is trustworthiness. Bourdieu claims that capital can present itself in three fundamental guises: as *economic capital*, which is immediately and directly convertible into money and may be institutionalized in the forms of property rights; as *cultural capital*, which is convertible, on certain conditions, into economic capital and may be institutionalized in the forms of educational qualifications; and as *social capital*, made up of social obligations ('connections'), which is convertible, in certain conditions, into economic capital and may be institutionalized in the forms of a title of nobility (Bourdieu 1997, p 46). The meanings and volume of social, cultural and economic capital tends to vary across the space and time. Bourdieu's theory of capital hypothesizes that cultural capital has replaced economic capital as the main type of family resource which has

larger bearing on the intergenerational transmission of educational opportunities. Although Bourdieu's argument of replacing economic capital with cultural capital may hold good for understanding different phases of educational transition in the European societies, in developing countries like India, there is a need to analyse the potential role of social power in retaining the cultural and social markers and resources that determines social networks. Within this theoretical framework the thesis makes an attempt to examine the shifting choices and changing concerns in school choice in contemporary Telangana, in the era of neo-liberal reforms.

The critical analysis of social science and sociological literature on school choice within the framework of Dalits and non-Dalits is yet to develop as sub-field of sociology of school choice in India. The primary aim of this chapter is to review the studies on the school choice in India. It begins with the literature related to private and public education debates in the context of western countries and Indian society. Studies related to the role of school choice and growth of private education system has been critically reviewed for broader understanding. Taylor Chris (2009), points out that the demand for the school choice in the United Kingdom has started in the early 1980s. From his study, he has brought out new perceptions in understanding the trends in social segregation in the schools in the United Kingdom. The geographical areas have been developed with the establishment of schools and the access to these schools has become easy for the students who are from upper social class. He argues that due to the social and economic status the inclusion of students from low-income families are partially denied to get admission into such schools.

From his study, the most important point that has been raised is that families who have chosen the best schools haven't got good results in the examinations and as a result, they are choosing alternative schools. In these schools there is an entry for the children from low-income families. However, in India also with the increase of parents' demands the corporate schools have spread all over the country by establishing sub branches in various towns and cities. These schools have given an entry to the elite people and denied the access for the children who are from the marginalized communities.

Douglas Lee Lauen (2007) explicates that during 1990's the importance of school choice increased in the parents in the United States of America. He points out that there are different layers of exclusions like race and poverty, affects the possibility of children attending elite public or private schools. The children who have enrolled in magnet schools with high percentage of achievement dislike the schools because of "frog pond" effect. He points out that within the

specified area people find different schools and select the best school because the parents don't like to send their children to schools which are far from home.

He says that due to the flexibility of the residence settlement there are some 'push' and 'pull' factors which depend on the decision making. He argues that the parents who struggle for the good positions of the children give preference in the selection of school choice, he argues that the children from higher income levels, and higher social status will score a high percentage of marks in the schools. He points out that the people from low-income and minority families have limited access to the useful information about the schools and they don't maintain social relations in opting the best school choice for their children's education. However, the advanced families have better information regarding the selection of school choice and quality of education that is available in schools.

It is true that the parents who take care of their children in education do find best schools and even reside nearer to the schools in which their children are studying. In corporate schools it is also evident that the children who are from the educated and upper strata families do well in the examinations because, they get cooperation from their parents during the study hours. Bruno Manno (2008) says that in the context of America, the public school is the one in which the admissions are open to all and the cost is undertaken by the public who should also take responsibility for the educational standard outcomes. So that the small charter schools and public schools will remain under one umbrella of poor man's "common school", but due to lack of sufficient budget allocations, teaching methods, common curriculum and common rules are affecting the success of common man and because of that private schools are highly valued by millions of families. He says that if this situation continues in such a way there will be a risk to the public education in the democratic society. In a democratic country like India, the budget allocations for education are very nominal which is not meeting the needs for improvement of the infrastructural facilities and for the development of educational institutions. However, the teaching standards in government schools have come down and because of the low standards the parents who are supposed to retain their children in government schools, now parents prefer to send their children to private schools with lot of economic burdens. And now the children who are from the poorest of the poor are left in the government schools.

Jay P. Greene and Marcus A. Winters (2006) observed that in the present global world due to the growth of recognized schools no child is left behind the requirements that are available in public schools with low performance. The selection of school choice for the children has become

important. The economic status plays a vital role in the selection of school choice for their children and most of the people don't know about it. Based on the economic status parents decide the choice of a student whether to stay along with the family or stay in residential school. People always consider the quality of education that is available in private schools and accordingly decide where to live. From their study, they found that in the state of Miami (USA) if the parents are unhappy with the education that is available in public schools immediately they move to the other places for quality education. Children who move to the other places probably don't take support from their families or friends and they engage in a new job while studying, and not pose burden on the families.

In the context of India, government of Andhra Pradesh started three residential schools as early 1970. However, in 1984-85 the government had setup few social welfare residential schools for the marginalized sections. S. R. Shankaran a former I.A.S. officer who was the pioneer for introducing the welfare schools, which has given good education and accommodation for the development of poor Dalit and tribal children. And now both in Andhra Pradesh and Telangana states there are around 294 residential schools and colleges in which around 1.72 lakh children are being educated every year, which is totally funded by the state government. But now in Telangana and Andhra Pradesh the unrecognized schools have started the residential school system from late 1980s by charging around seventy thousand to one lakh rupees for year, where these schools are preferred by the parents from diverse socio-economic backgrounds.

Robert G. Houston Jr. and Eugenia F. Toma (2003) points out that there are multiple factors for declining of public schools. It may be the global economy, the information technology or other factors. In this context, the parental choice is increasing for the enrolment in better schools. From their study, they have found that there are three levels of schooling choices - Public, Private, and home-schooling. They argue that parents not only choose public or private but also home-schooling. The strong reason behind choosing the home school is to provide quality education for their children. However, only the families with high status and good economic conditions prefer to opt home-schooling because of lack of quality education in public schools. Parents who are more educated have more expectations towards their children's education and their living standards. They argue if the parents are allowed to choose the public schools which are provided with the quality education they deny and choose the option of home schooling.

In earlier days most of the parents had chosen regular schools but now a days as people are working in different kinds of jobs there is no time for the parent to take care of their children at home and that is the reason most of the parents are preferring private schools. In Telangana, the

state has come up with a new vision called 'common schooling' for all people. So in that context K.G to P.G education system has been introduced and it is striving for improving the educational standards in government schools with English medium curriculum. During the academic year 2016-17 around 400 primary schools English medium education have been introduced. But we have to see whether the parents from upper/middle class and castes prefer to choose the common schools to educate their children along with the marginalized children who are part of common schools. It is also important to note whether the common schools give a good result or get failure in the education system.

Carl Bagley and Philip A. Woods (2001) point out that the key factor for the selection of school choice is that the students and parents are getting the quality education which is required for them. The other aspect in selecting the school choice is that the school environment which provides security and safety would encourage their children's growth socially and personally with different knowledge skills in their overall academics. In other dimensions, the parents may opt their choice on religious scopes, the discipline which gives the social values for the children and shows a pathway for sustaining in the society. From their study, they found that the choice of selecting a school is mutually discussed by the parents and their children and with an understanding they send their children to the school.

The quality of education differs from one private school to the other. The private schools have been hierarchically categorised based on the fee structure. The person who pays high fees gets a high quality education and a person who pays low fees gets low quality education. In most of the low-cost private schools we may not find qualified and experienced teachers. So how far a poor family is able to access the quality education even though he pays the fees that is charged by the management. It is obvious that the parents who have girl children look for a school which provides safety with good environment. Many of the school going girl children in the rural villages have been kidnapped, raped and killed. So that is the reason why the parents take care while choosing the school which would be suitable with safety needs.

Chia Lin Hsieh and Jianping Shen (2001) argue that the school choice by parents may be from religious or non-religious background with private schools. But the schools should increase the social hierarchies and cultural differences within the people and allow the people to use the public funds which should have the subsidy for sending their children to private schools. They also found that the parents who are from low-income level families who decide to send their children to public schools are satisfied from the schools and the education that is available in the public schools.

If the parents are not satisfied with the education in public schools the private management offers the parents to join their children in their schools for acquiring good education to their children in the private schools. However, the private schools also fail to recruit qualified teachers and fails in preparing a new curriculum which is resulting in low academic achievements by the students. The study also found that the parents who choose the public schools are not helping their children for higher studies because of not having proper infrastructure and transportation etc.

The impact of religious ideology schools like Saraswathi Shishumandir, Vidhya Bharathi etc. are functioning with Hindutva ideology where in these schools the students have to learn Sanskrit language from the lower sections itself. So in this context the parents who have Hindutva ideology prefers to send their children to such schools which inculcate hidden agenda of the school ideology. It is true that the poor parents who send their children to government schools gets satisfied because they will not have much more expectations like a rich person who has more expectations from his child in which he is being educated in a private school.

Andrew Rotherham (2008) point outs that the media is an agent which play a vital role in influencing the parents' school choice. It captures the opinions of the people on the policy formulation for the development of education system. He comments that in America the News channels create new kinds of stories and make the people think about the issues related to the education system. He also mentioned that the prominent articles and columns which are published in big East Coast papers influence the policy makers and political leaders to frame out new challenges in the education system. He also states that the New York Times is one of the most influencing newspapers in the Nation which compulsorily focuses on the education in political and policy perspectives. He analyses that most of the people in America get influenced by the ongoing debates on the education system which enhances them for selection of school choice.

In the context of India also that the media acts as an agent in promoting the private education rather than government education. Because whenever the results such as Eamcet, IIT, JIPMER, JEE exams results are released the newspapers get lot of advertisements from respective college managements and the newspapers highlights the marvellous thing which is achieved by the management. So it is a kind of promoting the institutes name and at the same time providing the information to the public who are not aware about such institutions which provides good education for the children. The media which focuses about different notions and ideologies from eminent scholars will be useful for the policy makers in promoting quality education.

The tuition centres and coaching centre are working as an alternative means of mainstream education. They justify their role in the name of providing extra training to the children in most difficult subject such as maths and science. This is a worldwide phenomenon. Louay M. Constant Rand (2006), argues that the National Education Association which is the largest teachers union in the United States of America, is fighting against the tuition centres and private schools which are harmful to the public education system. These private schools and tuition vouchers are showing impact since 1990's and still it is continuing. He argues that the tuition vouchers or private schools should not negatively impact on the regular public school programs, curriculum, and the public funds should not be diverted for the private schools. He points out that there is supervision on the functioning of private schools but the private schools that are diverting the students from public schools should not support financially. He argues that the debates and campaigns on the private and public schools have been influenced by the political parties during their elections and the Republicans failed to answer the issues on the failure of education system in Florida.

In the context of Indian education system from 1990's with the impact of globalization the private sector has entered into market and it has influenced the education system for the process of commercialization. Now private education has become a central focus for everyone from K.G to P.G. and it is posing a threat to the survival of the government education system. When the private institutions have become harm to the government system then there is no need to provide subsidies and implement fees reimbursement policy² for the children who are studying in private institutions. With the amount that is paid under the fees reimbursement towards private institutions, the government can come with new educational institutions, provide employment opportunities and can provide quality education to all sections of people irrespective of caste and class.

Cornelia Kristen (2008) has focused on the children from different communities who attend the schools separately. From the empirical analysis, she has analysed that the natives of Turkish families have a different school choice when compared to the German origin families. As the Turkish families from Islamic background they focus on their religious background schools and the settlers in Germany focus on Christian background schools. She highlights that the family resources plays a vital role in the selection of school choice between the Turkish and German families. As the Turkish families are not familiar with the German education system they try to focus only on the single school option where they find the students from various foreign nationals. The families who have access to several options choose the schools from District Catholic or Protestant schools which

²Fees reimbursement policy was introduced by the state government in united Andhra Pradesh in 2008

also have foreign students. From their study, she has analysed that when students from different social groups attend the schools, there will be different results like learning conditions and better achievements from the children. She found the students who migrate from various places will have to face problems within the school for acquiring language fluency and knowledge skills which are important for their good career. Due to this, the schools show a distinct variation between the learning levels of the native students and migrant children in the schools.

As a part of social mobility when the parents migrate from one place to another place for their survival they also take their kids along with them. So when they want to educate their children it is difficult for them to cope-up with the language that is available in that place. Here the student is the sufferer for not accessing the education which is not available in his own language. Though there are few schools which are established for such students but, their achievement levels are very low when compared to the students who are studying in their native places without any disturbance.

James Tooley and his team of scholars are well known for championing the cause of quality school for all across the countries. He equates quality education with private schools. Based on number of empirical studies on the quality of education in government and private schools across the Asian and African countries, he strongly advocates the private school as the best and only choice for different social groups in general and poor in particular. His basic assumption is that the government supported institutions have failed in UK and failing in different parts of the globe especially in third world countries therefore he pitches for right to private school for the poor. The following pages presents reviews some of his studies and their implications for private schools for poor.

James Tooley (2001), points that the education system in India at the crossroads and there are some difficulties in promoting private education system which would benefit the poor. The regulatory system should be in an easy way for universalisation. For this, thorough review process should be made at the state and national level. He argues that however, the advisory committee for Prime Minister Economic Council (2001) stated directly that there is no need for the government to spend the entire funds which are allocated for education in government schools. For achieving the Millennium Development Goals (MDS) the entry of private schools should be free and there should not be any restrictions from the higher officials. For this new entity again the commercialization of education comes into the forefront and the Unni Krishan Supreme Court Judgement should be re-examined. For Tooley, the issue of commercialization of education is one of the important aspects, because much of the investment will be spent on education system by the

business entrepreneurs and can get returns from the investment. So in this context, the educational institutions can ignore the Unni Krishnan Judgement and legally they can gain the profits from different means.

We can see the growth of education industry which would be useful for all sections of people. He further argues that, the Indian government has already come up with Economic Priority Zones with new innovations for different sectors with specific economy interest. In this context, there is a need for the government to come up with new Education Quality Zones which would enable the development of education system with new concepts by which we can provide the education to the rural people who are not able to access to the quality education from government schools.

Each and every state has different education policy which would help the development of education system. In the developed countries like Canada, Germany, Sweden, Netherlands, Australia, Norway, New Zealand and America, the people may accept for public and private partnership for the development of private education system but in the developing countries like India, Pakistan, Indonesia, Bangladesh and Iran, people may not accept the entry of public and private partnership in education. Because in the country like India, we have low, medium and high income levels of families and caste hierarchies so the people from upper castes may not accept PPT model which would enhance for the development of the marginalized communities.

James Tooley and Pauline Dixon, (2005), findings suggest that around 65 percent of the children are enrolled in the private schools, and the ratio of boys and girls in private schools is equal, but in India, the situation is quite different when compared to other countries, where boys are more in number in private schools. In all the four countries the study found that the teachers in the private school are most concerned and committed to their work and found better facilities when compared to government schools. In four countries they found that the majority of the children from private schools are doing better in the subjects like Maths' and English when compared to the government school children.

From the study, they found that some of the parents have expressed that when the private school teachers are paid fewer salaries how one can expect the quality education from such schools. But from the study, they found that though the schools charge low fees from the children and pay fewer salaries to the teachers, they are committed to their work at the school and because of that they are acquiring good achievements in education. From the study they found that in four countries the private schools are provided with subsidies for the poor children and even some of the private

schools are offering free education to the few children in the schools. From the study, they found that except India, in all other three countries, the private school managements realize the importance of improving the teaching standards of the teachers and they organize the orientation programs for their teachers. To improve their infrastructure and exchange programs they are creating federations and associations to link together for their self-organizations. However, in India, private management organizations exist, but they don't conduct training programs for the teachers who are working in the schools and exchange the teaching methods.

Pauline Dixon and James Tooley, (2005), found that there is three type of schools i.e. Government schools, private schools, and private aided schools. From these, government schools are run by the teachers recruited by the government through the selection process, private aided schools are run by the private management but the fund is supported by the government and private unaided schools are run by the private management where they don't get any kind financial support from the government. The study has focused on the regulations on private unaided schools which are serving for the low-income families and found that the private unaided schools are managed with regulations of government but, practically the rules and regulations are ignored to a larger extent and there is a lot of corruption taking place by violating the rules that exist in the Education Act.

From the study, they found that the private unaided schools are showing their schools with different architecture and misleading the parents before taking the admission but looking into reality they don't find such architecture related to the school and the students studying in these schools were lacking in speaking proper English. From the study, they found that in few schools teachers give easier tests to score high marks in order to influence their parents but, in the final exams which are conducted by the state and central board of examinations the students are being failed. From the study, they found that one of the schools was not recognized and it has taken the admissions for the students till 7th class and at the time of examinations they could manage the parents by saying that due to technical reasons they were not in a position for the children to appear the examinations. So these kinds of tragedies also make the parents choose another school during the next academic year.

In India, there are thousands of schools which are unrecognized and in the states of Telangana and Andhra Pradesh still there exists the functioning of unrecognised schools which are creating a problem for the people after taking admission into such schools. There were many cases which came into existence but as of now there was no action taken on such schools. According to the findings of Pauline and Tooley it is true that some of the private schools try to manage the

parents in awarding the marks even if the children do not score good marks in the examinations. So if the parents come to know that their children are not scoring good marks they may choose another school for better education of the child. So in order to retain the students in their schools the management mismanage the things in awarding the marks to the children. School management's award more marks to the students as a strategy and do not care much about the improvement of standards of child.

James Tooley and Pauline Dixon (2006) have undertaken a study on private schools in Ghana, Nigeria, and in India. They have explored that there is a massive increase of private schools because of the failure of state for not providing quality education. They also stated that because of dissatisfaction of the parents on public schools the enrolments has also increased enormously in private schools in the urban and semi-urban areas. In the case of teaching levels, the private schools are better than the public schools, where the students from private schools are performing well in different subjects like Mathematics and English when compared to the public school children. They argue that though the salaries for the teachers in private schools are very less when compared to the teachers working in public schools, the teachers in private schools are doing better than the public school teachers.

From the study, they found that in India, the private schools are meeting the needs of poor families where the people who are earning minimum wages are able to afford education for their children in private schools. Regarding the teaching activities and absenteeism, the private primary schools are found better than the government schools. From the study, they noted that some of the private schools are providing unofficial scholarships for the students in the name of concession for the poorest people. They argue that due to the increase of private schools the state may reform some structured changes for the development in government schools. Here their objection is if the private schools increase the excluded sections of the society like girls, and the poor people can avail education and the state can claim that the education is provided for all sections of the society.

According to Tooley argument, if the state agrees for public, private partnership and encourage the private education, does the elite sections of people allow their children to study with the children from the marginalized communities? It may not happen because the government is providing midday meal programme for all children but the children who belong to Non-Dalits don't accept take the food with the poor Dalits. Then how it is possible for the students from Non-Dalits accept to study with the children from marginalized communities.

James Tooley and Pauline Dixon (2007), argue that in the developing countries like India, the private schools have emerged because of having poor quality of education in government schools and right now the private schools, are serving education for the low-income families. There is a general notion that only the boys from poor families are preferably sent to private schools, but from the study, they found that majority of the girls are also enrolled in the private schools when compared to the past. From the study, they found that the striking difference between the government and private schools is a higher level of absenteeism in government schools and less teaching and learning activities whereas the private schools ensures a high commitment to teaching and learning. The study suggested that there should be regular inspections either in private or government schools; however, the private schools management manage the officials through unofficial payments to the inspectors rather than having regular standards.

As the authors have pointed out that in India, because of the failure of the government schools there is a massive growth of private schools which are benefiting the poor. But now in the present context we see that the private schools are working for the improvement of their income levels. In private schools we see a kind of education market in which we find books, school dress, stationery etc. which is a mandatory for the children to buy in the school itself. The other point is that the private schools which are located in the rural areas don't have sufficient qualified teaching staff who are from English medium background then how is it possible for such schools to provide quality education in English medium. It is nothing but, the private school management is cheating the parents in the name of English medium with quality education.

James Tooley, Pauline Dixon and Isaac Amuah (2007), tried to compare the availability of infrastructure and manpower in both private and government schools. From the study, they found that the low-cost private schools are serving the needs of the poor people with quality education. From the study, they have noted that with the positive contribution from the government the education system among the private schools would develop in a wider range and can facilitate the common man in the country. However, they argue that in Ghana (Africa) they are organizing teaching training programs for the in-service teachers and they are providing the loans for the purchase of books, vehicles, and furniture etc. So if such kind of methods is applied to the private schools the standards can be improved and help the poor children to acquire quality education. Finally, they argue that the growth of private education is the only solution for the quality of education for all the people which can be provided by the cooperation of the government.

James Tooley and Pauline Dixon (2007) argue that it is highly acceptable by people of Logos state for the growth of private schools. From the study they found that there are several reasons in government primary schools like teachers absenteeism, lack of commitment from the teachers on education, etc. that allow for the growth of private schools in the rural villages. However they point out the previous studies by human development has also pointed that because of teacher's absenteeism in Pakistan the poor people are preferring to choose private schools. Apart from the teachers absenteeism the people who have enrolled in government schools are suffering from inadequate facilities. They found that there is an accountable increase in the unrecognized private schools where compared to the government run schools according to the situations in Nigeria.

James Tooley, Pauline Dixon (2007), findings suggest that the private education is meeting the needs of United Nations Millennium Goals. There is an enormous increase in private schools and the low-cost private sector is meeting the demands of poor households and private sector is only the one which can provide quality education. From the study, they found that the people who were not in a position to pay the school fees are now able to send their children to the private schools and the government should help the children in financing. They point out that in Pakistan and Colombia they have seen the success in financing the poor students who are studying in private schools by the government and such kind of initiative should be taken in India, by which they can provide education for all. From the study, they found that the private schools provide a quality education when compared to government schools and for that the state has to take initiatives for meeting the developing goals.

As the authors has pointed out that the private schools are fulfilling the desired needs of the poor in accessing education. So here who are the poor people? There are poor people in different caste communities from lower to higher. The person from upper castes who has five acres of land is assumed as a poor person in their own community. But they will be in a position to send their children for private schools. But whereas the people who hail from marginalized communities who don't have any kind of assets suffer a lot in sending their children for private schools. Here when we are talking about the low-cost private schools the fees which they are charging may be a considerable amount for the poor people who are from upper castes but it may not be reasonable fees for the people who are from marginalized communities.

James Tooley, Pauline Dixon, and James Stanfield (2008), found that in Kibera after implementing the free primary schooling there is a beneficial outcome and there is an increase of enrolments in private schools resulting from dissatisfaction from the government schools. They

found that in Kibera the size of class size is large with 1:60, when compared to private schools which is 1:21 with teacher-student ratio. More over the parents are interested in sending their children to the private schools because the teachers are regular and teach regularly. From the study, they found that there are 'hidden costs' in government schooling, wherein the private schools the cost of school uniform is very less. They also found that the private school management gives an option for the poor parents to pay the fees whenever they are able to pay at the beginning of the month. From the study, they also noticed that earlier the poor parents used to send their children to the government schools but after implementing the free primary schooling they are returning to the private schools which are located in the slums and the government of Kenya is offering scholarships for the needy poor children.

However, when we compare education in Kenya with India we find different kinds of education policies which implies for the development of education. So when we compare the schools in Kenya and India we find the government schools provide free education³ to all the children by providing free books, food and clothes in India. And we cannot see any kind of hidden costs that are seen in the government schools like Kenya.

Pete Goldschmidt and Jia Wang (1999) have focused on the basis of national educational longitudinal study and have come up with some observations on the dropout rates in the school education. They found that there are multiple factors which are affecting dropout rates at the school age like, school level factors, threat factors, school differences, enrolments and besides that the family factors. They found that there are high dropout rates in the secular schools when compared to the non-secular schools and because of that the parents prefer to send their children to the non-secular schools because they find a peaceful atmosphere which has the scope for the children to concentrate on education. On the other hand, they found that the public schools with have low enrolments are also affecting for dropout rates of the children. From the study, it is noticed that the parents who have the girl child are looking for a safety institution and they prefer to send their child to such schools.

In the context of India, it is true that there are several factors which are affecting the poor children to dropout from school. In India, there is high dropout rates in the children who are from Scheduled Castes and Scheduled Tribes. The main factors for these children is the poverty, health hazards, having more siblings etc. When it comes to the secular and non-secular schools in India,

³As per the Right to Education Act, 2009 education for children below 14 years is compulsory.

the secular schools like Saraswathi Shishu Mandir, Madrasa schools etc provide a peaceful atmosphere when compared to non-religious schools because the teachers who work in these schools are not involved in any of the government activities. Whereas the teachers from government schools get involved in all the government related activities like health surveys, population surveys etc. so due to these kinds of activities students get disturbed.

Brunello and Rocco (2004), in her study found that the private schools which are more expensive on their children education should provide quality education or else they would steadily reduce the identity of the school. From the study, they found that in Italy and in the other neighbouring countries (Austria, Switzerland, France) the private schools do not project themselves as they are highly qualified in producing quality education and even the students who pass out from these schools are not that bright for getting employment.

From the study, they proved that the public schools are better and academically strong when compared to the private schools. In Italy, the private schools which have given degrees to the students are not having any kind of value towards the students. However, in Italy the private schools attract the rich people and simultaneously there is a demand from these families in choosing private schooling but, they are not meeting the required expectations of children who are from public schools. They found that the people who are from low-income families choose the lower standard schools which have the low-quality education. The evidence from the Anglo-Saxon-Countries (United States of America, New Zealand, Australia, Ireland and United Kingdom) reveals that some of the private schools offer free education to the talented poor children. The study also found that the political interference is more on public schooling and the talented students from the poor families are encouraged with subsidies to their higher studies.

In United Andhra Pradesh, with the entry of information technology during 2k year, the educational standards in government schools were good but when the corporate schools influenced the people that the English medium background is very essential for the students to enter into corporate sector. So from then onwards the educational standards started declining in the government schools but prior to that the government schools have given quality education and produced qualified students who have now settled in different government and private sectors. As the authors point out that the private schools in Anglo-Saxon-Countries provides free education for the poor talented children, but in Telangana and Andhra Pradesh none of the private schools provides free education to the talented children who hails either from rich or poor families. The private schools located in the Hyderabad city don't even give concession in the fee structure for the

poor families. So in this context one should agree that the private schools are meant only for the benefit of the families who are economically settled.

De, A, M Samson and Noronha (2005), notes that there are different types of schools which are recognized and unrecognized which have permanent recognition and some of the schools have to get a renewal before the starting of the academic year. Under the recognized schools, some of the lower sections have recognition and the higher sections don't have recognition and the students who get enrolled into higher sections depend on upon the neighbouring schools which have recognition during the public examinations. From the article, they argue that it was the failure of the state for not providing equity education to all sections of the society and that is why the private sector schools which are unrecognized have been given entry to serve the needs of the people.

In India, for last ten years the government has not set up any kind of government or aided schools for growing population to meet their education desires and within the due course of time around, seventy percent of the unaided schools were set up which are now providing the needs of the people in education. Though the parents have enrolled their children in the private schools but they are not satisfied with the quality of education that is provided by the private schools. They also found that the parents who are sending their children to private schools have little access to information about what is happening in the schools and only 40 percent of the parents are satisfied with the functioning of these private schools. It is true that most of the private primary schools don't have recognition for higher classes and they depend upon the recognized schools for affiliation of certificates. The state has not provided sufficient educational institutions for the people with quality education.

Consortium for Research on Educational Access, Transitions and Equity (CREATE) (2010), a research team revealed that poor families are struggling a lot with the cost of fees which they have to pay for the private schools. In Ghana, they have introduced the capitation grant, and it was somewhat favourable for the poor families in obtaining education facilities with low cost from a different set of educational institutions. With the impact of capitation fee, the burden was reduced on the expenditure for enrolling their children in low-cost private schools and at the same time, the parents are shifting their children from public to private and vice-versa. From the study they found that in the low-cost private schools there is a structured plan of the academic calendar by providing quality education to the children and the parents are satisfied with the academic achievements of the children. The particular evidence from the study is that the students who are from the low-cost private schools are fluent in English language and they are quite rich in acquiring the achievement

levels after joining in these schools. The people in Ghana had confidence in low-cost private schools from which they can obtain the quality education and having fewer hopes on free public schools in acquiring the desired goals from the education system. In low-cost private schools, the people of Ghana had an advantage of a discount of fees in joining more than two children from a family into a particular school.

But the situation in India in general and particularly in Andhra Pradesh and Telangana the private schools are charging high fees in the name of donations at the time of new admissions and in the beginning of every academic year they are charging fees in the name of school development. This is creating a problem for the parents to pay both school fees and development fees every year. The low-cost private schools in rural villages are not meeting the expectations of the parents and students. Just for the satisfaction of the parents and students the management is claims as English medium schools but none of the teachers or students are able to speak fluent English in the school as well as at home. Now in recent times some of the students who have studied in low-cost private schools are getting back to the government schools for enrolment.

Sudha Narayana (2013), from her study found that the enrolment of Dalits and Scheduled Tribes students is 92 percent in government schools, where the ratio of girls is likely to be high when compared to boys in these government schools. From the study, it is said that though the cost of private schooling is very high, people prefer to send their children to these schools due to lack of faith in government-run schools. From the study, she observed that the choice of school is based on the cost of the schools and the parent's aspirations for their children based on the situations of particular households. From the field observations she states that around 62 percent of the students who are studying in government schools preferred to study in private schools when the school cost is very less and around 17 percent of the children from private schools were willing to join in government schools because of high fees in private schools, however the high costs in private schools may be because of the facilities that they are providing to the children. From the study, she has highlighted that the choice of selection depends on the number of schools that are present in a particular area, where if the schools are not found in the village obviously they prefer to the neighbouring areas to choose the best available schools. She points out that the girls from Dalit background prefer to join in government schools while the girls from Muslims are more interested in joining in private schools.

In rural and urban settings in Telangana and Andhra Pradesh the government schools are left with poor Dalit girls, whereas the boys from Dalits are preferred in joining the private schools.

The Muslim person who belongs to Nizamabad and Karimnagar from Telangana state migrates to gulf countries like Saudi, Dubai etc. for employment. So these families don't have any kind of financial problems in educating their children, so they prefer their children to educate in private schools only. It is true that some of students who are studying in private schools are suffering with economic problems and now are giving entry into government schools.

Subramanian R (2005), in her article on "Education Exclusion and the Developmental State", argues the rise of private schools in urban slums in India had influenced most of the people to join into those schools. But the parents from marginalized communities are suffering from paying fees to such schools which are costing very high and it is showing an impact on their children to drop out from the schools. She states that in order to reduce 'dropout rates' in Ujjain, measures were taken from higher officials by allowing the children with their concern to enroll from private to public schools when the students are facing financial problems while paying fees to the private schools. She also argues that students have dual enrolments both at private schools and government schools. Students first prefer to join in private schools and when they face problem during the payment of fees they return back to the government schools and again enroll in the government school, because they don't want to waste the academic year. Having double enrolment in both private and government schools is against the rules of Education Act. But in order to show high enrolment figures in government schools, the teachers do such activities to keep their schools open by showing the strength of the school to their officials.

It is true that most of the government schools are seen with less enrolment and in the name of rationalization the government started closing the schools in Telangana which are with low enrolment. So in order to work in the same schools teachers are showing higher enrolment even though the student's enrolment rate very is low. However, the state is encouraging the dropout's children by giving admissions into government schools who are returning from private schools.

Ajeey Sangai (2016) argues that school choice is a structural way for the parent to educate their child. As of now most of the children from deprived sections and poor families are studying in government schools. He argues that school choice enables the children from these communities to get access to the private schools which they did not get earlier. He points out that in India, after the implementation of RTE Act 2009, 25 percent of seats were reserved in private unaided schools for the neighbouring children who hail from the marginalized communities. The fee is reimbursed from the government for the maximum cost that is spent on the students in government schools and even the RTE offers a school choice to the child. However he points out in India, we have different

mediums of schools and the school choice provides a similar medium of instructions for the people to share the common syllabus which is available. He further points out that the medium of instruction is not the criteria but, the development of the individual is very important to have quality of education which should have practical and theoretical knowledge from the institution.

As Sangai points out that the school choice enables the parents to provide quality education for the children. But all the private schools are not providing quality education for the children who are studying in those schools. And it is true that the students who are from the marginalized communities are remained in the government schools. So after the implementation of Right to Education Act the private schools are providing 25 percent of the seats to the poor children who are from the marginalized communities. But here, one should think about the children who are not getting an opportunity to study in private schools with Right to Education Act. So instead of reimbursing the fees to the private schools the state should establish common schools for all children without any discrimination. So that we cannot see any kind of discrimination in the private schools and government schools and can provide quality education with equity for all sections of children.

Rana Kumar and Subharangsu (2005), argue that the quality of education is an important factor for choosing the choice of school at primary level. From the study, they found that poor performance of the government schools is one of the notable reasons for the parents in choosing private schools which provides quality education for their children. And on the other hand the parents who are sending their children to private schools are much bothered about the annual expenditure that is spent on their children's education and their poor achievement levels in the academics. From the study, they found that only a few parents are satisfied with the academic performance of their children who have studied in private schools. From the study, they found that parents both from private and government schools are very much interested in taking part in the policy interferences to develop the government education system which enhances the opportunity for quality education for all sections of the society. In fact, in Birbhum District the stakeholders had involved in the developmental programs in the school and they have increased the regular attendance of the teacher and students which is resulting for achieving quality education and now there is no requirement for the children to opt for private tuitions.

According to the above arguments one should agree that it is the primary responsibility of the parents to choose the best schools for quality education of their children. Because, most of the parents are choosing private schooling with English medium instruction. But at the same time the

parents are dissatisfied with the quality of education that is available in the private schools in the rural villages in Telangana state. So, in few villages the parents who are sending their children to private schools in Telangana state have come forward to strengthen the government schools with the cooperation of teachers and higher officials and they are now sending their children to government schools.

Anuradha and Claire Noronha (2003), argue that the National Policy on Education 1986 has emphasized that there is a need for expansion of education system in India. There was growing demand from the parents on the state to improve the quality of education system. The notion in the selection of school choice for the poor people has started in the early 1990's. The low-income families demanded for private schooling and wanted to pay for their children's education and started sending their children to private schools located in rural and urban regions. Considering the demands of parents the unrecognized schools has increased the number with fewer facilities to the students. They found, that in those schools most of the teachers were untrained and couldn't meet the parents' expectations in the results, but they were working hard for improving the results. They found that the curriculum and teaching methods in primary schools are extraordinary when compared to the government and other elite schools. From the study, they observed that the students who are studying in private schools are economically and socially forward with better health when compared to the students studying in government schools.

It was with the entry of information technology during 1990-95 in Andhra Pradesh, the parents have given priority for their children to enroll in private schools with English medium curriculum. So taking the advantage of the parent's demands into consideration the private school managements started extending their branches into different parts of India. For example we can see S.R. Digi schools, Chaitanya Model schools, Goutham Model Schools, Narayana Concept Schools, Ravidra Bharathi Schools, Krishnaveni Talent Schools, Bhashyam Public Schools, Delhi Public Schools are some of the leading corporate schools which have spread all over Telangana and Andhra Pradesh. In these schools it is highly impossible for the common man to educate his children because, the cost of education is very high in these schools. From all these schools S. R Digi is only one educational institute which has around 61 branches all over the state of Telangana. So with this one can understand how private schools have commercialized in the name of quality education.

Padma Sarangapani. M (2009), argues that it is the fundamental duty of the state to provide the maximum budget for development of education system but, it is not accordingly done. The non-formal schools which are sanctioned by the state and receives the economic support from the

National Policy on Education 1986, has failed to provide the education for all the children who are engaged as labours. She argues that these students don't have the facility of accessing like regular students who attend the school. For these students, the state has to provide holistic kind of atmosphere with all facilities of the overall development of the child. As these children are the slow learners the state has to provide qualified teachers who can ensure the achievement levels for such children. But the bureaucrats are not looking into the issue for providing education and residential facilities for such students. However, she adds that the state has failed in extending education for all sections of the society in running public schools with quality education with a low cost. It is because of the state, the rise of private unaided schools exists more in number.

Adding to Sarangapani it is the National Education Policy which has brought a dramatic change in the education system in India. But it had failed in providing quality education for all sections of people in the society. However, the educational schemes like NPE which launched during 1978-79, DPEP which came into existence in 1984, OBE launched in 1987, Mahila Samakya launched in 1989, NPNSPE launched in 1995 and SSA which came into existence in 2001 have failed in providing education for the poor people. So one can understand that how the state is ignoring in providing quality education to the children who are from the marginalized communities.

Ben Levin (2013) argues that the larger extension of the private schools leads to the segregation of social communities. The private education system has widespread all over the world with the public and private partnership with the support of World Bank to facilitate education for the underdeveloped countries. He points out that in developing countries (India, Pakistan, China, Nepal, South Africa etc.) the enrollment of children in private schools is very less and in few countries the enrollment in private schools varies in a large number. These schools are functioning as per the rules and guidelines of the Education Act of their own countries. In the developing countries, the private schools are funded equally with the government schools. However, the private schools do well and they are for the students who don't prefer to study in public schools. According to him in Netherlands and Korea, most of the students prefer going to religious and ethnic schools. In Australia, there are three types of schools i.e. public, Catholic and private schools where most of the students from disadvantaged communities prefer to study in public schools. However, he points out that the Australian government had taken initiative to invest more in the public schools for reducing inequalities. He also points out that in India and Pakistan some private schools are working better for providing quality education for the poor.

But in India, the percentage of enrollments in private schools is very high when compared to the government schools. In Telangana and Andhra Pradesh people prefer Catholic schools because these schools function with English medium and provide quality education to the children with low fees. However, with the rise of private schools inequalities are seen in the children between rich and poor and low and higher castes.

Geetha Gandhi Kingdon, (1996), points out that the main reason for the private schools to be recognized is to avail the grant in aid from the state for obtaining valid transfer certificates for the student's to join in other schools. She points out that most of the schools face difficulties in obtaining recognition tag from the state, where they have failed in fulfilling the rules and regulations of Education Act of the state. From the analysis, it is found that the private schools located in the urban areas are meeting the demands of elite families and not the poor. However, she argues that the private schools are charging high capitation and tuition fees. So that is why the middle and low-class families are not in a position to pay such high fees for the children to obtain education in such schools. From the field observations she says that earlier the private recognized schools were limited to urban areas but, now these schools have widespread to the rural villages to meet the needs of educational aspirants. She argues that the main reason for the growth of private schools is because the collapse of the education system and poor functioning in government schools. However, she reveals the experience of the tuition centres where earlier there was no demand for the private tuitions but with the advertisements that appears in papers had led to the increase of home tuitions and evening tuition centres in urban cities of the state.

In Telangana and Andhra Pradesh there are hundreds of schools which are not recognized by the state government and they are functioning without affiliation and creating a problem for the students who study in such kind of schools while writing public exams, obtaining certificates etc. As per the guide lines of District Education Officer, the private schools should provide all kinds of facilities like playground, toilets, maximum land space, proper atmosphere etc. to the children but the private management is ignoring all the rules and they are managing the authorities during the time of inspection to their schools. For the improvement of their children in different subjects most of the people who hail from upper castes prefer home tuitions for their children and now there is a demand for uneducated youth who are well qualified in the subjects like Mathematics, Physics, Chemistry and English.

Tahir Andrabi and Jishnu Das (2008), argue that Pakistan had witnessed the importance of private education in the late 1990's onwards. The private schools charge thousands of rupees per

annum from children. The private schools are accountable to the parents, if they are not satisfied with the teaching levels within the schools they can move to other schools. They argue that in Pakistan there exists interlink between primary and secondary education. Secondary education targets the teachers to teach children of primary school who hails from the first generation. One important point which they had raised is, the increase of private schools is not because of the failure of government schools but it is the success in educating the girls in government schools. In Pakistan, the rise of private schools is more in rural villages when compared to urban towns. From the study, they found that across each and every rural village they find a private school because they hire the teachers from the same village and pay minimum salaries for the teachers and they are reducing the distance both for teachers and students and even the girl's enrollment is high when compared to boys. In these schools, the gender composition of female teachers is high because they work for fewer salaries and obviously they are the cheapest source of labour.

In India also the entry of private schools started during 1990's but during 1994-95 there is a massive growth in private schools with low cost fees. But as per the demands of parents the private management started increasing the fees every year, in the states of Telangana and Andhra Pradesh a common man is not in a position to send their children to decent private school. However, earlier in government schools we used to find quality education but with the rise of private schools there is a decline of enrollment in government schools and even the teachers are not working hard for the development of school as well as the students. The private schools which have established in Telangana and Andhra Pradesh are providing transport facility by arranging school buses, vans etc. by charging five to seven thousand rupees per annum, where the teachers also utilizes the facility who comes from a long distance.

Bertola Giuseppe and Daniele Checchi (2007), argue that in Italy, the private schools target the children who are from rich families and fail to provide quality education, while the public schools target the poor children and provide quality education. They argue that the quality of education varies on the cost of fees and even the poor children who obtain loans and subsidies from the state have access to such elite schools. They point out that most of the private schools target the rich and clever students and project them as the best achievers in the school as 'talent'. The students studying in Universities from the educational backgrounds of private schools are worst in education when compared to the students who are from the backgrounds of public schools. They also argue that the less demanding private schools choose the rich people and provide quality education for the students.

The private schools which have established in the states of Telangana and Andhra Pradesh also targets the people who hails from upper castes and upper class. Even the structure of private schools is also based on payment of fees that the parents could afford and accordingly the quality of education is provided in such schools. Adding to Bertola and Daniele it is true that the private schools in Telangana and Andhra Pradesh targets the children who are more intelligent and scores good marks in the class and they provide some guidance and academic support. If such students get ranks in public exams the management uses those students' ranks as a tool for advertising and strengthens their institutions with larger enrolments. It is also true that the students who are educated in private schools are unable to get pass marks in their concern subjects in B.Tech and they have failed in acquiring jobs at the time of placements. However the students who have studied in public schools are getting the jobs in the government and private sectors with their hard work.

Geetha Gandhi Kingdon (2007), states that there is an enormous growth of private schools of both recognised and unrecognised schools and the enrollment has also drastically increased when compared to government schools but, they are not estimated in the official statistics by the government. She claims that 50 percent of the primary schools are unrecognized. From the study, she revealed that the private recognized schools have spread all over the urban settings and now entering into the rural areas and interestingly the poor families are accessed to the private schooling. In India, the private schools are more effective in learning levels to the children which cost very low. She observes that there exists the discrimination of practices in free-charging private schools for the marginalized sections of the society. From the study, she observed that the students enrolled in the private schools located in urban areas are good at the initial stage and later on in the middle and secondary levels there is a gradual decrease in the learning levels. Lack of quality education and policy matters in government schools led to the wide spread of private schools and shown economic social disparities in private schools.

It is true that there is discrimination towards the children who are joined under the best available scheme in private schools. Under RTE Act, the marginalized students are availing the facility in studying in private schools but, the management dislikes these children for providing quality education along with the upper castes children who also studies along with the children from marginalized communities. Even after the implementation of RTE Act, in India only 15% of the seats were filled in the private schools and 10% of the seats are left vacant. So with this kind of situation one can understand how the management is denying access for the student's for entering into private schools.

As cited in the Hindu Newspaper (dated May 21, 2016) in Bengaluru, a parent respondent Lakshmi. K, who had joined her daughter under RTE in Basaveshawarnagar School, expressed that “though her daughter got a free seat under RTE the school management has demanded her to pay 14,500 rupees towards textbooks and school uniform; she agreed to pay 7,500 rupees borrowing from their relatives. But the management denied and discriminated her to give the books and dress for her daughter”. The department of education of Karnataka state quotes that “Section 7(2) of Karnataka Right of Children to Free and Compulsory Education Rules 2012, which states that schools should not discriminate against children admitted under the quota in any manner with respect to entitlements and facilities such as textbooks, uniforms, library, ICT facility, co-curricular programmes and sports”. So here one should understand how the caste discrimination is being practicing in private schools against the marginalized communities.

Vimala Ramachandran and Kameshwari Jandhyala (2007), tried to map out multiple factors which would enhance the government schools for providing a better education for all the people, for which there is a need to re-define the education system. Training for the teachers alone cannot improve the learning process of the children. There should be a good environment and hygienic facilities which facilitates the children to concentrate on the studies. Setting up the administration into a proper fold brings the education system into control and adequate measures can take up for the development of education system. They point out that in the initial stage, problems may arise but, later step by step the development aspects place in the education system and can see best results in functioning of the schools. They point out that the Indian education system is lacking the participation of the stakeholders and by that; we are unable to see the quality results in the schools. They point out that the political interference is more in education system rather than the administrators and the stakeholders. New kinds of innovation should take place in the education system which helps the people so that the stakeholders automatically take part in the education system for its development. They also point out that there is lot of failures in the education system which has to be discussed, documented and implemented for the development of education system for the future generation.

Yes it is true that with the entry of political domination in academics, the education system has got failure starting from primary to higher education. The sanctioned budget allocations for education is not sufficient in improving basic hygienic amenities and due to that the children are unable to concentrate on their studies in the government schools and it is leading to dropouts rates of the children who are from Dalits and Tribes.

Rekha Kaul (2015), point out that in Indian still there exists the gender disparities in education system where, they are not access to quality education which is resulting them to step back from the social sphere to take part in the socio-economic relations. These kinds of disparities are more in the rural rather than urban settings. She points out when dealing with the school environment we see that more percentage of boys are sent to the private schools and the girls are forced to go to the low qualified schools. Here she points out that it is due to the hierarchical settings present within the families. In the urban slum areas, the children from most disadvantaged families are engaged in the child labour and domestic works, and for these children education is not provided and the families are least bothered about their future. She says that education is the only solution for breaking out the social barriers to moving for social equality. For this, there is a need for the parents and stakeholders to be sensitized on the disparities of gender dimensions.

India is a democratic country and in every aspect there exists inequality. In education system also we can see the inequalities in gender aspects, where the parents prefer boys in sending to private schools and girls to government schools and only girls are involved in all household activities. In some of the poor families the girl children take responsibility in handling the family issues specifically in terms of economic situations and for the survival of their families they do engage in agricultural works for daily wages. The parents who are illiterates are unable to understand the importance of education and they are not encouraging their girl children to be educated. So there is a need to introduce new schemes which would enable them to attract towards education.

Braid Ross (2009), argues that it is because of the state failure, for the increase of private schools for not providing sufficient budget allocations for improving the infrastructural facilities which are essential for the students in government schools. Even if the government schools were better in condition with teaching abilities, language is one of the main criteria for choosing English medium schools. She argues that since, long back there was a demand for English medium but the state failed in introducing English medium in government schools and it resulted in a wave for mushrooming of English medium private schools where the huge enrolment is seen in private schools. She also argues that in the developing countries (India, Pakistan, China, and South Africa, etc.) it is a demand driven for selecting private schools because parents assume that their needs are fulfilled in private schools which the government schools have not provided. She also argues that there is a difference between the rural and urban settings in selection of school choice based on their economic and social status, where in urban settings rich families prefer to the high standard schools. She points outs that the relation of public and private entrepreneurship helps for a better education to all sections of society.

In the recent times one should agree that with the impact of English medium curriculum the private schools have mushroomed in rural and urban settings. In united Andhra Pradesh in 2006, the state has introduced English medium education in 6500 government schools under success project along with computer education for the students of 6th to 10th class who were belonging to marginalized communities. As the teachers who are working in government schools were from Telugu medium background, the state initiated them to undergo training programmes which would enhance them to teach in English language. The state has initiated for strengthening Districts Centres for English (DCE) and English Language Training Centres (ELTC) in the districts. But the project got failure within couple of months and again Telugu medium continued. But in Telangana the state government has undertaken a pilot project and started English medium from first class in 400 schools. This project may be successful because they have started from first class itself. So the children will learn from the alphabets in English and can habituate for English medium instruction.

Jandhyala B. G. Tilak (1990) argues that the private educational institutions which are widespread across India are exclusively set up for economy oriented. These institutions target the families based on economic background and charge huge tuition and capitation fee. He assumes that the private institutions set up their infrastructure based on the location of areas which would benefit in larger context based on the demand of the area. He also points that there exists inequalities between rich and poor, caste and gender and says that private institutions don't provide quality education that is expected by the stakeholders. He also argues that not only the government schools but private schools are also responsible for the overall decline of quality education in India. He says that the so-called private institutions with tags (i.e. concept, international, global, Olympiad, Digi) have only one agenda in acquiring profits from establishing the institutions across the areas targeting the urban areas rather than rural areas to satisfy the needs of the educated and well-settled families. He says that there is an understanding and interest between the state and education philanthropists for the rapid increase of private schools for which they are trying to destroy the government educational institutions. He suggests that if the government educational institutions are strengthened it would help the poor for eliminating the social stratification which still exists in the society as a barrier.

As Tilak has mentioned above, it is true that the private schools which have entered into the mainstream society are working just for profit and they are not providing the minimum needs for the students. One should agree that the private schools which have the tags like national, international, Digi etc. are targeting the students who belong to upper strata. With this kind of admission process certainly there exist discrimination between the rich and poor. It is because with

the understanding of the state and private entrepreneurs the growth of private institutions have increased and around 4000 primary and upper primary schools in Telangana state remained closed for not having proper student strength in those schools. Even the High Court has pointed that “education today unfortunately has become a business” in the state of Telangana. In the twin cities of Hyderabad and Secunderabad around 162 private schools are collecting “one time fees” which is also called as capitation fees. Due to lack of proper regulatory framework to watch on private schools the collection of capitation fees is taking place. So in this context one has to understand how the private schools are charging high fee in the name of quality education. (Hans India Newspaper, 19th July 2016, p. 4).

Amman Madan (2016), argues that privatization of education is not a satisfactory solution for people because there exists a lot of inequality of segregation. Though many of the people believe that privatization of education helps in acquiring notable knowledge but on the other hand, the private schools are meant just to maintain their schools with the help of fees and capitation fees which are paid by the students. He points out that in the society there are several inequalities which exist in the economic class like low and high economic class. So when both the children from a low economic and high economic class join in a school there exists the inequality between the children and affect in different aspects. He points out that education should not be a commodity where a rich person gets a quality education and a poor person gets a worse education. He says that if education is a product it should be available with the same price for all sections of people and not on the basis of low-class or high-class. He says that private institutions divide the students on the basis of credentials of marks. Marks depend on the hard work of the student, dedication, and motivation for determining the credentials of marks. But the private institute management believes that meritocracy as a person who is born to wealthy and powerful parents will have more knowledge and the person who is born to the poor will have low levels of standards. So this is nothing but indicating the hierarchal levels and driving social segregation on the basis of rich and poor in achieving the learning levels in the school. So these kinds of divisions should not be seen in the private institution.

Accepting to the arguments of Madan, it is evident that in private schools in Andhra and Telangana divides classes into four to five sections like A, B, C, D etc. so the students who gets high marks or the students who belongs to upper strata are placed in A and B sections and remaining students who are with low standards and who belongs to the low-income families are placed in C and D sections. So it seems like a social segregation in the class and the student also gets disappointed with such kinds of activities which take place under the control of management and

class teacher. If there is more number of students they must be divided randomly but not on the priority of caste, class and merit. As per the rules each class can be divided into two or three sections but, for generating more economic sources from the parents the management is taking more number of admissions into one class and they are violating the rules of education act. So with the large number in take event the teachers are suffering to take the classes and they are unable to concentrate on students. Education is one of the elements which must be accessible for all the people, for this at the national level the guidelines should be framed for implementation of common school system in which the state of Telangana has taken incitation and started K.G to P.G education system.

Geetha Nambissan (2012) points out that there are different types of private schools under different branches which are helping the upper and middle classes to pursue education. English medium schools have become exclusive pathways for people of elite families for better life and these schools are now preferred as competitive schools for better settlement in the life. She points out that since 1980s the middle-class people had neglected for going to government schools and the same was followed by the low-middle class people and at present, the government schools are left behind with the children from marginalized and poor communities. She points out that however, all over the country the private schools have spread but, they are not accessible to the poorer sections of the society. She also points out that because of the lacunae in the government sector, these government schools are lacking in quality education and the parents preferred to choose the low-cost private schools with English as medium of instruction. But in reality, these schools are also not reaching the expectations of the parents by hiring low qualified teachers who are not eligible to teach in these schools. She argues that the private schools have spread as a chain of branches from one place to another just for the profit orientation and not for the service of the poorer sections of the society where they claim as they have quality teachers which is nothing but bluffing the parents.

In the rural villages the people who were economically settled started sending their children to private schools, then followed by the middle class and the people from low-income families are also sending their children to private schools. Now the students who are left in the government schools are the students who are from poor economic families. One can note that the schools with branches of chains have spread from one place to another by establishing new branches. For example Goutham Model School has different branches which have around 20 schools in city of Hyderabad in Telangana state. It is also true that the private schools are hiring low standard and unqualified teachers with less salary which is against the rules.

Johanna Harma (2011), she points out that though in the rural village the growth of private schools is enormous but they are not meant for the pro-poor of society. From the study, she found that more than 60 percent of the children who are from the poorer sections of the society don't have the chance for studying in low-cost primary schools. She points out that however the parents who were not accessed to education earlier are now educating their children in private schools. Wherein the parents feel that at least one of their family members should be accessed to private schools with a quality education. But discrimination is one of the main reasons which is restricting them for opting low-cost primary schools and government sector is only the choice to choose for the marginalized communities. She highlights that the families from traditional and upper castes and middle-class families choose the education which is related to the market demand. From the field experience, she views that failure of the government schools for the parents in choosing the private schools. In order to have equal access to education for all the communities, the government schools should be strengthened without any inequalities.

In Telangana also the schools which have established in the rural villages are also charging high fees and due to that the parents who are from poor background are facing to pay such huge fees. The parents who have the aspirations to educate their children in private schools are retreating from such desires and preferring their children to government schools. In the context of Indian society, highlights that teachers tend to assign odd jobs in the school to the children of lower classes/castes. Even today in some of the rural villages, Dalit children are not allowed to sit inside the classroom. Though the state support schools to neutralize discrimination and empower the marginal groups to take part in modernization process, the history of schooling reveals that the school itself became an agency of social discrimination. This practice has larger implications for making meaning for social development and universalization of primary education.

Padma Velaskar (1990) views that earlier formal education has carried out with minimum inequalities but, with the rise of new private schools a larger extent unseen inequalities come into force. With this, the people from the marginalized section who had a chance for opting the choice of schooling were faced with inequalities from other sections of the society. Velaskar views that education system alone has acted as one of the mediators for creating inequalities between caste, class and gender. Still these kinds of practices exist in the educational institutions. She observed that within the classroom, during discussions and knowledge exchange sessions there exists different kinds of inequalities which are again a practice of discrimination against the children from marginalized sections. Velaskar also points out that within the curriculum a new kind of expertise was introduced which had benefited for the upper strata children and not for the manual working

children who hail from the marginalized communities. Until and unless the inequalities disappear in the education system the people from the lower strata cannot get a better employment in terms of economic returns. Finally, she argues that if the education system comes into reality by providing equal opportunities for all the sections of the society benefits or justice will not be done for the marginalized communities.

The education during the pre-colonial period haven't witnessed any kind of discrimination on the grounds of government and private but, after the increase of private schools it is found that discrimination is found in different forms which is not visible to the public. The Dalit students' who don't pay fees in due course of time in private schools are punished, they are forced to sit out-side the class, they are not allowed even to write the exams and sometimes their names are removed from the register. Apart from private schools the Dalit students are discriminated in government schools also. In India, Kerala is one of the top ranking state in literacy, but for last ten years only Dalit children were studying in government welfare lower primary school and none of the Non-Dalits preferred to take admission into that schools located in Perambra village which is in northern part of Kozhikode district. This kind of situation is not only confined to Kerala but it appears in all over the country and in rural Telangana also the students are still being discriminated by the teachers.

Martin Woodhead and Melanie Frost (2012), points out that in rural Andhra Pradesh the rapid growth of private education started from 2002 onwards which established its branches from one place to another. With the effectiveness of private schools the students who were studying in government schools started shifting to the private schools and this enrollment was most from the poor families. According to their study findings the people from well economic backgrounds in rural villages were not interested to study in private schools but the poor families from urban settings were more interested in joining private schools. As the private schools started its pathways to rural settings the parents realized about the importance of education and the job opportunities and then started sending their children to the private schools with affordable fees. From their study one of the important point they have mentioned is with the rapid growth of private institutions in the urban regions people were little bit confused in the selection of the school based on their performance, cost, Excellency and reputation. From the study they observed that from the last one decade the rise of private schools were more in number and the families from the poor background were able to access for education and gained benefits from the education. The people from the poor families knowingly took the decision for sending their children to private schools because of their dissatisfaction on the functioning government schools.

In the recent days it is found that the choice of schooling is based on the economic, class, caste and cultural dimensions and relatively the children from marginalized sections are remained in the government schools. From the study they found some significant changes in the state of Andhra Pradesh after the implementation of Right to Education Act 2009, which came into force from April 1st 2010 onwards. With the implementation of this Act 25 percent of seats were reserved to the children from marginalized communities into the entry of private schools, but now the doors are open for poorest of the poor who earlier did not get a chance to enter into those schools.

One should accept that the people who are from upper class don't prefer in enrolling their children in the private schools which are located in the rural villages because they have low standards of education. The upper castes prefer to educate their children in the schools which are located in the urban areas because they find qualified and experienced teachers. With the rise of private schools in urban areas it has become confusion for the parents to choose the best school. In Warangal district there are hundreds of private schools which are located in the main city of Hanmakonda and Warangal city. People believe that the schools which charge high fees will provide quality education but it is not up to the expectations of the parents. With the implementation of RTE some of the poor people are able to get access to quality education that is available in private schools but still there are many people who are also denied for such quality education. So this is also a kind of discrimination which is shown by the state towards the poorer sections of the people.

Renu Singh and Colin Bangay (2014), views that private education is a facility which is providing education for millions of children who were not accessed for quality education. From their study it is found that the people who are able to pay fees around 400 Rupees for a particular school are lacking with basic amenities for their children. It is observed that based on the future of their students, parents take their own decision for choosing the school. From the study it is found that the rural poor from government schools are migrating to the private schools just because of medium of instruction which is English Language. Based on the field observations they argue that quality concern towards education is one of the basic entities which has to be taken into consideration by the parents. Here, they are suspecting whether both private and government schools are providing quality education. But in private schools the teachers are regular to school, correct the home works and suggestions to the children and they have more effectiveness even though they are paid low salaries. However, they point that there is a need to look into the issue of fee hikes in the private schools and have a monitoring authority on such schools. Finally they argue that for the better and equitable education there is need for cooperation between the state and private

organization to build a platform to extend their services for providing education to all sections of the society.

It is true that the private schools which are functioning with low-cost are not provided with the basic amenities to the students and teachers. In the schools we don't find proper toilet facility, teaching facilities, playground and proper atmosphere. But at the same time the private school management also argue that how it is possible to provide all kinds of facilities with the minimum cost that is charged per head by paying higher salaries to the staff. In private schools we don't have absenteeism of teachers because if the teachers are absent their salaries will be deducted. So due to the strict management policies, the teachers are regular to the schools and work with discipline and dedication to the school and children.

Gundemeda Nagaraju (2014) argues that social forms of discriminations are principally inbuilt and structured in the social, cultural and constitutional power. Different forms of discrimination influences the degree of inclusion and exclusion both at school and society in a larger extent. From the study he found that in the present global scenario the upper castes students don't like to attend the schools which are preferred by the low castes children in the rural villages. Again, the children who are studying in government schools are from the marginalized sections, especially from the labour class. From the study he highlights that forms of discrimination are expressed in the form of division of labour classified to clean the classrooms and school premises. From the study he found that the parents who are educated and having graduate degrees are not sending their children to government schools.

Discrimination towards Dalit children is practiced at several places within the school and out-side the school by torturing mentally and physically. The Dalit students are denied to take the midday meals along with the OBC and other castes children within the school. Even the students from upper castes don't taste the meal that is prepared by the Dalits in the school. If we take the example of government Panva primary school located in Panva village of Surendranagar district of Gujarat state, it is evident that there is caste discrimination towards the Dalits and Non-Dalit Children. The children who are from "upper caste Thakor denies to sit together with Harijan aka Dalit children" during the midday meal programme (www.videovolunteers.org). In rural villages of Telangana the teachers are forced to clean the classrooms and bathrooms by Dalit children, which is a kind of humiliation before other students.

Sudharshanam (1991) argues that education is only the element which can bring the changes in socio-economic, cultural and political spheres. He argues that in the past, education was meant

only for the people from the privileged sections of the society and the marginalized sections were denied access to education. He highlights that the schools which are widespread in the rural villages are occupied by the children from marginalized sections of the society. But these schools are lacking facilities and due to this most of the rural children are enrolled in the private schools. He argues that due to defective administration setup the schools are lacking with proper quality education in rural areas. In rural areas the students has to face the transport facility which is one of the important factor for not concentrating on education.

During the Nizam rule in Telangana region the education was privileged only for the people who were from elite families and the language was in Urdu. So the people who hail from the marginalized communities did not access to Urdu language because they were engaged in agricultural works. The British rulers has introduced Christian Missionary Schools and started educating the people in Andhra region and then it spread to Telangana region. After accessing to the Christian Missionary Schools people got awareness on education and then concentrated to educate their children.

Reshmi Chakraborty (2011) argues that the school choice, competition and factors affecting the ability of parents to choose a particular school for their child exist in the form of policies in the west and developed countries. Most advocates of choice and school autonomy support and claims that completion will enhance the efficiency and responsiveness of schools and thus increase their effectiveness. Therefore, different factions of choice proponents to educators, economists, policymakers and government did not majorly differ on the proposal to improve the public school education system even if the chosen means and goal was either equity or privatization, diversification of school or based on competition. She argues that a major leap in policy reforms for choice in elementary education has been made by some of the developed nations, such as Ireland, Netherland, Australia, New Zealand and the United States of America to name a few. India too has made relative progress towards education policy reforms after early 90's with the advent of policies in liberalization, privatisation and globalization. Right to Education has a fundamental right is one such step towards strengthening the efforts towards universalizing education in India. However, the clauses which govern the right have been contested by the stakeholders. No policy has been clearly made to foster choice making in particular in India.

It is true that the state has failed in the formulation of new regulation in education policy. Due to that the government schools have remained with lack of quality education and slowly getting closure in India general and particularly in Telangana. The state has come up with an agenda to

close around 4,000 schools which were not having sufficient strength in those schools. But with the Supreme Court orders the state has withdrawn its decision and started English medium in around 400 schools in the state.

Summary

The foregoing account on the review of literature, bring various dimensions in approaching education in private education system and the role of the state in the providing access, equity, participation and diversity which would have effected in encouraging with decentralization of schooling. The decentralization of schooling is introduced through the neoliberal and political participation during 1990 to undermine the equity of educational opportunity. Many of the western scholars views that the though the parents have choice for their children to provide the quality education for the development. On the other hand, some scholars argue that with the choice of schooling the diversity is increasing on the basis of hierarchy and there exists social stratification. Some of the scholars view that the competition between the private and public schools results has improved a lot. In the context of western countries scholars found that private schools do worse than public schools and being public does not necessarily mean lower quantity thus, despite claims that private education is better than public. In case of South Asia, pro-private school scholars view that in the era of global competition only some privileged sections of the society have access to private education and enjoying the benefits global opportunities, why not the poor? They argue that the poor has the right to select the best school that provides the education according to their status. They also argue that it is true that only the elite should attend the private and the poor should attend the public schools. Even they also state that the public education is not only for poor but it for all sections of society. But at the same time some of the scholars argue that the quality of education standards and the infrastructure that is provided in the public schools are not meeting the demands of the students and parents. The review implies that there is enormous growth of private schools and the franchisees have opened to make education as a profit oriented business. Though the students are studying in private schools, they are not acquiring the expectations of the parents. An overall analysis reveals that there are pro and anti debates on privatization of education. It is found that there are less studies which have focused particularly on Dalits and Non-Dalits in the selection of school choice in Telangana. The present study made an attempt to fill this intellectual gap by choosing Warangal district for an empirical study. The following third chapter gives a brief introduction about the study area of Warangal District.

CHAPTER - III

SOCIAL AND EDUCATION PROFILE OF WARANGAL DISTRICT

Introduction

The present study tries to explain the history of Telangana state in general and particularly focuses on Warangal district which is the study area. It also highlights about the population of the state and literacy levels and social composition of the state. This chapter also focuses on the selected areas (Mandals, villages and urban towns) which are under rural and urban regions. The rationale behind the selection of the district is in Telangana, Hyderabad which is the capital city of Telangana state stands the first position with different educational institutions followed by Warangal district with second place in northern part of Telangana. Warangal is one of the educational hubs which has two Universities, one Medical College and National Institute of Technology. Apart from these institutions, the district has some Degree and Post Graduate Colleges, Junior Colleges and private schools. The Mandals and Villages under the study area were selected by highest population of Scheduled Castes both in rural and urban areas.

The state of Telangana emerged as the 29th state in the Indian Union, as per the Andhra Pradesh Reorganization Act, 2014 (No. 6 of 2014) of Parliament, which received the assent of the President of India on the 1st March 2014 and came into existence with effect from 2nd June 2014. The said Andhra Pradesh Reorganization Act, 2014 was received an amendment called the Andhra Pradesh Reorganization (Amendment) Act, 2014 (No. 19 of 2014) on the 17th July, 2014, transferring certain Mandals and villages (327) of Khammam district to residual Andhra Pradesh, enforcing his amendment with effect from 29th May, 2014 (Telangana Statistical Year Book, 2015). Telangana is a state lies in the Southern region of India. It covers an area of 1, 12,077 sq. km. It is the 12th largest state regarding both areas and the size of the population in the country. Most of the part was under the princely state of Hyderabad, of Nizam of Hyderabad during the British, and joined the Union of India in 1948. In 1956, the Hyderabad state was dissolved as part of the linguistic reorganisation of states. The Telangana state comprises of 10 districts which include Adilabad, Khammam, Karimnagar, Nalgonda, Nizamabad, Hyderabad, Ranga Reddy, Mahbubnagar, Medak, and Warangal (Telangana Statistical Year Book, 2015).

Warangal district was an ancient town and a Commissioner's Division of the former Hyderabad State and currently it is part of Telangana state. Earlier, the Warangal Division of

Hyderabad State is formed by the eastern portion of the Nizam's Dominions and extended from the river Penganga in the north to the Krishna in the south. It was one of the biggest districts till 1st October 1953, after that few talukas were separated from the region and formed into a new district known as Khammam district with 12,846 sq. Km of its total area.

Social Composition of Population

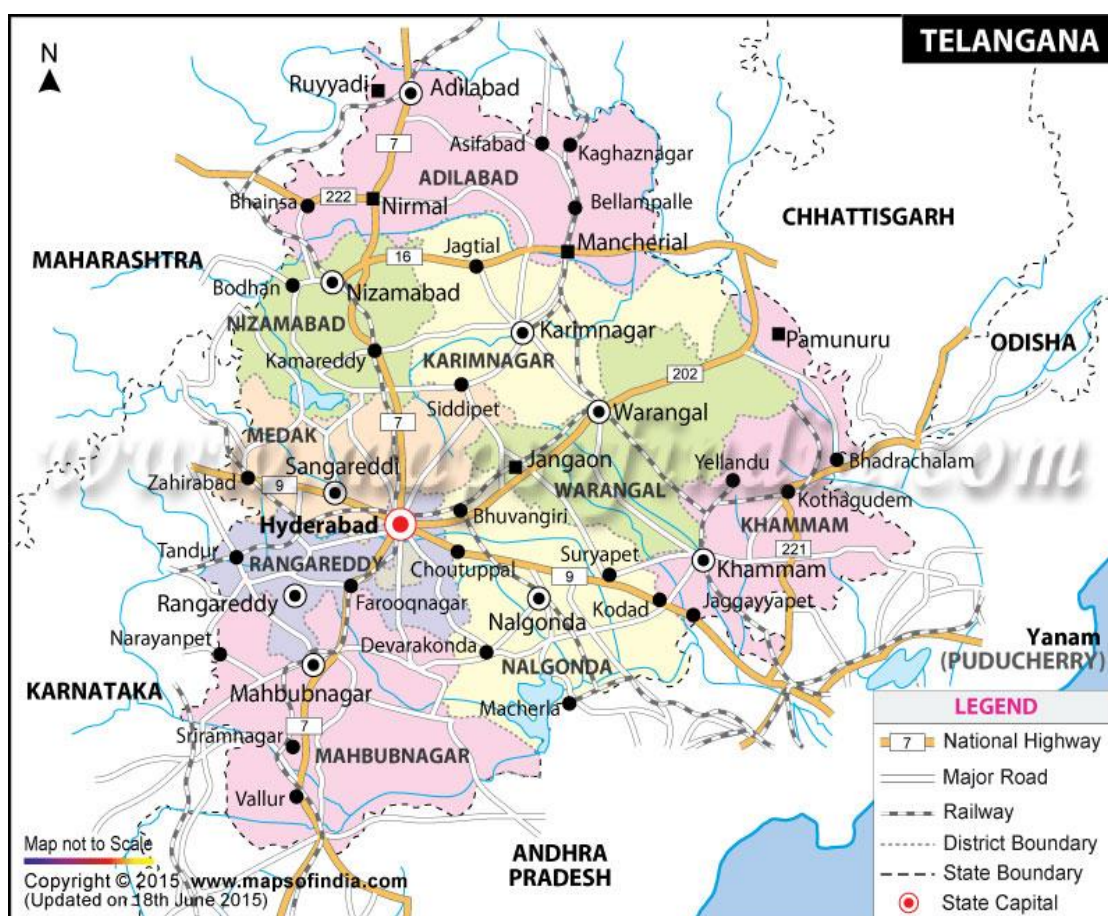
In Telangana state, the population of Backward Castes Communities is larger in number when compared to other Castes communities. Out of the total population in Telangana state, Backward Caste Communities comprise of 51.08 percent, followed by Forward Castes which is 21.50 percent. Dalits population comprises 17.50 percent, Scheduled Tribes population comprise of 9.91 percent and Minorities are 14.46 percent. When we look at the social composition of Warangal district, Backward Castes Communities population (50.5 percent) is higher when compared to forward castes in the region. The second largest population is Dalits which is 17.6 percent, followed by Scheduled Tribes population which is 14.8 percent. Upper Castes population is 10.7 percent, and the Muslim Minority population comprise of 6.5 percent in the district. (Census 2011).

Table 3.1 Profile of Telangana State 2011

Telangana State Population Profile 2011				
Total	Male	%	Female	%
35193978	17704078	50.3	17489900	49.7
Total SC Population				
Total	Male	%	Female	%
5432680	2704932	49.8	2727748	50.2
Total ST Population				
Total	Male	%	Female	%
5432680	2704932	49.8	2727748	50.2
Total Literates				
Total	Male	%	Female	%
3286928	1659963	50.5	1626965	49.5
Total Illiterates				
Total	Male	%	Female	%
20784228	11749253	56.5	9034975	43.5
Total Worker				
Total	Male	%	Female	%
14409750	5954825	41.3	8454925	58.7
Total Agriculture Workers				
Total	Male	%	Female	%
3016884	1951576	64.7	1065308	35.3

Source: Census of India 2011

Telangana State Map



Source: <http://www.mapsofindia.com/maps/tehril/warangel.html>

Table 3.2 District Wise Population in Telangana- 2011 Census

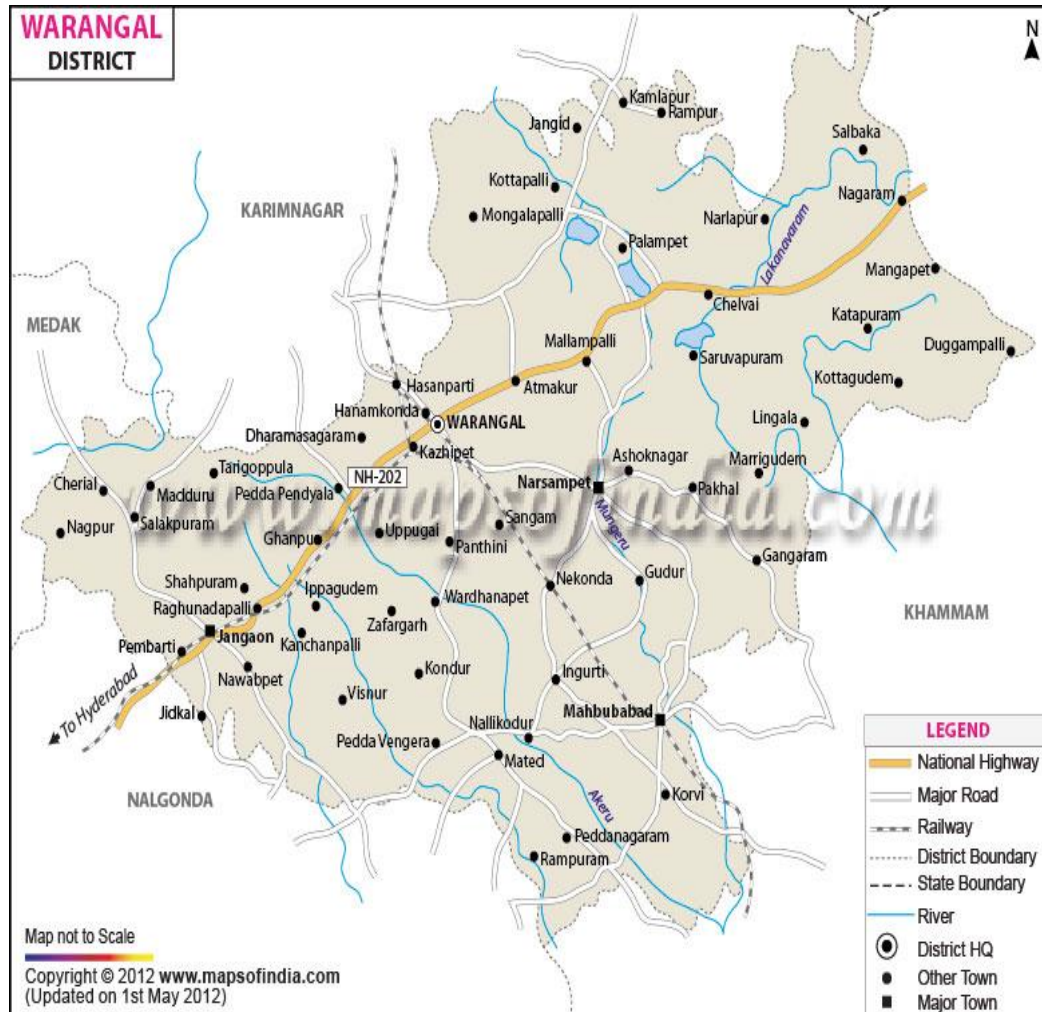
District Wise Population in Telangana- 2011 Census					
Name	Total	Male	%	Female	%
Telangana	35193978	17704078	50.3	17489900	49.7
Adilabad	2741239	1369597	50.0	1371642	50.0
Nizamabad	2551335	1250641	49.0	1300694	51.0
Karimnagar	3776269	1880800	49.8	1895469	50.2
Medak	3033288	1523030	50.2	1510258	49.8
Hyderabad	3943323	2018575	51.2	1924748	48.8
Rangareddy	5296741	2701008	51.0	2595733	49.0
Mahbubnagar	4053028	2050386	50.6	2002642	49.4
Nalgonda	3488809	1759772	50.4	1729037	49.6
Warangal	3512576	1759281	50.1	1753295	49.9
Khammam	2797370	1390988	49.7	1406382	50.3

Source: Census 2011

As per census 2011, the literacy rate of Telangana is 66.54 where the male literacy rate is 75.04, and female literacy rate is 57.99. Whereas Warangal district literacy rate is 65.11 percent in

which the male literacy rate is 74.58 %, and female literacy rate is 55.69 %, it is observed that there is a wide difference between male and female literacy rate. There are 17, 05, 655 total workers which include the marginal, cultivators, agricultural workers, etc. The district records 991 mm rainfall. The district comprises of 2, 85,000 ha net irrigated area, which accounts for 64% of the total cultivated area.

Warangal District Map



Source: <http://www.mapsofindia.com/maps/tehangana/tehsil/warangal.html>.

Table 3.3 Profile of Warangal District

District at a Glance		
Description	2001	2011
Actual Population	32,46,004	35,22,644
Male	16,44,895	17,66,257
Female	16,01,109	17,56,387
Population Growth	15.15	8.52
Area Sq.Km	12,874	12,874
Density/Km2	253	274
Proportion to A.P. Population	4.26	4.16
Sex Ratio(per 1000)	973	994
Child Sex Ratio(0-6 Age)	955	912
Average Literacy	57.13	65.11
Male Literacy	68.88	74.58
Female Literacy	45.09	55.69

Source: Chief Planning Officer, Hand book of statistics, Warangal District 2011.

Table 3.4 Population of Warangal District

Warangal District Population – 2011				
Total	Male	%	Female	%
3512576	1759281	50.1	1753295	49.9
Total SC Population				
Total	Male	%	Female	%
616102	307709	49.9	308393	50.1
Total ST Population				
Total	Male	%	Female	%
530656	268976	50.7	261680	49.3
Total Literates				
Total	Male	%	Female	%
2065023	1179790	57.1	885233	42.9
Total Illiterates				
Total	Male	%	Female	%
1447553	579491	40.0	868062	60.0
Total Workers				
Total	Male Workers	%	Female Workers	%
1705655	960926	56.3	744729	43.7
Total Agriculture workers				
Total	Male Workers	%	Female Workers	%
576649	241702	41.9	334947	58.1

Source: Census of India 2011

Warangal is one of the major urbanised cities of the Telangana State, which meets the educational, medical, trading and cultural needs of the people not only from the district but also from neighbouring regions. The city has emerged as an educational hub where there are 1138

schools (includes central, state aided and unaided). And there are various reputed professional institutions i.e. National Institute of Technology (NIT), Kakatiya University (KU), Kakatiya Medical College, and Kakatiya Institute of Technology and Sciences (KITS), Kaloji Health University, etc.

This district has a large number of small and medium size industries of textile, tanning, light engineering, rice mills, wood works, saw mills, cottage and village industries. Warangal district stands the second place in Telangana State for its trade, whereas Hyderabad, a capital city of State, stands first. This district also well-known for tourism and attracts pilgrims, historians, and archaeologists from all over the country. Thousand Pillars Temple at Hanmakonda, Ramappa Temple at Palampet, Warangal Fort, large lakes of Ramappa, Lakhnnavaram and Phakal, etc., are the prominent tourist places in this district. Though the area has not produced significant historical figures, it has few worth mentionable men of letters viz. Sarva Sri Devulapalle Ramanuja Rao, B. Rama Raju, the mimicry artist Neralla Venumadhav, etc.

Profile of the Selected Mandal's

Table 3.5 List of Mandal's selected under Warangal District with SC Population

Warangal District	Name of the Mandal	TOT_P	P_SC	%	M_SC	%	F_SC	%
	Total Population	3512576	616102	17.5	307709	49.9	308393	50.1
	Rural							
	Ghanpur (Station)	92303	22932	24.8	11774	51.3	11158	48.7
	Parkal	80542	20792	25.8	10097	48.6	10695	51.4
	Thorrur	76519	18468	24.1	9027	48.9	9441	51.1
	Wardhannapet	76873	18453	24.0	9337	50.6	9116	49.4
	Urban							
	Urban	992333	154805	15.6	77150	49.8	77655	50.2

TOT_P - Total Population, P_SC – Total SC Population, M_SC – Total SC Male, F_SC – Total SC Female

Source: Census 2011

Ghanpur Mandal

The Mandal comprises of 23 villages having 23,087 households with a total population of 92,303 out of which Scheduled Castes constitutes of 24.8 percent and Scheduled Tribes population consists of 8.6 percent of the population. There about 50,729 persons who are literates in which male literates are 57.9 percent and female literates includes 42.1 percent. In case of illiterates, there are 41,574 persons in which 40.7 percent are male individuals and 59.3 percent are women. In the Mandal, there are about 47,073 total workers in which 54.2 persons are male, and 45.8 percent are female. In case of educational facilities, there are eight private schools, 47 government primary

schools, and ten upper primary schools, 16 high schools, one Degree College and three junior colleges.

In case of health care facilities, there is a primary health centre, and there are six banks which are available in the Mandal. The primary occupation of the people in the Mandal is agriculture, and they cultivate paddy, cotton, and maize. The Mandal has a railway route which is accessible for the people to connect towards Secunderabad and Kazipet. The Mandal is also linked to a national highway, which is 30 Kilometres far away from the Warangal District headquarters. The Mandal has a reservoir water storage from which the water is supplied from Devaadula irrigation project and from here the water is supplied to different parts of the Mandal and the city of Warangal (Source: Field Study, 2013-14.).

Parkal Mandal

Parkal Mandal consisting of 23 villages having a municipality in the town, and there are 21148 households. The total population of the Mandal is 80,542, out of which the Scheduled Castes population consists of 20,792, in which the male population is 48.6 and female population is 51.4 percent. In case of Scheduled Tribes population, they include 806 members in which 52.2 percent and female population consist of 47.8 percent. In the event of literates there are about 47,993 persons in which 57.9 percent are males and 42.1 percent belongs to female and in the case of illiterates it is found that there are 32,549 persons, in which the male percent is 40.7 and female are 62.3 percent and in the Mandal there are about 40,102 total workers in which the male individuals consists of 54.9 percent and female constitutes 45.1 percent.

In case of educational facilities, there are 16 private schools, 28 government primary schools, 12 upper primary schools, and 11 high schools. There is one private degree college, one Education College, and two junior colleges. The Mandal headquarter is equipped with different private hospitals and a government primary health centre and consists of various banking sectors. The primary occupation of the people in the Mandal is agriculture, and they depend on coastal water, and some of the farmers depend on wells, and their main occupation is paddy, maize, and cotton. The Mandal has TSRTC depot which facilitates the people to travel to different parts of the district which are 30 kilometres long from the headquarters of Warangal District, and this is the headquarters of the Parkal Assembly Constituency. This Mandal is facilitated with Christian missionary education for the poor people which is helping the students to access for higher education (Source: Field Study, 2013-14).

Thorrur Mandal

Thorrur Mandal which consists of 23 villages, having 76,519 population according to the 2011 census with 18,510 households. The Scheduled Caste population consists of 18,468 people, in which male population is 48.9 percent, and female population is 51.9 percent, whereas in case of Scheduled Tribes there are 12,179 people in which, the male population consists of 52.1 and female consists of 47.9 percent. When we look at the literacy rates, it is found that there are 42,800 people who are literates, in which 57.5 percent are male literates and 42.3 percent female literates. Besides that there are 33,719 illiterates, out of which 40.9 percent of them are a male category and 59.1 percent are from the female type, and there are 36, 838 total workers in the Mandal, where 55.5 percent are from the male group and 45.5 percent are from a female category. This Mandal headquarters is having a TSRTC depot accessed with national highway towards Khammam and Warangal.

It is accessed with more educational institutions which is being helpful for the rural people. In the Mandal, there is about 47 government primary schools, five upper primary schools, 12 high schools and seven private schools. There are teacher education institutions, several junior and degree colleges and social welfare institutions which are more accessible for the people. The banking sector is also available to the individuals with different branches. There are few private hospitals and public health centres which are available with reasonable price in private hospitals. The primary occupation of the people is agriculture, and they depend on coastal water. This Mandal headquarter is 60 kilometres far away from the district headquarters of Warangal (Source: Field Study, 2013-14).

Wardhannapet Mandal

In the district, Wardhannapet is one of the Scheduled Castes reserved Assembly Constituency since 2009. The Mandal consists of 18 villages, with 19,363 households, having total population of 76,873, among which Scheduled Castes population is 18,453, in which the male population is 50.6 percent and female population is 49.4 percent and in case of Scheduled Tribes the total population is 12,179, in which the male population is 52.1 percent, and the female population is 47.9 percent. In the event of literacy, it is noted there are 43,393 literates, among which the male literates are 58.3 percent and literate female is 41.7 percent. In case of illiterates, it is found that there are 33,480 people in which the illiterate male is 39.7 percent, and female illiterate is 60.3 percent, which higher than the male illiterates. When we look at total workers in the Mandal,

it is found that there are 38,925 members, in which the male persons are 53.5 percent and females constitutes of 46.5 percent.

In case of educational opportunities, it is concluded that there are about 11 private schools, 38 government primary schools, six upper primary schools, and 16 high schools. There are two private and government junior colleges and a private degree college in the centre of Mandal headquarters. This Mandal is connected with national highway which connects towards Khammam and Warangal. The primary occupation of the people is agriculture, and they depend on the ground water as well on coastal water and the main cropping patterns are paddy, maize, and cotton. In case of health care facilities, it is found that there are government and private hospitals which access for the people in an emergency and for any other critical conditions they have to travel to the District headquarters which is of 40 kilometres from Mandal headquarters. (Source: Field Study, 2013-14).

Urban City

Greater Warangal Municipal Corporation is the second largest city in Telangana state after the capital, Hyderabad. The total population of the city is 9, 92,333, among which Scheduled Caste population is 1,54,805 in which the male constitutes of 49.8 percent and female population is 50.2 percent. In case of Scheduled Tribe Population, it is found that there are 22,948 in which the male population is 51.4 percent and female constitutes of 50.1 percent. When we look at the literates it is concluded that there are 7,27,615 literate persons in which the male is 54.8 percent and female is 45.2 percent and in case of illiterates, it is found that there are 2,64,718 persons in which male is 37.9 percent, and female is 62.1 percent. When we look at the total worker in the urban city is found that there are 35, 4,045 persons in which the male is 72.3 percent and female is 27.7 percent (Source: Field Study, 2013-14).

Profile of the Selected Villages under the Study Area

Table 3.6 List of Villages selected under Mandals

Rural								
Mandal	Village	TOT_P	P_SC	%	M_SC	%	F_SC	%
Ghanpur (station)	Ippagudem	8195	1480	18.1	755	51.0	725	49.0
Parkal	Madharam	9870	2544	25.8	989	38.9	1555	61.1
Wardhannapet	Nandanam	6747	1817	26.9	883	48.6	934	51.4
Thorrur	Ammapur	5372	2753	51.2	1353	49.1	1400	50.9
Urban								
Urban	Ward No 02	82802	9608	11.6	4740	49.3	4868	50.7
	Ward No 11	81298	11639	14.3	5672	48.7	5967	51.3

TOP_P - Total Population, P_SC – Total SC Population, M_SC – Total SC Male, F_SC – Total SC Female

Source: Census 2011

Ippagudem

This is the villages which is selected for the present study under Ghanpur Mandal. The village is covered with 1,605 hectares of land, and there are 2,129 households and the population of the villages is 8,195, in which the male is 49.5 percent and female is 50.5 percent. When we look at the Scheduled Castes population is it found that there are 1,480 members in which the male is 51 percent, and female population consists of 49 percentage and in the case of Scheduled Tribes population there are 755 members in which the male population is 51 percent, and female population consists of 49 percent. When we see the literacy rate in the village there are 4,113 members who are literates in which the male literate is 57.4 percent, and literate female is 42.6 percent, and the total illiterates constitute 4,082 in which the male illiterates percent is 41.6, and female illiterate's is 58.4 percent. In the village, there are 4665 total workers in which the male percent is 51.3 and female constitute 48.7 percent. In case of cultivator there are 1,208 persons in which male cultivators consists of 57.8 percent and female cultivator's consists of 42.2 percent and in the village, there are 1,956 Agriculture labour's in which the male agriculture workers consists of 45 percent and the female farm worker's consists of 55 percent.

The village constitutes of different caste communities in which Other Backward Communities like Gouda (Toddy Tappers), Yadava (shepherds), and Munnuru Kapu (cultivators) communities are large in number, and they play a dominant role. The population of upper castes varies less in number but they are landlords in the village, and they control the political power in the community. The main occupation of the village is agriculture where the farmers depend on ground water, and they cultivate paddy, cotton, etc. There is a Government primary school in which eight teachers are working, and there is also a government high School in which 17 teachers who

are working. In the village, there are different self-help groups, youth organisations, and colony associations which are working for the village development. There are different politicians who are representing from various political parties.

Madharam

Madharam is a study village in Parkal Mandal. The village is covered with 837 hectares of land, and there are 2,406 households with a population of 9,840 members, in which the male percent is 47.3 and female constitutes of 52.7 percent. In the village, the Scheduled Castes population is 2,544 in which the male is 38.9 percent, and female population is 61.1 percent. In case of Scheduled Tribes population, it is noted that there are 989 members in which the male population is 38.9 percent, and female population consists of 61.1 percent. In the village, there are 6576 total literate persons, in which the literate male is 51.4 percent, and literate female is 48.6 percent, and the total illiterate's population constitutes of 3294 members in which the male percent is 39.3 percent and female represents 60.7 percent. In the village, there are 3,902 total workers in which the male percent is 61.6 percent and female constitutes of 38.4 percent. In the village, there are 372 cultivators in which the vigorous grower's consists of 75.3 percent and the female growers consists of 24.7 percent, whereas in the village there are 1387 agriculture labours in which the male farm workers are 49.5 percent, and the female agriculture labourers are 50.5 percent.

In the village, the dominant population constitutes from Other Backward Communities in which Munnuru Kapu, Yadava, are the dominating more in number. In case of social settings the dominant caste community's residences are located inside and the Dalits, Communities houses have found outside in which we find a kind of segregation from dominant castes. Even in case of Mala and Madiga subgroups, the location of homes is in different patterns, where Madiga community resides at one place, and Mala Caste community lies in another location, and they do not have access in communicating each other because of caste locations.

The main occupation of the village is agriculture, and most of them depend on the ground water for cultivation and on an average the farmers have 2-4 acres of land, and they rely on the arthidars for financial assistance during cropping seasons. The villagers depend on private transport to move from the village to the Mandal headquarters or any other place. There is an Upper Primary school, in which three teachers are working, and 4 Anganwaadi centres are working under ICDS. When we look at the political participation in the village, it is seen that the Madiga community plays a crucial role in the elections, and they influence more on the political parties (Source: Field Study, 2013-14).

Nandanam

Nandanam is a village which is selected in Wardhannapet Mandal. The village is covered with 2,629 hectares of land and consists of 1,668 households with a total population of 6,747 members, out of which the male population is 47.9 percent, and female population is 52.1 percent. In case of Scheduled Castes population, there are 1,817 members in which the male population is 48.6 percent, and female population is 51.4 percent, and the Scheduled Tribes population is 168 members, in which the male population is 13.7 percent, and female population consists of 86.3 percent. In the village, there are 4,102 persons who are literates, in which the male literates consist of 52.9 percent and female literates comprise of 47.1 percent, and there are 2,645 total illiterates in which the male consists of 40.1 percent, and female constitutes of 59.9 percent. In the village, there are 3,486 workers among which the male percent is 51.7 and female consists 48.3 percent. In the village, there are 847 cultivators in which the male cultivators consists of 63.9 percent and women cultivators consists of 36.1 percent. In the village, there are 1,056 agriculture labours in which the male farm workers consist of 58.7 and female agriculture employees consists of 41.3 percent. The social composition of the community consists of different caste communities like Dalits, Scheduled Tribes, Other Backward Communities and upper castes. The village is segregated with different housing patterns, where the Madiga Community people don't have space to live in the centre of the village and they are forced to live with 200 meters long from the upper castes.

The village is 10 kilometres away from the Mandal headquarters, and it has no public transport facility; however, they depend on private transport like auto's, etc. in the village there are few landlords who own the land around 10-15 acres of land and have more influence in the village and plays a crucial role in the political domain. Though the Dalits population is more in number next to the Other Backward Communities, they don't have political power. In Backward Castes Communities, Yadava community is more in number, and Munnuru Kapu people stands the second position in the village. The main occupation of the village is agriculture, and they grow paddy, cotton, maize, etc., and they depend on the ground water for agriculture purpose. There are 5 Anganwaadi centers, and there is a government primary school in which five teachers are working, and there is also a Government high school in which ten teachers are working (Source: Field Study, 2013-14).

Ammapur

Ammapur is a village selected for the present study in Thorur Mandal. The community is spared with 873 hectares of land, and there are 1218 households with a total population of 5372

members, in which the male population is 50.4 percent, and female population is 49.6 percent. When we look at the Scheduled Castes population, it is found that there are 2,753 members in which the male percent is 49.1 and female population is 50.9 percent. In the village, there is 584 Scheduled Tribe population in which the male population is 52.6 percent, and female population consists of 47.4 percent. In the village, there are 2,426 total literates among which the male literate's percent is 60.6 and female literate's is 39.4 percent, and there are 2,946 illiterate's in which the male percent is 42 and female constitutes of 58 percent. In the village, there are 2763 total workers in which the male percent is 51.3 and female constitute 48.7 percent. In the village there are 470 cultivators in which the male cultivators consists of 57.2 percent and female growers consists of 42.8 percent and there are 262 agriculture labours members among whom the male farm workers consists of 50.8 and female agriculture labours consists of 49.2 percent.

In the village, the social composition of the community consists of different caste communities like Dalits, Scheduled Tribes, OBC and upper castes. In the village, the main caste with the highest population is Dalits Community and plays a vital role in the political sphere, and Other Backward Communities have a second largest population. The housing patterns have a difference from one caste to another where the Dalits don't have a scope to reside with the upper castes communities. The main occupation of the village is agriculture, and they cultivate paddy cotton and maize and the primary source of water for the cultivation is ground water. In the village, there are two schools one is government primary school in which there are 13 teachers and in government high school there are ten teachers who are working in the school, and there are 4 Anganwaadi centres (Source: Field Study, 2013-14).

Urban Ward No: 02 and 11

Under the urban city ward, No. 2 was selected for the study and it has 20,333 households and has a total population of 82,802, the male population consists of 50.1 percent and female population consists of 49.9 percent. In case of Scheduled Caste population, there are 4,740 members in which male percent is 49.3 and female population is 50.7 percent. In this ward, the Scheduled Tribe population is 3,132, in which the male population is 51.6 percent and female population is 48.4 percent. There are 67,122 total literates in which the male percent is 52.6 and female literate's is 47.4 percent, and there are 15,680 total illiterates in which the male percent is 39 and female constitutes of 61 percent. In this ward, there are 25,954 total workers in which the male percent is 79.3 and female consists 20.7 percent. There are 6 government primary schools and 3 government high schools in which total 76 teachers are working.

Under urban city ward no. 11, is also among the study area, which has 19,429 households with a total population of 81298, the male and female population consists equally of 50 percent. When we see the Scheduled Castes population there are 5,672 members, in which the male constitutes of 48.7 percent and female population consists of 51.3 percent. When we look at the Scheduled Tribes population it is found that there are 1,631 members, in which the male population is 50.6 percent and female population consists of 49.4 percent. In this ward, there are 32,912 total literates, in which the male literate's percent is 54.5 and female literate's is 45.5 percent. There are 20,886 total illiterates, in which the male percent is 37.2 and female constitute 62.8 percent. In this ward, there are 29,830 total workers, in which the male percent is 72.6 and female consists of 27.4 percent. There are 5 government primary and 4 high schools in which 72 teachers are working. As these both divisions are under urban setting the social composition is different when compared to the selected villages in the rural areas. The housing patterns are not segregated and there is no discrimination towards Dalits in the case of having a residence beside other communities. Most of the people are engaged in industrial works for their livelihood. In this urban setting, it is very hard to specify the caste equations and cannot measure the political representation of the different caste communities. However, there are self-help groups and youth organizations which represents from various communities (Source: Field Study, 2013-14).

Table 3.7 Schools in Telangana State 2013-14

Details of Schools in the Telangana State						
Category	Central	State	Residential	Pvt - Aided	Pvt - Unaided	Total
Primary	3	18139	1483	321	2002	21948
%	0.01	82.65	6.76	1.46	9.12	100
Upper Primary	3	3244	85	128	3229	6689
%	0.04	48.50	1.27	1.91	48.27	100
High Schools	41	4583	1028	293	5739	11684
%	0.35	39.22	8.80	2.51	49.12	100
Total	47	25966	2596	742	10970	40321
%	0.12	64.40	6.44	1.84	27.21	100

Source: Telangana Statistical Year Book 2015

In Telangana there are different types of schools which are working under the state like central, state and private managements. When we look at the above table one can understand that there are very less number of institutions which functions under central government. Whereas 70.95 % of the schools are functioning under the state government which is highest in number. In case of private schools they consist of 38.34 % of the total schools in the state, whereas the private aided

schools consists only 2.59% in the state. From the above table one can understand that the private educational institutions are gradually increasing.

Table 3.8 Management Wise Total Schools From 2003 - 04 to 2013 - 14 in United Andhra Pradesh

Management Wise Total Schools From 2003 - 04 to 2013 - 14 in United Andhra Pradesh							
Year	Central Govt	State Govt	MPP/ZPP	Municipal	Private Aided	Private unaided	Total
2003-04	139	7264	66680	2061	3637	12573	92354
	0.2%	7.9%	72.2%	2.2%	3.9%	13.6%	100%
2004-05	122	6899	66384	2093	3626	13644	92768
	0.1%	7.4%	71.6%	2.3%	3.9%	14.7%	100%
2005-06	116	7141	67018	2086	3534	15089	94984
	0.1%	7.5%	70.6%	2.2%	3.7%	15.9%	100%
2006-07	110	7233	66737	2102	3465	16530	96177
	0.1%	7.5%	69.4%	2.2%	3.6%	17.2%	100%
2007-08	113	7048	67068	2097	3533	17598	97457
	0.1%	7.2%	68.8%	2.2%	3.6%	18.1%	100%
2008-09	112	7125	67054	2103	3486	18147	98027
	0.1%	7.3%	68.4%	2.1%	3.6%	18.5%	100%
2009-10	119	7245	67099	2099	3429	19572	99563
	0.1%	7.3%	67.4%	2.1%	3.4%	19.7%	100%
2010-11	113	7333	67029	2107	3360	21082	101024
	0.1%	7.3%	66.3%	2.1%	3.3%	20.9%	100%
2011-12	114	7716	66393	2115	3335	22763	102436
	0.1%	7.5%	64.8%	2.1%	3.3%	22.2%	100%
2012-13	112	7751	66861	2123	3237	24324	104408
	0.1%	7.4%	64.0%	2.0%	3.1%	23.3%	100%
2013-14	113	7987	64690	2124	3137	25302	103353
	0.1%	7.7%	62.6%	2.1%	3.0%	24.5%	100%

Source: Data Compiled from DISE Reports 2003-14

The above table gives a brief analysis of the schools during 2003-2013 in united Andhra Pradesh. In case of state government schools there is a gradual decrease from 2003-2013, in case of Mandal Parishad Primary and Secondary schools also there is decrease of 10 % from 2003-2013. The Municipal schools show that they neither increased nor decreased. When we look the private aided schools it is found that 9 % of the schools were decreased during 2003-14. In case of private un-aided schools one can see that the schools have increased with 10.9% from 2003-2013. From the above table one can understand that the private un-aided schools have increased enormously for profit orientation. Private schools on one had claim as philanthropy and on the other hand they created a business entrepreneur in the field of education. In case of state government, the schools with zero and less enrollments are remained closed and the students and teachers were allotted to

the nearby schools, so that is why there is a decrease of government schools. Whereas, in the increase of private un-aided schools is due to the importance of English medium.

Table 3.9 Management Wise Total Enrollment from 20003-04 to 2013-14 in United Andhra Pradesh

Management Wise Total Enrollment From 20003-04 to 2013-14							
Year	Central Govt	State Govt	MPP/ZPP	Municipal	Pvt Aided	Pvt Unaided	Total
2003-04	64711	912859	7935656	423033	914399	3278828	13529486
	0.5%	6.7%	58.7%	3.1%	6.8%	24.2%	100%
2004-05	64447	899831	7604367	407858	887606	3546959	13411068
	0.5%	6.7%	56.7%	3.0%	6.6%	26.4%	100%
2005-06	68805	926459	7281362	390462	836601	4008234	13511923
	0.5%	6.9%	53.9%	2.9%	6.2%	29.7%	100%
2006-07	66636	946359	7208044	382238	799612	4448341	13851230
	0.5%	6.8%	52.0%	2.8%	5.8%	32.1%	100%
2007-08	67815	920657	6799932	361576	752670	4789091	13691741
	0.5%	6.7%	49.7%	2.6%	5.5%	35.0%	100%
2008-09	69281	946513	6518637	346685	704183	5073861	13659160
	0.5%	6.9%	47.7%	2.5%	5.2%	37.1%	100%
2009-10	65334	937877	6266224	324677	656022	5116222	13366356
	0.5%	7.0%	46.9%	2.4%	4.9%	38.3%	100%
2010-11	63395	935566	6148956	311096	595016	5264157	13318186
	0.5%	7.0%	46.2%	2.3%	4.5%	39.5%	100%
2011-12	61459	967139	6084261	310299	556894	5410872	13390924
	0.5%	7.2%	45.4%	2.3%	4.2%	40.4%	100%
2012-13	57495	1001217	5908014	298413	497733	5564422	13327294
	0.4%	7.5%	44.3%	2.2%	3.7%	41.8%	100%
2013-14	62106	1114059	5828174	299546	462960	5748917	13515762
	0.5%	8.2%	43.1%	2.2%	3.4%	42.5%	100%

Source: Data Compiled from DISE Reports 2003-14

The above table gives a brief analysis about the enrolment of the students in different types of managements in united Andhra Pradesh during 2003-13. When we look at the enrolment of students in central government schools it is found that there is no difference, whereas in case of Mandal Parishad and Zilla Parishad schools it is found that the enrolment ratio has decreased with 15.9% during 2003-13. In case of Municipal schools it is found that there is 0.9% of student's enrolment during 2003-13. When we look at the student's enrolments ratio in private aided schools it is found that there is a decrease of 3.4% during 2003-2013. When we see the enrolment ratio in private un-aided schools it is found that there is an increase of 18.3% during 2003-13. So from the above table one can understand that the student's enrolments in government schools and aided schools have decreased and there is a high increase in private un-aided schools. One can understand that it is state failure for not providing proper infrastructural facilities which led to the decrease of

enrolments in government schools. The private schools have encashed the growing demands of parents and provided the needs of the parents.

Summary

From the above analysis it is found that in Telangana state the Backward Castes Communities have highest population and they followed by Forward Castes (Reddy), Scheduled Castes, Scheduled Tribes and Minorities constitutes low population. When it comes to the study area Warangal it is found that majority workers are from male category and has highest literacy rate. The field sites selected for the study area are Wardhannapet, Thorrur, Parkal, Station Ghanpur Mandals and Urban City. Among which Nandanam, Ammapur, Madharam and Ippagudem villages were identified from the Mandals and Ward No 02 and Ward No 11 were selected under urban city. Among the selected Mandals Ghanpur has the highest population and Thorrur Mandal has low population. Among the selected villages Madharam has the highest Scheduled Castes population and Ippagudem has low population. In the following chapter brief analysis of socio-economic and educational profile of the student respondents selected under the study area is described.

CHAPTER - IV

SOCIO-ECONOMIC AND EDUCATIONAL PROFILE OF THE STUDENTS

Introduction

The present chapter gives a brief description of the profile of the student's respondents. It uses variables such as age, gender, residence, social status, religion and class in which they are studying. This chapter has also focused on the type of house (Kachha and pucca) in which the students are living. The study also explains about the economic status of their parents and occupation of the families. This chapter has highlights about the awareness among the respondents regarding the welfare schemes which are implemented by the state for their development and how far they are being utilised.

Distribution of Students by Gender

Gender plays a crucial role in the Indian society. As per the Indian Constitution Article 14 says that “equality before the law for women” and provides equal prospects for women empowerment. As education is one of the essential social element which enhances them to enter into the mainstream society the parents are encouraging the girl child and providing opportunities to study in educational institutions. Even the state also emphasised the importance of women’s education and started providing welfare schemes in education. So now we can see the women who are equally enrolling in educational institutions.

Table No.4.1 Gender Profile of Students

Gender	Dalits	Non-Dalits	Total (Dalits+Non-Dalits)
Boys	(40) 40%	(46) 46%	(86) 43%
Girls	(60) 60%	(54) 54%	(114) 57%
Total Respondents	(100) 100 %	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

For the study, both boys and girls respondents are taken into consideration. From Dalits, 40 percent of the respondents are males and 60 percent of them belong to girls. Whereas from the Non-Dalits 46 percent of the respondents belong to boys and 54 percent of them are girls. When it is compared between Dalits and Non-Dalits, it is found that 43 percent are males and 57 percent are girls. From the above table, it is found that girl’s respondents are higher with 7 percent when compared to male respondents. When we compare both Dalit and the Non-Dalits majority, female respondents are greater in number.

Age Category of the Students

Age is one of the leading indicators for the research study to select the respondents to obtain reliable information, so in this regard, the study tried to know the age of the student respondents.

Table 4.2 Age Category

Age Category	Dalit ⁴ Students	Non-Dalit ⁵ Students	Total (Dalits+Non-Dalits)
12-14	(67) 67 %	(84) 84 %	(151) 75.5 %
15-16	(33) 33 %	(16) 16 %	(49) 24.5 %
Total	(100) 100 %	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

From the study, it is noticed that in Dalits, it is found that 67 percent of the respondents are between the age group of (12-14), and 33 percent of the respondents are between the age group of (15-16). In Non-Dalit respondents, it is found that 84 percent of them are between the age group of (12-14) and 16 percent of the respondents are between the age group of (15-16). When it is compared between Dalits and Non-Dalits, it is found that 75.5 percentage of the respondents are between the age group of (12-14) and 24.5 percent of them between the age group of (15-16).

From the above table it can be analysed under Dalit category, most of the respondents are under the age group (12-14) and in the case of the Non-Dalits majority of the respondents are from the same age group. When it is compared between the age group (15-16), only a few respondents are found in Non-Dalits. So it can be understood that from Dalit Community the parents are sending their children to the school after the completion of five years, whereas in the case of Non-Dalits it can be understood that they are sending their children to the school after the completion of three or four years. In private schools, the children are enrolled at the age of three years and in government schools the children are enrolled at the age of five years, which is the minimum age for the entry into the schools.

So the children who are going to private schools are very young children who are carrying the bags with many books and feel the burden at the early age. In this context, the age difference is seen between the students who are studying in private and public schools. Bushaveena Someshwar a parent respondent, 35 of years from Munnuru Kapu Community said that he had joined his son in private school at the age of three years because he has to study Nursery, LKG, and UKG, for completing these three classes he will end five years. Jannu Karunakar a parent respondent, (26)

⁴Dalit as social category used in this study to refer to the Scheduled castes parents and children.

⁵ Non-Dalits in this study consist of upper castes such as Reddy, Velama and BC castes such as Munnuru Kapu, Padmashali, Golla (Yadav's), Gouds, Peraka, Mera, Dhobi, Few Muslims and Few Tribes.

years from Madiga Community said that five years is an appropriate age for the students to enrol in the school because he can learn and write.

Category of Student According to Class Wise

For obtaining a reliable data, the students who are from the higher classes in the schools are selected for the study. The students who are from larger sections have a broader understanding on the functioning of the schools and lot of experiences about the problems that they are facing in the educational institutions.

Table 4.3 Students According to Class Wise

Class	Dalits	Non-Dalits	Total (Dalits+Non-Dalits)
8	(22) 22%	(19) 19%	(41) 20.50%
9	(36) 36%	(33) 33%	(69) 34.50%
10	(42) 42%	(48) 48%	(90) 45%
Total Respondents	(100) 100 %	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

The study is focused mainly on school choice in secondary education. So for the present study, the respondents were selected from 8th class to 10th class to get valid data. From the above table it is evident that the student respondents from 10th class are higher in number from Dalits and Non-Dalits, whereas from 8th class the student respondents are less in number from Dalits and Non-Dalits.

Religion of the Students

According to Emile Durkheim (1982), “religion is a combined system of beliefs and practices about sacred things which unite into one single moral community”. In the present society, religion is a primary institution which is found all over the world. Within the social system, we see a common faith, worship, rituals, customs, and traditions. In the Indian society, we see different kinds of religions who have their identity and worship of nature without any conflicts. In a democratic country like India, we see that each and every religion has its tradition and respect to the other religion. There are different religious institutions which are playing a vital role in providing proper education for the development of the children. Though we find different kinds of faith practices in the institutions, the ultimate goal of the schools is to educate the children for the upliftment of the society.

Table 4.4 Religion of the Students

Religion	Dalits	Non-Dalits	Total (Dalits+Non-Dalits)
Hinduism	(100) 100%	(94) 94 %	(194) 97%
Islam	-	(6) 6 %	(6) 3.0%
Christianity	-	-	-
Total Respondents	(100) 100 %	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

The study tried to know about the religion of the respondents. From the study it is found that in Dalits, 100 percent of the respondents belongs to Hindu religion and in Non-Dalits, it is found that majority of the respondents are from Hindu religion and 6 percent of belongs to Islam. When we compare both Dalits and Non-Dalits, it is found that 97 percent of the respondents belong to Hinduism, 3 percent of them belongs to Islam. From the study, it is observed in Telangana state the population of Hindus are higher in number when compared to other religions like Muslims and Christians. However, the Muslims have the second largest population and then followed by Christians. With the impact of Christian missionaries majority of the people from Madiga community are following Christianity in the state of Telangana. As the Indian social system is comprised of higher percent with Hindus, from the field also the researcher had come across with majority of the respondents from Hindu religion.

Social Category of the Students

Students who attend the schools belong to different social groups and have different opinions on the schools. These students interact with each other and share their ideas in the class. If the social categories are known to the students, their experiences may vary in different perspectives. To understand the perceptions of the students the study divided them into various social categories as a part of the research findings.

Table 4.5 Social Category of the Students

Social Group	Dalits	Non-Dalits	Total (Dalits+Non-Dalits)
SC	(100) 100%	-	(100) 50%
ST	-	(18) 18%	(18) 9%
OBC	-	(62) 62%	(62) 31%
Others	-	(20) 20%	(20) 10%
Total Respondents	(100) 100 %	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

The study has focused on both Dalits and Non-Dalits respondents. In Scheduled Castes category, there are 59 sub-castes which fall under one umbrella in Telangana and Andhra Pradesh.

In these sub-castes Mala and Madiga are the dominant social groups with the highest population. In case of Non-Dalits, it includes Scheduled Tribes, Other Backward Classes and upper castes. So from the above table, in case Non-Dalits, it is evident that majority of the respondents are from Other Backward Classes when compared to Scheduled Tribes and Other Castes. In Other Backward Classes, Munnuru Kaapu is a dominant caste followed by Yadava, Gouds and Padmashaali Communities. Here for the present study Tribes is referred as Non-Dalit. In Telangana, the population of Backward Castes Community is around 51 percent which is higher in number when compared to other communities like Scheduled Castes and Scheduled Tribes. So from the study, it is evident that in Non-Dalits, majority of the respondents are higher in number when compared to Scheduled Tribes and Others Castes.

Rural-Urban Background

Residential patterns also reflect on the school choice for the children to continue or drop out from the education system. Because in the urban context we find various kinds of institutions which can easily be accessed to higher education. But in the rural areas, we cannot locate multiple options for the students to select the schools based on the choice. In the context of urban areas multiple options are available in secondary education with English medium which is accessible to the students. So from the selected Mandals, the children from rural areas has to travel around 50-60 km for higher studies to the urban cities which is too expensive for the students. So due to these factors, most of the children may not show interest towards advanced studies and them drop out from the schools and engage in any skilled or unskilled works for the survival of their families. In this context, the study tried to know about the residential locations of the respondents.

Table 4.6 Residence Locations of the Students

Residence	Dalits	Non-Dalits	Total (Dalits+Non-Dalits)
Rural	(70) 70%	(70) 70%	(140) 70%
Urban	(30) 30%	(30) 30%	(60) 30%
Total	(100) 100%	(100) 100%	(200) 100%

Source: Field Study, 2013-14. , R-Rural, U-Urban

From the study, it is found that in Dalits 70 percent of the respondents are from rural areas, and 30 percent of the respondents are from urban areas. In case of Non-Dalits, it is found that 70 percent of the respondents are from rural areas, and 30 percent of the respondents are from urban areas. When it is compared between both Dalits and Non-Dalits, it is found that 70 percent of the respondents are from rural areas, and 30 percent are from urban areas. From the above analysis, it is evident that majority of the respondents are from rural areas when compared to urban areas. The

respondents who belong to the urban city are residing near to the schools in which they are studying. The students from Non-Dalits who are studying in private schools are accessed with transport facility which is provided by the school management and the students from Dalits who are studying in government schools don't have public transportation facility and they are depended on the private transport service and the price which they pay for it is higher where they cannot afford daily.

Present Address of the Students

According to Goldschmidt, Family is the microcosmic whole representative of the society. The family is the primary institution of care, love, affection, security of the individual as a social being. "The family is being described as the 'incubator for culture'. Both family and education have certain common aspects, which is the socialization of the successive offspring generation. Whereas the family provides the earliest context for socialisation in the form of enculturation i.e. the cultural transmission of one's native culture particularly. Later the socialisation imbibed by school education starts in which the literacy and overall interactive curiosity of experiential learning and participation as a human being is taught or instructed" (1971; p. 195).

Table 4.7 Present Address of the Students

Present Address	Dalits	Non-Dalits	Total (Dalits+Non-Dalits)
Live in a Hostel	(35) 35 %	(3) 3 %	(38) 19 %
Live with my parents	(64) 64 %	(96) 96 %	(160) 80 %
Live with my relatives	(1) 1 %	(1) 1%	(2) 1 %
Total Respondents	(100) 100 %	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

The study tried to know about the details of the students where they are staying during their school education. From the above table (4.7), it is evident that in Dalits majority of the respondents are staying with their parents and then followed by the students who are staying in hostels. In Non-Dalits, 96 percent of the respondents are staying with their parents during their education. However, from the study, it is evident that majority of the respondents both from Dalits and Non-Dalits are preferred to remain along with their parents. In the society we can see that the children who are at very young age don't like to stay with their relatives or in any other hostels and even the parents don't like to send their children to any of their relatives especially for the purpose of education.

But in case of Dalits, most of the children prefer to stay in the hostel for their studies because of non-availability of the proper house and healthy diet. It is fact that during 1984-85 in the state of united Andhra Pradesh, the state has come up with Andhra Pradesh Social Welfare Residential Schools especially for the children who were not accessed to education because of poverty and unhygienic food. But now these schools are providing good education and proper hospitality for the

children who are from the marginalised communities. Now in the state of Telangana, there are about 238 residential schools which are specially meant for the development of Dalit community in education.

Marri Vijender Reddy is a student respondent (14) years studying 9th class in a private school which is residential in the Warangal town, and he is from Reddy Community. His family size of four out of whom his father is an employee in Singareni Calorics working as an electric engineer and his mother is a housewife and his sister who had studied B.Tech graduation is a software engineer in Hyderabad married recently to a software engineer. He says that he is economically sound, and he is staying in the hostel by paying an amount of seventy thousand per annum and along with him several students are from their relatives. According to him, the school is located on 10 acres of land in a peaceful atmosphere without any disturbance to the students. The school is provided with all facilities to the students, and the subjects are taught with educational aids such as digital screens. He says that the school is provided with computer education where in each and every class there are 20 systems with the internet connection. He says that the teachers are advised to browse the web after the completion of the class so that the students get more information related to the subjects which are taught in the class. He says that most of the teachers stay in the campus premises, and the students have easy access to the teachers whenever the students get doubts.

He says that from 6th class onwards the management provides an opportunity in providing particular attention on IIT, AIMS, JEE, IEEE and EAMCET to the students. He says that from each and every section the management identifies top 20 students from each class and arrange special classes and particular attention for such students. He says that he is one of the selected candidates for the individual coaching because he is the topper in the class. He says that he had gained more knowledge in the subjects like Maths, and Science. He says that he is more interested in Mathematics, and his aim is to become an Aeronautical Engineer. For this, the management is training him according to the prescribed syllabus. He says that the high quality of nutrition food is provided in the hostel twice a day they provide eggs. He says that apart from the education and nutrition food the management also encourages the students in sports and games within the campus, but they are not allowed to take part in the competitions which take place at the district level but conducts the internal competitions within the school.

Jannu Ramesh a student respondent whose age is about 13 years from Madiga Community said that he had written entrance examination and got selected into the Telangana Social Welfare Residential School (TSWRS), and he is staying in the hostel as a full-time boarder. Raapaka

Renuka, a student respondent whose age is 13 years from Madiga Community, said that as their parents are economically weak, and she was advised to stay with her grandparents for continuing her education.

Nunavut Boja Naik a student respondent (15) years, from Tribal community is studying 9th in a government school and stays in welfare hostel in Hanmakonda. He says that he had lost both his parents in his early childhood and was brought up by grandparents. He says that in the 3rd class itself their relatives had joined him in the welfare hostel and then onwards he had been studying in a government school. He says that there are a lot of problems in the hostel where he cannot bare but if he leaves the hostel there is no one to take care of him, and that is why he is staying in the hotel. He says that only on the holidays he leaves for his village to stay along with his grandparents because during the vacations the hostel will be closed and they will send all the children to their respective homes.

He says that no one will take care of the students in the hostel, and only the students have to care for their studies. He says that in the school also the teachers are very irresponsible towards the concern of the students, and they do not take the classes regularly. Every day the teachers are involved in their works and claim that they are on official duty of the school works, he says that even the headmaster is also not student friendly. He says that the school is not having a playground, proper blackboards, and toilets for boys and girls, and there is no computer education in the school, and there is no library facility and practical items which are supposed to be provided to the school. He says that no teacher in the school is bothered about the issues, they come to the school and involve in their individual works. He says that how a student can study if they lack the minimum needs in the school. He says that the concern teachers are responsible for the decline of the government schools and quality education. He says that the concerned authority should take action against such teachers who are responsible for declining quality of teaching. He says that almost all the students who are studying in his school are from marginalised communities, and we can see only 5 percent of the students who are from BC and Minority communities. He says that after completion of his 10th class he wants to join in Tribal Welfare Education Society and improve his knowledge and in future he wants to become the police.

He says that as he is somewhat weak in education that is why he wants to choose police department immediately after his intermediate. He says that if his parents were alive, they would have joined him in private school, and he would have concentrated well on education. He says that all his friends from the village are studying in private school, and their parents are providing the

essential needs for their educational purpose and he feels that there is no one for him to take care in regard to his education and personal life and that is why he wants to settle immediately after his intermediate and he is not interested in going to higher studies and after joining in the police department if he gets a chance to concentrate on education he will focus on that which would be helpful for his promotions.

The majority of the respondents who are living with their parents said that they don't like to stay either with their relatives or in the hostels. One of the defendant Mohammad Nooraddin, a student respondent (14) years, from Muslim Community, living with his parents said that he is not comfortable to leave their parents and stay in the hostel. Singaarapu Sunitha, a student respondent whose age is around 14 years from Madiga Community staying in a residential school, said initially she has studied in the government schools located in the village but due to lack of proper educational atmosphere in the village she was advised by her teachers to join in social welfare residential school for quality education.

Gundemeda Nagaraju (2011), points out that education is the cornerstone of national development. It enables men and women to respond to the opportunities, prepare them to face traditional challenges and current opportunities. Education has been viewed as a potential agent of transformation of the marginalised and oppressed socio-religious categories. Education has a profound effect on girls' abilities to claim other rights and status in the society, such as economic independence and political representation. So it can be said that education is the effective means to counter gender discrimination and enhance the status of women in the society. He argues that in the context of the right to equality and to ensure equity in education it is important to comprehend the barriers faced by diverse social groups in general and girls in particular. To fulfil the constitutional obligation of Right to Education Act passed in 2009, children who are deprived of education due to early drop-out the need to be given an opportunity to go to school. This is where government intervention in the form of Kasturba Gandhi Balika Vidyalaya (KGBV) gained a lot of importance towards empowering the educational aspirations of girls across the rural India. The study has broadly examined policy and cultural context of KGBV, the socio-economic background of the students enrolled in KGBV schools, explored the reasons for drop out from the previous school, assessed the infrastructure facilities available in schools, and examined the mode of teaching and learning the ability of students. Nagaraju argues that one of the key factors which tend to determine the life chance of boys or girls is the family size and order of birth within the household. Thus the girls who are enrolled in these schools were forced to drop out from schools due to family pressures. Most of them belong to the economically poorer category where both father and mother go out to

work to sustain the family demands. Thus he argues that Kasturba Gandhi Balikala Vidhyalayas (KGBV) are playing an active role in catering the educational aspirations of children who lost their parents who play a critical role in shaping the life chances of children and accepting the demands of children in general and daughters in particular. There are multiple factors which are responsible for higher levels of drop-outs. More than economic factors, access to school and changes in the biological cycle of girls are also responsible for drop out.

So from the above analysis, it can be noted that there are several reasons for the students to live with their parents, relatives and to stay in the hostel. From the above observations, it is noticed that the students who are aware of the government residential schools are interested in getting admission into such schools to overcome the economic and household problems that are existing in their families. So there is a need to encourage the students into residential schools. Tilak (2002), argues that the families which are below poverty line are also spending a reasonable amount on the education of their children (2002; p.120). From the above analysis, it is noticed that majority of the children from marginal socio-economic background prefer to government residential schools with hostel facility. The poorer families find it difficult to bear the educational expenditure if their kids study in the same village or private schools.

Occupation of the Students Families

The Shorter Oxford English Dictionary (1973) defines “Occupation is an act of being occupied or engaged with some activity of an individual or of group significance such as employment, business (entrepreneur), student, etc. The 'being involved in something' does not entail the excitement, satisfaction, beneficial effects and sense of achievement which work can inspire in the individual unless the selection of an occupation is 'right' for the individual”. In Indian society, there are different caste communities which practice various professions for their livelihood. As of now, there is a gradual decrease in the practice of traditional occupations where the education system has influenced the people to get into various streams of occupations by their education levels. But in rural India, we see that the practice of traditional occupations is still continuing in some communities. In rural Telangana, the traditional trades like weaving, toddy tapping, tailoring, sheep rearing and cobbler (leather work) kinds of occupations are still in practice to some extent for their livelihood.

Table 4.8 Occupation of Family Occupation

Continuing Family occupation	Dalits	Non-Dalits	Total (Dalits+ Non-Dalits)
Yes	(25) 25 %	(26) 26 %	(51) 25.5%
No	(70) 70 %	(72) 72 %	(142) 71.0%

Don't know	(5) 5 %	(2) 2%	(7) 3.5%
Total Respondents	(100) 100 %	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

The study tried to know whether respondent's families are continuing their traditional occupation. From the above table it is evident that among the Dalits majority (70 %) of the respondents families are not continuing their traditional family occupation, and whereas (5%) of the respondents even don't know about their families traditional trade whereas in case of Non-Dalits majority (72%) of the respondents families are not continuing their regular occupation. When we compare both Dalits and Non-Dalits, it is found that only (25.5%) of the respondents' parents are following the traditional occupations. It is with the impact of globalisation that the structure of rural India has changed, and traditional rules are being disappeared from the society and affecting the families.

Udhuta Ganesh a student respondent (15) years of age said that he is from Madiga community which is a sub-caste in Scheduled Castes, and their occupation is cobbler (manufacturing of slippers) and still their grandparents are following it. Arelli Raviteja, a student respondent (13) years, from the Madiga community revealed that their grandparents perform the traditional beating during the cultural rites of the dead people in the village. They also use drum sound to seek the attention of the villagers and disseminate information on diverse matters. The Madiga community plays a significant role during the famous regional festivals like boonalu, Bathukamma, etc. Meedoddi Rajesh, a student respondent from Gouda community whose age is about 13 years, said that their traditional occupation is toddy tapping, many of them are still practising this profession for their survival. Sangi Keerthana a student respondent (13), years from Mera (tailoring) community said that her father is a tailor and based on that profession their livelihood IS depended. Bussa Pavithra respondents from the Dhobi (washer man) community whose age is 13 years said that their business is washing clothes of the villagers, and still they are continuing with that job. Pasula Parusharamulu a student respondent from Yadav community, which is about 13 years, said that their profession is sheep rearing and still their parents are continuing their occupation.

From the above analysis, it is observed that a few of the families are still continuing their traditional occupation for their survival, whereas the so-called rules were disappeared from their livelihood. It can also be noted that due to the impact of globalisation and the effect of liberalisation, the traditional occupations were devastated from the existing society. It is also pointed out that some of the families had left their traditional occupations to meet the contemporary living standards in

the present society as they were having educational opportunities provided by the state Constitutional rights. One can assume that in future the traditional occupations may disappear, and people will depend on alternative occupations which are not related to their traditional occupations. It can be analysed that due to the innovative technological machines which came into the market are changing the means of livelihood and changing their lifestyle.

Income Levels of the Students Families

The income of the family members also influences the education of their children. There are three kinds of income levels i.e. small, medium and high-income levels of categories. The people who are from high and medium income-levels can manage their families and fulfil the needs of the family members. Whereas, the families from low-income background suffer a lot to meet the core and desirable needs of the family members. With the impact of globalisation, the cost of living has risen to high, and even the price index of the essential ration and household items have increased to the greater extent. Therefore, an average person is not in a position to afford the cost. In the present era, the low-income level families are struggling a lot to manage their families, and its impact shown on their children's education and at some point in time, the children are taking care of their family burden.

Table 4.9 Monthly Income of the Student's Families

Monthly Income	Dalits	Non-Dalits	Total (Dalits +Non-Dalits)
< 5000	(20) 20%	(6) 6%	(26) 13%
> 5001 and >8000	(32) 32%	(9) 9%	(41) 20.5%
> 80001 and > 10000	(14) 14%	(17) 17%	(31) 15.5%
>10,001 and > 15000	(16) 14%	(15) 15%	(31) 15.5%
>15,001 and >25,000	(10) 10%	(31) 31%	(41) 20.5%
> 25000	(8) 8%	(22) 22%	(30) 15
Do not want to reveal	0	0	0
Total	100	100	(200) 100%

Source: Field Study, 2013-14.

In this regard, the study tried to know about the monthly income related to the families of student respondents. From the above table, it is very clear that in Dalits, (32%) of the respondents families are higher in the number who are having the monthly income between 8001 to 10000 rupees and only (8%) of the families are having their monthly income which is more than 25 thousand. In case of Non-Dalits, it is found that only (6%) of the student families are earning 5 thousand rupees per month, and a majority (31%) of the respondents' parents are having the household income between 15001 to 25000 rupees. From the above analysis, one can understand

that (50%) of the Dalit families are earning below eight thousand which is highly impossible to survive their families in the present situation. The Dalit students who are economically sound are studying in private schools, and the students who are economically poor are depending on the social welfare schools, welfare hostels and finally preferring to study in the government schools whereas the Non-Dalit students do not prefer to study in public schools because of their social and economic status.

Ellandula Ramesh a student respondent (14) years from Madiga Community said that their parents depend on upon daily wages, and their monthly income is below five thousand. He said that with that amount his parents are unable to spend some amount of buying new books during the new academic year, and even they are not in a position to buy new clothes during any festivals. Oorady Ramana a respondent (13) years from Mala Community said that he has five members including him in his family, and only his mother works in the family where his father is in bed rest with paralysis for last four years. He said that the pension amount which is given by the government of Telangana amounting to around fifteen hundred Rupees is helpful to buy medicines for his father. He said that his sister and brother along with him are studying in government school, where they depend on upon the school uniform which is given by the government and they are depending upon their teachers who are taking care in sponsoring books, clothes and monthly needs etc. and however they are regular to school because of midday meals that are provided to the school, where with the support of their teachers he and his brother who are in 8th and 9th standards rank first in studies. He also revealed that without the backing of their teachers they would not have continued their education, and they would have been working as a child labour for the survival of their family.

Enugala Kumar a student respondent (13) years from Madiga Community said that their household income is less than ten thousand which is not sufficient to manage their family; their parents are suffering a lot with the problems which they come across during festivals, during the payment of fees to the schools. Pariki Pavan Kumar a student respondent (14) years from Madiga Community said that he is studying in private schools and due to less income in the family it is creating a problem for him to attend the school regularly because of over dues of fees which he is supposed to pay for the school. He also said that even the management would not allow them for writing the exams. DamakondaVyshnavi a student respondent (13) years, who hails from Yadava Community stated that they have income more than fifteen thousand and less than twenty-five thousand. She indicated that they are not facing any financial problem and because of that they happy in concentrating on education.

Dude Rachana a student respondent (14) years, hailing from Dhobi community said that due to the financial crisis they are unable to have proper sufficient food, clothes, and appropriate housing facility, where these factors are affecting their life. Panduga Sainath Reddy a student respondent (15) years, who hails from Reddy Community said that he don't want to reveal their family income because his parents are government employees, and they are least bothered about their household income, and they don't come across any problems in their house, and there is no disturbance for him in education in paying school fees or buying books in regular timings.

Mohammad Amjad Ali is a student respondent (15) years, studying 9th class in a private school is from Muslim Minority Community. His family size is five members including himself, where his father is an advocate in Warangal District Court, and his mother is a housewife, his elder brother is in graduation doing Bachelor of Arts, and his younger sister is studying in the same school who is in 6th class. He says the school in which he is studying is a reputed school which is having a good name in the field of education and the other reason for joining in the school is because it is very nearer to his home which is at a walkable distance within the radius of 100 meters. He says that the school is equipped with digital devices, and the teachers teach them through LCD devices, and even the principal of the school absorbs the teaching method of the concerned teacher. He says that every weekend they have assignments and grand tests for accessing the student achievement, the students who are performing poorly in the subjects are identified, and individual classes are organised for the students so that the student can manage and follow the other students in the class. He says that the teachers who are working at the school are friendly and help the students if they come across any doubts within the class and after the school timings.

He says that his parents are very helpful, and they give moral support in academics. He says that as their family is an educated one and he doesn't have any problem in the case of buying books, paying school fees, etc. he says that the motivational levels towards education are more from his parents. He says that from the first standard he is the first rank holder in the class, and his ambition is to become a cardiologist doctor and server for the needy in the society and get a good name for his parents. He says that by joining in the present school, he had learnt more innovative things, and is habituated for creative thinking and sometimes he presents his ideas in the class and also says that the school has provided him with a good plot form for sharing his ideas with the concern teachers. He says that one cannot ignore the importance of the government schools because one of his uncles is working as a science teacher in a government school who had got the best teacher award in the state. He says that if the students are regular to the class, they can follow the teachers and understand the subject in a straightforward manner. He says that if the students are irregular to

the class, they cannot understand the lessons which are taught in the class and likewise the student's lack of understanding, by which the students and parents blame the teachers.

He says that there are good teachers in the government schools who are good at teaching with essential qualifications which are required for teaching staff. He also says that students from both private and government schools are also responsible for their negligence in the subjects. He says that if the students read every day per hour they can quickly capture the subject, and they can become a good student in the class, and they can achieve their goals in the future, but the students don't do so, and they waste the timings by watching Television and chitchatting with the friends after school schedules, and they even don't read at least for an hour before going to bed.

From the above analysis, it can be understood that most of the respondent's families who are depending on the daily wages are facing a lot of financial crisis, and their children are suffering when compared to the other kids whose families are earning above twenty-five thousand rupees. It can also be noted that the financial problems in various families are affecting the children's education and because of that, they are diverting their mindset and spoiling their life. It can be analysed that the children are unable to meet the cultural needs whenever they are required during the occasions. So it can be observed that nowadays the parents who are earning three hundred per day are unable to meet the family expenses in which they have more than five or six members of their families. So in this situation, a daily labour who depends on day-to-day work is facing multiple problems at home when s/he is not engaged on any of the specified days because s/he may or may not get work on that particular day. So according to the present market situation, one can say that an ordinary man/woman cannot meet his needs and cannot survive in the present day life.

Source of Income of the Students Families

For the survival of the families, people are engaged in different fields like government, private, business, and cultivation, etc. where the dignity of the job depends on upon their educational qualifications. In private and public sectors we see the people with different designations which range from low level to high concentrations. Whereas in the case of business, we can see various individuals who are from diverse backgrounds with or without education. But it depends on their techniques of activities and talent on one hand and the other hand it depends upon the caste equations to survive in such fields. So these dynamics also reflects on the education of their children for providing a quality education either it is from private or public institutions.

Table 4.10 Source of Income of the Student Families

Source of Income	Dalits	Non-Dalits	Total (Dalits+ Non-Dalits)
Agriculture	(19) 19 %	(37) 37 %	(56) 28%
Daily Labour	(45) 45 %	(5) 5 %	(50) 25%
Private Employee	(14) 14 %	(16) 16 %	(30) 15%
Government Employee	(6) 6 %	(10) 10 %	(16) 8%
Self Employed	(12) 12 %	(19) 19 %	(31) 15.5%
Business	(4) 4 %	(13) 13%	(17) 8.5%
Total Respondents	(100) 00%	(100) 100%	(200) 100%

Source: Field Study, 2013-14.

The study tried to identify the source of income from which they are generating. From the above table it is observed that in Dalits, (45%) of the respondent's families are depending on the daily wages for the source of income and only (4%) of the respondent's families are earning their revenues from a business. In the case of Non-Dalits, it is very clear that majority (37%) of the respondents are earning the income from agriculture sector and only (5%) of the respondent's families are engaged as daily labours for earning. From the above analysis, one can note that the Dalit families do not have lands to cultivate and because of that they depend on daily wages as labours. In Telangana state, majority of the agriculture land is in the hands of upper castes and next to that the Backward Castes Communities owns the property, and the Dalits are the people who don't have land for cultivation. In United Andhra Pradesh in nine districts of Telangana region (from 1982-2013) 41, 065.67 acres of land was distributed for 31, 032 people who are the landless Dalits. However, after formation of Telangana, Telangana Rastra Samithi (TRS), a political party which came into power (on 2nd June 2014) stated in its 2014 elections manifesto that every landless Dalit family in Telangana will be provided with three acres of land which would be useful for cultivation. As of now the government has distributed the land to only 2500 members and it is

facing a huge struggle for non-availability of government lands to distribute for the poor Dalits who are around 16 percent of the total population in Telangana state.

Katta Mahadev a student respondent (14) years from Munnuru Kapu said that their family depends on the agriculture sector, where all most all their families are engaged in agriculture whenever they are free at home. He also said that as they cultivate different crops, and they don't have any problem for their food in the day to day life. Nandu Preetham a student respondent (15) years from Munnuru Kapu said that as agriculture is the primary source of income for their family members, whenever they are in need of financial assistance they depend on the 'Arti Dhar' (who is the mediator in providing the financé from beginning of agricultural season to crop yielding stage).

ThonthaVarshith a student respondent (15) years, from Padmashali Community said that their family depends on business like general stores, fruit shops, vegetable shops, etc. Manda Raghu Ram a respondent (14) years, stated that his father is an LIC agent and also works as real estate agent. Jannu Satish a student respondent (15) years from Madiga Community revealed that his father is a government teacher, and he also looks after finance business at home. Narella Naresh a student respondent (15) years from Munnuru Kapu Community said that his father is working as a private employee (as a medical representative) and on the weekends he goes to their native village to oversee the agriculture which is looked after by their grandparents at home.

So from the above reflections, it can be noted that most of the respondents' families are depending on agriculture for their livelihood. If any disaster happens during the crop yielding stage in various seasons, they will lose the expenditure and benefits which they expect from the harvest. So in such circumstances, the families have to depend on debts which are provided by the chit funds, money lenders for the survival of their families throughout the year until the next crop gets ready for yielding. During such cases, the family members suffer a lot with mentally and physically and due to that stress and pain, even some of the parents commit suicide, where these kinds of incidents are seen in Andhra and Telangana states, whereas after the bifurcation it is found around 1200 farmers have committed suicides in Telangana and Andhra Pradesh. So from the government side, there is a need to provide financial assistance and employment opportunities for the diseased families.

In case of the families who are engaged in private sector also does not have any kind of secure job as a permanent one, because if the company goes down due to losses the management has the chance to close the industry and the employees who are working in such enterprises has to struggle a lot to find a job in other businesses. So the companies have to provide security to the

workers, and the government has to give employment to the unemployed to meet their family needs so that they can encourage their children for higher education and get a government job or have a kind of secure life for their existence in the society with good education. The parents should think about the problems that they are suffering in the day to day life and overcoming these issues they have to encourage their children for higher studies so that they may not come across the financial problems in future.

Type of House of the students

Housing patterns also play a vital role in providing proper accommodation and atmosphere for the family members; especially it has the potential to determine the children's educational experience. Even after the completion of 69 years of independence in India, most of the poor people do not have a proper house to reside. In the late 1950s, Nehru government introduced some of the centric welfare policies with economic incentives. Later on, the policies have framed to provide houses for various sections of people who were migrated to the towns. The government brought the schemes like subsidised housing schemes for the industrial workers in 1952, low-income group housing project in 1954, Middle-income group housing scheme in 1959, and later the state governments were asked to take the responsibility to provide houses in rural areas. Later on, the central government has focused on the marginalised sections of the society during 1970-1980's to provide housing facility.

The former Prime Minister Smt. Indira Gandhi has introduced housing schemes for the poor who hail from Dalit background at the central level in the late 1970s and in Andhra Pradesh, the then Chief Minister Mr Nandamuri Taraka Rama Rao (from TDP) has introduced housing schemes for Dalit and Scheduled Tribes. Though the project has achieved a good result the construction was restricted to only two rooms with less space; it is uncomfortable for family members as it doesn't allow privacy. The poor people who are residing in those houses are still suffering whenever they invite their relatives on any of the occasions and it is also uncomfortable for the people to stay during their visit.

Table 4.11 Type of House

Type of House	Dalits	Non-Dalits	Total (Dalits+ Non-Dalits)
Pucca house in condition	(24) 24 %	(50) 50 %	(74) 37 %
Pucca house with less space	(36) 36 %	(39) 39 %	(75) 37.50 %
Semi Pucca	(27) 27 %	(3) 3 %	(30) 15 %
Huts	(3) 3 %	(0) %	(3) 1.50 %
Mud walls	(4) 4 %	(1) 1 %	(5) 2.50 %
Rent	(6) 6 %	(7) 7 %	(13) 6.50 %
Total Respondents	(100)100%	(100) 100%	(200) 100 %

Source: Field Study, 2013-14.

The study tried to know the type of house in which the students are living. From the above table, it is clear that in Dalits (36%) of the respondents are living in a Pucca house which has less space and (4%) of the children's families are living still in the mud walls. Whereas in case of Non-Dalits it is noticed that majority (50%) of the respondents are having Pucca houses with the proper condition and only one percent of them are still living in the house which is made up of mud walls. From the above analysis, it can be noted that in Dalits most of the respondents are having Pucca houses with less space, whereas few of the respondents are still having mud walls and huts and few of them are still living in the rented houses. Whereas in Non-Dalits it is noted that majority of them have Pucca houses with good condition and only a few of them are having Semi Pucca houses and mud walls. From the preceding analysis, it can be understood that due to financial problems they are unable to construct new homes with all kinds of facilities. Although the past government has provided housing facility for the poor people, the sanctioned amount of them was not sufficient, and most of the houses were left with the incomplete.

Due to that, most of the people are living in their old houses only. There was a massive scam in the housing construction, and much of the amount diverted into the hands of the unauthorised persons. Kalakotla Navadeep, a student respondent from Madiga Community (14) years, said that he is unable to concentrate on his education due to lack of sufficient rooms, which are for their reading purpose. As his house is minuscule in size with only two rooms and there is a disturbance in every movement. So there is a need for the present government to focus on the housing construction for the poor in a specified time, which would help the people to live in a proper house without any problems, in particular for the students.

Pasula Bhavani a student respondent (14) years studying 9th class in Telangana Social Welfare Residential School in Parkal and she belongs to Madiga Community. She says that she had studied in a private school till 4th standard and entered into residential school in 5th class. She says

that in their family along with her father and mother she had two brothers including her and stated that her father had studied 5th class, and her mother had considered 3rd class and her both brothers are pursuing Post-Graduation. She said her family had faced many problems in the village, and her relatives had occupied their land, and now there is no single piece of land for them to cultivate, and now it is tough for them to survive the family she said that her father had habituated for liquor, and their house which they have earlier was sold for their brothers education purpose. She stated that as they don't have their house they are shifting from one place to another location for occupational mobility and staying for rent. She says that she had come across several problems within the family and village. She says that as her family was not economically sound, she did not enter the convent school which is located in the towns. She says that after getting admission into social welfare school now, she is good at studies, and she is first in the class, and she is interested in science subjects. She says that she wants to become a scientist and get a good name for her family and for the school where she is studying now.

She stated that though the welfare school doesn't have the facilities that are provided in the corporate schools but still it is the duty of the students to overcome these hurdles in the school, which is why she says that the economic problems and family issues are pushing her to concentrate more on the studies. She quotes Gandhi, Sardar Vallabha Patel, Jawaharlal Nehru, Konda Venkatappaiah who had fought for the freedom against the British and she says that she will compete with studies and overcome all the problems and achieve the goal which she has targeted as a scientist. She says that there is real encouragement from the teachers and her classmates. She also articulates that the government institutions are lacking the necessary infrastructure which is supposed to provide for the educational institutions. She stated that if all the facilities are provided in the schools, then we can see different intellectuals from government schools.

Availability of Rooms in the House

Having a house is one aspect and availability of rooms in the house is also another point because the families may be a nuclear family or a joint family and also it depends on upon the size of the household members. A small family with three or four members can survive in a house with three or four rooms, but a joint family should have sufficient rooms based on the number of members of the family. If the families have the school going children, they should have proper accommodation with the availability of separate study room which would help the students to concentrate on school without any disturbance during their study hours.

The study tried to know how many rooms are available in the students' houses. From the study it is found that in Dalits, 14 percent of the student respondents having single room, whereas 52 percent of the respondents are having two rooms, 17 percent of the respondents are having three rooms, 9 percent of respondents are having four rooms and 8 percent of the respondents are having five rooms in the house. In case of Non-Dalits, it is found that 7 percent of the respondents have a single room, 28 percent of the respondents are having two rooms, 48 percent of the respondents are having three rooms, 7 per cent of respondents are having four rooms and 10 percent of the respondents are having five rooms. When it is compared between Dalits and Non-Dalits it is found that 10.5 percent of the respondents have a single room, 40 percent of the respondents are having two rooms, 32.5 percent of the respondents are having three rooms, 8 percent of respondents are having four rooms and 9 percent of the respondents are having five rooms.

From the study, Vodapally Meghana a student respondent from Madiga Community (13) years said that she is having a single room and four of their family members have to stay in that room and because of that she is facing a lot of problems, and it is inconvenient to her. She said that it's hard for all the four members to sleep in one room, and expressed that both of the siblings don't have peaceful time for reading and writing. She also said that if suddenly any of their relatives come to their home they have to trouble a lot, and she stated that the problem cannot be expressed in words. Some of the respondents who are having two rooms reported that as their family size is more with six members, it is creating a problem for them to live in the house during occasions. Damara Vyshali a student respondent (14) from Mala Community years said that as they have three rooms, it is comfortable for them to stay and there is no problem during their study hours. Alkatti Nagaraju a student respondent (14) years from Munnuru Kapu said that they have five rooms, and there is a separate room for him and his sister for study. Syed Saleem, a student respondent from Muslim Minority Community (14) years, said that they have three rooms which are full and due to some family members they are facing a little bit of problem in the accommodation.

From the above analysis, it is observed that the respondents who are having single rooms are facing a lot of challenges and they are unable to concentrate on their studies. It is pointed out that as they don't have enough space in the house the students fail to spend free time for their studies. So the parents have to struggle a lot for increasing the number of rooms for the purpose of their children when they are grown up. It is also noticed that the parents who are staying for rent in the towns for the purpose of their children's education and their employment are managing themselves to remain in the single room which is very uncomfortable for them to survive.

Details of Working Days of the Students

Vasanthi Raman (2000), distinguishes “work or occupation of parents as a living relationship with children’s socialization, and they are part of the product which they produce. On the other hand labour, is associated with the wage earning and they are not linked with the process of industrial products. But sometimes the children support the needs of poor parents who struggle by engaging in part-time jobs and also occupy themselves in their studies more zealously to overcome poverty for their family survival and elevation in status and human dignity. He also points out that there are different variations on childhood, workforce, education and several discussions and debates were viewed on child labour and child rights” (2000).

Child labour is an offence and if any person is found encouraging the child into the workforce they will be punished according to the child labour Act 1986. But in reality, we see that children from low-income and poor families allow their children to engage in the workforce for their family survival. Some of the families take their children along with them where ever they move during the seasonal occupations. So due to these kinds of activities, the children are avoided from acquiring educational facilities by the parents. In some cases, occasionally the children are engaged in agricultural activities and other kinds of works to support their families to overcome their financial burdens.

Table 4.12 Working Days by Students during their Studies

Working days	Dalits	Non-Dalits	Total (Dalits+ Non-Dalits)
Seasonally	(41) 41 %	(15) 15 %	(56) 28 %
Monthly	(22) 22 %	(9) 9 %	(31) 15.50 %
Weekly	(17) 17 %	(2) 2 %	(19) 9.50 %
Daily	0%	0%	0%
Never	(20) 20 %	(74) 74 %	(94) 47 %
Total Respondents	(100) 100%	(100) 00%	(200) 100 %

Source: Field Study, 2013-14.

In this regard, the study tried to know about the details of the students whether they are engaged as workers in the agriculture sector for their financial assistance. From the study, it is found that in Dalits (41%) of the student respondents works during the seasonal days and very few (17%) respondents work weekly for the financial assistance whereas in case of Non-Dalits majority (74%) of the respondents don’t work for the financial support and only (2%) of the respondents work weekly for their financial assistance. From above analysis, one can understand that the Dalit students who are studying in government schools are from poor economic background. So to support their families, the children are engaged as wage labourers during the summer holidays and

even on the all-inclusive holidays. However, the Non-Dalit students who are studying in private schools are economically sound, and there is no need for them to work.

Ellandula Anjani a student respondent (16) years hailing from a Madiga Community said that due to the financial crisis within the family it is compulsory to work in the agriculture sector during the vacations, and she also said that not only in the vacations but, when the school remains closed during strikes or boycotts she engages as daily wage workers in the agriculture sector. She also expressed that if she is hired as agricultural workers, they are paid with the low wages which are around 150-200 Rupees per a day, which would be helpful for her to buy some stationery and books which are useful for her educational purpose.

Gaddam Balaram a student respondents (15) years from Madiga Community said their parents do encourage him to involve in the agriculture works for the survival of their families, and it is fact that without his financial support their families cannot survive and because of that it is compulsory for him to engage in the agricultural works within the village. Jannu Akhila Rani a student respondent (14) years from a Madiga Community said that as her father is a business person there is no financial problem in her house and because of that she is not involved in any of the works which are painful for her. Dumala Pavalli a student respondent (14) years from Munnuru Kapu Community said that sometimes it is compulsory for her to involve in the agricultural works along with her parents within their lands and she never gone for paid wages to work in other places. She says that they have their land where they will engage practices from other communities.

Maarapaka Ravinder a teacher respondent (46) yeras working in a government school, who hails from Mudiraju Community is a headmaster in the school. He says that as a head of the institution he is facing a lot of problems in the school, where he has to look after the school related issues, attend the official meetings which are organised by their formal and finally he has to take classes for the students. He says that due to lack of teachers in the school he is taking care of the non-academic related to the school like office works etc. because of having overburden on the teachers they are unable to do justice to their profession and to the children who are studying in the school. He says that the parents are also not concentrating on their children's education and because of that the students are involved in the agricultural works.

He says that if any homework is given to the students' they will not do and they say that they did not have time to do homework. If this is the case how can a student come up with the other students and compete with them in the exams, because of not doing their homework the students are bugging the classes regularly, and this is becoming a habit for not attending the school. He says

that the parents are least bothered about the children's education and even they don't know whether their children are attending the school or not, because the parents think that they are not paying any fees to the school and why to bother about the attendance of their children and education. He says that the situation in private schools is very different when compared to private schools.

If the students are absent to the school immediately, they send a message to the mobile phones and will know why their student is not present for the school. He says if the same is asked of the parents of their children they will not give any information and even meet the teachers about their children's absence. He says that out of 30 students if only five students are present on a particular day how can a teacher have the interest to teach on a given day. He says that these kinds of situations will not be seen to the public and say that the teachers don't attend the classes regularly. He says that though they are motivating the parents and the students there is no change, and they are not utilising the opportunities from the government schools. While speaking about the importance of English medium education he says that though the state has introduced the medium of English in the year 2006 in few of the success schools it got failure because the teachers who were appointed in government schools were from Telugu medium background, and it has become a problem for the teachers to teach in English from 6th class onwards and even the students are from Telugu medium background, and they did not show much interest to listen and learn English. So it was a failure, and now the teachers are teaching in Telugu language only, he also expressed that the computer education has also got a failure because of lack of computer teachers in the schools. He says that for having a better education both the languages English and Telugu are important, but at the same time the students should understand the concept that they are studying if they don't understand the concept it is nothing whether they study in Telugu medium or English medium.

From the above analysis, it can be noticed that some of the families who are lacking with financial assistance are depending on their children to earn money. From the field, it is absorbed that the households with number of members within the families are not in a position to lead their families with the amount that they are learning, and because of that, they are taking the help of their children for financial assistance and are allowing them in the agriculture sector. It is also noticed that due to non-availability of farming works regularly most of the families who had depended only on agriculture jobs are now in crisis and they are suffering from financial problems. Though it is very important to lead the family with financial problems but it is also important that the parents should not encourage as child labours, if such kind of habit is habituated they may get diverted from education and remain as agriculture workers in the early age.

From the field it is observed that slowly the students are getting distracted from their studies and they are dropping out from the schools, this is the situation which is seen in the government schools and most of the students are from the marginalized sections of the society. It is also observed that the students who are from the diseased families are striving a lot cope up their families an earlier age which a burden for them. So there is a need for the parents to encourage their children to pursue higher studies and settle with suitable employment in the life. Though the state is providing work under Mahatma Gandhi Rural Employment Guarantee Scheme for the poor but number of days should be increased and the wages also should be increased for them to come out from the financial problems.

Details about Inviting friends to Home

As Shah B.V, argues that “in any educational institutions small and informal friendship groups of students get formed and in the course of time development a subculture of their own” (1998; p. 277). This student “subculture can influence positively or negatively the students’ role as well as the students’ educational aspirations and achievements” (ibid). But Indian society is based on castes hierarchies, and there exists the discrimination within the Castes, where the upper castes people don’t allow the lower castes people to enter into their homes. Many social movements came into existence for the eradication of caste system, but the old generation people are still practising their values, beliefs, and practices. Because of that till the practice of untouchability is taking place in the present society.

Table 4.13 Students Inviting Friends to Home

Invite friends	Dalits	Non-Dalits	Total (Dalits+ Non-Dalits)
Yes	(31) 31 %	(76) 76 %	(107) 53.50 %
No	(69) 69 %	(24) 24 %	(93) 46.50 %
Total Respondents	(100) 100 %	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

In this context, the present study tried to know whether the students are invited by their friends or not to their homes. From the study, it is found that in Dalits, (69%) of the student respondents said that they never invite their friends and in Non-Dalits (76%) of the student respondents said that they invite their friends to their homes. in Dalits, the students fear to ask other caste friends to invite to their homes because they feel that they don’t have proper facilities within the house and it would be uncomfortable for them to sit in the house. Whereas the Non-Dalits students feel proud to show their house to their friends and even their parents, encourage their children to have the friendship with good friends.

Gudem Rudra Teja a student respondent (14) years from Gouda Community studying in a private school said that they invite their close friends who are nearer to their house for any functions, and they come to study along with him. Pastham Jaswanth a student respondent (14) years studying in a government school from Madiga Community said that though he invites his friends, they will not be comfortable during their stay whether it is one or two hours at their home. He also said that sometimes he is asked by his friends from Backward Caste Communities but he is scared to visit their homes because of their grandparent's attitude, he said that, once when he had gone to his friend's house, his grandmother has scolded him for sitting on the bed without permission. He stated that from then onwards he is scared to visit his friend's house for any purpose. Syed Sultana Begum a student respondent (15) years studying in a private school from Muslim Minority Community said that till now she haven't gone to any of her friend's house because they parents does not allow her to visit any of her friends who are from other Castes. She expressed that she is authorised to go to her friend's house who are from the same community, and she has not seen any discrimination in their friends' house.

Madasi Akhila a student respondent (15) years studying in a private school from Gold Smith Community said that she haven't come across any discrimination during her visit to their friends home, she also stated that she takes food along with their family members, and she is treated as one of the family members. Matteda Vijay a student respondent (16) years studying in a government school from Madiga Community said that he is not invited to any of his friends who are from upper castes, but usually, he is encouraged by his community friends. Gaddameedi Anitha a student respondent (14) years. Some of the respondents studying in a private school from Gouda Community said that sometimes she invites her friends who are from her same caste, at the same time she is also interested in calling her friends who are from Schedule Castes but because of her parents attitude she does not make an attempt to invite them and put her friends in trouble.

From the above analysis, it can be understood that the students who are from their community are encouraged to visit their homes. From the field observations, it is noted that if the students feel that there is a comfortable place in the house they don't hesitate to invite their friends to their homes. It is noticed that when compared to boys, the girl students are having more intimacy in asking their friends to their homes. It is observed that some of the parents disagree with their children in asking their friends to unnecessary things. It is noted that some of the parents encourage their children to have a good relationship with their friends and invite them to their homes because such kind of relation is helping them in education.

It is also observed that in upper castes still the caste discrimination is seen, and they are not allowed to their children to invite friends from lower castes to their homes. It is also noticed due to non-availability of open place and proper atmosphere in their house they are not dared to invite their friends. From the field, it is observed that a kind of discriminatory practices are being trained to the children by the parents and their grandparents, where such kind of practices may harm the children in future development. Here the parents should note that in the early age the children should be motivated to have awareness in the society, but not on the common issues. From the field, it is observed that there is a difference in between rural and urban settings and in rural areas the caste dimensions are playing an important role in showing difference among the lower and upper castes. So in the developing society, there is a need to eradicate the caste system and see that people are equal without any comparisons.

Awareness on the Welfare Schemes

Suma Chitins points out that “there are several welfare schemes for the development of the marginalised sections of the society. Among them, hostels constitute as one of the major schemes for the improvement of education among the marginalised students. She states that in 1944 the government of India has introduced a scheme called post-metric scholarships for the marginalised students and after independence, the scheme has given a good result and later on the government has launched several schemes for the students from the school level”(198; p. 109).

Table 4.14 Awareness on Welfare Schemes

Awareness on schemes	Dalits	Non-Dalits	Total (Dalits+ Non-Dalits)
Yes	(61) 61 %	(45) 45 %	(106) 53 %
No	(24) 24 %	(37) 37 %	(61) 30.5 %
Cant specify	(15) 15 %	(18) 18 %	(33) 16.5 %
Total Respondents	(100) 100%	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

The study tried to know whether the students are aware about the welfare schemes that are implemented by the state for the well-being of the students. From the above table, it is noted that in Dalits, (6%) of the student respondents are having awareness on the welfare schemes and in case of Non-Dalits (53%) of the student respondents are not having awareness among the welfare schemes. Dara Sumathi a student respondent (15) years from Mala Community said that she is aware of the reservation Quota that is implemented in the educational institutions and employment. She also expressed that she is aware of the free scholarships that are provided for the development of the marginalised sections of students in education and because of having awareness on welfare

schemes she has got admission into welfare hostel. Otherwise she would have studied in her village itself. She also expressed that the government is providing free books, school uniforms and meals to the students.

Repaka Haritha a student respondent (14) years studying 9th class in social welfare school and she is from Dalit (Madiga) Community. She says that her family size is four where her father is a daily labour who works under a landlord in the village and mother is also a wage worker who also works under the same owner and her younger sister is studying 4th class in a government primary school in the village. She says that without the help of her parents she would not have come up to 9th standard. She says that though they are economically weak, her parents had provided them everything whatever she wants in case of education and other aspects. She says that till 4th class she had studied in government school in the village and their teachers had encouraged her to write exam for social welfare schools, where they advised that the government will provide free education up to 12th standard with that inspiration she had written the exam and scored seventy-six marks in the exam, and a got the seat in Social Welfare school which is located in Parkal which is in Warangal District. She says that till 7th class she had studied well, but when the government had introduced English medium education in the welfare schools from then onwards she was unable to follow and understand the language. But she said that, now she has overcome the problem of language, and she is one of the top candidates in the class.

She says that she is more interested in studying, and she wants to complete a master degree, and she intends to become an I.A.S. officer and serve the society. She says that there is a difference between the private schools and government schools, where in private schools the children are paid thousands of rupees to the management when they are paid such huge amount to the management the parents and children also expect that a maximum quality of education from the institution. In case of government schools the state is providing free education, lodging and boarding and also there is a quality of teaching in the school where she says that in the welfare institutions the government is providing free EAMCET Coaching, IIT Coaching by organizing summer camps for the students who are selected on the merit basis from different schools. She says that several students have been selected for Medicine, IIT, etc. from her school, and says that there are qualified teachers in the government schools who are working for the welfare of the students. She says that if the students have the courage to study they can cross the hurdles and achieve their goals if such kind of interest is not shown by the students it is nothing but a waste of time and struggling the parents to spend an enormous amount in the name of fees to the private schools.

Lyadalla Satish a student respondent (15) years studying in a government school from Madiga Community said that he is aware of the free bus passes that are provided by the state government for attending schools and colleges. Boddu Saritha a student respondent (14) years studying in a private school from Reddy Community said that she is not aware of the schemes that are provided by the state for the welfare of the students because they are not eligible for availing such schemes and she is least bothered to think about such schemes which are not useful for her.

Aparna Rayaprol and Gundemeda Nagaraju (2010), argues that the measures taken up by the government, though at one level extremely beneficial, in terms of making schooling available to all sections of population through residential facilities, scholarships and various other mechanisms, at another level all this can only be seen to be a stopgap measure in a situation where the majority of the benefactors of these mechanisms are still finding it difficult to move out of the cycle of poverty. The mechanism of free and compulsory education can only be put into effect seriously and permanently if the state applies measures to initiate changes in the perception of education among those who still are not really aware of the benefits of education, merely because they haven't had an experience of having gained out of the existing educational system. The study found that the barriers can only successfully addressed and solved once a radical change in the distinct culture and belief patterns of the cycle of poverty and deprivation is altered. This of course is an ongoing process and until such a stage, state, community and civil society involvement in attempting to rectify such historical disadvantages is absolutely essential.

From the above analysis, one can understand that only the students who are from Dalit background and who are studying in government schools are aware of the welfare schemes that are provided by the state and central government for the upliftment of the weaker sections of the society. From the field, it is noticed that most of the uneducated family members are not aware of the schemes that are provided for the welfare of their children and because of that they are not utilizing them in a proper way. From the field, it is noticed that the uneducated parents know only about the free education, Midday meals scheme and free distribution of books and clothes to their children, but there are several other schemes which are not known to them. It is noticed that though the schemes are advertised through electronic and print media, only the educated people are knowing about different types of schemes that are implemented by the people, whereas the uneducated people are unable to know about the schemes and utilize them for their children. In the society, it is the duty of the educated persons to educate the uneducated people about the welfare schemes and encourage them towards higher education. It is also the duty of the political leaders to take the welfare schemes to the ground level and motivate the people to utilize them for their development.

Unless and until if the schemes are known to the people then only we can see that the schemes are useful for their development, otherwise there is no use in implementing such schemes with an enormous amount of budget. In the day to day life, people should get updated about the schemes that are implemented for the marginalized sections of the society and they should inform their children about the schemes so that they will utilize the schemes which are provided for them. The Non-Dalit parents should also know about the schemes that are provided for different sections of the society and should tell their children to have an idea about the schemes which are implemented primarily for the educational purpose. The teachers in the school should motivate the children about the schemes and how they are useful for them in their future for higher studies. The officials should intimate the students about the remedial coaching facility that is provided for the students who are poor in education so that they will utilize the facility and withstand in the education field. If all the schemes that are implemented by the state are employed by concern students then only we can see the change in their lifestyle development.

Summary

From the study, it is found that majority of the respondents belong to girls, where most of them are from the age group of 12-14 years. The study it is noticed that majority of the respondents are from 10th class, and they belong to Hindu religion. From the total respondents, it is found that majority are from Dalits. The study found that majority of the respondents are from the rural background, and they are living with their parents. It is concluded that the respondent's families are not continuing their family occupation, and their income level varies from five thousand to fifteen thousand. The study found that majority of the respondent's families are engaged in agricultural activities, and they have pucca houses with less space. The study found that the student respondents who are from Dalits are involved in seasonal works. The study noticed that the respondents are aware of the welfare schemes, and they invite their friends during any of the occasions. In the next chapter children, perceptions on school facilities are highlighted, and their experiences are described analytically for the border understanding on the problems which are faced by the students.

CHAPTER - V

CHILDREN’S PERCEPTIONS ON SCHOOL FACILITIES

Introduction

This chapter explores the experiences of students’ on basic infrastructural facilities available in the schools, quality of education, infrastructural facilities provided in the public and private schools. It explains about the choice of schools with preference by the students and their experiences in the schools in which they are studying. This chapter brings out the problems that they are facing during their studies and the curriculum in which they are learning in their respective schools. It also highlights the discrimination and humiliation that they are coming across to the schools from various perspectives. It also highlights whether the students’ are aware of the welfare schemes along with an analysis of their active participation in the class.

Types of Schools and its Managements:

According to Pearsall (1999), at the most general level, the term, ‘school’ refers to an institution for educating children. Sociologically speaking, it is a ‘social unit devoted specifically to the process of education. It ordinarily includes some physical setting, particularly a building or buildings, and personal participations divided into the two categories of teacher and pupil (Fairchild 1976; p. 276). There are primarily two types of schools, the government and private. Schools under the management of the government (either state or central) have certain significant advantages such as adequate financial support, vigilance on the quality and qualified teaching community. The schools under the private management are primarily run by the religious, caste and regional groups through their educational trusts. Such schools fall into three broad categories i.e. (1) recognised and aided, (2) recognised but unaided or independent, and (3) unrecognised (B.V. Shah 1998; p. 219).

Table 5.1 Type of Management in which the Students are Studying

School Management	Dalits	Non-Dalits	Total (Dalits+ Non-Dalits)
Government	(38) 38 %	(21) 21 %	(59) 29.5%
Private	(62) 62 %	(79) 79%	(141) 70.5 %
Total Respondents	(100) 100 %	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

In this context, the study examined the students of both the government and non-government schools by analysing their opinions and the responses on their schooling based on various qualitative approach oriented matters. In the process, the study noticed that in Dalits, (62%) of the

student respondents are studying in private schools and in Non-Dalit, (79%) of the respondents are studying in private schools. Therefore, it is observed that the majority of respondents from Dalits and Non-Dalits, are studying in private schools. When it is observed between private and government schools students, 40.5 percent of the respondents are higher in number who are studying in private schools. So it is found that most of the students are preferred to study in private schools rather than the government schools. One of the main reasons for selecting private schools is 'the medium of instruction' and on the other hand the government schools are declining in maintaining educational standards. Parents feel that private schools provide quality education which is useful for their children.

Sangala Sowmya is a student respondent aged about 15 years, studying 10th class in a government school who belongs to Madiga Community stated that her total family size is four and her father is an agriculture worker, mother is a daily wage labour and brother is studying 6th class in a private school in the village. She said that as she has only one brother, their parents have joined him in a private school and she was joined in the government school. She asserts that although though she joined in a government school, she haven't got depressed and she is regular to school and one of the best students among the merit students and she is the class monitor. She said that education in government school is somewhat better when it is compared to the education that is provided in the rural private schools. She says that if the students study in government schools, there are lot of opportunities like midday meals, free education and fees concession in public school and the government provides free books and school uniforms and even she points that there are different government schemes to their parents.

She opines that in spite of lacking basic facilities in the school the teachers are regular to the school and they teach well and the teachers are concerned about the student's education and friendly in nature. She says that the women teachers who work in the school explains the importance of education for women and the opportunities that are available for women after the completion of higher education. She says that the lady teachers organize the meetings with the parents of the children and they focus on mothers to interact with them and explains the importance of education and not to discontinue their children's education. She also says that she got motivated with their teachers and said that she will not discontinue her studies until her completion of higher education and she is confident that she will get a government job.

She also affirmed that there is a *need to start English medium in the government schools* from first class itself; so that the poor children from different communities can avail the

opportunities and can compete with the students who are studying in private schools. She says that when we compare government school with private school, there is a lot of difference in teaching methods and in exams pattern. She says that for acquiring their secondary education they have to travel around six to seven kilometres, and they don't have proper transportation facility which is supposed to be provided by the state. She says that they have to depend on the private transportation which is costing very high and the poor children are not in a position to afford such expenditure in private transportation. She says that the children who are studying in private schools are not having any kind of problem during their travelling because their school management provides bus facility to the students who are studying in their schools.

Dara Aravind a student respondent of 9th class, aged 14 years, and hails from Scheduled Caste (Mala Community) in a private school says that he has 5 members in his family. His father is a teacher working in a government school, mother is a housewife, elder brother is studying graduation in a private degree college and his younger sister is studying 6th class in a private school. He says that there are no proper basic facilities in the school and the teaching staff is not having the proper experience. He says that teaching methods of the teachers are not in interesting in his school and claimed that it is an average school which is not having a good name in the locality. He says that as he wants to study in a private school, but his parents have joined him in this school, but his interest is to study in a corporate school. He says that his family is not that good economically and cannot afford the money on corporate education.

He declares that the environment of school condition is not that good for academic purpose and the management does not provide any kind of library facility, computer facility and science kit which is essential for the students. He later says that teachers teach the lessons, but they do not organize any kind of private classes in the school. 'The students have to pay the fee in time; otherwise the students are not allowed to write the exams until they pay the school fees' he asserts. He claims that the school is charging more fee when it is compared to the other schools that are located in his Mandal headquarters. He later says that the principal of the school is a good friend to his father and that was the reason for his admission into that school. He says that though the school is an English medium, the management, teachers and students will speak in Telugu always.

Afterwards, Nallala Bharath a student respondent aged 15 years; studying 9th standard in a government school, hailing from Gouda Community says that his father is a toddy tapper and mother is engaged in the agricultural works. He has five members including one elder brother, one elder sister and himself. Elder brother is studying his masters in science who is in final year in a

private college and sister is studying intermediate in Warangal city. He says that his brother and sister had studied in the same school where he is studying now that is why he is also continuing in the same school. He says that the education in the government school is satisfied because most of the teachers take care in the children's development and they teach the lessons through the innovative methods in an understanding manner. He claims that most of the parents think that the government schools don't have the educational standards when compared to the private schools.

He asserts that though most of the parents are economically poor, they are sending their children to private schools and after one or two years they are suffering a lot for paying school fee to the respective schools, and because of that, most of the students are facing problems in the school from the management. He opines that there is no problem in the government schools; the government institutions provide all basic facilities including Mid-Day Meals. In his opinion, *the government schools are better options for the poor sections of the society, where the students from middle class and upper class cannot cope up in the government schools because they don't find the satisfaction according to their expectations.* He says that his family is not economically sound to support him a private education because his total family members have to depend on his father's income. He says that if there is will, there is a way, if the student has the ability to study, and he can achieve anything, whether he studies in a private or government institution. He says that his brother is one of the examples for him, because being a student of public school, he topped the class in his tenth class public exams by scoring highest marks in Mandal level and got a free seat in a private college for his intermediate and he also scored good marks in the intermediate and got a free seat in the graduation.

He says that his brother did not go for any private tuitions, he had studied minimum three hours in a day after coming from school. He says that the parent's encouragement is very much useful for the child development; though his father had studied up to 6th class he never allowed his children for any kind of agricultural works or never taken help for his own occupation which is toddy tapping. He always insisted his children to concentrate on education and told them to become great men in life. He says that his ambition going to be fulfilled to become a good teacher and would like encourage the poor children towards higher education.

Kommula Babu, a teacher respondent, aged 53 years, from Madiga community, working as headmaster in a government school, has been working as a headmaster for past 10 years. He said that he had worked in several schools which are mainly occupied by the Scheduled Cates children. He says that the schools which are located in the Scheduled Castes areas are in bad condition and

lacking with basic amenities which require for the students and staff. He claims that there are several reasons for the students and parents in selecting the private schools which are located in the village and the schools which are adjunct to the nearby villages. He says that they have been organising several programmes for attracting the students and parents to join in the government schools but the people are not showing interest towards public schools, instead, going for private schools only. He says that even during the lunch hours and in the evening hours the teachers visits the parents' house and they are motivating them to choose government schools, they are not receiving any kind of positive response from those parents.

He says that they are organizing private classes for the students who are coming to government school because, the students' leaves school and get engaged in household works and other works, where they don't find time to read or write their homework. He said 'as of now, for the past three years, there are no dropouts and even the students are attending the school regularly, because, the parents and students are showing interest on private classes.' For motivating children, the school management is inviting academicians and successful bureaucrats for interacting with the students for inspiration and value education, which is valuable for the students' future career. The management also encouraging the students and organizing several cultural activities, study tours, and different competitions which are useful for the regularity and discipline among the school children.

In spite of all these programs, there is no development in the student enrolment for the academic year 2014-15. He says that the English medium schools have become a major attraction to the parents and therefore the government also started English medium schools. However, unfortunately, the students have not turned up to the government schools. Though the parents know that the teachers who are working in private schools are not qualified, they have a notion that the students will do better only in privates schools. He opines that to promote the government schools, higher officials should take necessary action against the private schools which are not recognised and not having qualified teachers.

Velpula Ramesh is a teacher respondent aged about 45 years from Mudiraj Community. He is the principal of a private school. He said that he completed his masters and got trained in Education and appeared for a teacher post which was conducted under the District Selection Committee (DSC) in the year 1998. He got selected in the exam but the posts were not filled yet. Being an unemployed, he had started the school with Telugu medium in 2000. However, due to the wave of English medium education, he had converted the school into English medium in 2005 and

now the school is running in both media, where the students' strength in Telugu medium was less than English medium. Finally, he had to drop Telugu medium and continued his school with only English medium from 2009. At present, his school has 400 students.

He asserted that the school is located in rural area and most of his students are from poor families. He says that the school is charging minimum fee for the students' education and therefore the management has been struggling to collect the school fees from parents. He stated that 'instead of maintaining a school, it is better to work as a private school teacher and the salary would be sufficient to maintain family without any problems and tensions. He says that on every first week of the month the school management has to pay the salaries to the teaching and non-teaching staff. If the management doesn't pay the regular salaries, the teachers leave the school; the management has to search for the new teachers. If they don't find the concerned teachers, they have to adjust the class with other related subject teachers, which is a challenging task. He says that the school is a moderate one and the management is unable to provide all kinds of basic facilities to the students which are concerned with their studies. He frankly says that there are no qualified trained teachers in his school and he is managing the school with few trained graduates in the subjects like Maths, Science and English. He says that there are few untrained teachers who actually teach the lower sections and now teaching higher classes. Instead of trained teachers, he had appointed two retired teachers to look after the school manage higher classes. He says that though they don't have sufficient trained teachers, every year they are securing cent percent results in the public exams when compared to the government schools.

He stated that they are going to provide the basic needs for the students and also appoint the trained teachers from next year. Since there is a huge competition between private and government schools, in order to overcome the competition, there is a need to make changes in the school. In the present context, most of the parents are sending their children to English medium schools but the students who are studying in the rural private schools are not reaching to parents' expectations and even the schools are not having such standards. He says that the schools which are located in rural villages produce only the text-based knowledge but not the practical knowledge which is useful for students' development for the future.

Soma Swarnalatha, a teacher respondent, aged about 38 years working as a school assistant in a government school from Padma Shaali Community said that she has 10 years of experience in teaching in both private and government schools. 'Currently it has become a kind of prediction that the government schools are meant for only the marginalized sections and it seems to be true in

reality also' she expressed. She says that her school has around 150 students, and 95% of the students are from only one community that is Madiga and the rest are from Tribal Communities and Backward Class Communities. She says that the students' who are studying in this school are from economically poor and they have to depend on the parents' daily wages for their survival.

She says that the students are much interested in their studies, but their economic barriers are creating a problem to concentrate on education. If these students get moral and economic support from their families they will be good in academics and settle in life with the higher qualifications successfully. She says that due to economic problems the girl students bunk the classes during the working days and they will engage in the agricultural works. They work in the fields and attend schools now and then and therefore, they are unable to go ahead in the examinations and finally they all are dropping out of the schools and education. She says that 30 percent of the students will be absent and because of that the teachers will not have any concentration in teaching and the teachers get involved in other non-academic works every day. She says that this is the important reason for the uncontrolled education in the rural government schools. She says that in the village where she is working, most of the parents who are economically sound are sending their children to the towns and even some of the students are joined in the hostels for their better education and the poor children are attending to the government schools. She says that the situation in government schools is almost bad and lack of good number of students and teachers, it is becoming useless. Because of all these reasons, the teachers are diverting their concentration from teaching profession. She says that the students who come to school are weak in studies. Because, they don't have proper atmosphere to study at home and the cultural proportions will not permit the children to concentrate on education.

She says that though the teachers are organizing the parents' committee meetings and explaining the importance of education, they are taking it as easy and are usually sending their children for domestic and agriculture works. Therefore, the students are diverting from the education and concentrating on the nature of work in which they are involved. She says that though the teachers who are working in the government schools are devoting their time for the children's better education, the students are not turning up to the school and they are disappointing the teachers. She says that when there is no cooperation from the students regarding their studies, it is not easy to encourage students to score good marks in public examinations.

Due to the impact of public results, the students who are studying in the government schools are leaving the school and they are joining in private schools and this kind of situation is seen in the

school where she is working right now. She says that from the past four years there is a gradual decrease in the higher classes and the enrolment in the sixth and seventh classes is constant. She also says that she has two children and they are studying in a private school. She says that being a teacher working in the government school; she had to join them in a private school for organized way of learning. She says that as an individual it is her duty to think about their children future and provide them quality education for becoming a good citizen in the society.

Type of Schools of the Students Studying

According to N. Jayaram (2015), “schools also vary regarding their gender composition. There are single sex schools meant exclusively for boys or girls, and co-educational schools, catering to both the sexes. Some schools are co-educated in the first few years and become single sex at a later stage. Given the strong imprint of patriarchy system, the orientation to the education of boys’ and girls’ remains significantly different. The social construction of gender and gender socialisation in our schools is reinforced by the socio-cultural orientations of the community at large” (2015; p. 52). It is interesting that in the present situation with an impact of privatisation of education, there has been an enormous incensement in a number of institutions with co-education in the private sector. Even the government has increased the number of residential schools especially for women in the rural areas which are more backwards in education.

Table 5.2. Schools in Which Students are Studying

School Type	Dalits	Non-Dalits	Total (Dalits+ Non-Dalits)
Girls	(11) 11%	(7) 7%	(18) 9%
Boys	(18) 18%	(35) 35%	(53) 26.50%
Co-education	(71) 71%	(58) 58%	(129) 64.50%
Total Respondents	(100) 100%	(100) 100%	(200) 100%

Source: Field Study, 2013-14.

The study proves that majority of the students (around 71%) are Dalits who are studying in co-education schools. It is clear that only 11% of the students are studying in the school which are meant especially for girls. Whereas among the Non-Dalits, the majority (58%) of the respondents are considering in co-education and least (7%) of the respondents are studying in boys schools. According to the above table, it can be noticed that the female respondents who are studying in girl’s schools might be the convent schools or residential schools especially which are running for them. In the case of male respondents, it can also be noticed that those schools might be residential

schools. From the field observation, it is seen that some of the girl's respondents preferred to study in residential schools, and that is why their parents had admitted in the hostels especially for girls.

Nellutla Ajay, student respondent (14) years, from Munnuru Kaapu Community said that he is studying in co-education school located in his native village because of his parent's economic condition. Another student respondent Sappidi Ashok, (15) years from Gouda Community says that he got a seat in a residential school otherwise he would have preferred to study in a co-education school located near to his village. Arsham Shahini, 13 years and studying 9th class in a government residential school from Madiga Community explained that there were several incidents against the female children during their education in her village, and that is why four students from her village joined a residential school for their safety.

Jalagam Janardhan Rao, a teacher respondent (52) years, from Velama Community and the correspondent of a private school say that most of the parents prefer private school and that too with English medium in the present scenario. He says that it has become a common phenomenon for every parent whether he is from low caste or upper caste, small class or upper class. He stated that the current trend of the parents is to provide quality education to their children irrespective of class, status and caste. He points out that even lower class and economically deprived sections also not joining their students in the government schools and preferring only private education. He questions that why only deprived class and caste parents should send their children to government schools? And why the upper caste parents are not sending their children to government schools?

He informed that there are around 30% students who are from lower castes of the society, and they are all doing well in the education from all aspects. He says that there are many benefits for the students who study in private institutions like particular focus on each and every student to enhance the students' innovative thoughts and techniques in the subjects and according to that the teachers encourage them. The students are provided with latest technologies to improve their knowledge and creativity. He says that if a talent student joins in a government school, he will not get any special guidance from the teachers. He says that the government should allocate advanced teaching aids to reach the modern need for the education. He says that the environment and the atmosphere also play a significant role for the students to concentrate on their studies. According to him, many government schools are not having proper infrastructure and essential amenities which are useful for the students and teachers. If these facilities are not provided in the schools, the parents will not send their children to the government schools. Because of the failure of the government schools, the parents are sending their children to private schools. Further, he agrees that all the

private schools are not providing the quality education and few of the government schools with the co-operation of like-minded teachers are striving for the development of the children's education.

He says that there is a lot of difference in providing quality education when to compare the private and government schools. He says that the private school managements have provided latest technologies with 'digital teaching' methods to the students, where there is no need for the students to write in the notebooks; just the students listen to the teachers and even if they find any difficulty they prefer to look on computers. He says that these kinds of technological methods of teaching cannot be found in the government schools. He says that the private schools are better for acquiring a quality education for the children which can help them in a competitive world.

From the above analysis, it can be noticed that some of the parents are interested in sending their children to the convent schools and residential schools which are meant primarily for girls. In the recent days, it is observed that there are some offences and sexual harassment cases against the girl students in the society and co-educational schools as well. Consequently, the majority of the parents of girl students are scared about their children's safety and security. In this context, parents prefer to send their children to residential schools which are meant especially for girls. So in this situation the management of educational institutions has to take safety measures about the children who are studying in their institutions. The co-educational institutions have to organise awareness camps to the teaching, non-teaching staff and students about the hazards that arise in sexual harassment and other nuisances.

Distance to School

Access to school is no longer a major obstacle for the marginalised sections of the society. The government has set up a primary school in each and every village and an upper elementary and secondary schools in the nearby connecting villages for the easy access to the children. However, the private schools are located in a particular place connecting with four or five villages with the surrounding villages. To avail quality education through private schools, there is no bar for the parents to send them to a long distance because the private school managements provide the transport facility for the children who are studying in their schools.

Table 5.3 Distance to School

Distance to School (Km)	Dalits	Non-Dalits	Total (Dalits+ Non-Dalits)
0-1 Km	(33) 33%	(46) 46%	(79) 39.5%
2-3 Km	(11) 11%	(18) 18%	(29) 14.5%
4-5 Km	(24) 24%	(15) 15%	(39) 19.5%
5-6 Km	(10) 10%	(8) 8%	(18) 9.0%

7-15Km	(22) 22%	(13) 13%	(35) 17.5%
Total Respondents	(100) 100%	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

The study tried to know to what distance the students are travelling for the study. According to the above table, it is evident that Dalits are the majority (33%) of the students who are going below one kilometre and only 10% of the respondents are travelling between 5-6 miles. Whereas in the case of Non-Dalits, a majority (46%) of the respondents' are going below one kilometre and 8% of the respondents' are travelling between 5-6 miles. From the above analysis, it can be assumed that in the case of Dalits, the majority students are studying in government schools located in their native villages and case of Non-Dalits, they are sending to the schools which are nearer to their residences.

Mamatha is a student respondent (14) years, studying 9th class in a government school is from Dhobi Community. She has five members in her family; her father is a Hamali and mother works in different houses as a worker on the monthly basis, and elder brother is studying intermediate in a government college, and younger sister is studying 6th class in the same school in which she is studying. She says that her family is economically poor, and their parents are not in a position to send them to private school, and that is why they have joined in government school which has a distance of one kilometre from their home. She says that both of them including her sister are regular to school, they come by walk to the school because they don't have cycles.

She says that she is more interested in studies, and wants to continue her education after 10th class, but she scares that whether her parents may allow for higher studies or not. She says that she is one of the active students in the class and performs well in studies. Though there are boys in the class, teachers had selected her as the class monitor. She says that there are seventy members in the class, and whenever the concern subject teachers are absent, she maintains the course till the next subject teachers come to the level. She says that there is a real encouragement from the teachers and especially from the headmaster. She says that the headmaster is like a god in the school where he has personally donated a computer lab with five systems to the students, and he does not show any caste feeling. Though he is from the upper caste, all the students are equal to him, and he shares the problems of each and every student and resolves with patience. If any student is absent to the school, he goes to his/her house and will know the problem of the student and advise the parents to send their children to school regularly. She says that because of headmaster kind nature and behaviour cent percent of the students will attend the school regularly.

She also claims that because of the principal role and interest in the education in her school, it is better than other government schools located in her area. There is a consistent result with 100 percent in her class from last ten years. She says that all the teachers who are present in the school gives respect to the headmaster and follow the rules and regulations accordingly and attend the school regularly. She says that their teaching methods are in an understanding manner to the student, and they encourage the students to raise the questions in the classroom if it is possible they answer the questions in the class or otherwise they call concern students to the staff room and explain them. She says that the school has all the facilities which are supposed to be required especially for the girl students.

Whenever the students write exams, the teachers give their answer papers back and discuss the problems and mistakes of the students immediately. She says that this is one kind of real culture where the students themselves rectify their problems and next time they will be aware of the writing style. She also says that sometimes the teachers encourage the students to exchange the assignment papers and tell the students to correct them, by which each and every student will be aware of concern theme, and it will be easy for them to write next time in a meaningful way.

From the field, one of the student respondents, Banda Srisailam, (13) years from Madiga Community, said that as there is no high school in his village he has to travel four kilometres long for higher studies. Arikilla Sudipthi, a student respondent (14) years from Mala Community, said that daily she has to go seven miles for higher studies. Vodela Navya, a student respondent, (14) years from Munnuru Kapu, travels around 11 to 15 miles by facing a lot of problems. From the above analysis it can be observed that in many of the villages there is no higher secondary school and because of that, they are travelling to such long distance for their education. It is also noticed that some of the students who are going the long distance are studying in English medium schools which are located in the towns. Each and every village cannot be accessed with secondary education because based on the population of the village and the students' strength; the high schools will be sanctioned. The number of four to five small villages with less population will have a high school for the access of the children in their area.

As per the government rules and regulations, each and every village should have a primary school and based on the higher population it may have upper elementary and a secondary school. Because of not having secondary schools in the highly populated villages, the students are travelling for a long distance to the school. In another context, we can also think that the English medium private schools had spread over each and every village, and that is why it is easy for majority

students in accessing secondary education within their villages. As per the government rules, the private schools which are spread over the villages and towns should maintain a distance of one kilometre from each and every school for its construction, but in the cities the rules are violated by the management and they are establishing the schools with a radius of hundred and two hundred meters only. In such cases, the government has to take action against the management, but still, there no such kind of action that is taken over any management who have violated the rules.

Types of Transport Facility used by the Students

Expansion of schools also been accompanied by an increased demand for education, and the schools have spread as branches to different places. In the late 1970's and 1980's, people used to travel a long distance for accessing their education. With the universalization of education for all children, the state has opened government schools in each and every village. And in late 1990's, with the impact of globalisation the private education system, the private schools have also spread to each and every street in urban areas and rural areas as well. So to reach the school in time, there are different ways for the students.

The study also tried to know various kinds of travelling facilities provided by the management of schools to the students to reach the schools. According to field study, it is found that in Dalits, around 62 percent of the respondents are going on foot, 14 percent of them are going by cycle, 16 percent of them are going by bus, 2 percent of them are going by motorcycle and 6 percent of the respondents are using another kind of facilities in travelling to school. In Non-Dalits it is found that 80 percent of the respondents are going on foot, 6 percent of them are going on cycle, 10 percent of the respondents are going by bus, and 3 percent of them are going by motorcycles and 1 percent of the respondents are using other facilities in travelling to the school. When it is compared between both the Dalits and Non-Dalits, it is found that 71 percent of the respondents are going to walk to the school, 10 percent of the respondents are going by bus, whereas 13 percent of the respondents are going to bus, 2.5 percent of the respondents are going by motorcycles and 3.5 percent of the respondents are using another kind of facilities in travelling to the school.

From the field work analysis, there are different types of perceptions and opinions which were expressed by the respondents. Musham Karthik, a student respondent (14) years from Peraka Community, said that as his school is near to his home, it is comfortable for him to access to school. Annam Ashraya a student respondent (15) years from Madiga Community said that though her school is one to two kilometre far away from her home, she goes on foot because she doesn't have

a bicycle to travel. Kurre Lavanya a student respondent (13) years from Madiga Community said that they are travelling by bus, but she is facing a lot of problems while going to school due to heavy rush in the bus during her school timings. She said that the bus would not arrive in proper timings and due to that they are unable to reach the school on time and the same is happening in return to home in the evening. She also said that if the bus facility is not available for one day, then they keep absent from the school. Sarigommulla Bunny, a student respondent, (13) years from Gold Smith Community says that his father is an employee, and while going to his duty he drops him at the school and after the completion of school his mother will take him by motorcycle. Botla Siddu a student respondent (14) years from Madiga Community said that he has a cycle, and travels by that regularly to school along with his best friend, who are also his neighbours.

From the above analysis, it can be noticed that the parents are sending their children to the schools which are nearer to their houses. It can also be noted that due to their children's education most of the parents are coming to the towns and staying on rents in the houses which are nearer to the schools. So in such cases, there is a demand for the owner of the houses, and they are increasing the price of the room. This is the case which is seen only among the parents who are sending their children to private schools located in towns. It is observed that the students who are studying in government schools are facing a lot of problem in transportation. The students who are studying in private schools are not having any problem with transportation because the management is providing bus facility for the children in their respective schools. The government has to provide the bus service for the school going children in the morning and evening hours so that the students will not face any problem in accessing to school regularly and therefore it can be possible to reduce the rate of dropouts from the schools. For reducing the dropouts in school education, the government has to take proper measures such as providing bus facility to each and every village, offering essential amenities, etc. The parents also should take the responsibility in providing transport service for their children. A few years ago, in the united state of Andhra Pradesh, the state government had provided cycle facility for school going children. This scheme was implemented only for the girls to encourage them for higher studies, but now there is no such facility provided by the government. In the present situation, the government has to rethink to implement the scheme to encourage the children who are studying in government schools.

Regularity to the School

Regular attendance at school by the children helps them to achieve success in the exams and helps them to acquire more knowledge through the classroom participation and to listen to the

teachers. Indian Constitution guarantees the right to education from the age of six years, however, for many children in India, reaching the age to attend primary school education may be too late, and attention should be paid to ensuring that children have access to facilities, which improve their quality of life in the early years which enables meaningful access to school (GoI 1949). During a survey among the employees of National Family Health Survey (NFHS - II) in Andhra Pradesh, a majority of respondents cited ‘not interested in studies’ for the cause of their rejection of the schooling.

Table 5.4 Attending to School Regularly

Attending Regular to School	Dalits	Non-Dalits	Total (Dalits+ Non-Dalits)
Yes	(73) 73%	(92) 92%	(165) 82.50%
No	(27) 27%	(8) 8%	(35) 17.50%
Total Respondents	(100) 100 %	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

The study tried to know whether the students are attending the school regularly or not. From the above table, it is found that in Dalits, the majority (73%) of the respondents are attending the school regularly. In case of Non-Dalits, it is observed that only 8% of the students are not attending the school regularly whereas, in case of Dalits, it is 27%. In rural villages, most of the Dalits go along with their siblings to involve in the household or agricultural labour activities to survive. Due to such reasons, most of the Dalit students may not concentrate to attend the school regularly.

Kanakam Rajesh, a 15 years old student from Munnuru Kapu Community, is studying 10th standard in a private school located in Warangal. He has a father, mother and sister. He says that his father is a government employ who is working as a senior assistant in forest department and mother is a housewife and sister is studying B.Tech in a private engineering college in Warangal. He says that the teachers are good in teaching by using new technological devices, and they are friendly in nature and clears the doubts within the class itself. He has been a student from the first standard in the same school which he is studying now. He says that he is an average student in the class, and there is a need for him to improve more in different subjects. He says that Mathematics is the only subject which he does not understand correctly and gets only pass marks in the exams which are conducted in the class and on other topics he is scoring good marks. He says that he attends the private tuitions at home, but there is no improvement in the subject. He says that his parent’s ambition is to make him a software engineer and send him to the United States of America, but his ambition is to become a doctor. He says that early in the morning he has to get up at 5 A.M to take the tuition and then rush to school by 8’O clock and come to home by 6’O clock in the

evening. He says that there is a lot of burden on parents, they don't allow him to go outside and meet his friends and even they don't allow him to watch television, and they always insist him to read. He says that his parents are paying around 35 thousand rupees per year, and apart from that extra fees around five thousand rupees are paid to the school in the name of the library, computer education and yoga and karate. He also uttered that his parents always repeat about the money which they are spending on him.

He says that a student should have their freedom in education, then only he can understand what he wants to do, and he also says that of course there should be the guidance from elders, but they should not force the students. He says that most of the students in his class are suffering from the same phenomena, but they are unable to be outspoken. He also says that each and every student will have goals and desires for their future, but education is not only the attainment to decide. He says that there is need of encouragement from the parents and teachers, but the parents are imposing their views on the students. He says that he is economically sound and do not have any problems in the family, but the problem is only with his parents where they always treat him that he is poor in studies and compares with their relatives who are studying in different corporate schools.

Banothu Anusha, a student respondent, aged about 14 years, belongs to Tribal Community, studying in a private school. She says that she attends the school regularly. She asserts that she does not stay at home without any cause. She also stated that till now there was no absence of the school except during the school bandh by different student organisations or political parties. According to her, if they are absent to the school, their teachers collect fine from the students, keeping that rule in mind their friends do attend the school regularly.

Padidela Harika, a student respondent (14) years, belongs to Madiga Community, stated that she is irregular to school sometimes because of her responsibility to look after her siblings when their parents go out of home to attend any functions or events. She also stated that in their villages there is a shortage of labour to work in the field and if there is demand for agriculture work they will be absent to school on those days when they are engaged in the agricultural works. Jangam Harini a student respondent (13) years studying in a private school from Mala Community said that she is regular to school because their teachers encourage them by giving gifts to the students who are regular to school. She also said that if they are regular to school, they will be able to understand the lessons taught by the teachers, if they are absent for one or two days they cannot recover the chapters which were shown during their absence. Therefore, they are regular to school.

Gundemeda Nagaraju (2009) argues that teacher's activity is one of the important roles in determining the students in learning abilities and quality thinking. He views that a teacher has a chance to change the society with their active role and initiatives; however, they are related to their commitment towards quality of education. But from the study, he found that the teachers are not committed to their job, and their regular absence is discouraging the state participation in education delivery and promoting the private education in the state. From the study, he also observed that due to the regular absence of teachers the students are not regular to the school, and they are involved in the agricultural works for their livelihood. He argues that the quality of education is to a larger extent is determined by the proactive role of the teachers to impart quality education with the aim to change the society. However, the shifts in the national political economy have directed bearing on the teacher commitment to the concept of quality education. Thus, the growing phenomenon of teacher's absence in India affects the quality of instruction. Social indicators such as gender, caste, age, the rural-urban background of the teachers, on one hand, the academic indicators such as educational, professional qualifications and the nature of employment, on the other hand, affect the presence and absence of the teachers. The quality and retention of the student in school is closely linked to the regularity of teachers and their commitment to development education and society.

From the above analysis, one can understand that most of the respondents are regular to school and to encourage the children, the teachers are implementing various schemes sponsored by the government for maintaining regular attendance in the public schools. It is noted that few students are still engaged in taking care of the siblings, and the household works at their homes. The parents have to encourage the children to attend the school regularly and during their school hours, they should not assign any works. Therefore, the children will be habituated to participate in the school regularly and will go ahead for higher education.

In this context, the state has to provide scholarships for the students to increase the attendance and reduce the dropout rate. The students should not have any financial problems or other burdens during their school age. The students also should realise that the school days are most memorable days where the school is the first step to learning healthy habits and punctuality which would be utilised for the better life in future. According to Bhargya (1998), "the role of family processes, caste discrimination, and destabilising economic processes such as child labour and seasonal migration in foreclosing possibilities of regular to schooling for children of such households. Most importantly, the study unequivocally restores the significance of poverty for a child's education". Therefore, the government is supposed to encourage the students belonging to

downtrodden sections of the society by providing necessary amenities for primary and secondary schools.

Particulars of Seating Arrangements in the Class Rooms

The Encyclopaedia of Social Sciences defines discrimination as “being more than just distinguishing between social groups, it involves the inappropriate treatment of individuals due to solely to their membership”. As Allport (1954), describes, moments or impact of social discrimination like verbal dislike, prevention, exclusion, physical activity exclude a member of a disadvantaged racial group from the allocation of resources and access to the institution (1954). In India, the caste system still exists, and there are different forms of discriminations that are seen in various schools. In the present scenario, the educational institutions seem to be the primary platforms to introduce discrimination from the school level onwards. These are some kinds of occult practices which are taking place in some educational institutions both in the government and private sectors.

The study tried to know about the seating arrangement of the student where they sit in the classroom. From the study, it is found that in Dalits, 26 percent of the respondents said that they sit in the first row, whereas 54 percent of the respondents stated that they sit in the second row, and 20 percent of respondents indicated that they sit in a third or last row in the class. When it is asked to the Non-Dalits, it is found that 43 percent of the respondents said that they sit in the first row, whereas 38 percent of them sit in the second row and 19 percent of them stated that they sit in the third row or the last row. When it is compared between Dalits and Non-Dalits, it is found that 34.5 percent of them sit in the first row, whereas 46 percent of them sit in the second row and 19.5 percent of them sit in the third row or last row in the class.

Singarapu Raju, a student respondent, aged 15 years from Madiga Community revealed that the students who are regular to school and who are well known to the teachers would sit in the first row, and the teachers insist them to sit in the first row. He also expressed that sometimes their teachers also advise the tallest persons to sit in the back row and the small persons to sit in the first row. He also revealed that it is not permanent for everyone to sit in one place, if more students are absent, on that day the exchange of positions will be held. Nerella Trinisha a student respondent aged 13 years, studying in a private school from Munnuru Kapu Community said that the top rankers in the class would be considered to sit in the first row, and sometimes the teachers prefer combining talented students and dull students to remove their doubts.

Chanda Ramakrishna, a student respondent (14) years old, hails from Madiga Community, said that they don't like to sit in the first row because the teachers while teaching in the class prefers to ask the questions to the students who sit in the first row. He also expressed that whoever comes first to the class, they can sit in the first row. However, the regular students who sit in those places will not allow sitting accordingly and sometimes there are clashes among the students. He also said that the students from different Castes prefer to sit with their Caste students; they will not like to share seating with other Castes children in the class room.

From the above analysis, it can be understood that there are different kinds of criteria in seating arrangements in the schools. When compared government schools to private schools, there are different variations in the allocation of seats for the children. The students who are short in height should be given choice to sit in the first row because they will not have visibility of seeing the teacher and the blackboard if they sit in the last row. The teachers should see that all the children are equal in the class and should give equal priority in asking the questions or in encouraging them in studies. The students should not show caste discrimination and should be friendly with each and everyone in the class. Therefore, it may be possible to eradicate the caste discrimination among the children in schools.

Regularity of the Classes

The class is a place where both teachers and students interact with each other and learn new things regarding education system. As Paulo Freire points out that classroom is a kind of 'banking system' where the teacher deposits the piece of knowledge in the empty minds of the children who are the young learners. When the teachers are regular to the class, they can motivate the children to learn new things and encourage them to be consistent with the schools. If the teachers are not regular to the class and keep on absent, the students do not find it interesting to attend the classes regularly, and it will affect the students. Occasionally the teachers may be absent to the school due to ill health or for any significant responsibilities, but it should not be in a regular way. In this context, the study tried to know whether the classes are taken regularly by the teachers or not.

Table 5.5. Whether the classes are taken regularly

Classes Taken Regularly	Dalits	Non-Dalits	Total (Dalits+ Non-Dalits)
Yes	(67) 67%	(84) 84%	(151) 75.50%
No	(33) 33%	(16) 16%	(49) 24.50%
Total Respondents	(100) 100 %	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

The above table gives a brief analysis whether the classes are taken regularly or not in the selected schools. In Dalits, majority (67%) of the student respondents revealed that classes are taken regularly and in Non-Dalits, respondents 16% of them said that the classes are not taken daily. One can imagine that in the government schools the classes are not taken regularly and because of that the teachers are unable to complete the syllabus in time.

Gaali Sandhya, a student respondent (14) years, studying 9th class in a government school, belongs to Madiga Community, says that her family size is 6. She has two brothers and one sister; her father is an agriculture labour and mother is a daily wage worker. Her elder brother is engaged in a mechanic shop, and younger brother is studying 8th class, and younger sister is studying 6th class along with her in the same government school. She says that her parents are struggling a lot for the family survival, and there is no chance for her younger brother and younger sister to pursue their education in private institutions.

She is also more interested in studying in private school because most of her neighbouring friends who meet her after the completion of school hours the things that takes place in the school and the methods of teachings etc. which have attracted her. She says that the teachers in the government schools do not attend regularly and even though they are regular, they will not concentrate on teaching, and they will engage in their personal works. She says that if sometimes the students go and ask the concerned teachers to teach the subjects they ignore their request and advise them to write and practice the lessons which were taught in the previous classes. She says that there are 12 teachers in the school and every day at least any two or three of the subject teachers are absent and due to this the students are not interested in attending the classes regularly.

She says that due to the absence of teachers and lack of proper teaching in the school she has started bunking the school and engaged in the daily wages due to her family conditions. She says that if the teachers are regular and if their way of teaching is interesting students will concentrate on studies, but such kind of things are not happening in the class. She says that if they focus on teaching, there are many students who will concentrate on education and go for higher studies. She says that she wants to become a good teacher in the life and get a good name in the society. She says that though she is studying in a government school and engaged in the agricultural works in holidays, she is one of the best students who gets good marks. She says that there should be encouragement from the teachers, but only a few teachers will take care of student's problems, and they guide them to reach their goals. Finally, in sorrow, she says that by having a birth in the low-income family she did not get an opportunity to study in the private school where her friends

are studying. But she says that compulsorily for her higher studies she will join in the prestigious institutions and achieve her ambition.

Maggam Satish a student respondent (14) years who is from Madiga Community studying in a government school said that only a few teachers are regular to school and among them only 75 percent of the teachers are regular to class and teach. He also stated that due to the irregular attendance of teachers they are unable to complete the syllabus in stipulated time and because of that, they fail to prepare and perform well in the annual exams. He also pointed that though the teachers who are regular to the school are engaged busily in the office works instead of teaching. He said that the teacher who has the concern about the students and education remain in the school until the leaving time, but most of the teachers leave the school immediately after the completion of their class hours.

Jadi Shailaja a student respondent (13) years, hails from a Mala Community studying in a private school, said that the teachers are very regular to school, and they attend the classes in time and also they complete the syllabus before the annual exams. Godela Pavani a student respondent (14) years studying in a private school who hails from a Padmashali Community said that in their school almost all the teachers attend the school regularly, and if they are absent their class timings will be taken by other subject teachers.

Singam Suresh a student respondent (14) years from Dhobi Community said that their classmates feel comfortable if the teachers don't attend the class and during that time they are engaged in playing cricket or any other game in the school. He also said that when the majority of the teachers are absent on a particular day, the students sit for some time in the class and in the interval hours they go home, and they will not return to school. But on the next day as usually they attend the school. One of the teacher respondents, Jangam Srinivas who is working in a government school said that it is true that in a school on an average two or three teachers are absent regularly, and the reason is left to them and because of that the class monitors have to look after the class, or they will ask the students to leave for the ground for playing. He also stated that because of the absence of the teachers they are unable to complete the syllabus in due course of time. Chintam Sravani, a teacher respondent who is working in a private school, said that they are regular to school, and if the teachers want to go on leave they have to inform a day before and moreover the teachers has to be present before the timings of Morning Prayer. She said that they have a kind of fear like if they are absent there will be deductions in their salary and because of that, they have to attend the school regularly.

From the above analysis, one can understand that majority of the teacher respondents are attending the classes regularly. It is noticed that in most of the government schools the teachers are regular but immediately after completion of their class hours they are leaving the school. It is seen that in private schools the teachers are supposed to attend to the Morning Prayer and stay until the completion of evening prayer if there is any urgency for the teachers they have to take permission from the head of the institution otherwise half day salary would be deducted. But such kind of system is not seen in government schools.

It is also noticed that due to the irregularity of teachers to the classes, they are unable to complete their syllabus in a timely, manner and that impact is shown on the students' results. The teachers who are working in government schools are paid with huge salaries per month, so they have to do justice by demonstrating commitment towards teaching and to the students, for which they are taking the honorarium. The government officials should focus on whether the teachers are attending the school regularly or not and whether they are teaching the classes regularly. To control the teacher's regular absence, there is a need to introduce a biometric system.

Student's interest on classes

Boyd & Crowson (1993; p. 36) emphasises that schools have to "reach out to the community in an attempt to strengthen the 'social capital' available to children". Namely, the improvement of the school regarding its academic success cannot be enough on its own, and it should have cooperation from the community and families (Waddock, 1995). In addition to being necessary for academic achievement (Haghighat, 2005), schools also contribute to the next generation's success in life. Therefore, the recent research emphasises increased and positive interaction among teachers to improve the school environment and general performance (Leena & Pil, 2006). However, conventional teaching where teachers are inflexible in approach might be a negative aspect in some public schools (Shavelson & Stern, 1981, Kim & Ju, 1980; Hong, 2006; Yun, 2003).

The poor quality of education and its irrelevance to the child's immediate environment can lead to irregular attendance and eventually, drop out. According to PROBE (1999) reports that "the primary reason for school dropouts is disinterest or feeling of irrelevance from the child about what the teachers are teaching". The study tried to know whether the students are interested in listening to the class or not. From the study, it is found that in Dalits, 66 percent of the student respondents like their class and 34 percent of the respondents said that they don't like their class. When asked Non-Dalits, it is found that 87 percent of the respondents likes their classes, and 13 percent of them stated that they don't like their classes. When it is compared between both Dalits and Non-Dalits,

it is found that 76.5 percent of them like their classes and 23.5 percent of them don't like their classes. From the above analysis, it can be noted that majority of the respondents like to listen to the classes.

Banothu Renuka is a student respondent (15) years, from Tribal Community is studying 9th class in a government school which is near to her village, where she travels around five kilometres. She says that her family size is 6; along with her, she has two sisters, one brother, mother, and father. She says that they have two acres of land, and her father and mother are engaged in agriculture. Her brother who failed intermediate is also involved in the agricultural sector along with their parents. One of her sisters is studying in the same government school in 6th class is in the same school along with her. The other younger one is studying in a government primary school located in her village. She says that when compared to their relatives they are economically weak, and their parents are unable to provide financial support for their education and which is why her parents have joined them in a government school. She says that though they have two acres of land they do not get good yield due to water scarcity for the cultivation and they have to depend only on the rainwater and sometimes they rely on the water that is available from the nearby river and because of that they are in debts.

She says that she is an average student in the class, and she is unable to cope up with different subjects like Maths, Science and English. She says that the teachers who are teaching different subjects fail to follow the standards of the students, they come to the class and go on teaching, but they don't ask the students whether they have understood the lessons or not. She says that as she is from Tribal Community, sometimes she doesn't understand the Telugu language and it is creating a problem in her studies. She says that if any student asks the teachers for clarifications, they don't explain in the class or even after school hours. Instead, they say that you can read from the textbooks. She says that teachers give a lot of homework to the students instead of teaching them in the class.

She also says that the basic amenities are lacking in the school and with that, they are facing a lot of problems during the intervals. She says that though they are providing midday meals it does not contain any protein ingredients, and they do not provide sufficient food to the students. She says when we ask the teachers they say that it is not the duty of the teachers, and it is the responsibility of the agents who take care of the midday meals. She says that no authority has come to the school, and they did not look after the problems that the students are suffering from. She says that the government should provide all the facilities like school uniform and textbooks at the beginning of

the academic year so that it will be easy for the students to follow from the initial stage and understand the subjects. She worries that this year the management has given the books in the month of August, and they have started teaching the classes in the month of June.

Pothula Rakesh, a student respondent (14) years, studying in a government school from Madiga Community, said that as the teachers do not teach properly, and they don't like to attend classes' regularly. He also stated that he is not interested in listening to the classes because the languages like Hindi and English are very difficult to understand, and even the teachers don't explain correctly. He also revealed that sometimes their friends even don't like to sit in the class because the teachers will not have control the class.

Rudra Raju Siri, a student respondent (15) years, studying in a private school who hails from Gouda Community said that if she is absent for one or two days regularly then it is habituated for her to keep on missing and because of that she doesn't like that class. She also said that her absence to the school is showing the effect on her studies and afraid of that, she doesn't like to attend the class. Maloth Kavitha, a student respondent, aged 13 years from Tribal Community, said that she is facing problems in understanding the classes due to her mother tongue called 'Lambada.'

From the above analysis, it can be noticed that though most of the students in their class, some of the students are unable to concentrate in their class due to various issues. It is noted that the Tribal and Muslim students fail to follow the language that is used by the teachers while teaching in the class, because of their mother tongue influence. From the field, it is also noticed that the teachers are not concentrating on the students while teaching whether they are understating the subject or not, they are quick in completing their syllabus. There is a need for the teacher to concentrate on the students and encourage the students in various activities. Then, they will be habituated to like the studies and attend the classes regularly. The students should be regular to the class so that they will not miss any class and can understand the subject.

Whether the Students Raise Questions in the Class?

"The classroom is an important part of the educational institutions where teaching and learning occurs. Sociology of education perceives classroom also as a small system. Here teachers and students among themselves interrelate and influence each other in many ways. A major part of the teaching schedule is conducted here and the primary functions of socialisation, rejection and allocation are also operationalized in it. The social background of the student group and its social composition as well as the student sub-culture play their roles here. Thus, the study of the classroom

as a social system becomes an important area for the sociology of education” B.V. Shah and K.B. Shah (1998; p. 265).

The study tried to analyse the student’s competence in raising the queries to the teacher in the class. From the study it is found that in Dalits, 61 percent of the respondents opined that they raise questions in the class, whereas 39 percent of the respondents do not raise any questions. In Non-Dalits, 74 percent of the respondents raise issues in the class, and 26 percent of the respondents do not ask any questions. When compared Dalits to Non-Dalits, it is observed that 67.5 percent of the students raise issues, and 32.5 percent of the students do not ask any questions. From the above findings, it is found that the majority of students raise the questions, and only a few of them do not ask any questions in the class.

Kurri Sravya, a student respondent, aged 14 years from Madiga Community studying in a government school said that usually she raises questions in the class, but sometimes the concern subject teachers are weak in explaining the answers which are not satisfactory for her. She said that some of the students try to raise the doubts, but they don’t know how to raise the questions, because of that, they keep silent in the class. She also said that as some of her friends who are not interested in studies don’t like to raise any questions in the class. Yara Pavalli a student respondent (13) years from Yerukala Community said that the subjects are very hard to understand which are taught by the teachers and because of that she never asked a question in any of the topics in the class. Keshavaboina Ramcharan Tej a student respondent (16) years studying in a private school hails from Munnuru Kapu Community said that though he follows what the teachers are teaching he is afraid in asking the questions because he feels shy if other students look at him when he raises the questions. He also said that he does not know how to frame a question and ask in the class and sometimes he dared to ask the question, but as it was not mounted in a proper order his teacher advised him not to ask such questions when he doesn't know how to ask the question, so from then onwards he was scared to ask the questions in the class. Edla Ranjith Kumar, a respondent (15) years from Mala Community said that after the completion, of course, they do not find any atmosphere for the questions raised by the students. He stated that immediately after the end of the class, the teachers leave the class.

From the above analysis, it can be understood that majority of the respondents are raising the questions in the class. It is also noticed that the Dalit respondents are lacking in asking the questions in the class. Some of the subject teachers insist the students not to disturb the class while they are teaching, because of that students are not raising the doubts in the class. It is also noticed

that if the teachers are not aware of the questions that are posed by the students, they only try to escape in the class. So in this context, the teachers have to prepare well for the lesson they are going to teach and encourage the students to participate in the classroom discussions and create awareness in raising the questions in the class. In Malvaknar (1988) study also it is found that students' inability to cope with their lessons often led to their negligible participation in the class. The teacher did not acknowledge this and in one school, 'lack of participation', was explained by teachers 'as a result of "shyness" or "inhibition" on the part of students (Malvaknar 1988; p. 258).

Whether Students take advice from the Teachers?

According to Coleman's (1994) study on social theory, the quality of information exchanged relies on the dynamics of relationships in which one is engaged. Dynamics of the relationships between a teacher and a student implies when it is constructive with a close and meaningful connection. Namely, the student can share with the teacher's information about his or her problems. However, when teachers function in an over standardised school system; their interventions can be negated by the 'suppressive effects' of the institutional environment (Byum, Schofer & Kim, 2012).

Table 5.6 Students take advices and guidance from teachers

Take Advice	Dalits	Non-Dalits	Total (Dalits+Non-Dalits)
Yes, I go quite often	(50) 50%	(70) 70%	(120) 60%
Sometimes	(47) 47%	(28) 28%	(75) 37.50%
Never	(1) 1%	(2) 2%	(3) 1.50%
Don't like	(2) 2%	-	(2) 1%
Total Respondents	(100) 100 %	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

In this context, the study tried to know whether the students take the guidance or advice from the teachers or not. According to above table, it is clear that in Dalits, a majority (50%) of the respondents approach the teachers to take any advice and only one percent of the respondents never approached the teachers for any help. In case of Non-Dalits, a majority of the respondents take the advice from the concern teachers and only two percent of the respondents never approached the teachers for any help. The students who are regular the class and who will be familiar with the subjects have good relation with the concerned subject teachers, and they don't hesitate to approach to the teachers regularly. Whereas the students who are irregular to the school will automatically have fear in approaching to the teachers and they never asks any suggestion from the teachers.

Gaddameedi Narendra Goud is a student of 10th class in a Zilla Parishad High School which is 6 kilometres far away from his village. He says that his family size is 5 out of which two of his sisters got married, his father has expired a few years back, and right now he and his mother are

residing in the house. He says that he had lost his father when he was in childhood at the age of 6, and his mother is taking care from then onwards. He does not have assets and immovable properties except a small house in which they are living now. He says that though all his relatives are well settled, and their children are studying in prestigious private schools, and he doesn't get any guidance or any financial support from his parents for his education. However, he is also one of the top rankers in the class and is more interested in education.

He says that there is a lot of support from his teachers and his classmates in the school and with the help of his teachers' financial assistance to him is highly useful for his survival as a student. He says that he had won the district level prize in the science fair competitions which were held recently and taken an award from the district collector Mrs Vakati Karuna, IAS. He says that such kind of encouragement from the district officials had given him a real academic strength for his future education. In science fair, many schools from private, and government schools have taken part in the event, but the major focus was on the students who were studying in the government school.

He says that where there is a will, there is a way, he doesn't have any academic support from parents because they are illiterate, and his mother does not know whether he is doing well or not in the academics. He says that he is coming across several problems to pursue his studies. He says that he has to get up early in the morning at 4 A.M, and will be engaged in a part-time job as a paper boy and the evening after the school timings he is employed as a waiter boy in a wine shop. He says that as he has come across many family and financial problems in the early stage, now he is concentrating on education. His ambition is to become a teacher and provide a good education for the poor sections of the society. He is proud to say that when compared to other students within his community and from his classmates he is one of the students who is balancing both the academics and his part-time jobs and providing the financial assistance to the family. He says that he is a better student when compared to the other students who are studying in private schools in the village.

Edla Sravani a student respondent (14) years belongs to Mala Community, say that she takes advice in the school regarding preparation for the exams and other techniques during examinations. She also stated that she is very much interested in going for higher studies and at the same time there is support and guidance from her teachers. She also said that her teachers inform about higher studies, like where to join and in which institution she should be admitted for better education. Matteda Sunny, a student respondent (15) years studying in private school from a Madiga

Community said that he takes the advice regarding career development, in future which kind of education would be better to settle in the life, whether general education or vocational training and at the same time which courses are better for easy employment. He said that some of his friends do not like to approach the teachers regularly for taking advice but, they ask during any vacations because the teachers advise how to prepare for the holiday and what type of books to be read and how to complete the homework that is given by the teachers.

Gannarapu Sruthi, a student respondent from a government school from Madiga Community, said that she feels shy to take the advice because she is an average student in the class, so she feels that there is no need to take any advice from her teachers. Jannu Praveen Chander (15) years from Madiga Community said that as he is much more interested in games and sports rather than studies, so he takes the advice from his sports teacher for his better improvement in games and sports. It is noticed that the teachers are encouraging the children towards higher education. It is also noticed that the students are more interested in taking the advice from the teachers for their future benefits in higher education. In this connection, the students have to maintain a good relation with the teachers for taking good advice from them, which would be useful in future. Geetha Nambissan (2010b), points out that however, a few teachers who were ‘sensitive’ towards Dalit students were found to provide moral and emotional support rather than aid about ‘intellectual tasks’. In a few cases where academic support is offered, it was large to enable better rote learning like giving notes and old question paper and guidance.

Details of Marks Obtained by the Students

According to Shantha Sinha and Anugula N. Reddy (2011), “the assessment of children in regular intervals- monthly, quarterly, half-yearly and annual examinations is quite threatening for many children whose families are inexperienced to the rigours of assessment. The final examination has gained such high sanctity that children are not promoted to the next grade if for some reason they miss the examination” (2011; p.185). The examination patterns in private and government school varies in different aspects. In private schools after completion of one chapter they conduct assignments for the students to access the learning levels on a particular lesson. So these kinds of internal assessments imply on the students to score good marks in the unit tests or quarterly examinations etc. but in government schools, we don’t see such internal assessments after the completion of a chapter. So in such cases, it is difficult for the students to score good marks in government schools.

Table 5.7. Marks obtained by the Students

Marks obtained	Dalits	Non-Dalits	Total (Dalits+Non-Dalits)
between A - A+	(22) 22%	(42) 42%	(64) 32%
Between B - B+	(28) 28%	(37) 37%	(65) 32.50%
Between C - D	(20) 20%	(14) 14%	(34) 17%
Pass	(24) 24%	(7) 7%	(31) 15.50%
Fail	(6) 6%	(0) 0%	(6) 3%
Total Respondents	(100) 100 %	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

The present study tried to know about the details of the marks that the students have obtained during their course of study. From the above table, it is clear that among Dalit students majority (28%) of the respondents are scoring the marks between B and B+ and only (6%) of the respondents are being failed in the exams that are conducted in the school. Whereas in the case of Non-Dalits majority (42%) of the respondents are scoring between A and A+ and at least (7%) of the respondents are getting minimum pass marks in the exams.

Dumala Sravani, a student respondent (14) years studying in a private school from Peraka (BC) Community said that as she is regular to school and she follows the text that it taught in the class, and she also practices regularly at home and because of that, she is scoring good marks in examinations. She says that her only work is to study both at school and at home. Challa Goutham, a student respondent (15) years, studying in a government school, belongs to Madiga Community said that though he regularly concentrates on studies he will not remember the answers for an extended period and during the examinations, he is not scoring good marks.

Gudem Akshaya, a student respondent (14) years, studying in a government school from Madiga Community, said that the atmosphere within the house does not allow her to concentrate on studies regularly, where she has to engage in the household chores after coming from school. She adds, whenever she finds free time, she is involved in the studies and that too during the time of examinations and because of that she is scoring average marks. Panduga Srikanth Reddy, a student respondent (15) years studying in a private school, said that he is one of the toppers in the class. He stated that he follows only the notes that are given by his class teachers and if any doubts arose, he approaches his parents because they are also teachers and that is why he can score highest marks in the class. He also added that though some of his classmates attend for private tuitions outside they are unable to compete with him in the examinations.

From the field, it is absorbed that the children who are studying in private schools are scoring good marks in their exams because the management has set up an academic calendar. According to that, the teachers teach the lessons and conduct examinations immediately after the completion of

each and every lesson, and even they hold daily assignments for the students so that they can score good marks in the exams. Whereas such kind of academic calendar and coordination is not found in the government schools to evaluate and assess the students immediately after the completion of lessons. So due to that, the students are not having proper command on the subject when compared to the students who are studying in private schools. It is noticed that the parents who are sending their children to private schools are concentrating more on their children's education and guiding them to read at home, and they are also involved in the completion of home works and projects. But such kind of encouragement is not seen in the students who are studying in government schools especially in the Madiga Community, and that is why it is considered that they are unable to score even pass marks in the examinations.

Gundemeda Nagaraju (2014) has conducted a study on "Student Achievement Survey: A Case of Andhra Pradesh". The study has carried out in 400 government schools covering 5, 800 students sample comprising three regions (Andhra, Telangana and Rayalaseema) in Andhra Pradesh. Three subjects were chosen to test the children standards, mathematics was considered as a core subject, whereas Telugu and English were selected within the framework of the language test. The study found that the child's failure in maths tests is not only linked to lack of proper teaching, but also to the total time allocated to mathematics in and out of the classroom. The study found that in the case of the English, most of the children are indigent, and most of the children are not in a position to read and recognise the letter and the words. The main reason for this is the vast gap between the mother tongue and classroom experience. From the study, he found that the students from the marginalised sections who are studying in government schools were reduced in writings skills and speaking. He argues that the Right to Education in general and the right to quality education, in particular, gained critical significance in the context of the globalisation and the knowledge economy. The privatisation of employment opportunities in the era of liberalisation of Indian education led to the privatisation of education in India. The quality of education in India has been a subject of critical scrutiny of the formal and non-formal agencies.

So in this context, there is a need for both parents and teachers to encourage the students to read well and score higher marks in the examinations. The students should create a reading habit regularly, and they should concentrate on their studies so that they can achieve good marks not only in the examination but also can have proper knowledge on each every subject. The government schools should have an appropriate annual academic calendar to impress the students and concentrate on their studies so that they can follow accordingly and maintain good academic progress report. As the educated parents do, the uneducated parents should also focus on their

children's education and motivate them to study at home regularly at least for four to five hours, so that they will get a kind of moral support to concentrate on their education and may score good marks.

Expectations and Achievements in Life

As Nagaraju (2014) points out “changing preference pattern is a response to the structural changes brought about by globalisation and liberalisation policies initiated in India, since the 1990s. This process shifted the balance of employment opportunities towards service oriented jobs, which are primarily meant to sustain the information societies of the West in general and the USA in particular” (2014; p. 104). The inspirations from the relatives, friends are attracting the students for achieving their goals in life, and they are working hard towards their attainment goals. As per the expectations of the students, the parents irrespective of class and caste are struggling and supporting their children in education and giving moral support to achieve their goals for better life in society.

Table 5.8 Future Achievements of Students

Future achievements	Dalit	Non-Dalit	Total (Dalits+ Non-Dalits)	%
Chartered Account	(6) 6%	(7) 7%	13	6.5
Doctor	(8) 8%	(15) 15%	23	11.5
Engineer	(14) 14%	(19) 19%	33	16.5
Lawyer	(3) 4%	(6) 6%	10	5
Police	(21) 21%	(13) 13%	34	17
Software Engineer	(11) 11%	(29) 29%	40	20
Teacher	(32) 32%	(9) 9%	41	20.5
Don't want to reveal	(4) 4%	(5) 2%	6	3
Total	100%	100%	200	100

Source: Field Study, 2013-14.

The study tried to note about the achievement of goal in life. So from the study it is noticed that majority (32%) of the Dalit respondents revealed that they want to become a teacher, next followed (21%) by police and (4%) of the respondents want to become lawyers. When we look among Non-Dalits it is found that majority (48%) of the respondents want to become software engineers and civil engineers and followed by (15%) doctors and only (6%) of them expressed that they want to become a lawyer. When we compare both Dalits and Non-Dalits it is found that majority of the respondents want to become software engineers and teaches.

Chintam Archana, a student respondent (15) years studying 10th standard in a government high school, from Madiga community said that her ambition is to become a doctor and serve for the poor people in the society. She expressed that though she hails from a poor Dalit family and studying in a government school she is committed to work hard and achieve her goal in the life. She said that once when she went to look after their relative who was admitted in a government hospital who was suffering from ill health, she found that there was no proper treatment which is supposed to provide by the doctors and even the staff were irregular to their duties and after few days unfortunately the patient was expired in the hospital. She says that it was the failure of the government and that incident has made her determine to become a doctor and serve for the poor in the society. She said that her teachers are helping her in guiding to reach her ambition. This case study reflected that the need of encouragement, support, and motivation will help her for the accelerating performance, motivation to serve the society.

Panduga Ranjith Reddy, a student respondent (15) years, who belongs to upper caste (Reddy Community), studying 10th standard in a private school said that his ambition is to become a software engineer and settle in United States of America. He said that his father is an engineer working in NPDCL (Northern Power Distribution Company Ltd) located in Warangal. He said that

some of his relatives have settled in the states and because of that his parents are also planning to send him to the states. He said that he will complete his engineering graduation and continue his higher studies in abroad. He said that he is the only son for his parents and they are planning to settle abroad along with him. He said that he is not interested to work in any government organization like his father because already three of his cousin brothers have gone abroad for their higher studies and they are planning to settle their down abroad. He said that he is not having any kind of financial problems and because of that he is planning to study abroad.

Anugula Madhavi, a student respondent (15) years, studying 10th class in a private school who belongs to Gouda community said that she wants to become a lawyer. She said that she is having her own decision to choose the choice after completion of her schooling, whether to study science course or arts course. She said that there is no force from her parents or relatives and the decision is left to her. She said that her father is an advocate and she also wants to take judiciary profession after completion of her graduation. She said that in the present scenario judiciary profession is equally respectable position as doctors, engineers and teachers. She said that the women representation is very less in the judiciary when comparing which is one of the reasons for me to take judiciary profession. She said that she will deal the issues related to women, especially who belongs to the poor families.

From the above analysis one can understand that there are different ambitions from the students to settle in the life. The people who come across with different problems in the day to day life are motivated in struggles to reach their goals to serve the society. The students who are well economically settled are planning to opt professional courses and study abroad which would be easier for them to settle abroad. It is also noticed that the students are trying to settle in the professional jobs which is being followed by their family members. So one has to understand that the students who belong to rich families have high expectations of jobs and the students who hail from poor families have low expectations of ambitions to settle in their life. So, we can think that social and economic conditions play a vital role in determining the ambitions.

Details of Corporal Punishment

According to Murali Krishna (2012), “violence is a pernicious tool used for silencing the oppressed voices, in order to suppress their zeal and fervour towards education. However, one shouldn’t assume that teachers resort to violence consciously. Rather, teacher seems to be falsely believes that punishing a student is part and parcel of ‘disciplining’ the child. On the contrary,

rigours punishment will cause damage to the child psychology. Earlier in government schools teachers used to punish the students in order to concentrate on education and that was appreciated by the parents but the students were the major victims” (2012; p.70). After the implementation of Right to Education act in the year 2010, the guidelines were framed that corporal punishment is a crime in the schools. But there are some incidents which have taken place in few private schools, for example in the year 2014, S.K. Rahamath Baba a student who was studying 5th class in Litter Citizen School located in Ramagundam in Karimnagar District of Telangana State was beaten up by the class teacher and due to which he has lost his right eye. There are several corporal punishment cases across the states in India in general and Telangana in particular reported in the newspapers.

In this context, the study tried to know whether the students were punished by their teachers in the school or not. From the study, it is found that 19 percent of Dalit respondents were punished by their teachers whereas the majority (81%) of the respondents reported that they were not punished by their teachers in the school. In the case of Non-Dalits, only 12 percent of the respondents said that they were punished by their teachers whereas most of (88 percent) the respondents reported that they were not punished. When we compared both Dalits and Non-Dalits, it is found that 15.5 percent of the respondents were punished by the teachers and 84.5 percent of the respondents were not been punished by their teachers. From the above analysis, one can understand that only few respondents were punished by their teachers, and majority of them are Dalits.

Raapaka Renuka, a student respondent from Madiga Community said that all the teachers don not punish the students, but the teachers who are very serious about the teaching and who are worried about the students’ development will scold the students to be regular to the class and concentrate on studies. She also expressed that only the physical education teachers punish the students whenever the students come late to the school and he advises the students to maintain neatness. Arikilla Sudipthi, a student respondent (14) years studying in a private school from Mala Community said that their teachers don’t punish harshly but they give punishment like standing on the bench, kneeling down on the floor or standing outside the classroom, etc. She also expressed that the teachers do not punish the students unnecessarily, but if the students fail do homework or if they are not up to date in their studies, the concern subject teachers punish the students. Vallepu Dinakar, a student respondent (14) years from Madiga Community studying in a government school revealed that while punishing him with a stick on his fingers by a teacher, one of his fingers got fractured and therefore his parents have filed a complaint against the teacher in police station. From then onwards, the teachers are not punishing anyone in his school.

From the above study, it is observed that the teachers are scared to punish the students in view of such issues or complaints against them and they do not take any risks because of the future repercussions. As Right to Education Act (RTE) specifies that no children in the school are supposed to be punished, if they are punished action may be taken against the teachers. So because of that the teachers are not interested to punish the students, although they are irregular to school or not up to mark in the subjects. It is noticed that if the students are punished by the teachers, the concern students are informing their parents about the incidents that has taken place in the school and their parents are revolting against the teachers. It is noticed that now a days the students are not listening to the teachers in school and if the teachers are using any kind of punishment to control the students, it is becoming a problematic issue to the teachers. From the classroom observation, it is noticed that if the teachers are not strict and if they don't use a stick in their hand the students are not in a position to listen to them. So there is a need to maintain friendly approach with the students for smooth continuation of the class without any disturbance.

Particulars about the Students Attending Tuitions

One popular argument according to Sunwoong Kim (2010) says that, "In school choice regions, one would expect more competition among middle school students, or even among elementary students to enter the better high schools, which would lead to competitive spending on private tutoring. However, an increase in private tutoring at home the middle school level, or even the elementary school level, to enter a better high school be outweighed by a decrease in private tutoring at the high school level due to more productive high schools and/or improved peer group effects" (2010; p. 285).

In This regard, the study tried to know whether the students attend tuitions within the school or they attend outside the school. According to the study, among the Dalits, it is found that (?) percent of the respondents attend home tuitions whereas 85 percent do not attend any kind of private tuitions. In the case of Non-Dalits, it is found that 62 percent of the respondents are attending private tuitions and 38 percent do not attend tuitions. When it is compared Dalits to Non-Dalits, it is observed that 38.5 percent of respondents are attending the tuitions whether it is within the school or outside the campus, whereas as 61.5 percent of respondents are not attending the tuitions. From the above analysis, it can be noticed that majority of the respondents are not attending for any kind of tuitions, either because of financial problem or lack of availability of tuition centres in the rural areas.

Gundoji Keerthi a student respondent aged 15 years, studying in a private school from Mala Community said that there is no need for her to attend tuitions outside because within the school hours their teachers take private classes for one or two hours and that would be enough for them for clearing any kind of doubts from their teachers. She also said that as the school starts early in the morning at 8.30 A.M. from then onwards they are engaged in studying till 6 P. M. Vaddepally Vyshnavi, a student respondent (15) years belongs to Yadava Community, studying in a private school says that after the completion of school hours she along with her friends go for tuition centres which are located nearer to their homes where they attend special classes in the subjects like Maths, English, and General Sciences. She also stated that nowadays tuition masters are charging more money which is equal to fees that are paid to the school. Bhukya Dyan Dheep a 14 year student respondent from Tribal Community says that there are no tuition centres nearer to their homes, apart from that there is no chance for him to attend private tuitions because of his socio-economic problems. Akulapelly Sambaiah a parent respondent who is preferred for home tuitions said that the tuition centres are charging around three thousand Rupees per month which is more expensive, but still he is preferring such kind of tuitions because to make his child more expert in mathematics. Munja Kumara Swamy, a teacher respondent who teaches in a private school said that whatever the teachers taught in the class if they are perfect in such subjects it would be better for the students. He also said that in the school itself the concern subject teachers will clear their doubts during the study hours.

From the above analysis, it can be noted that most of the students are not preferring private tuitions because of the reason that within their institutions, teachers are taking private classes for the students who are weak in various subjects. It can also be noted that only the parents who are financially sound are sending their children for private tuitions and only the students who are going to private schools prefer home tuitions. From the field, it is observed that the students who are studying in government schools are not having any kind of private classes which are taken by their teachers and they are least bothered about the students who are poor in various subjects. It is also observed that the students who are going for government schools are not having enough timing for spending on private tuitions because they are engaged in household works within their houses. It is noticed that the employee's families are concentrating more on home tuitions for their children, whereas the uneducated parents are least bothered about the educational status of their children. So in this context, there is a need for concern teachers who are working in government schools to encourage the students by taking private classes for the students who are poor in various subjects.

Particulars of Students Acquiring Leadership Skills in the Class

“Effective educational institutions create leaders and there will be a continuous focus on ensuring the academic success for every student.” (Johnson, Ragland, & Lein, 1996; p. 3). Leaders must believe that every student can succeed. This leadership vision is necessary but not sufficient. “Leaders must also encourage this position in others, creating belief where there is disbelief.” (Skrla, Scheurich, & Johnson, 2003; p. 16). Leaders must shape environments that value students, they must also create environments that lead teachers and other staff members to feel valued and respected. Teachers must feel supported by caring leaders. Teachers must feel that their leaders will do whatever is necessary to provide them with the training, materials, guidance, support, or other resources they need to educate their students to attain high academic standards (Johnson & Asera, 1999; p. 17). The teachers also encourage the students who are very active to represent as a leader in the class.

The study tried to know whether the students were acted as leaders to maintain the class or not. From the study, among the Dalits, it is found that 39 percent of the respondents said that they have represented as leaders in the class and 61 percent of them said that they haven’t acted as leaders in the class, among Non-Dalits, it is found that 76 percent of the respondents said that they have represented as class leaders and 24 percent of them said that they haven’t represented as a leaders. When we compare both Dalits and Non-Dalits, it is seen that 57.5 percent of having represented as leaders and 42.5 percent of them have not represented as leaders. From the above analysis, it can be understood that majority of the respondents from Non-Dalits have represented as leaders in the class.

Velpula Keerthi, a student respondent (15) years from Madiga Community said that in their class they have four leaders two from male and two female students, so in that case she got an opportunity to be as a leader in the class, otherwise, she would not have got the opportunity as a leader. She explained that as a leader they should be regular to the school, and they should take care of the students in joining the assembly and should collect the homework book and should take part in the school activities. She also adds that they have to maintain the class when the class teacher is on leave. Jatothu Sushma s student respondent (14) years is from Tribal Community studying in a private school said that the leaders are elected on the basis of elections, where the interested students will file the nominations and individual campaigning will be done by contesters for two days, so the candidates who are very active in all the activities and have good rapport with the students will be elected as leader. She said that the elected leader’s term is for one year. The class leader represents the problems of the respective class children and addresses their problems with the school

management and even they take part in the school committee meetings which are held once in a month.

From the above analysis, it can be understood that in various schools there are different criterions are being followed in selecting the class leaders. It is noted that in some schools, the students who are regular to school and who maintains punctuality are preferred for selecting as leaders, whereas in some schools, the students who are very active in the class are been selected as leader. In selecting the class leader, the school management has to change their attitude, because if only a few students are given a choice, it seems that there is a discrimination against other students who don't get any chance. So in each and every class every student should get a chance for acting as a leader, for that according to the roll number wise each student should be given a chance for one week so that every student will get a chance to act as a leader and there is a chance of acquiring leadership qualities. There should not be any caste or gender discrimination in selecting the class leader, for that the teachers has to take the responsibility in providing equal opportunities to the students.

Selection of Choice as Leader in the Class

The study tried to know on what basis the students are selected as leaders in the class. From the study, it is found that in case of Dalits, 74.6 percent of the respondents said that the leaders are selected on the basis of marks that the students get in the examinations, whereas 26 percent of the respondents said that they are selected on the basis of discipline of the students and 4 percent of them said based on the good quality of the students they are selected as class leader. When it is asked to the Non-Dalit students, it is found that 60 percent of the respondents said that the class leaders are selected on the basis of the marks that they get in the examination, whereas 35 percent of them said that they are selected on the basis of discipline and 5 percent of them said that they are selected on the basis of good qualities of the students. In comparison of both Dalits and Non-Dalits, majority of the respondents agreed that the class leaders are selected on the basis of the marks that the students get in examinations.

Shanigarapu Shalini, a student respondent aged 13 years, studying in a private school who hails from Peruka Community said that the students are selected on the basis of marks that they get in examinations, where they see the criteria in quarterly, half yearly and in annual examinations, she also said that whoever scores highest marks in each exam they are selected as leader. The choice of changing the leader is twice in a year i.e. it is the student performance in the quarterly and half-

yearly exams used as criterion for selecting class leader. One of the Teacher respondent Esampalli Sunil working in a private school said that they see the overall performance of the students like studies, leadership qualities, and the interest in the students and regular attendance is the basic criterion in selecting the class leaders. He said that for encouraging the students they select the students whoever comes first in the exams that are conducted by the school. Marapaka Ganesh a student respondent (15) years studying in a private school from Mala Community stated that the students who maintains punctuality and who are good at studies are nominated as leaders by the concerned class teachers. He also expressed that the students who have leadership qualities are nominated as leaders to maintain the class. He also said that for last three years only a few selected students were nominated by the teachers, and because of that the rest of the students haven't got a chance for electing as leaders.

From the above analysis, it can be noted that the class leaders are selected based on the overall performance of the students in the class. It is also noticed that the student's performance is seen in each and every exam and whoever gets good marks they are selected as leaders and such kind of criteria is seen in encouraging the students in studies. From the field, it is observed that the leaders are selected on the basis of the height and activeness of the candidate, so as to control the class when the teachers are absent to their class.

Problems of Students during their Study

“Most of the Dalit students are the first generation learners and find it difficult to cope with rising educational standards and negative educational climate. They are also challenged by their parents' lack of experience with formal education because of their own limited educational levels. In addition, most of them are forced to work or do hard labour to earn for themselves as well as for their families.” (Wankhede 1999; p. 81-82). We can see that students face several problems like not concentrating on studies due to family circumstances and not having interest in education, etc. Another factor is that lack of proper motivation at the school level is also one of the major obstacles for the students during their studies.

Table 5.9 Problems faced by the students during the study

Do you have problems	Dalits	Non-Dalits	Total (Dalits+ Non-Dalits)
Yes	(73) 73 %	(24) 24 %	(97) 48.5 %
No	(18) 18 %	(62) 62 %	(80) 40 %
Cant specify	(9) 9 %	(14) 14 %	(23) 11.5 %
Total Respondents	(100) 100 %	(100) 00 %	(200) 100 %

Source: Field Study, 2013-14.

The study tried to know whether the students are having any problems which are not allowing them to concentrate on their studies. From the above table it is evident that among Dalits, majority (73%) of the respondents are having problems during their studies and in case of Non-Dalits, 62% of the respondents are not having any kind of problems during their studies. Whereas 23% of the respondents from Dalits and Non-Dalits revealed that they can't say whether they are suffering with problems are not during their studies.

Somarapu Ramadevi is a student respondent aged 14 years from Madiga Community, studying 9th class in private school in Warangal town. She says that her family size is five members including her. Her father is a private employee who works as a building constructor, her mother is engaged in the agricultural works and her brother is engaged to concrete works and her younger sister is studying 6th class in another private school which is near to her house. She says that though her family status is not that much economically rich, her parents had joined her in a private school where they are supposed to pay around eight hundred rupees per month as a school fee. She says that when she looks at her family status she sometimes feels that she is supposed to join in a government school. She says that if the school fee is not paid on time, the management will not allow attending the school. She also says that sometimes they will not allow them to write the exams. She says that once she did not pay the school fee in time and the management had sent the notices that until and unless the school fee is paid your child may not come to school and disturb the administration. So she says that this is the way how the private institutions insist the parents in the payment of school fees. She says that there is a harassment for the students in case if anyone is found who had not paid the school fee, that is why she says that for the students like her the government schools are better for educational purpose. She says that her parents are struggling a lot for their education and she says that though she is working hard, there is no exposure to prepare for exams after coming from the school to home. She says that she is not having proper educational atmosphere to study at home, and says that there is no one who is from English medium background to help her in studies at home. She says that one side economic conditions and another side the

problems at her house are not allowing her to concentrate on education and that is why she is lacking in the studies. She says 'in my class almost all the students are from educational background families and have support for studies from their parents, brothers and sisters'.

Therefore, they are good in academics and if any kinds of projects are assigned to them, they complete it within a day and bring to the school. She also says that such kind of cooperation is not seen in her house and because of that she sometimes she cannot submit the homework because of her parents. She says that though the education in the private school is good, but the fee is high which cannot be affordable to poor and middleclass families. She says that she does not have a specific ambition but she wants to become a good citizen and get a good name to their parents and to the school.

Dumala Sravani, a 14 years student respondent from Madiga Community says that sometimes, during school hours, they have to take care of their siblings and because of that they are irregular to the school and they are unable to follow the classes. She also expressed that she is suffering from continuous ill-health and because of that she is irregular to school, which is showing a lot of impact on her education. Challa Umadevi, a student respondent (14) years from Mala community said that she should engage in household works every day after the completion of school and because of that she is unable to spend some time on her studies. JatothuVikram, a student respondent aged 13 years said that because of the seasonal migration their parents have to move from one place to another and because of that they are unable to concentrate on education because sometimes he has to move along with them. Gaddam Ashok a student respondent (16), years from Madiga Community said that as his parents are uneducated and because of that they are unable to get proper guidance and moral support from for his education. Whereas from his family his own brother who has completed his intermediate has stopped going for higher education and engaged in daily wage works.

From the above analysis, it can be noted that most of the Dalits are facing a lot of problems during their course of study within in the school and at their homes. From the field observation, it is noted that due to non-availability of transport facility most of the children who depend upon government transport facility are facing a lot of problem in reaching to the school and while returning to home. From the classroom observation, it is noticed that the students are unable to follow the concern subject teachers what he or she is teaching in the class. It is also noted that due to the non-availability of private tuitions the students are facing problems in rural villages. If there

is any tuition centre in the village, the students can spend two or three hours in the tuition centres and can concentrate on education.

It is also observed that many of the families are from a poor background and they are unable to provide a peaceful atmosphere within the house for the purpose of their children's education and because of that the children from these families are unable to score good marks in the examinations. In this context, there is a need for the state to provide proper housing facility so that their children can get motivated and keep concentration on their education. Kothari Commission (1964-66) also interpreted that the school curriculum shall be the totality of learning experience which should be provided under supervised conditions. It also emphasized on the inclusion of work experience in the school education to suit the age and maturity level of the students.

Particulars about Organizing Picnics in the School

Apart from the academic curriculum the school management has to organize excursions for the students as a part of cultural events, education tours etc. Students may not be regular to school when they are not interested. So in this context the management has to focus on such students and motivate them in attending the school, for this they can encourage the children by organizing some education tours and can inspire the children in attending the school. Such kind of events may also increase the regular attendance of the students. The study tried to know, apart from the education whether the school management organizes any kind of excursions for the students or not. From the study, in the case of Dalits, it is found that 53 percent of the respondents said that their management organizes picnics once in a year, whereas 47 percent of the respondents said that the school management doesn't organize any kind of picnics. When it is asked to the Non-Dalits respondents it is found that 68 percent of the respondents said that their school management organizes picnics and 32 percent of the respondents said that they don't have any kind of picnics in their schools. When we compare both Dalits and Non-Dalits it is noted that 60.5 percent of the respondents who are studying in respective schools are organized with picnics every year and 39.5 percent of the respondents who are studying in different schools don't have any kind of picnics. From the above analysis, it can be noticed that majority of the Non-Dalits respondents who are going to different schools are organized with picnics as a part of education.

From the field, a student respondent Sudheer Esampally (15) years, studying in a private school, from Madiga Community, said that once in a year the school management organizes a picnic camp for two or three days and they visit the places of historical significance. Once when he went for the tour they have charged fifteen hundred rupees per head, where breakfast, lunch and dinner

were provided by the management itself. Myakala Srilatha a student respondent who about is 14 years, studying in a government school, from Madiga Community, said that as a part of a field study the school management takes them for tours and they charge huge amount which is a burden for the students to pay. As their parents are economically poor, she was not in a position to pay the amount and so that till now she did not get a chance to go. On the other hand, she said that it is very important for the students to go for the excursions by which they can learn something about the historical places.

One of the student respondent, Arsham Avinash, (15) years studying in a private school, from Padmashali Community, said that the management doesn't like to take a risk in mobilizing the students for planning to any kind of picnics so that for past four years he hasn't gone for any picnic from his school. Tadugula Vinitha, a student respondent (15) years who is studying in a government school, from Mala Community, said that their school management organizes picnics every year but as they come across with some problems during the journey they don't like to join with their friends for picnics. Lingam Kiran, the principal of a private school said that once they have gone for picnic along with their students, but unfortunately they have met with an accident where one of the students was killed. At that time, there was a serious attack from the deceased family members over him and they have damaged the school. From that moment onwards, they have banned for going to picnics in the school. He also expressed that it is a kind of risk that the management has to take in managing the students during the days of a picnic. One of the teacher respondents, Kakkerla Shiva Kumar, from a private School, said that though they take high risk in mobilizing the students and take them for picnics if anything happens to the children the management has to take the responsibility for such incidents, so they don't like to take the pain in organizing such events.

Velpula Venkatesh, a parent respondent said that though the school management organizes for picnics, and even their children are interested in going for picnics but as they have seen different kinds of incidents on highways and near the tourist places, keeping that in mind they are not allowed to send their children for picnics. He also adds that around 25 engineering students who have died in Biyas River in Himachal Pradesh state (2014) is the incident which is never forgettable in his life and he doesn't want to see such kind of incidents anymore.

So from the above analysis, it can be understood that most of the schools organize the excursion/picnics, but some of the parents are not showing interest in sending their children for picnics. It is also noticed that some of the schools managements are not taking any kind of risks in organizing picnics for the students, and because of that the children in the school days are not having

any chance visit the tourist places and they are missing the memorable events along with their friends. It is also noticed that some of the school managements have suffered physically, mentally and financially in organizing picnics for the students and they haven't got any appraisal from the parents. It is noticed that some of the students who are financially poor were not in a position to utilize the events which were organized by the school managements. Apart from education, picnics are also important for the students in their school age, so there is a need for the state to provide financial assistance to each and every school for organizing such events at least once in a year. The teachers should motivate the students and parents about the importance of picnics which is essential for the students in their school life.

Availability of Library Facility in the Schools

According to Harinath (2013) “libraries are essential features of educational institutions and are best means of acquisition and enhancement of knowledge to the individual” (Harinath 2013; p. 60). Libraries are source of knowledge where we can find different kinds of books which are placed at one place for the references. People can get access to the books and refer them whenever they want. Nowadays, the educational institutions libraries have been digitalized and they are available with easy access.

Table 5.10 Availability of Library Facility in the Schools

Library facility	Dalits	Non-Dalits	Total (Dalits+Non-Dalits)
Yes	(75) 75%	(77) 77 %	(152) 76 %
No	(25) 25 %	(23) 23%	(48) 24 %
Total Respondents	(100) 100%	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

In this context, the study tried to know whether the students are having library facility in their schools. From the above table it is found that among Dalit majority (75%) of the respondents revealed that they have library facility and only (23%) from Non-Dalits respondents expressed that they have library facility. In most of the government schools, we don't find library and in case of some private schools we find some story books which will help the students to improve their knowledge.

Syed Roshima, a student respondent (15) years, studying 10th class in a private school. She belongs to Muslim Minority community. She says that her family size is six members, where she is having three brothers, mother and father. Mother is a house wife and father is working in Saudi Arabia, her elder brother is studying in intermediate, and her younger brothers are studying in the

same school among whom one is in 6th standard and the other one is in 3rd standard. She says that as the school is very nearer to her house all the children from their relatives are studying in the same school. She says that the education system in the school is very good and the way of teaching with different innovative methods makes the students understand easily. She says that school management will take care of each and every student and even the class teacher also will take responsibility in case of any problems which the students have and they personally interact with them.

She says that the school atmosphere is very good and they have library facility, sports club, computer lab facility and huge playground. She says that the teachers will encourage the students to take part in each and every school activity. She says that she is the first rank holder in the class and even she is the class leader. She says that the school management will take the views and suggestions of the students in regard to the issues related to education and other activities. Because from each class of the higher sections the student leaders are part of the review meetings in the school. She says that the school management arranges the annual tours and picnics for the students and celebrates the annual day. She says that the management encourages the students by providing achievement awards to different students who are very active on technical and non-technical issues apart from the education in the school on the school annual day functions by inviting the students' parents on the stage, which is a kind of encouragement to the parents.

She says that when compared to private and public schools most of the students in their colony go to private schools and even parents prefer to send their children to the schools which have a good name in the field of education. She also says that most of the students from her community and relatives are preferred to send their children where she is studying. She says that the fees which are collected per annum from the students are more when compared to other schools which are located in the town. She says that there is a difference in teaching methods, course outline and medium of instruction in private schools wherein the lesson is taught in English but the students and teachers speak in their mother tongue in free time; with this kind of nature the students are unable to get proper command over English language. She says that her ambition is to become a doctor and give free service to the poor in the society; she says that there is encouragement from her family and she doesn't have any financial problem. She says that though their father is not with the family he often calls them and knows the family information and the updates of their education about their children. She also says that her mother takes care of the children's needs and even she visits the school and knows the academic progress of her children. Chanda Ramakrishna, a student respondent (14) years studying from a government school, from Madiga Community, revealed that

though they are having library facility, there are no sufficient books that are required for the students. He also expressed that there are only Telugu story books and Novels; he said that there are no journals, magazines, and newspapers.

Nerella Shiva Kumar, a student respondent (15) years from Munnuru Kapu Community said that the libraries are only for namesake where we can find less than fifty books which are essential for the students. Rajula Shivani, a student respondent (16) years studying in a private school, from Mala Community, said that their libraries are provided with science and technology books and journals like India Today, and Magazines, and Newspapers covering Telugu, Hindi and English papers. Kotte Princy, a student respondent (14) years from Madiga Community said that due to lack of library they are unable to access for reading books and newspapers. She also expressed that libraries should be placed in a good atmosphere for reading and gaining knowledge, but due to lack of libraries they are wasting their valuable timings with unnecessary things during their leisure periods.

From the above analysis, one can understand that there are a lot of useful things which can be utilized for the students, but due to non-availability of libraries the students are lacking in a kind of learning and reading orientations, which they are supposed to learn from the school level itself. We have a department of public libraries at the state level by which all kinds of financial assistance is provided to the district level libraries from which it is coordinated with all the villages and the schools. Due to lack of proper coordination of the higher official, the state is not granting sufficient funds for the libraries and because of that, most of the schools are not provided with library facilities which are helpful for the students.

So the headmasters, Mandal Educational Officers, and District Educational Officers have to demand the state to provide the schools with good library facilities. The state government has to concentrate on functioning of libraries by providing all kinds of books for the students because in this competitive world the students are focusing on several kinds of issues which is available in print. Most of the students who visit libraries are economically poor and cannot afford huge amount and buy new books and journals, so there is a need for the state to concentrate on spreading library facilities to the people.

Do the Students Avail library Facility in Schools?

The study tried to know whether the students visit the library in the school or not. From the study among Dalits, it is found that 54 percent of the respondents said yes that they visit library in school and 46 percent of them said that they do not visit library. When Non-Dalits students were asked, 71 percent respondents said that they visit the library and 29 percent of them said that they do not visit the library. When compared between Dalits' visits and Non-Dalits' visits, it is found that 62.5 percent of them are visiting the library and 37.5 percent of them are not visiting the library in the schools.

Madasi Sannidi, a student respondent (14) years, who visits the library regularly in the schools, from Madiga Community, said that during the class timings they are not allowed to visit the library, they are allowed only during the intervals, lunch hours and after the completion of school hours. She said that they spend only a few minutes for reading the newspapers and few magazines which are related to the stories of children. Byrapaka Srujan, a student respondent (14) years, from NayiBramhin Community, said that along with their friends, he visits the library when they have leisure timings; he also said that it would be better for them to visit after school timings at least for one hour for studying. Sangi Vijay, a student respondent (14) years from Madiga Community, said that he do not visit the library regularly sometimes, but once in a week he along with his friends, visits for reading the newspaper just for the sake of attendance which is maintained in the library. Kodepaka Anil, a student respondent (15) years, from Madiga Community, said that as he does not interested in visiting the library because he is weak in studies and he doesn't understand what he wants to read and gets confused while refering to the books or newspapers.

From the above analysis, it can be understood that when compared to Dalits and Non-Dalits, majority of the Non-Dalit respondents are visiting libraries for studying. From the field, it is observed that most of the students are not spending their time in libraries during their leisure timings. Instead of visiting libraries they preferred to play. It is noticed that the teachers are least bothered in encouraging the students for visiting libraries and explain about the importance of libraries for the children. The students should get motivated for going to libraries because libraries are known for knowledge centres and from those centres a lot of knowledge can be gained by students.

Availability of Computers in Schools

Computers play a vital role in the technological world. Keeping the importance of computers, the private educational institutions have introduced computer education to the students and make possible practical knowledge by providing lab facility in the schools. With the advantage of the computer education students are now in a position to obtain job opportunities in the computer field. In united Andhra Pradesh, in the year 2006, the state government has introduced computer education in government success schools for the students but the programme was not a success due to lack of proper computer teachers.

Table 5.11 Availability of Computer facilities in the schools

Do you have computers	Dalits	Non-Dalits	Total (Dalits+ Non-Dalits)
Yes	(42) 42%	(74) 74%	(116) 58%
No	(58) 58%	(26) 26%	(84) 42%
Total Respondents	(100)100%	(100) 100	(200) 100 %

Source: Field Study, 2013-14.

So in this context, the study tried to know whether the schools are provided with computers in which the students are studying. From the above table it is very clear that from Dalits majority (58%) of the respondents said that they are not having computer facility and (74%) respondents from Non-Dalits said that they have computers in the schools in which they are studying. However, in most of the government schools, we don't find computers. If found, they are used for the office work. Whereas in some of the private schools, we find computers labs but they do not have in sufficient number.

Bushaveena Pavalli, a student respondent (14) years, studying in a private school from Gouda Community, said that there is a computer lab which with ten computers and every day they have a special class for learning computers. She also expressed that in her class there are around forty students and every day all the students will not get a chance to do the practical on the computer. So in such case, the students are divided into sections and accordingly they will use the computers for practical purpose. Tallapalli Sanjay, a student respondent (14) years, studying in a private school, from Munnuru Kapu, said that the teacher explains the theory as well as practical but as there are only 6 systems in the school, the students have to share the computers for each ten minutes and with that they are unable to gain the practical knowledge.

Mekala Swapna, a student respondent (14) years, studying in a government school, from Madiga Community, said that there are no computers and no one teaches about the computers. So they are not connected to the information technology. Velpula Keerthi, a student respondent who is

also studying in a government school, from Madiga Community, expressed that there are only three systems in the school and they are not in use, she said that they have brought them long back and they haven't used them till now since there is none to teach. She also revealed that due to power scarcity, they are not used during their computer class timings. She also said that as there is no proper computer lab facility they are placed in a classroom and the students are not allowed to use them every day. She said that just it is utilized for the office purpose for taking printouts and preparing the bills related to the school.

Billam Nagarjuna, one of the teacher respondents, said that in government schools they have introduced computer education, but there is no permanent faculty to teach the students. He said that the computer teachers are recruited on a contract basis from the private agencies and they are not paid with regular salaries which made them be irregular to schools and they are unable to do justice to the students. He also expressed that the computer teacher's service is utilized for maintaining school records and for other works related to the teachers but there is no service rendered to the students. Bogam Srujana, a computer teacher who is working in a private school, said that though there are computers in the school in which she is working, but they are not in sufficient number for a class. She said that the management has to increase the number of computers according to the student number. Then only we can teach for the students and even the students can continue the practice on the same day the theory class. Esampalli Shyam, a computer teacher, working in a private school, said that there are a sufficient number of computers in their school and each and every class students utilize the systems regularly during their computer class hours and because of that their students are good at using computers which is useful for their projects.

From the above analysis, it can be understood that nearly half of the students who are studying both in private and government schools are not having computers in the schools and though few of them have, they are not in a position for the students to utilize. In the year 2006 the state government of Andhra Pradesh has introduced computer education for the students who are studying in success schools by providing computers in six thousand success schools. But due to lack of permanent teachers, the computer education has not met the objectives that were set up by the state government and a huge amount of money was spent on the private agencies. It is the right time for the students to focus on computer education, the state government has not provided with sufficient computers and proper infrastructure for the students. As this is a technological era, the state government has to focus on computer education with permanent teachers to teach computers for the students which is very important for them in these days.

Availability of Playground in Schools

Establishing a school is important, but at the same time, it is also very important to have a proper playground within the school premises. Within the playgrounds, the social interactions take place and it leads to good relations with the students. Physical education is one of the subjects where the students have to learn. The students who have an interest in sports can have an opportunity to show their talent on the grounds. But in some of the private schools, the management will not allow the students to concentrate on sports and they strongly encourage the students to concentrate only on studies. Though they have physical education teachers in the school, their role is only to maintain the school and they are assigned to non-academic activities which are not related to the playground.

So in this context, the study tried to know about the availability of playground in the respective schools where the students are studying. From the study it is found that among Dalits 69 percent of the respondents said that they are having the availability of playground in their schools and 31 percent of them said that they are not having playground, whereas in Non-Dalits it is found that 46 percent of the respondents said that they are having playground and 54 percent of the respondents said that they are not having such kind of facility. When it is compared between Dalits and Non-Dalits it is seen that 57.5 percent of the respondents are having a playground and 42.5 percent of them are not having a playground. From the above analysis it can be noted that majority of the respondents have the playground but from the field, it is observed that playground is available only in government schools.

Ashok Vendi, a student respondent (14) years are from government schools from Madiga Community, said that they are having the facility of the playground and they utilize it for playing on the occasion of annual sports meet. Jannu Praveen, Chander a student respondent (15) years from Madiga Community, said that they have a good playground and do utilize it for the regular practice of different kinds of games, namely Handball, where they have a good sports teacher who gives regular training for the students. He also stated that most of the seniors have represented their school for several national meets and he said that twice he had represented his school for nationals. Velpula Keerthi, a student respondent (14) years studying in a private school, from Mera (Tailoring) community, said that though they have a playground and sports teacher, due to lack of regular training and practice they have not represented their school even in the district level completions. She stated that their school management does not give importance to sports and games and they always insist the students focus only studies.

Sandella Sunny, a student respondent (15) years studying in a private school from Peraka Community, expressed that they don't have proper space for a playground and they don't even have regular timings for playing. He said that during any occasions the management organizes different kinds of games and sports in a public ground which is nearer to their school. Kondam Kiran, Kumar a sports teacher who is working in private school, said that their management doesn't want to waste the timings of students and even they don't allow them for ground during the leisure timings. He stated that though he is a qualified sports person who has represented to various national level competitions in Judo, but he don't have a chance to give training for their students to represent to any kind of sports meet held at the district level.

Another sports teacher, Jannu Swamy working in a government school, revealed that their students have represented to various national level competitions in handball, it is well and good but as the student has to spend more time in the field and because of that they are not interested in studies and due to that they are unable to get access to higher education which would get a possibility in employment under sports quota. He expressed that this is happening only in case of Dalit, while the students who belong to Non-Dalit maintain balance in education as well as in sports. He felt happy that after the completion of their graduation, six of his students who have participated for national games have been selected for police department under sports quota.

From the above analysis, it can be understood that only a few schools have a proper playground which is useful for the students to develop in the sports field. From the field, it is observed most of the private schools are not having sufficient space for a playground and they are depending on public places during their leisure periods for conducting different sports events for different kinds of occasions. In some government schools, it is noticed that due to lack of sports material the sports teachers and students are not showing interest in sports events.

It is observed that the private schools management is not interested in encouraging the children towards sports events because the parents are not showing interest to send their children into sports field. One of the parent respondents, Sandela Ramesh (45) years, said that they are paying thousands of Rupees to get a quality education for their children to see a doctor or engineer, but not as a sports person. As we know that apart from the education, it is also important for the students to have entry into games and sports for their healthy fitness, but in some schools, they are not practicing such kind of activity. Actually as per the rules, during the establishment of new schools it is compulsory for the management to have free space for different activities but they are

not following any kinds of rules and they are organizing the classes in a congested space, and because of that the students are suffering for not having proper open place for playing.

There is a need for the government to take certain action on the schools which are not following the rules and regulations of the education department. In the same way, the government has to encourage the students who are representing at the national level as well as their teachers who have trained them to reach such position. The students apart from their studies should also concentrate on sports because, with the sports certificates, they can get three percent of reservations into any kind of courses like general graduation, Engineering, Medicine, and also in Post-Graduation Courses. So keeping that in mind, parents should concentrate on the quality of education for the students but should also concentrate on the physical fitness of the students.

Toilet Facilities in the Schools

Toilet facility is one of the main obstacles for the girl students for dropping out from the schools. According to the Right to Education Act, every child has to spend six hours' time in the school premises. Along with the children, toilets are also essential for the teachers. If the children go outside for the break again he/she may come to the school or may not come because of not having proper toilets in the school. Even the Right to Education Act specifies that there should be separate toilets for boys and girls in the schools. But as per the DISE 2014-15 reports in India, 88.62 percent of the school are having toilet facilities for boys and 93.08 percentages of schools are having separate toilet facilities for girls. Further, issues like hygienic conditions of toilets and students availing toilet facility at schools are discussed. Till today, there are no provisions and no proper guidelines issued by Sarva Siksha Abhiyan (SSA) regarding cleaning the toilets in the schools. But it stated that it is the duty of the teachers and students to keep the toilets clean. However, in reality, no teacher cleans the toilets and as a result, the responsibility has taken by the students (DISE Reports 2014-15).

Table 5.12 Availability of Toilet Facility in the schools

Toilet facility in the school	Dalits	Non-Dalits	Total (Dalits+Non-Dalits)
Yes	(81) 81%	(93) 93%	(174) 87%
No	(19) 19%	(7) 7%	(26) 13%
Total Respondents	(100) 100 %	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

At this juncture, the study tried to know whether there are toilets facility in the schools in which they are studying or not. From the above table, it is evident that majority (81%) of the Dalit respondents said that they are having toilet facility in the schools and only 7% of the respondents

from Non-Dalits said that they are not having toilet facility in their schools. In overall, majority of the respondents expressed that they are having toilet facility in their schools.

Aruri Rishitha, a 14 year student respondent from Madiga Community revealed that she is studying in a government high school in which around 360 students are studying in the school. In that school, they don't have toilet facility and during interval hours they have to go outside the school, she also said that even their female teachers come along with them. She also said that the girl students are suffering a lot to go outside along with the boys, she said that their friends' houses are nearer to the school, therefore they visit their house during the interval timings, she also said that even the female teachers goes to the houses which are nearer to the school.

Akula Archana, a Teacher respondent said that it is shameless to say about the problem that they are facing during the school hours. She said that there are elder girls who are studying in the school, where they are unable to express their problem and share with their teachers and because of that sometimes they go on leave when they feel uncomfortable in the school due to non-availability of toilets in the school. Ramachary, who is the headmaster of the school said that several times he had given representations to the higher authority regarding the construction of toilet facility in their school but still now there is no proper response from their officials and even the political representatives are least bothered about the problems that the students and teachers are facing in the school.

From the above analysis, it can be noted that most of the students are students are facing a lot of problem due to non-availability of toilet facilities in the schools. It is observed that the female teachers and students are troubling a lot during the school hours for not having toilet facility. From the field, it is also observed that in many of the schools which are not having toilets, the dropout rate is high in case of female students. The higher officials have to concentrate on the basic amenities that should be provided for the school for smooth functioning. As the state government is not allocating sufficient budget for the school education, and because of that the schools are lacking in basic amenities.

Actually, it is the responsibility of political representatives for sanctioning sufficient budget for schools that are located in his or her area, but due to their inefficiency in the ruling, the schools remaining with the lack of basic facilities. Mandal Educational Officer and concern headmaster of the institution are also responsible for pursuing the issues related to the school and representing it to the higher officials, but they are not acting punctually and because of that the students are suffering from problems in the schools. So in this context, there is a need for the district officials to

concentrate on the facilities which are lacking in the schools and provide them at the earliest for the usage of the students and teachers.

Functioning Toilet Facility in the Schools

The present study tried to know whether the toilets are in proper condition for usage of the students in the schools or not. According to the study, among the Dalits, 78 percent of the respondents said that their toilets are in good condition for usage of students in the schools and 22 percent of the respondents said that the toilets are not in a good condition. When it is asked to the Non-Dalits, it is found that 92 percent of the respondents said that the toilet facilities are good condition for usage in the schools and 8 percent of them said that they are not in good condition for usage. When we compare both Dalits and Non-Dalits, it is found that 85 of the respondents are having proper toilet facility and 15 percent of them are not having proper toilet facility in the schools.

From the study, it is observed that in most of the schools, there are toilet facilities but they are not used by the students. Udutha Kiran, a student respondent (14) years from Madiga Community said that they don't like to use the toilet facility which is available in the school because it smells very bad and there is no one to clean the toilets after usage. Polepaka Swaroopa, a student respondent (14) years from Mala Community said that there are toilets in the school but they are not in a proper condition for usage, she pointed that there are no doors and no water facility which is available in the toilets, but it is compulsory for them to use the toilets in the school because they don't like to go outside. Poloju Rishitha a student respondent from Velama Community (14) years studying in a private school said that there are toilets in their school, good in condition with a proper door and water facility and the toilets are cleaned regularly by the workers.

From the above analysis, it can be understood that in the toilets water facility is not available and because of that, they are not in useful condition to use by the students. It is also noticed that, still few schools are not having proper infrastructure facilities like doors, roofs etc. and because of that during the rainy season, the students are facing problem while using the toilets. It is also found that the toilets are not cleaned regularly and because of that, they smell bad and looking bad in condition. It is found that in most of the government schools there are no sufficient teaching staff to maintain the cleanliness of the schools when compared with the private schools. The school management has to notice that if the toilets are not maintained with cleanliness it may affect the health condition of the students. So in this context, there is a need for the higher officials to fulfil

the nonteaching staff positions and appoint one male and female person to each and every school to look after the clean and green programme in the schools.

Maintenance of Toilets in the Schools

It is the responsibility of the school managements to provide the facilities to the children who are studying in the schools. At the same time, they must be maintained in a proper manner. In private schools the sweepers take care of all the things in maintaining cleanliness. But in most of the government schools, we do not find the regular sweepers who are appointed by the government. At this point, the students take care of maintaining clean and green in the school premises.

Table 5.13 Who Cleans the Toilets in the School?

Who cleans the toilets	Dalits	Non-Dalits	Total (Dalits+Non-Dalits)
Sweeper	(52) 52%	(86) 86%	(138) 69%
Students	(10) 10%	(1) 1%	(11) 5.50%
None of them	(38) 38%	(13) 13%	(51) 25.50%
Total Respondents	(100) 100 %	(100) 100 %	(200) 100 %

Source: Field Study, 2013-14.

The study tried to know people who cleans the toilets in the schools. From the study, among the Dalits, majority (52%) of the respondents said that sweepers cleans the toilets and 10% of the respondents said that the students cleans the toilets in the school. Whereas among Non-Dalits, 69% of the respondents said that the sweepers cleans the toilets and only 1% of the respondents said that students will clean the toilets. In most of the government schools, we do not find permanent sweepers and in case of private schools, they have sufficient number of sweepers to keep toilets clean.

Jatti Harish, a student respondent aged 14 years from Madiga Community who is studying in a government school said that if the attender is on leave for four or five days, the teachers asks the children to bring water from a hand pump and tell them to clean the toilets. But in another way, he said that why we should clean the toilets when they are not using by themselves. Akkapalli Madhukar, a student respondent (14) years from Mera Community studying in private school said that in their school there are three workers who clean the toilets, and there is no need to think about the maintenance of toilets. Akula Bikshapathi, a teacher respondent said that the toilets were constructed long back and they are not in use and we advise the children not to use the toilets and even not to clean them.

Esampalli Ravinder, a teacher respondent working in a private school said that we do not ask the children to clean the class and how can we ask the children to clean the toilets when they

are paid with the huge amount of school fees. If such kind of information is known to their parents, the issue becomes public; action may be taken by the higher authority, so he said that they don't get into trouble by asking the children to do the works which are supposed to be done by the workers who are engaged in the school. Damera Sunil, a teacher respondents who is working in a government school said that as a part of punishment, the students who are absent for three or four days to the school, such students are identified and they are forced to clean the toilets and due to such incidents the students feeling shy and they are not showing interest to attend the school regularly.

From the above analysis, it can be understood that in most of the government and private schools the toilets are not been cleaned and they are not being used by the students and teachers. It can be noted that only in private schools, toilets are maintained clean by the helpers. But in government schools, there are no helpers who clean the toilets and they are not used by the students and staff. It can be understood that just for a namesake the government has constructed the toilets, but they failed in fulfilling the needs of the students. It is also observed that in most of the government schools, acid and cleaning water facility is not found for cleaning the toilets and because of that, they are not turning up to use the toilets. Therefore, there is a need for the state to provide a proper sanitation and to maintain them sufficient staff should be allocated to each and every school, by which the students and staff can have a good toilet facility without any problems.

Who Cleans the Classrooms in the Schools?

With the practice of untouchability and beliefs in theory of purity and impurity, the study tried to look at people who cleans the classrooms, whether by the students or by the sweepers. According to the analysis, among Dalits, 12% of the respondents said that they themselves clean the place where they sit in the class. Later, 40% of the respondents said that they gather as a group and unite themselves to clean the classrooms and 48% of the respondents said that their classrooms are cleaned by the sweepers. When it is asked to the Non-Dalits, it is found that 3% of the respondents said that they themselves cleans the place where they sit in the class, whereas 7% of the respondents said that all together combine and clean the class and 90% of the respondents said that their classrooms are cleaned by the sweepers. When it is compared Dalits to Non-Dalits, it is found that 7.5% of the respondents are cleaning their place where they are sitting, whereas 23.5% respondents are cleaning the classrooms with unity and 69% respondents' said that their classrooms are cleaned by the sweepers.

Raapaka Sunitha, a student respondent (15) years, studying in government school from Madiga Community said that their attenders are not regular to the school and even they do not come on time to the school. She said that the students reach on time to school, they themselves clean the places where they sit. Manda Srikala, student respondent (13) years from Madiga Community said that though they have attenders in the school, they don't clean the classrooms and they harshly tell the students to clean the classrooms. According to roll number, four members from each class will clean the classrooms and such kind of situation is seen in each and every class in the school. Gaddam Sai Meghana, a student respondent who is studying in a private school from Mala Community said that everyday in the evening, their classrooms are cleaned by the sweepers and if any dust is seen on the tables the children themselves clean their seating places. Encharla Sreeja, a student respondent, studying in a government school from Madiga Community said that they have a habit of sweeping at their homes, so they do not feel burden or shy to sweep at school in absence of attenders and said that school is such a place like temple and we keep the premises in a good condition.

Gundemeda Nagaraju (2012), argue that discrimination as an encompassing concept and institutional practice tends to influence the state programmes and constitutional policies such as fundamental rights which include right to education. Universalization of education is one of the defining features of modern society. He argue that due to lack of state commitment, thin coordination between different constitutional agencies haven't influenced significantly in reaching the international and national goals like education for all or Right to Education as Fundamental Right. He argues that the forms and strategies of discriminations are manifold in nature and manifests in diverse forms ranging from abuse of an individual or group on the basis of caste to physical assault of higher groups on the lower group. Discrimination goes against the universally accepted values of Human Rights, democracy and citizenship enshrined in our Constitution. The Constitution of India provides for positive discrimination as a compensatory measure in order to do away with the historical wrongs committed against the Scheduled Castes and Scheduled Tribes. However, the institution and practices built upon the caste system have repeatedly proved to be a stumbling block for lower castes/tribes to achieve the constitutional principles as well as other democratic and citizenship rights.

From the above analysis, it can be understood that most of the Dalit students are cleaning the classrooms themselves when compared to Non-Dalit students. It is also observed that most of the government schools are not having regular attendees, if there are attenders, they are not regular to the schools and do not sweep the classrooms. It is also found that the most of government school

children sweeps the classrooms and such kind of situation is not seen in the private schools. It is noted that the teachers prefer only the Dalit students to clean the classrooms during the absence of attendees. It is witnessed that a kind of discrimination is seen on Dalit children in the schools, the teachers' tendency towards the Dalit students seems to be highly objectionable. The teachers should not allow the children to sweep the classrooms, in the absence of attendees they should take the assistance of the workers who are working under the midday meals scheme. At the same time, it is the responsibility of the state government to fill up attendee posts which are vacant in various public schools in the state.

Summary

The above analysis describes the profile of the students', socio-economic backgrounds, infrastructural facilities and other amenities in the public and private schools. The study also outlined the facilities that are available in the schools. According to the analysis of the responses, it is found that the majority of the students are studying private schools which are meeting the needs of the students' desires. The students who are from the marginalized communities are not regular to school because of their family and economic problems. It is found that the students who are attending regular to the classes are not interested in raising the questions in the class but, they take advises from the teachers. The study found that the majority of the respondents are scoring above sixty percent in the examinations that are conducted in the class. To improve the academic levels, economically good students are attending to the tuitions to improve their education.

Due to lack of encouraging atmosphere at home, most of the students are facing problems during their time at home. From the above analysis, it is also noticed that the schools are not provided library facilities and toilets. Girl students are facing lot of issues in the case of toilets. Along with students, teachers are also facing problems in public schools. It is also observed that many of the schools are not having computer facility which is mandatory in the present scenario. From the above analysis, it is also found that the students who are economically poor are engaged in seasonal works for economic support to their families. It is also observed that the caste discrimination is also in force and therefore, many students from marginal sections are suffering till today. It is also noticed that many students in the government schools are not aware of welfare schemes which enhance the students from marginal sections of the society. Therefore, the research suggests that there an urgent need to address all these issues to empower the school education among the students who are studying across the government schools. However, the analysis also reveals that the majority of students are studying in private schools, whereas the government

schools are left with the poor children who hail from poor families especially from Madiga Community. It is understood that the students who are studying in private schools are doing better than the students who are studying in government schools. It is also found that the teachers who are teaching in government schools are not regular to schools and they are not concentrating on their teaching. Therefore, the students from government schools are not scoring good marks in their exams. It is also found that most of the Dalit students are facing problems in education due to the financial, socio-economic problems. The next ongoing chapter focuses on the parent's aspirations and experiences on schooling of their children.

CHAPTER - VI

MAPPING THE ASPIRATIONS AND EXPERIENCES OF PARENTS

Introduction

This chapter aims to highlight the nature of teacher's attitudes that has been noticed by the parents and how their children are treated by teachers/ school managements in the government and private schools. This chapter highlights about how the parents are struggling to provide quality education for the children. It also covers what are the aspirations and experiences of parents on the government and private schools, teachers. It aims to capture the larger mood of the diverse social groups on the nature and direction of schools and schooling in contemporary Indian society in general and Telangana in particular. It also highlights the interest of parents in encouraging their children in education and to what extent they are going to encourage them in development.

Respondents' Age

Table 6. 1 Respondents' Age

Age	Dalits	%	Non-Dalits	%	Total (Dalits+Non-Dalits)	%
35-40	32	42.7	28	37.3	60	40
41-45	26	34.7	35	46.7	61	40.7
46-50	17	22.7	12	16	29	19.3
Total	75	100%	75	100%	150	100%

Source: Field Study, 2013-14.

For the present study, total 150 parent respondents both from Dalits and Non-Dalits were taken into consideration. The above table gives a brief analysis about the age particulars of the respondents. From the above table it is very clear that in Dalits majority (42.7%) of the respondents are between the categories of 35-40 years and in Non-Dalits majority (46.7%) of the respondents are in the category of 41-45 and less respondents are from the category of 46-50 years. From the above table one can understand that majority (80.7%) of the respondents both from Dalits and Non-Dalits are between 35-45 years of age and only (19.3%) respondents are from the category of 46-50 years.

Gender Composition

Table 6.2 Gender Composition

Gender	Dalits	%	Non-Dalits	%	Total (Dalits+Non-Dalits)	%
Male	48	64	43	57.3	91	60.7
Female	27	36	32	42.7	59	39.3
Total	75	100%	75	100%	150	100%

Source: Field Study, 2013-14.

The study tried to know the details of the gender composition. From the above table it is evident that among Dalit and Non-Dalit respondents majority (60.7%) belongs to male and the female percentage is (39.3%). The reason for having a variation among the male and female respondents is that the researcher had come across more number of male respondents when compared to female respondents. The researcher got access to male respondents rather than female respondents in rural and urban areas.

Social Category

Table 6.3 Social Category of the Parents

Social Category	Respondents	Percent
SC	75	50%
ST	6	4%
OBC	56	37%
OC	13	9%
Total	150	100%

Source: Field Study, 2013-14.

The study tried to map out the social composition of the parent respondents. From the above table it is evident that majority (50%) of the respondents are from Scheduled Castes because the study has focused on Dalits and Non-Dalits and half of the respondents have been selected from Dalits. In Non-Dalits there are different caste communities and majority of the respondents are from Other Backward Classes and Scheduled Tribes consist of (4%) only. However in Telangana state the population of Other Backward Classes constitutes 51 percent and they are followed by Dalits.

Religion of the Parents

Table. 6.4 Religion of the Parents

Religion	Dalit Parents	Non-Dalit Parents	Total
Hindu	(75) 100%	(66) 88%	(141) 94%
Islam	0	(5) 6.7%	(5) 3.3%
Christianity	0	(4) 5.3%	(4) 2.7%
Buddhism	0	0	0
Total Respondents	(75) 100%	(75) 100%	(150) 100%

Source: Field study, 2013-14.

The study attempts to know about the religion of the respondents. In Dalits all the respondents are from Hindu religion in Non-Dalits majority (88%) are belongs to Hindu religion and (5.3%) belongs to Christianity. In India majority of the respondents belong to Hindus then followed by Muslims. So for the present study also the researcher had found the respondents who are from Hindu religion when compared to other religions.

Residence Patterns of the Respondents

Table 6.5 Residence of Respondents

Residence	Dalit Parents	%	Non-Dalit Parents	%	Total	%
Rural	50	66.7	50	66.7	100	66.7
Urban	25	33.3	25	33.3	50	33.3
Total	75	100%	75	100%	150	100%

Source: Field Study, 2013-14. R-Rural, U-Urban.

The study tried to know about the residential patterns of the respondents. From the study, it is found that both the respondents from Dalits and Non-Dalits the majority (66.7%) are from rural background. The researcher has selected four rural villages and two urban wards. That is why majority of the respondents are higher in number from rural settings when compared to urban settings.

Educational Levels of the Respondents

Wankhede (1999), points out that “parent’s educational background is an important aspect of child’s education. Education aids in social mobility or at least in status retention. Education helps to improve the social economic status for achieving equality. Though parent’s education helps to achieve upward mobility, however, the shift from traditional occupation to modern white collar occupation has been possible through education only. The strength of education played an instrument for social and occupational mobility in upward direction. The next generation gets benefitted from their parental education as the children are better off than their father’s education”

(1999, p. 120-121). However, like the theory of cultural reproduction, the argument of Jayaram (1987) is based on the status of inheritance or retention is more prevalent between father and children's higher education, though there is upward mobility that is selective in character.

Table 6.6 Educational Qualification of the Respondents

Educational Qualification	Dalit Parents	%	Non-Dalit Parents	%	Total (Dalits+Non-Dalits Parents)	%
Illiterate	34	45.3	12	16	46	30.7
Primary	14	18.7	15	20	29	19.3
Secondary	8	10.7	6	8	14	9.3
Graduation	13	17.3	28	37.3	41	27.3
Post-Graduation	6	8	14	18.7	20	13.3
Total	75	100%	75	100%	150	100%

Source: Field Study, 2013-14.

The study tried to take note of the educational qualifications of the parent respondents. From the study, in Dalits it is found that majority (45.3%) are illiterates and only (8%) have completed their post-graduation. Whereas in Non-Dalits majority (37.3%) have completed their graduation and only (8%) of the respondents have completed their secondary education. However when we look at the overall comprehensive, very few (4.6%) of the respondents have completed their graduation and post-graduation, then followed by illiterates with (30.7%). Due to lack of awareness on education most of the Dalits in rural areas have not focused on education and still that impact is shown on their children. However the people who are from forward castes were conscious about the importance of education and because of that they have educated their children.

Etyala Satish a parent respondent (41) years from Munnuru Kapu Community and has completed his Post-Graduation said that his parents were economically good and they encouraged him to pursue higher studies. Dasari Ravinder a parent respondent (43) years old, from Mala Community, said that he has completed his primary education and because of economic problems he couldn't turn up for higher education, whereas some of his friends who completed their post-graduation have got employment in government sectors. Panduga Ram Chandra Reddy a parent respondent (45) years from Reddy Community expressed that his parents were educated and they were very conscious about higher education. So it was because of his parent's encouragement he has completed his post-graduation in Master of Science and he got married to a woman who is a graduate and that also in science.

Occupation Profile of Parents

Table 6.7 Occupation of the Parents

Occupation	Dalits	%	Non-Dalits	%	Total (Dalits+ Non-Dalits)	%
Labour	21	28	2	2.7	23	15.3
Agriculture	14	18.7	30	40	44	29.3
Business	10	13.3	16	21.3	26	17.3
Private	20	26.7	13	17.3	33	22
Government	10	13.3	14	18.7	24	16
Total	75	100%	75	100%	150	100%

Source: Field Study, 2013-14.

The study tried to know about the occupational status of the respondents. From the above table it is noticed that in Dalits majority (54.7%) of the respondents are engaged in daily labour activities and in private sectors. Whereas in Non-Dalits majority (40%) of the respondents are engaged in agriculture and only (2.7%) of them are working as daily labourers. So from the above analysis, it can be understood that due to lack of education and employment opportunities most of the people are engaged in the agricultural activities for their livelihood.

Marri Sri Laxmi Reddy is a parent respondent (39) years from Reddy Community. She is a housewife and her husband is a businessman and even looks after the agriculture in the village. Her household size is 5, out of which they have three children, two of them are male and one is female. She said that their children are studying in the Christian Missionary School which is nearby their village. She said that the education in the Missionary school is better than the other schools, where they learn to be obedient apart from the good education. She said that now a days everyone prefers English medium education only, even the poor in the village is not sending their children to the government schools. She said that in private school if once the fee is paid everything is looked after by the time the management and according to the needs of the children they approach the parents, I mean a systematic way of approach is being maintained between the parent and the school management, whereas such kind of situation is not seen in the government schools and even the teachers are least bothered about the students' education and the patterns of dress code which the students are supposed to maintain during their school days.

She said that her elder son and the daughter stand first in the class and his younger son is not good at studies but he is very active in technical works. She says that she has studied upto graduation and she helps her children during their study hours. She says that sending the children to private school is not a prestigious thing but according to the conditions of the families they send their children to private or public. She also said that we cannot ignore the students who are studying

in government schools, because a man who is engaged as a wage labour and looks after their agriculture sector, his son has passed intermediate with good marks and got a good rank in the Eamcet and now he is doing his engineering graduation in National Institute of Technology in Warangal who is from Madiga Community. She said that talent does not depend on the school in which they are studying either government or private school, but it depends on the hard work of the students and their interest which motivates them to achieve their goals.

Singarapu Suresh a parent respondent (40) years from Madiga Community said that he was not educated and did not have any kind of properties and now he was working as a daily wage labourer for the survival of his family. He says that the amount which he is earning per day is not sufficient to look after his parents and his family members. Kothakonda Ramesh a parent respondent (48) years from Gouda Community who is working as a teacher said that his parents had few acres of land and he did not get any kind of problem during his studies and got the government job in the year 1999. He says that now he is satisfied with the job he is doing and he also looks after the agricultural land which is about six acres in his own village.

Daasari Venkanna a parent respondent (42) years from Munnuru Kapu Community who is engaged in agricultural sector said that he is from an uneducated family background and he has 4 acres of land. He said that he cultivates paddy in one acre and cotton in another three acres of land. But due to lack of water resources for last few years there is no proper yield in the crop and even for the commodity, there is no minimum cost that is paid in the market. So due to that now he has debts around 2 lakhs which he has to pay for the arthidar in the market, which he has taken earlier for the cultivation of land.

Land Holdings of the Parents

Table 6.8 Details of Land Holdings

No of Acres	Dalits	%	Non-Dalits	%	Total (Dalits+ Non-Dalits)	%
0	35	46.7	6	8.0	41	27.3
> 1 and <3	20	26.7	38	50.7	58	38.7
>3 and < 5	13	17.3	18	24.0	31	20.7
>6 and < 8	7	9.3	11	14.7	18	12.0
above 9	0	0.0	2	2.7	2	1.3
Total	75	100%	75	100%	150	100%

Source: Field Study, 2013-14.

The study tried to trace out the details of land holding of the parent respondents. From the above table it is clear that in Dalits, majority (35%) of the respondents do not possess any piece of land and only (7%) of the respondents are having between 6-8 acres of land. Whereas in Non-Dalits

majority (50.7%) of the respondents are having between (1-3) acres of land and only (2%) of the respondents are having more than nine acres of land. From the study it is observed that in case of Dalits as there are several sub-Castes like Mala, Madiga etc. majority of the people who are from Madiga Community do not hold any kind of land holdings except the land which is available for their house construction, whereas in case of Mala Communities it is found that somehow they are having some land which is under cultivation. Whereas among the Backward Communities, it is found that they possess the land holdings which belongs to their parents and grandparents.

Etyala Satish a parent respondent (42) years from Munnuru Kapu Community said that earlier he had eight acres of land but now he has only four acres of land. He said that one acre of land was sold for doing her daughter marriage and one acre was sold for the debts. He said that now he has four acres of land in which two acres of land was under cultivation and another two acres of land is a dry land which is not used for cultivation. Dasari Ravinder a parent respondent (43) years from Mala Community, said that he has three acres of land in which paddy is cultivated every year, but recently he got his daughter married and one acre of land was given to her as dowry. He said that there are two more children who are studying in private schools and the income which is generated from the agricultural sector is spent on their school and college fees. He said that due to non-availability of sufficient water this year he has cultivated only one acre of land.

Jannu Sadaiah, a parent respondent (40) years from Madiga Community said that earlier he had one acre of dry land but as he had several debts in the village and because of that he had sold the land and cleared the debts and right now he is engaged in agricultural labour on daily wages. He said that as of now there is a huge demand for the land in the village and he is not in a position to buy a piece of land which would be useful for constructing the house.

Income Levels of the Parents

Table 6.9 Income of the Respondents

Monthly Income	Dalits	%	Non-Dalits	%	Total (Dalits +Non-Dalits)	%
< 5000	25	33	2	2.7	27	18
> 5001 and >8000	16	21	6	8	22	14.7
> 80001 and > 10000	9	12	11	14.7	20	13.3
>10,001 and > 15000	6	8	15	20	21	14
>15,001 and >25,000	10	13	22	29.3	32	21.3
>25000	6	8	15	20	21	14
Do not want to reveal	3	4	4	5.3	7	4.7
Total	75	100%	75	100%	150	100%

Source: Field Study, 2013-14.

The study tried to draw the details of the monthly income levels of the parent respondents. From the study it is found that in Dalits majority (33%) of the parent respondents have income levels below five thousand and in Non-Dalits only (8%) of the respondents have less than eight thousand. When compared between Dalit and Non-Dalits it is found that (72%) of the respondents are having the income levels above eight thousand and below twenty five thousand rupees and (4.7%) of the respondents haven't revealed their income levels.

From the field Singapapu Sarojana, a parent respondent (41) years from Madiga Community said that she is a daily labourers who is involved in agricultural activities. She said that on the seasonal occasions she is engaged in agricultural activities on daily wages and on other days she is engaged in road works. She said she has two children and her husband is suffering from ill health and the burden of the family is on her, but that the amount that she is getting per month is not sufficient to look after the family. She says that as her family doesn't have any kind of properties to generate income and struggling a lot to support her family.

Peddi Venkat Reddy a parent respondent (43) years, a teacher from Reddy Community said that his monthly income is more than 25 thousand rupees and even that amount is also not sufficient for his family, because his children are studying in a private school and the house in which they are living is on rental basis, for which he has to pay around five thousand rupees. He said that he is also dependent on the agriculture in his native village. He said that in this situation a person who is earning more than forty thousand rupees is also suffering from the economic problems in sustaining his family and their children's education. He said that as education has become a commodity and an important one for the development of their children he is ready to spend money on education.

Gaddameedi Sammaiah a parent respondent (43) years from a toddy tapper (Gouda) Community said that his monthly income is around ten thousand, but sometimes it may increase to one or two thousand. He said that as he is only one in the family who is earning and the amount is not sufficient for him to run the family. He said that till now he had spent the amount on his children's education and there is no amount for his daughters' marriage which is going to be held in few months. He said that there is no other source for him to generate income though he is working in hotel for supporting his family.

Having Educated Persons within the Relations

In India, a massive expansion of education has spread all over the country and there is an increase in the literacy levels. With the increase of educational institutions, each and every person is able to have access to education. The family resources, economic resources, and family demographic resources imply on the children for reaching higher studies. The social status of the families also influence the children towards higher studies. An educated person in a family can influence the uneducated persons about the importance of education and can change their attitude to educate. According to Coleman, (1987) the "social relation is an essential factor of social capital which defines the skills of knowledge, the attitudinal and behavioural patterns which the individual can spend or invest in order to raise their success chances in the families". Here the families which don't have any kind of relationship with their relatives cannot find support for their development, so there is a need to have a social relationship with the educated families.

Table 6.10 Educated Persons in the Family Relation

Educated persons in your relation	Dalit Parents	Non-Dalit Parents	Total
Yes	(58) 77.3%	(70) 93.3%	(128) 85.3%
No	(17) 22.7%	(5) 6.7%	(22) 14.7%
Total Respondents	(75) 100%	(75) 100%	(150) 100%

Source: Field Study, 2013-14.

Here the study tried to know whether the families have any educated persons among their relatives. From the study it is found that majority (93.3%) of Non-Dalit parents have educated persons in their relatives and in Dalits (22.7%) of the respondents don't have any educated persons in their relatives. From the above analysis, one can understand that nowadays, the educational awareness has increased in the society and because of that people are showing more interest in the education field. It can be understood that the schemes which are being implemented by the state for the welfare of the people are showing a good result, as an example we can see that the enrolment in

primary and secondary levels is more in number. The implementation of the Right to Education Act which came into existence in 2010 is also showing a good impact in the society in education. As Information Technology is playing a key role in the development of the society, it is also one of the factors for the people to get awareness on education. Because without minimum knowledge of education one cannot work in the field of Technology for their survival and because of that people are showing more interest in the field of education.

To encourage the people towards primary education the government has set up schools starting from the village level for easy access. Nowadays we have a school in the radius of one kilometre, and because of that parents are showing interest to send their children to schools. Annam Suresh a parent respondent (43) years from Mala Community revealed that in the past, they did not have a minimum knowledge of education and now due to that they are suffering a lot by doing different kinds of works for the survival of the families. But now there are facilities for the better education and development, so there is a chance to utilize the resources for their development. It is because of that many of his relative's children are studying in higher education. He also said that the children are utilizing the resources which are being provided by the state for the development in education. He also said that he is taking the guidance from their relatives and neighbours in case of education.

Sarikommula Radha a parent respondent (40) years from Madiga Community said that though the state is providing basic facilities for the development of education for their children, but due to their economic conditions and cultural conditions they are unable to utilize them in a proper way for development. She told that as there is no educational development in the village they are far away for the societal access. So they do not have any awareness about education. Because of that, they are not getting easy access to the education and their families are not with any kind of development.

So from the above analysis, one can understand that there is a need to improve the educational facilities of the villages which are located in the agency areas and provide educational facilities to the people and organize educational awareness camps for their development in education. It is also to be noted that though there is good enrolment of boys rather than girls in private and public educational institutions, there is a need to encourage the parents for sending their girls to higher education.

Having Relatives in Government Sector

The social relations enhance the chances of the people to be developed in different aspects. If any of our relatives work in the government sector we get moral support in financial assistance and encouragement towards higher education, etc. The employment status of relatives also influences the children to enter into different levels of job opportunities. It also helps the people to utilize the benefits from the government for the development of the families. Particularly the parents encourage their children with the encouragement of relatives towards higher studies.

The study examined the families whether they have relatives in the government sector. From the study it is found that in Dalits, 28 percent of the respondents have relatives who are engaged in the government sector and 72 percent of the respondents don't have any relatives in government sector. In Non-Dalits it is found that 44 percent of the respondents said that they have relatives who are working in the government sector and 56 percent of the respondents told that they don't have any relatives working in government sector. When we look at overall scenario it is found that 36 percent respondents from Dalits and Non-Dalits have relatives who are working in the government sector and 64 percent of the respondents from Dalits and Non-Dalits don't have any relatives in the government sector.

Nagamalla Janshi a parent respondent (42) years from Peraka Community said that she has a few relatives in government sector who are working in revenue and education departments. She said that though they are her cousins and she hasn't got any kind of financial support from them and they never gave a moral support for their children's education. Gagulothu Bheekya a parent respondent (41) years from Tribal Community said that he has his own relatives who are working in agricultural sector and that his relatives are somewhat helpful in providing financial assistance and because of their support now their children are studying in higher education. Manda Sunder a parent respondent (47) from Madiga Community said that he does not have any relatives who are working in government sector. But he says that it is compulsory to have any of their relatives to be in the government sector because they can get any kind of guidance for their children's education and gain any of the government loans at a subsidised rate He said that as his whole family members and relatives are from illiterate background till now they haven't got any kind of assistance from the state for their personal development. He said that as he has realized the importance of education and employment he is encouraging their children and their relatives to pursue higher education and to concentrate on government employment.

So from the above analysis, one can understand that the nature of the government service can influence relatives and they can get a good education and have an inspiration towards government service and can also gain the government schemes which are provided by the state for the welfare of the weaker sections and Backward Classes. In this context, people who are working in government sector should have a kind of service motive to help their relatives for development.

Parents on School Choice

In India, there are three types of educational systems such as (1). The government, (2). Semi-government local authority such as municipality or Panchayat (through their educational committees), and (3) private trusts. In these three types government and private educational institutions services are utilized by the people. In the past, the government schools had played a vital role in providing a good education for the children. But later on with the entry of private schools with English medium education, most of the parents are preferring to send their children to the private schools and because of that the enrolment in government schools have come down when compared to private schools in Telangana state. When we see the enrolments of academic year 2015-16 in government it is 27,92,514 and the enrolment in private schools is 32, 70,799, where there is an increase of 4,78,285 students in private schools. So this indicates how gradually the government schools are lacking in enrolments.

Table 6.11 Parents Sending their Children to Different Schools

Type of School	Dalit Parents	%	Non-Dalit Parents	%	Total	%
Government	19	25.3	11	14.7	30	20
Private	56	74.7	64	85.3	120	80
Total	75	100%	75	100%	150	100%

Source: Field Study, 2013-14.

In this context, the study tried to know to what kinds of managements the parents are sending their children. From the study it is found that in Dalits (25.3%) of the respondents are sending their children to government schools and in Non-Dalits majority (85.3%) of respondents are sending their children to private schools. In an overall comprehensive (80%) of the respondents from Dalits and Non-Dalits are sending their children to private schools.

Jannu Rajitha a parent respondent (38) years is from Madiga Community working as self-help group leader in the village and her husband is a government employee and works in Telangana State Road Transport Corporation as a bus conductor. She stated that her family size is five members where they have three children, where two male children who are twins are studying in a private school in 10th standard and they live in a hostel and daughter is studying in 6th standard in a private

school which is nearer to her village and she goes by school bus which is provided by the school management. She said that they are paying around 50 thousand rupees per annum for their male children and 15 thousand rupees are paid towards her daughter school fees which include the transportation charges.

She says that as their male children are studying in the 10th standard they have to bear whatever the fee that the private management charges. She says that since they are somewhat better they are in a position to spend such amount on the children's education. She says that whatever the fees that are charged by the private schools for her girl child is also similar to the fees that are charged by the private schools that are located in the towns. But she says that the private schools which are nearby the village do not have such a good name and the students' strength is also less when compared to other schools. She says that she has completed her graduation from a science background and she has some knowledge of the subjects and that is why when her daughter comes from the school she verifies the notes and sees what was taught in the school and what kind of homework is given to her.

She also helps her daughter while doing homework and clarifies the doubts when her daughter raises any kind of questions regarding her subjects. She says that as her husband, being an employee does not have time to look at the children's education and because of that she takes care of her children's education. She says that whenever they have a financial problem she takes loan from the self-help groups and repays the amount as per the instalments. She says that being an employee family and she is being a self-help group leader there is no need for them to send their children to the government schools. As she is a group leader she says that if someone asks where your children are studying, if she says that they are studying in a government school so there she has to feel shame in front of others, where all the group leaders children are studying in the private schools, so that is why she argues that her prestige is important in front of her officials and group members and leaders.

Kondam Sudharshan Goud is a parent respondent (42) years an employee in the police from Gouda Community. He said that his family size is four, among whom his wife is a housewife and other two male children are studying in a private school, where his elder son is studying 10th class and his younger one is studying 6th class. He said that he had studied in a government school and at that time the teachers were punctual to the classes and they used to teach in a good manner, but now in the government schools there is no such kind of responsibility from the teachers and they are thinking selfishly. He says that some of his friends who are from the teachers' community are

engaged in maintaining private schools as one of the partners and they are concentrating on those schools and ignoring their duties in the schools and they are focusing on the parents who are sending their children to the government schools and motivating them to join their children to join in the private schools in which they are one of the partners.

He says that because of the teachers' negligence they are blaming the parents and children for the failure of the government schools in public examinations. He says that earlier 20 to 30 years back in the village all the students irrespective of caste and religion and economic conditions they used to attend the school and they used to get good education, because of having concerned teachers who were for the students and who worked for the students and that gave good results. He says that now we cannot find such kind of teachers who are for the poor, and because of that the government schools have declining quality education, student's enrolment and dropouts. It is because of that the private school education trend came into prominence and most of the parents are preferring to opt English medium education and as per the demand in the market the private school management is charging huge amount where the first generation employees are suffering a lot in managing the economic sources for the children's fees and family survival.

He says that as of now the state is trying to introduce English medium education in government schools from first class onwards, it is a good decision but we don't find the English medium background teachers in the government schools and again it would become a problem for the teachers to teach in English medium and it would affect the children who are studying in the government schools and again the sufferers are from the marginalized sections. He says that as most of the private schools have come up with Tech, Digi, Concept, IIT and Smart schools having tags at the end of their school names, but only few schools which are of high standard are providing the facilities to the children and other schools which are charging high fees are not providing any kind of facilities to the children.

Kandi Krishna Kumar a parent respondent (41) years belongs to Munnuru Kapu Community said that he is engaged in agriculture where he had 4 acres of land. He said that he has three children; his wife is working in a small scale industry which is run by the self-help groups in the nearby village. He says that his three children are studying in private school and all of them are in the same school. He says that though it is burden for him to bear all the expenses that the private management is charging, but he has to bear them because in the village everyone who is a private employee who doesn't have piece of land are also sending their children to private schools, so why

should he become a cheaper candidate in front of them, so that is why he was sending his children to private schools.

He says that in the village there is a government school which is functioning well and the teachers come regularly to the school but only the thing is that in that school no students from his caste are studying and only the poor children who are from the marginalized sections who are from the lower caste i.e. Scheduled Castes and that is why most of the parents from his community don't send their children to study with them, because he says that he has caste feeling and believe in Hindutva ideology. He says that their children are good at studies because of having private schooling, if they would have sent to the government schools they would have not be able to speak in English and even they would not get a minimum knowledge in the related subjects. He says that providing English medium education is only sufficient, but the parents also should take care of their children after coming from the school for one or two hours. He says that though he does not know English, but he spends some time along with his three children while doing their homework and while studying. He says that it is a kind of motivation for encouraging their children and they think that the parents are also taking interest in their studies and they show more interest in their studies.

Bandari Komuraiah Yadav a parent respondent (36) years from Yadava Community said that he is engaged in agriculture, where he has 4 acres of land and his wife is also engaged along with him in the agriculture. His family size is five, where he has two male children and girl child, where elder son is doing a private job, his daughter has got married and his younger son is studying 10th class in a private school. He says that as his elder son and daughter have studied in a government school, but he has given a choice to his younger son for studying in a private school. He said that as all the parents in the village are sending their children to the private schools he thought that at least his younger son should join the private school. He says that he does not have any future expectations from his child, but as a parent I thought to provide him a good education and for that, we are here to provide him whatever he wants regarding the fees, books etc.

He says that he regularly goes to school by cycle which is around 5 kilometres far away from his village. He says that as he is uneducated he does not know whether he is studying well or not, he goes to school on every first week of the month to pay the school fees but the teachers also never comment about his educational status in the class. He says after coming from the school, his child does not have any kind of interest and he will be always watching Television and listen to the music. He says that there is no one to tell him about the education and help him during his studies. Even enough his mother is also educated, her duty is to get him ready and provide lunch box for him but she never bothers about his studies. He points out that now a days if the students study up

to higher studies then only there is a beautiful for them otherwise they have to settle for a private job or again engage in the agriculture. He says that as a parent he suffers a lot for their children's life settlement but the children are not having any consciousness and fear regarding their lives. He says that he does not any kind of financial problem and can provide a good education till his higher studies, but when the child does not have interest in studies what can a parent do? He says that the poor people who don't have sufficient food and shelter are concentrating on higher education and getting a good name for the parents and they are settling in the life with good positions in the government sector.

Gyara Rajaiah Yadav a parent respondent (42) years from Yadava Community said that he has two children and they are studying in a private school which is located in the Mandal headquarters. He said that as there are no English medium schools in the village he preferred to enrol his children in a well-renowned school. He said in his village there is an upper primary school but it is not functioning well, because of not having sufficient school children in the school. He also expressed that nowadays in that school the children who belong to poor families are studying and none of the children from Backward Castes Communities are sent to that school.

Choppari Sumalatha a parent respondent (38) years from Munnuru Kaapu Community. She is a housewife and besides that a leader for a self-help group and her husband is working in a private company. She says that her family size is four where two of her children are studying in a private school which is nearer to her village, where her elder son is studying 9th class and the younger one is studying 6th class. She says that as the government schools are not functioning well and because of that the children from the village are turning towards private schooling. Though they are coming through the financial obstacles and paying thousands of rupees to the private schools in the name of school fees and donations, the education in private schools is not up to mark. It is because the private schools which are located in the settings of rural and semi-rural and do not have proper qualified teachers and they are not from the English medium background to teach in English medium schools, where such kind of teachers are recruited and they are paid low level salaries.

She says that though schools run in English medium but none of the teachers speak English in the school and even the students are not habituated to speak fluent English. She says that her children never speak English at home and even they are not good in their studies. She says that due to lack of teaching efficiency in the English language and more over the concerned subject teachers are not having a proper hold on their subjects and because of that, the students are not understating whatever is taught in the class and the outcome is also not resulting in the expectations of parents.

She says that in this situation it is better to send their children to the government schools, where they find qualified teachers and at least the students will learn the subject in Telugu which would make it easier to learn the concepts and get through the examinations. Though it might be Telugu medium but getting access to the subjects is very important and later the students can improve their levels of standards and skills in English, which would help them in getting a job either in a private sector or public sector.

Kota Raji Reddy a parent respondent (47) years belongs to upper caste (OC) said that his two children are studying in a private school which is residential located in the Warangal city. He said that he had preferred to enrol his children in a private residential school because the private schools which are located in the Mandal headquarters are not that much qualified in providing proper education to the children. He said that from his village almost 90 percent of the children are going to private schools and due to that the enrollment in the government school has decreased. He said that though some of the parents are struggling with financial constraints but they are overcoming the challenges to provide private schooling for their children.

Raapaka Saritha a parent respondent (39) years from Madiga Community said that she is having two children in which her son is studying in a private school and daughter is studying in the government school. She said that her husband had expired five years back and she is struggling with the financial problems. She said that for supporting the family needs her daughter gets involved in the agricultural works and because of that she was enrol in the government school. She says that if she is sent to the private school she must be regular to the school and financially the family should suffer without her support. She said that though she is financially poor but she thought that at least his son should be provided with private education for his better future and that is why she is sending her child to private school.

Pogaaku Suresh Goud is a parent respondent (39) years from Gouda Community is a private employee and his wife is working as Anganwaadi Teacher in the village. His family size is 4 where he has one son and one daughter. He said that now a day's education has become an asset for the children, so in order to provide a good education to the children both of them have been enrolled in a private school which is near to his house. He said that as his wife is a teacher and his children should also be educated like her and they should get good employment in future. His wife Rajini adds that she knows the quality of education that is provided in the government schools, so by knowing everything how can we send the children to government schools. She said that though she had studied in government school, at that time the teachers were very strict and they use to

encourage the students to study, but in the present situation no teacher is bothered about the development of the student in education.

Suresh said that now a days no one is sending their children to government schools, and if anyone is found from his community who are sending their children to the government schools them might be from the poor economic backgrounds. He said that whatever the problem we have in the family it is our responsibility to look after the issues and solve them and send our children to better school for better education. Rajini said that as she is working as a teacher in the village and no single family from other castes are sending their kids to the Anganwaadi centres, the kids who are coming to the centre are only from Madiga community, which indicates the notion of the upper castes about government schools. So in this context she said that when all the Scheduled Castes people are studying in the government schools, how can from their community and especially from their family send their children to government school. She also adds that it is not a kind of social discrimination but as they wants to provide English medium education they are sending their children to private schools.

From the above analysis, the notion of the parents is very clear in choosing the school. It is found that parents have financial problem in providing proper education to their children in private schools. Parents are interested in sending their children to English medium schools because of better employment opportunities in future. It is also noted that due to the poor functioning of government schools the parents are not interested in sending their children to government schools. It is also observed that the children from marginalized families are studying in government schools and because of that, the parents from upper/middle classes do not prefer to send their children to such schools in which the poor children are studying. If this is the case in future, the school management officially will notify that the government schools are meant for only the marginalized sections.

Interest of Students for Higher Studies

The children's interest towards higher education depends upon different dimensions like the school atmosphere, teacher's attitude, peaceful environment within the house and the parent's encouragement over the child. The parents have to take care of the children's problems that they are facing in the studies and should meet the concerned teachers and know about the problems and if they are learning behind. To encourage the children towards higher studies the parents have to motivate the children with the positive notion in their studies. If the children are interested in continuing their studies the family difficulties become to step back from going to higher studies.

There are students who dare to face the problems which they come across in the day to day life and achieve their ambitions. But finally, the children need moral support from the family, the school, and society.

So in this context, the study tried to know whether their children are interested in going to higher studies. From the study in Dalits, 74.7 percent of the respondents said that their children are interested for going to higher studies, whereas 25.3 percent of the respondents said that their children are not interested towards higher studies. In Non-Dalits, 88 percent of the respondents said that their children are interested to pursue higher studies and 12 percent of the respondents said that their children are not interested towards higher studies. When we compare Dalits and Non-Dalit parent respondents it is found that 81.3 percent of their children are interested in higher studies and 18.7 percent of them are not interested towards higher studies.

Arsham Mogili a parent respondent (40) years, an employee working in a government sector who is from Padmashaali Community said that their children are having awareness about the importance of education and the welfare schemes that are provided by the state towards higher education. But he feels that in spite of their awareness the parents' co-operation also should be given to motivate them for acquiring quality education. He also expressed that his daughter who is now studying graduation in the final year had got few marriage proposals, but he refused them and told her to continue her education till she acquires an employment. He said that after her settlement in life it is better to look for a good marriage proposal.

Pogaaku Sadaiah a parent respondent (46) years, who is a business from Peraka Community said that due to the changes in social and cultural reforms in the village, the children are diverting from the educational atmosphere to other non-cultural activities, which is showing an impact to divert and discontinue from the education field. He also said that family and societal atmosphere shows the impact on children's education achievement and automatically they concentrates for going to higher studies. He also expressed that the parents should discuss with their children about the importance of education and its role in the society so that they start thinking about higher studies. He also said that there should be a relationship with educated families in order to acquire more knowledge about the higher education and employment.

Chiluka Yobu, a parent respondent (48) years, working in a government sector from Madiga Community said that, though there are good facilities provided for their children, they are not concentrating on their studies. He said that though they are not willing to go for higher studies at least they should think about their life settlement, but they are not doing so, and because of that he

and his wife are suffering mentally about the future of their children. Musham Jayamma a parent respondent (37) years, who is an agricultural labour from Madiga Community said that she an illiterate person and does not have any kind of knowledge about education, and because of that she is least bothered in encouraging her children for higher studies. She said that in the present situation it is highly impossible for each and everyone to get a job. When there is no guarantee in getting a job, then what is the need of acquiring higher educational qualifications. She said that instead of spending more money and time on higher education it is better to invest such precious time on any kind of business or it's better to join in any of the company for employment.

From the above analysis, it can be understood that majority of the parents expressed that their children are interested in going to higher education and for that there is a need to encourage them in a full-fledged manner. The parents have to know about their ambitions and according to them, they have to act and encourage the children, for achieving their goals.

Parent's Expectations on the Levels of Children's Education

Children's academic performance will influence parent's expectations. The children will get influenced when there is a close relationship with the parents and the expectations of the parents have a direct effect on the communication on the school environment. The families with high levels of education try to give higher education rather than the school education. The expectations of the children education also depend on the social background and educational status of families. As James Comer (1986) points out that "the low-income families who participate in the parents' involvement programs will become a role model for their children by virtue of continuing their own education, taking new jobs, and evenly leaving the welfare rules". Lareau (1987) also argues that "Middle-class culture provides parents with more information about schooling and promotes social ties among the parents in the school community. This furthers the interdependence between home and school. Working class culture, on the other hand, emphasize kinship and promotes interdependence with the spheres of family life and schooling" (1987; p.82).

Table 6.12 Parents Willing on Education

To what level you wish to give education	Dalit Parents	Non-Dalit Parents	Total
Higher Secondary	(10) 13.3%	(2) 2.7%	(12) 8%
Any Degree	(16) 21.3%	(19) 25.3%	(35) 23.3%
MBBS	(7) 9.3%	(9) 12%	(16) 10.7%
BE	(14) 18.7	(27) 36%	(41) 27.3%
B.Ed.	(17) 22.7%	(12) 16%	(29) 19.3%
Any other Technical education	(11) 14.7%	(6) 8%	(17) 11.3%
Total Respondents	(75) 100%	(75) 100%	(150) 100%

Source: Field Study, 2013-14.

The study tried to know to what extent the parents are wishing to give support for their children's education. From the study it is found that majority (44%) of the Dalit parents are interested to educate their children up to graduation and encourage their children for teacher training. Whereas in Non-Dalits majority (27.3%) of the parents are interested to educate their children up to engineering level. From the above analysis, one can understand that in Dalits the parents are expecting their children to become a teacher and they are willing to give education till their completion of teacher training. Whereas in Non-Dalits, the parents are expecting their children to become a software engineer and that is why they are preferred to give education up to engineering level. In the overall perspective also majority of the respondents are preferring their children to give education up to engineering level.

Panduga Ramana Reddy is a parent respondent (42) years, from Reddy Community said that he is a businessman and also looks after agriculture. His family size is four, his son is studying in a private school where he has joined him in the hostel and his daughter is studying M.B.B.S. course in Kakatiya Medical College and she has completed her schooling and intermediate education in private educational institutions only. His wife is a looks after the agricultural activities and she is also a leader for a self-help group in the village. He says that as he is economically very rich and has only two children and as a parent it is his moral duty to give good education for the children and that is why his daughter was studied in a prestigious private school and college and she got selected for Doctor Course. And in the same way his son is also studying in a private school which is the top most school in the district, where they charge around one and a half lakh rupees per annum and right now he is in 9th standard.

He says that as he is a business man he doesn't have time to share with children during their study hours at home and even his wife is also engaged in the self-help groups and even she does not have time to share with children because she should also look after their agriculture. He says

that there are around 15 students from his relatives who are studying in the same school, and says that regarding the education as it is a qualified school of good education, hope the teaching levels will also be in that standard and even the facilities are also very good and the hostel seems to have an atmosphere similar to what we see at our homes. He says that when compared to his daughter his is an average student and in the class also he is scoring B level grades. When he approaches the management they say that he will be improved very soon and according to the levels of his child they are teaching him. He says that his son has to become an engineer. He says that according to the present conditions there is a need for each and every parent to take care of their children regarding their studies, so that is why he feels that in a prestigious society it is his responsibility to send him to a private school.

Dharavath Bheema Naik parent respondent (38) years, engaged in agriculture sector from Tribal community said that he had 3 acres of land and cultivates maize and paddy, where his wife is also engaged along with him in the agriculture. His family size is 6 members, where he has four children out of which two are male and two are female, where two of his daughters got married at the age of 15 years. He said now his two sons are studying in a private school where one is in 9th class and the other is in 7th class. He said that his daughters have studied in a government school up to 5th class and stopped their studies because of lack of their interest they were dropped out from their studies and they have engaged in the agriculture works. He said that now he is encouraging his sons to study for higher qualifications.

He said that he is economically sound and he can spend the amount for their children's education. When the researcher asked why you didn't show that much of interest on your daughters in case of education, he said that in Scheduled Tribes community the girls should not stay at parents' house for a long time, immediately after their puberty after one or two years people encourage them to get married, but such kind of situation is not seen in the present society and the parents are encouraging their daughters for higher education. Regarding the private education system, he said that he is not an educated man to say something about the private education, as their children want to get a good education from private school he is sending them to private school for their good career. He said that his two sons are studying well and they are good at academics and he is paying around 25 thousand rupees per annum towards the school fees and extra amount is paid for transport facility, books, school uniform and curricular activities.

Kurre Sadaiah a parent respondent (45) year from Peraka Community said that graduation level is one of the important levels for the child to settle in their life. Because they can choose for

groups' exams and civil services examinations, apart from that they can go for higher education. He also said that after graduation they can go for teacher training course and get teacher job. Panduga Ram Chandra Reddy a parent respondent (45) years from Reddy Community said that Engineering graduation is enough for their children to settle as a software Engineer, because if they go for higher education in any of the social sciences streams, it is not possible for them to get a government job, so that is why he prefers his children to complete B.Tech and settle in a software profession.

Jannu Radha a parent respondent (37) years from Madiga community said that as her child is somewhat weak in studies, it's better not to waste his time after his tenth class and immediately she prefers him to join in a vocational or technical field of education, by which he can get a practical knowledge in technical field and settle in the life. She also expressed that the educated people are not provided with any kind of jobs and why to waste the time for higher education? Because of that, they are suggesting their children to concentrate on any kind of job that they are much more interested in work.

Children Studying in Different Places

Today in the world, education remains inaccessible to millions of children of school going age. Around 72 million children who are about to join in the primary schools are not able to access to the schools and around 759 million adults are illiterates and are not having awareness on education or on the improving conditions of their children. In India, with the implementation of Right to Education Act, in 2010 it has become legal to the child, as provided by the Article of 21A, of the Indian Constitution, where the children of 6-14 years of age group will be provided eight years of education in the classroom. However, in rural areas every village has access to primary or upper primary schools, but the secondary schools are limited on the basis of population. So due to this, it is compulsory for the children to move to other places for acquiring higher education. With the impact of private education in India, the parents are sending their children for quality education to other parts from their native places.

So in this connection, the study tried to know where the children are going for education. From the study it is found that in Dalits, 73.1 percent of the respondents said that their children are going outside for their higher studies, whereas 26.9 percent of the respondents said that their children are studying within the village. In case of Non-Dalits, 88 percent of the parent respondents said that their children are going outside for their studies and 12 percent of the respondents said that

their children are not going outside for studies. When we compare Dalits and Non-Dalit parent respondents it is found that 80.7 percent of the respondents said that their children are studying outside their village and 19.3 percent of the respondents said that their children are studying within the village.

Inugaala Janardhan Rao a parent respondent (37) years from Velama Community is a landlord having 26 acres of land in the village and he is engaged in the agriculture sector. He is from a joint family, where he has his parents and two other brothers in the family, all of them live together. His brothers also got married and he is the eldest one in the family and his wife looks after the household issues. He has two children one is male and other is female. His son is studying in 8th standard and his daughter is studying in 5th standard in a private school which is a Christian Missionary. They are being sent to the private school a Christian Minority located in the nearby village. He said that in the Christian minority school they get a good education where the students behave in a punctual manner. He says that in the morning by 8 am they go to school and by 6 PM they come back from the school. He says that in the school they provide private tuitions after the completion of the school timings, so in the case of studies there is no need for others to interfere and judge them.

He says that his son is scoring first rank since 6th standard and even in first unit also his son has scored highest marks in the class. He also says that his daughter also scores second highest marks in the class. He says that few years back they have studied in government schools and they have got good marks and good education, but in the present situation the school teachers are engaged in political activities and he says that some of his friends who are working as teachers is not taking care in providing quality education to the students where he is teaching. He says that his friend is taking care to get a quality education and sending his children to private school and how can we think that they can take care of the children who are studying in government schools. So that is why he says that there is a need for the parents to send them to private schools for a quality education.

From the field Jangam Kanakukaiah a parent respondent (42) years from Madiga Community said that nowadays higher education is most important for each and every student. As there are no higher educational institutions in our village it is compulsory and essential for parents to send their children to other villages for higher education. He said that there is a government upper primary school which is up to 7th class, for secondary school there is a school which is 5 kilometres far away from their village. He said that around 20 children from his own community are going to

another village for higher studies. Goparaju Ramesh a parent respondent (43) years from Chakali (Dhobi) Community expressed that as there are no English medium schools in their villages and because of that they are sending their children to the nearby towns for better and quality education. He also said that due to lack of the higher educational institutions in their villages they are facing a lot of problem for accessing higher education and said that it is costing very high amount in sending their children to the English medium schools which are located in the towns.

Naganaboina Narsimha Yadav a parent respondent (39) years from Yadava Community said that he is engaged in agriculture sector and his wife is also engaged in agriculture along with him. He said that his household size is 3 where he has one male child and he is studying 9th class in a private school. He says that he has 4 acres of land and his annual income is one and half lakhs per annum. He says that both his wife and he are uneducated and they don't know much about the importance of education and from their family side also there is no one who is much educated and settled in the government sector. He says that now he is encouraging his child to have higher education and that is why he was enrolled in a corporate hostel where he is paying 80 thousand rupees per annum. He says that as of now he is good in studies but in future what will be the expectations and outcomes of his child in education cannot be expressed.

He says that he is the only child where they are taking care in all aspects and he wants him to study well and take care of his property which he is having now, and if he goes for higher education and get a good job it is of all well, either he may settle in the business after the completion of his intermediate or graduation etc. it is because if the students are not interested in studies and if the parents go on pressurising the students they may commit suicide and one of the incident has taken place in his village, where one of the parents had put a lot of pressure on his studies as he was not interested in studies he had committed suicide and they lost the only son whom they had in the family. So realizing that incident he does not want to put pressure on his child's education. He says that education is not only icon by which we can survive in the society, without education there are other technical sources by which we can survive in the day to day life. He says that as this is the school going age and all parents send their children to the school, and in the same way he is sending his child to have basic education in private school, which may help or not it is the secondary case, but as a parent having proper economic wealth he has enrolled his child in the private school. He says that the school is in a good condition and all the facilities are provided for his child but the food that is provided in the school is not hygienic and because of that his son is suffering from ill-health.

From the above analysis it is understood that in most of the rural villages there are no higher educational institutions and because of that, most of the parents are sending their children to the nearby villages and towns. It can also be understood that as in most of the villages English medium schools are not available and the parents are preferring to send their children to the towns for better and quality education which is available in the private English medium schools. It can also be understood that the government schools which are located in the villages are lacking with poor performance and also the teachers are not in a position to provide confidence to the parents who are sending their children to government schools.

That is why when compared to past and present there is a decline of students enrolment ratio in the government schools. It can also be noticed that due to English medium education the government schools which are working with Telugu as a medium of instruction, the parents are not showing interest in sending their children to Telugu medium schools. So there is a need to strengthen the government schools with proper infrastructure, basic amenities, and proper quality education otherwise there is a chance for collapse of government schools and the rise of more private schools in the rural villages.

Involvement of Parents in Different Committees

In India, to a larger extent, the people from rural and urban areas who are from poor economic background families send their children to government schools. The people from the middle class can send their children to private schools and the rest of the low-income households choose the government schools as a last option. The difference which is seen as the social and economic status also reflects on the access to the types of schools. The availability of poor quality education in government schools renders these children to keep away from the school system. It is because of non-involvement of the local people to make any changes in the government schools. So in this regard the Right to Education Act which came into existence in 2010, stated that there is a need for the involvement of the local people to involve in the development of the schools, so from then onwards the School Management Committees started to function well.

Table 6.13 Members of PTA/SMC/VEC

Are you a member of PTA/SMC/VEC	Dalit parents	Non-Dalit Parents	Total
Yes	(10) 13.3 %	(27) 36%	(37) 24.7%
No	(62) 82.7%	(40) 53.3%	(102) 68%
Don't Know	(3) 4%	(8) 10.7%	(11) 7.3%
Total	(75) 100 %	(75) 100 %	(150) 100 %

Source: Field Study, 2013-14.

From the above argument, the study tried to know whether the parents were part of the school committees. From the study it is found that in Dalits, majority (82.7%) percent of the parents are not part of any committees in the school and in Non-Dalits (36%) of the respondents are part of different committees at school and village level. In an overall comprehensive (75.3%) of the Dalit and Non-Dalit parents are do not represent any of the committees at school and village level.

From the field, Chintalapudi Srinivasa Rao a parent respondent (47) years from Velama Community said that he is a member in Parent-Teachers-Association at the school level, and he is also the president of Village Education Committee. He said that being part of Parent Teachers Association, he is involved in the school activities like school day celebrations and in any other meetings which are organised by the school management for the parents. Some of the respondents said that they are only part of School Management Committee. He stated that they used to discuss the teacher, student achievement in the school and they used to discuss the development of the school premises.

Kodepaka Srinu a parent respondent (40) years, who is sending his children to government school from Madiga Community said that though he is part of parents committee, but he hasn't attended the meeting regularly because of his time constraints and awareness on education and he has not come to know what actually is happening in the school and what are the decisions that are taken during the meetings. Mydam Venkatamma a parent respondent (39) years who is sending her children to government school from Dhobi Community said that she is part of parents committee, and she attends the meetings regularly along with the board members but, she has not seen any progress in the school in respect of teacher's attitude in respect of attendance, Midday meals, and on student's achievement. She said that it was a waste of timings in attending the meetings.

From the above analysis, it is understood that most of the parents are not aware of the Educational Committees which are working for the development at the school level and village level. From the study, it can be noticed that mainly the Non-Dalit parents are involved more in the educational committees whereas the Dalit parents are not showing that much of interest in the

committees. As in government schools, the school management committees are interlinked with politics and because of that, most of the parents are not showing interest in the committees and only the parents who are in the politics are showing interest in the committees.

Whereas in private schools it is compulsory for the parents to be part of the education committee at different levels which varies from class to class, so because of that they are attending the meeting regularly. It can also be noticed that at the village level most of the parents are not showing interest because of the local politics which are associated from different Castes. It is sad to say that most of the parents are not aware of the educational committees which are working for the development of the society. Earlier in the villages, the government used to create awareness for the formation of village education committees and village development, but now, such kind of encouragement is not seen. So in this context, there is a need for the state to appropriate measures for the formation of various committees for the children and village development at the community level.

Parents Attending School Meetings

Being the member of the school committees, it is the responsibility of the parents to get involved in the school meetings. By attending the school meeting, one can understand the functioning of the school and the status of quality education that is provided by the teachers. The parents have the responsibility to analyse the problems related to the school and with the cooperation of the headmaster can take the issues to the higher authorities and get solved. But most of the parents who are part of the school management committees in government schools hail from low-income families and uneducated families. So due to this situation, the parents are not showing interest to join in the school meetings. And on another hand, with the interference of political involvement, the main aim of the School Management Committee has diverted and the situation remained same in the government schools. But in private schools, the parents are interested in joining the school management meeting do give some suggestions for the development of the school.

So in this context, the study tried to know whether the parents are attending the school meeting which is organised by the school management. From the study, it is found that in Dalits, 21.3 percent of the parent's respondents have attended the parent's meetings which are organised by the school management, and 78.7 percent of the respondents told that they had not attended any meetings which are hosted by the school management. In Non-Dalits, it is found that 86.4 percent of the parent's respondents have attended several meetings related to the school issues which are

organised by the school management, and 13.6 percent of the respondents said that they had not attended any meetings related to the school. When it is compared between Dalits and Non-Dalit parent respondents, it is found that 53.8 percent of the respondents have participated in the meetings related to the school, and 46.2 percent of the respondents have not participated in the school meetings.

Jannu Bixapathi a parent respondent (40) years from Madiga community said that he is the chairperson of the parents' committee. He stated that when compared to the issues that they are suffering in the day to day life, it is not that much important to attend the school committee meetings. Jangam Kumar a parent respondent (41) years Munnuru Kaapu Community said that he is a member of the parent's committee in a private school, and it is compulsory for him to attend the meetings regularly. He said that mainly they discuss the issues related to the school development and the problems associated with the attendance of the teachers and students and problems related to the studies. He also said that it is compulsory for the parents to attend the monthly review meetings which are focused on the students' progress record and to share their views about their children with the concerned class teacher and subject teachers. Maadasi Raj Kumar a parent respondent (38) years, from Madiga community told that though he is part of the school management committee, the Headmaster of the concerned school never organizes meetings at regular intervals of time and if sometimes if they call for the meeting they never discuss the issues related to the school and the children.

Kondam Rajeshwari a parent respondent (38) years, from Padmashali Community, said that she is a member of a school committee in a private school, and it was a good experience for her to attend the school management meetings and give suggestions related to the development of the children and as well as the school. From the field, it is found that the parents who are sending their children to government schools are not showing interest in attending the school meetings when compared to the parents who are sending their children to private schools. From the study, it is understood that there is a need to get awareness among the parents who are sending their children to government schools. The private and public school management principals have to focus on the importance of parents committee meetings and encourage the parent's to take part in the meetings that are organised in the schools.

Availability of Facilities in the Schools

Ihuoma, (2008) points out that “schools exist for the purpose of teaching and learning. Human and material resources are deployed to that effect. School facilities are the material resources provided for staff and students to optimise their productivity in the teaching and learning the process. The realization that the transfer of knowledge does not only take place in the four walls of the classroom from the teacher to the students but rather that learning happens through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes” (2008, p.11). It is true that without proper environment within the school complex the students cannot concentrate on their studies during their class hours. Even the Right to Education Act 2010, also explicitly specifies that the schools should have proper infrastructure facilities available for the children.

In this regard, the study made an attempt to know the services that are available in the school. From the study, it is found that in Dalits 44 percent of the parent respondents told that the schools are provided with good facilities, and 56 percent of the respondents told that the schools are not provided with facilities such as toilets, libraries, etc. In Non-Dalits, it is found that 74.7 percent of the parent respondents told that the schools are provided with good facilities, and 25.3 percent of the respondents said that the schools are not provided with basic facilities for their children. When we compare both Dalits and Non-Dalits, it is found that 59.3 percent of the respondents said that the schools are provided with services and 40.7 percent of the respondents told that the schools are not provided with facilities. From the above analysis, one can see that most of the schools are providing the services for the children which are essential for them.

Jannu Paranjyothy a teacher respondent (50) years, the principal of a private school from Madiga Community. He said that he had studied in a government school, and he had faced a lot of obstacles while pursuing his higher studies. He said that by knowing the importance of private schools he has established a school in the year 1983 with English medium with few students and now the students' strength is about 1200 members with 150 members with highly qualified teaching staff. He says that the private schools are not competition for the government schools. He says that he is also a product of government school and achieved an international best teacher award from Dubai. He says that to compete at a global level each and every private institution is using with different teaching techniques and methods for the students to understand the subjects in a straightforward manner. He said that this is one of leading school who have introduced IIT, Medical syllabus from 6th class onwards.

He says that till now there is no paper advertisement or electronic advertisement about the school for the new admissions. He said only the achievement of the students in public exams had raised the school to the top position at the district and state level. He says that though the school management is charging high fees from the students, there is no compromise in the teaching standards and the facilities that are provided for the students. He said that in every month parents' committee meetings are organised, and the status of the educational standards of the students are discussed with the parents, and even the concerned subject teachers will present the progress report of each and every student. In the class, if any of the students find difficulty in learning the subject, they are provided with individual classes from the concerned subject teachers until they cope up in the relevant subjects. He said that apart from the parents' committee meetings the teachers and the principal will have a meeting every day to know about the status and progress levels of the students on that particular day. He says with such kind of meetings with the teachers the students' progress will be known to each and other teachers and if they have any problem with the students they can take to the notice of their parents.

He says that the teacher punctuality will make the students' change and act according to the teacher, which is why he encourages the teachers to be regular and punctual in the duties. He says that each and everyday activity of the students is known to the concerned parents by sending a message to their parents and communication through school dairies. He said that in government schools the teachers are least bothered in organising teachers' meetings which are the platform to discuss the methods that they have taught to the students and improve the new techniques for the teaching purpose. He said that the teachers usually attend the school for attendance purpose and they takes the classes just to complete the syllabus, and they are least bothered where the students' have understood the subjects or not and that is why the educational standards in the government schools have come down slowly.

He says that 'it is the responsibility of the concerned headmaster and the teacher to keep concentration on the learning levels and achievement of students' but in all most all 95 percent of the government schools the responsibility is lacking. He says that because of that irresponsibility of the teachers and headmaster the marginalised students' are not acquiring proper knowledge, and they are wasting their time. He said that apart from the concentration of teachers, it is the responsibility of the parents to take care of the children at least for two to three hours during their study hours so that the students' also gets more interest to concentrate on education and can acquire useful knowledge.

Amireddy Raji Reddy a teacher respondent (46) years, is an headmaster in the government high school from Reddy Community said that he was posted in the school in the year 2002 as a principal. He stated that at that time there were no basic facilities for the students' and teachers. As it was girls' school, because of lack of necessary facilities, most of the students dropped from this school, and the strength was about 120 students who remained in the school. He says that if the students and teachers don't have the availability of basic needs in the school, how it is possible for the management to increase the students' strength, in this case apparently the students' prefer to go to the neighbouring schools which may be private or government schools. To increase the power of the students' in the school, he had sanctioned toilets, drinking water facility, library, computer room and a separate room for the preparation of midday meals in the school

He says that with the development activities that has taken place in the school, the management has gone to each and every family to tell them about the facilities that are available in the school and requested them to send their children to the government school. With the impact of the campaign that they have made now the school strength for the academic year 2014-15 has increased to 603. He said that the teachers who are working in the school are well qualified who are student friendly are striving for the development of the school as well to increase the educational achievement of the students by taking individual classes after the school timings for one or two hours which is more beneficial for the students. He says that if such kind of cooperation is found in each and every government school, the students from these schools can compete with the global world and can achieve the goals.

He says that the students who are studying in government schools are far better than the students' who are studying in private schools. He says that no teacher including the head of the schools can speak fluent English, then how is it possible for the students' to learn English. He says that parents are just attracted by the ads that are given by the private schools in electronic and print media, and they choose one of the schools and enrol their children blindly by paying a huge amount. He says that the parents have to look into the academic record of teachers and their educational qualifications and their experience in the education field, but they are not doing so. He says that the parents have to see whether qualified teachers are available in the private schools and government schools, and it is the choice of the parents to choose whether to send their children to private schools or government schools. He says that just because of the social status and prestigious issue most of the parents are sending their children to private schools and spending lot of amount on their children's education.

He says that he is not against the private schooling and English medium education. Parents have their right to select the schools for providing quality education to their children. He says that even the poorer sections of the society are not utilising the services that are rendered by the government teachers for their students, initially, they are sending their children to the private schools and suffering a lot while paying the school fee and other developmental fees which is creating a huge burden for them. He says that the state has to focus on the school education and tell the importance of the quality education that is provided in the government schools to the parents by organising public meetings or through the message which can reach through the cultural message. He says that there is no need to blame the government teachers because in each and every village is accessible with one private school, and most of the parents are sending their children to private schools. He says that when there is no quality education in the government schools, how it is possible for the students in securing cent percent results and qualifying in different entrance examinations when compared to the private school children.

Bokka Chinna Komuraiah a parent respondent (42) years from Madiga Community said that he is sending his children to government schools, and they are providing text books, school uniforms but the notebooks are provided by the parents. He also revealed that last 15 years back the government has provided cycles for the school going children for encouraging them to study in higher studies. But now the government is not providing cycles to the school going children. He also said that yearly only one pair of school dress is provided to the children who are not sufficient for the entire academic year, and the parents have to buy another two pairs of school uniform for the whole school year.

Bogam Sudharshan a parent respondent (42) years from Mera Community said that he is sending his children to private schools, and the facilities are provided for them. But they charge an enormous amount for text books, note books, school uniforms high price when compared to the outside market. He also expressed that the private schools also provide other facilities like Yoga, Karate, games and sports and cultural events but even for these also they charge an individual fee for the coaching. He expressed that though they are paying a special fee for co-curricular activities, there is no progress in the children. He also revealed that the schools provide bus facility for the children as a transport facility which is a huge amount which they are charging. So from the above analysis, one can understand that government schools are providing textbooks, one pair of school uniform, etc. and private schools are equipped with all kinds of facilities at special price which is charged from the parents.

Children Carrying Water to School

Drinking water provides a good health, and the schools are supposed to provide water facility for the children. The Institute of Medicine and the Centres for Disease Control and Prevention recommended that there is a need for the schools to provide everyday drinking water throughout the day in the school premises. As the students and teachers stay for 6 to 7 hours during the study hours in the school, they need water facility. As per the District Information for School Education (DISE) reports for the year 2014-2015, In India, only 82.8 percent of the schools are having the availability of water facility. Due to non-availability of water facility in the schools, the students are facing a lot of problems, and some of the children are carrying water from their homes.

So in this situation, the study made an attempt on the availability of water facility. From the study, in case of Dalit parents it is found that 12.4 percent of the respondents said that their children carry water bottle along with them, whereas 84.5 percent of the respondents stated that their children do not take water from home, and 3.1 percent of the respondents said that they don't know whether they are taking water from home or they are taking the water that is available at school. When the same question is asked to the Non-Dalit parents it is found that 90.2 percent of the respondents said that their children carry water from home, whereas 6.3 percent of the respondents stated that their children would not bring water from home, and 3.5 percent of the respondents said that they don't know whether their children carry water from home or they take the water that is available at the school. When it is compared to both Dalit and Non-Dalit parents it is found that 51.3 percent of the respondents children are carrying water from home, whereas 45.4 percent of the respondents children are not taking water from home, and 3.3 percent of respondents don't know whether they carry water from home, or they take the water which is provided at school.

From the field, Ginnarapu Ravi a parent respondent (40) years from Madiga Community said that their children do not carry a water bottle to the school because they take the water that is available in the school along with the lunch as part of midday meal program. Barigala Roopa a parent respondent (39) from Padmashali community said that her children are studying in a private school, while sending their children to the school she gives lunch box and water bottle to carry along with their children. Their children are studying in private school, and while sending their children to school, she gives lunch box and water bottle to carry along with them. She also said that it is better to have a water bottle along with the students because whenever they feel thirsty, they can have water from their bottle. She also said that as different sections of children study in the school, it is not so good for their children to take water that is used by other caste communities.

Bandaru Shoba a parent respondent (39) years from Dhobi Community said that early in the morning they leave for the river to wash the clothes and because of that she don't know whether her children carry from water or not. She said that in government schools drinking water are not provided and because of that the students depend on the bore wells which are near to the school premises and even sometimes the teachers also rely on the water that is provided by the students.

From the above analysis, it is understood that most of the parents prefer their children to carry water from home. It is noticed that the Dalit parents are not sending any water bottles with their children, and they are allowed to depend on the water that is provided in the schools. But in the case of Non-Dalit, the case is different, where the parents are sending drinking water along with their children. It is also noticed that some of the parents are concentrating on the children's health condition, and they are providing pure water for their children. In the case of lower Castes, the parents are least bothered in providing good water facility to their children when they go to school. In this context the parents have to think about the problems when the children don't have water facility in an appropriate time and even the school management should also provide water service to the children.

Parent's Opinion on Midday Meals Program in the Schools

In India, Midday meal program is one of the necessary steps which is taken by the government for promoting education and retain dropouts from the school and encourage the children in the class activities. It was for the first time in the year 1923 in Madras Corporation area, in Tamil Nadu introduced with Midday meal program for the poor and socio-economically backwards students and later it extended to the entire state in the year 1982. In the state of United Andhra Pradesh the midday meal program was introduced in the year 1995 in the government schools. The aim of the government in implementing the midday meals is a good program, but it has led to different dimensions on caste equations. The upper Castes parents did not accept the midday meal which is prepared by lower caste people, and their children were not allowed to take the meals in the schools. So due to this situation, the Non-Dalit students who were attending the government schools have stopped coming to the government schools and started enrolling in the private schools.

Table 6.14 Midday Meals Scheme in the Schools

Midday meal provided in schools	Dalit Parents	Non-Dalit Parents	Total
Yes	(19) 25.3%	(11) 14.7%	(30) 20%
No	(56) 74.7%	(64) 85.3 %	(120) 80 %
Total Respondents	(75) 100%	(75) 100%	(150) 100%

In this context, the study tried to know how far the midday meals scheme is implemented and is there any caste discrimination practices that is taking place in the school. From the study it is found that majority (80%) of the respondents both from Dalits and Non-Dalit respondents said that they are not providing midday meals in the schools in which their children are studying, and only (20%) of the respondents stated that they are providing midday meals in the schools in which their children are studying. From the above analysis, one can understand that the respondents who said no are the parents who are sending their children to the private schools. So in private schools midday meal programme is not implemented, and only in government schools, the scheme is implemented to encourage the students to attend the school regularly and provide good health for the students.

From the field Bussa Yellamma a parent respondent (45) years, from Madiga community said that in government schools the midday meal scheme is being implemented, but it is not maintained in a proper way. She expressed that the students are not provided with sufficient food. She revealed that though the management is providing plates and glasses to all the children, most of the students from Backward Caste carry their plates and glasses from their house, and even some of the students are taking their lunch box from their home. She raised a point that when midday meal is provided in the schools why OBC children are carrying their lunch box to the schools, is it not a kind of discrimination that is shown by the Backward Castes children. She also revealed that there is the caste discrimination that is seen in the schools, because when Dalit women who are from Madiga Community cooks the food the Upper Castes people refuse them to cook the food, and there is such kind of incidents which are taken place in their school.

Etyala Rajitha a parent respondent (38) years from Munnuru Kaapu Community said that her children are studying in a government school but during the lunch hours they come home and eat the food because they don't like the food that is provided in the school. She said that as they are following the traditional culture of the community and that is why still they are not allowing their children to have outside food. She stated that it is not a kind of discrimination that is shown on other Castes. When it is asked to the parents who are sending their children to the private schools, Gandla Rama, a parent respondent (39) years from Peraka Community said that in private schools such kind of midday meal programme is not provided and their children carries their lunch box, or sometimes she goes to the school during the lunch hours and assists their children in having the meal. She said that no caste discrimination is seen in the private schools, all the children come together and have their lunch. She stated that their children don't know even about their caste and

the hierarchies that are present in the caste system, so there is no chance for their children to see caste discrimination in the private schools.

From the above analysis, one can understand that though the midday meal scheme is implemented in the government schools, it should be applied very effectively. Sufficient food should be provided to the children during the lunch hours. As the caste discrimination is seen in the government schools, there is the need to create awareness among the people on the caste system. The school management has to take initiative and spread awareness among the students, parents, and individuals who are preparing the midday meals. The government school management has to provide the atmosphere that is existing in the private schools. So that the children will concentrate on their studies, for that the parents and children should cooperate with the school management. The school management which is associated with the parents and teachers should work together to overcome the caste discrimination that is existing in some of the government schools. Then only we can see the smooth functioning of midday meal program in the schools. The state has to provide sufficient financial support for management who is looking for the scheme in the schools without any problems. So that they can provide the meals to the children regularly without any risk. There is a need to have cooperation between the Headmaster, Mandal Educational Officer and the officials at the district level.

Parents Satisfaction on Teachers' Attitude

Parents' satisfaction on the teachers' attitude is also one of the important concepts which have to be discussed. Parents after joining their children in the school they do not concentrate on the problems that are faced by their children. The problems may be either from the teachers or school environment. Within the school compound, the teachers' attitudes play a vital role in shaping out a bright student. If the students don't attract the attitudes of the teachers, then the problem arises. Sometimes the students may not be in a position to tell their parents and give a complaint to the concerned school authorities. In this case, there is a need for the parents to focus on the attitudes of the concerned teachers who are teaching in the school.

So in this scenario, the study tried to know the attitude of the teachers who are working in the schools. From the study, it is found that in Dalits, 85.3 percent of the parent respondents said that the teacher's attitude is right and satisfactory and 14.7 percent of the respondents stated that they are not satisfied with the position of the teachers. In Non-Dalits, it is found that 92 percent of the parent respondents said that they are happy with the attitude of the teachers who are working in the schools and 8 percent of them stated that they are not satisfied with the position of the teachers.

When compared between Dalits and Non-Dalits parent respondents, it is found that 88.7 percent of them said that they are satisfied with the attitude of the teachers and 11.3 percent of the respondents stated that they are not happy with the position of the teachers.

Gaddam Sambaiah a parent respondent (39) years from Gouda Community working as a teacher in a government school said that his family size is four members. His wife is a house wife; his eldest son is studying 9th class, and his youngest son is studying 6th class in a private school. He says that they travel by the school bus which is around 6 kilometres from his house. As a teacher he expresses that he teaches in the government school in Telugu medium and the students does not follow accordingly and they put the teachers in trouble. He says that if the teachers try to teach them in English, they have the language problem, and they don't reach up to the expectations, and standard levels of the students and the teachers remain teaching in mother language. He says that in the government schools there is no proper monitoring from the higher officials and because of that the teachers are not engaged seriously towards their duties, and says that they are doing injustice to the students'. He says that as most of the students who are studying in government schools are from the marginalised sections they are not acquiring any knowledge, and he advises the parents of lower caste communities to encourage them to provide English medium education from private schools. He says that the teachers who are working in the government schools send their children to the private schools and always think about the future of their children and forget about the future of the students who are studying in the government schools.

He says that though he wants to try to motivate his fellow teachers to focus on the development of the school and work for the improvement of the teaching skills, the teachers don't like to take the suggestions into consideration. He says that as there is no coordination between the teachers and they will not have mutual understanding and because of that the students' are suffering in gaining the knowledge from the government schools. He says that though the students pass in the public exams because of having a self-centred for writing annual exams and having the support from the concern subject teachers during their examinations. He says that after passing out with those marks and knowledge they students may not have future for qualifying into the higher studies. So that is why he prefers private schools with English medium, which are well established with quality education would be helpful for the marginalised students to acquire some critical knowledge for their better future and employment.

From the field, Jannu Sadaiah a parent respondent (40) years from Madiga Community said that the teachers who are working in the government schools had misbehaved with the parents and

the students. He stated that the teachers would not respect the parents, and even they will not maintain friendly nature with the children. He also expressed that they regularly punish the students for not having any reasons and because of that the students are afraid to turn up to the school regularly. He also said that the teachers don't regularly come to the school, and few of them will leave the campus during the school hours. He stated that as the headmaster is least bothered about the behaviour of the teachers and because of that the freedom of the teachers is more.

Arsham Mogili a parent respondent (40) years, an employee working in a government sector who is from Padmashaali Community said that he is sending their children to the private schools, and the attitude of the teachers is right regarding the parents and students. He said that the teachers are friendly with the students, and they clear the doubts of the children even after the school hours. As there is a friendly atmosphere with the students, they regularly go to schools without any absence. He also expressed that if there is a friendly atmosphere present in the schools the parents will not be scared of the children who are studying in the schools. He also revealed that friendly atmosphere should be created in the schools. So that students will be habituated to attend the school regularly, and they will concentrate on studies and other cultural activities.

From the above analysis, one can understand that the attitude of teachers who are working in government schools is not satisfied when compared with the teachers who are working in private schools. The teachers have to change their mindset and maintain the friendly culture with the students so that they can go for higher education with the support of teachers. If the teacher's attitude is not right, it reflects on the students and may divert their studies and get dropped out from the school. As all of them are trained teachers, they should understand the psychology of the students and parents and behave according to them. So for maintaining a good atmosphere in the there is a need for cooperation between the teachers, students, and parents for better education and development in the school.

Different Services done by the Children in School

School discipline is an essential element in school administration. This is because discipline is a mode of life by laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined. It is seen as a process of training and learning that fosters growth and development (Imaguezor, 1997). The purpose, of course, is, therefore, to help the individual to be well adjusted, happy and useful to his society. The principle of school discipline according to Barrell (1975) based on the concept of "loco parents" which allows school authorities full responsibility for children's upbringing, the right of discipline and control.

In effect, teachers have the right to punish students who contravene school laws. But in the present situation the teachers are violating their rules and then involve the students for the personal use.

So in this context, the study tried to know whether children who are studying in schools are asked to serve as an office boy for doing different services to the teachers. From the study it is found that in Dalits, 28 percent of the parent respondents said that their children are asked to serve for the teachers whenever they are in need of help, whereas 72 percent of the respondents stated that their children are not asked to act as a helper in the school. In Non-Dalits, it is found that, 16 percent of the parent respondents said that their children are invited to provide services in the school, and 84 percent of the respondents said that such kind of activity is not seen in their children. When it is compared between Dalits and Non-Dalits, it is found that 32 percent of respondents said that their children are asked to serve as an office boy during the school hours, and 78 percent of respondents stated that their children were not asked to act as an office boy.

From the field Byrapaka Babu, a parent respondent (43) years from Madiga Community revealed that in government schools most of the teachers are treating the children as their office boys and they are sending them to the pan shops and general stores for their personal use. He said that such kind of activity is regularly seen during the school hours. He raised a question that if such kind of activities are taken place in the schools how the students will concentrate on the studies. Bodasu Mahender a parent respondent (48) years from Gouda Community said that one of his sports sirs had asked his child to bring pan and cigarettes from the pan shop, but his son refused to go outside and bring such items, from then onwards he was targeted by his sports, sir. He pointed out that if such kind of activities is done by the teachers, automatically there is a chance for the children to get habituated into such kind of activities from the school level itself. Gandla Venkanna a parent respondent (45) years from Peraka Community said that he is sending their children to private schools but, such kind of activities are not entertained by the school management and teachers. He also said that once the child enters the school campus, he is not allowed to come outside till the completion of school hours.

From the above analysis, one can understand that the student who is studying in government schools are asked to serve as the office boy and do the personal things for the teachers, whereas such kind of activities is not seen in the private schools. The teachers who are working in the schools are seen as role models by the students, if such teachers are encouraging the students for their personal work, the students will follow the teachers and learn the activities that are being done by them. The teachers should not entertain themselves to behave as irresponsible persons in the school.

As the teachers are seen as one of the prominent persons in the society such acceptance should be taken by the society, so for that, he has to behave as a good teacher in the school. The school management should not entertain in treating the children as the servants for the teachers. The children who are studying in the schools also should realise that they are not the servants for the teachers, and it is not the duty of the students to go outside and bring the items which are asked by the teachers.

Discriminatory Practices in the School

Usually, the parents ask their children to involve in the daily activities like cleaning the utensils or sweeping the rooms, etc. as part of their responsibility in the house and at the same time the children who are studying in the schools are also forced by the teachers to clean the school premises. Generally, in the government schools when attendees or sweepers are absent to their duties the students take the responsibility of sweeping the classrooms and clean their seating places but, it is becoming a regular practice by the students even when the attendees are present.

So in this perspective, the study tried to identify whether the students who are studying in schools were asked to clean or sweep the classrooms. From the study it is found that in Dalits, 17.3 percent of the parent respondents said that their children had been invited to clean the classrooms, and 82.7 percent of the respondents stated that their children were not asked to clean the classrooms. In Non-Dalits, it is found that 16 percent of the parent respondents stated that their children had been invited to clean the classrooms, and 84 percent of respondents stated that their children were not asked to clean the classrooms. When it is compared between Dalits and Non-Dalit parent respondents, it is found that 16.7 percent of their children have been invited to clean the classrooms and in the case of Non-Dalits, 83.3 percent of their children were not asked to clean classrooms. From the field, it is observed that the children who were going to government schools only were invited to clean the classrooms, and the students who were going to private schools were not asked to clean the classrooms.

From the field Arepally Sunil a parent respondent (43) years from Madiga Community said that in many of the government schools there are no sweepers and because of that the children are forced to by the teachers to sweep the classrooms. Aakarapu Shankar Yadav a parent respondent (40) years from Yadava Community said that he is sending their children to the private schools, and teachers and management did not ask their children to sweep or clean the rooms because in the private schools they have sufficient non-teaching staff who clean and sweep the rooms. He also reported that in private schools such kind of activities are not entertained, and if it is found so, the

action is taken against the attendees and sweepers because they are paid, workers. Soma Ramachandram a teacher respondent (45) years, a Telugu teachers from Mera Community said that when the sweepers are absent to the school on a particular day, usually they asks the children to sweep their classrooms and clean their benches on which sit, or if they don't sweep their classrooms they have to sit in the dust that which is present in the classrooms.

From the above analysis, one can understand that the children who are studying in the government schools are asked to clean the classrooms, and such kind of activities are not found in the private schools. The headmasters of the government schools should ask the government officials for the fulfilment of vacancies that are existing in concerned schools. The teachers should not encourage or advise the students to sweep the classrooms. Such kind of activity may give a wrong notion to the society. The school management committee should focus on the problems that the students and teachers are facing in the school, and at least they have to appoint a person from the village and provide the salary from the school management fund. The state government should also take necessary actions for the fulfilment of the vacancies in the government schools for the better environment of the schools. If the condition of the schools is with good environment, it attracts the students for better education in the schools.

Sharing of Seating Arrangements in the Class

Although the phenomenon of purity and impurity, including the related one of untouchability, was studied in Indian sociology and social anthropology since the beginning of the discipline around 1920, its modern systematic analysis may be said to have begun with M.N. Srinivas's work on religion among the Coorgs of South India (1952; see also Dumont and Pocock 1959). Positive changes are taking place in village society also. Desai I.P. (1978) has observed that, in all matters in what he calls the public sphere (i.e., where the government is involved), untouchability is no longer a problem, in such issues as the seating arrangement for Untouchable children in schools, the delivering of letters by a higher caste postman to an Untouchable, and the handing over of postal stamps by a post office clerk to an Untouchable.

As Shah, A.H (2007), points out that Ideas of purity/impurity were present all over Hindu society for centuries, in domestic as well as public life, in exchange for food and water, in practicing occupations, in kinship and marriage, in religious action and belief, in temples and monasteries, and in a myriad different contexts and situations. These ideas played a crucial role in separating one caste from another, and in arranging them in a hierarchy, that is to say, in ordering the basic structure of the society (2007, p. 355-56).

The study tried to know whether the parents know that their children sit with other caste children in the class. From the study it is found that in Dalit, 77.3 percent of the parent respondents said that their children sit with other Castes children in the class, whereas 5.3 percent of the respondents stated that their children do not sit with other caste students and 17.4 percent of the respondents said that they don't know whether they sit with other caste children or not. When it is asked to Non-Dalit parents it is found that 88 percent of the respondents said that, their children would sit with other caste children whereas 4 percent of the respondents said that their children would not sit with other caste children and 8 percent of the respondents stated that they don't know whether their children will sit with other caste children or not. When it is compared between Dalits and Non-Dalits, it is found that 82.7 percent of the respondent's children sit with other caste children, whereas 4.7 percent of the respondent's children do not sit with other caste children and 12.6 percent respondent's don't know whether their children will sit with other Castes children or not.

From the field Katkuri Sambaiah, a parent respondent (40) years from Madiga Community said that students have friends from different caste communities, and it is their choice to prefer to sit with them or not. He also expressed as they are children, and they don't know the caste difference between one and the other community, so, in this context, they usually prefer to sit along with other caste children. Lingam Sampath a parent respondent (42) years from Munnuru Kapu Community said that from their ward all the children who study in one school go together with unity and in that concept, they prefer to sit with their community friends. Tadugula Suresh a teacher respondent (45) years from Munnuru Kapu Community said that students would not have any restriction in seating pattern, they prefer to sit with their community students or they share to sit along with other Castes students by their will and wish. He also said that as a teacher they would not imply their ideology and impose on the student community, but they advise the children to share to sit with each and every community.

Bhanothu Bhukya a parent respondent (39) years from Tribal Community said that their children prefer to sit with their community students because to interact with each other and share ideas in their mother language which is Lambada. So if they want to share to sit with other Castes people, they don't know the Telugu language fluently, so that is why they prefer to sit with their caste children. Sambari Sammaiah a parent respondent who about 46 years from Yadava community said that he is sending their children to private school, and it is compulsory for their children to sit with other Castes children because the management will take care of the children in combining all caste communities for having a real interaction between the children.

From the above analysis, it is understood that most of the parents agree that their children do sit with other caste communities. It can also be noted that the parents are not having any objection towards their children in sitting with other Castes children. It is important to point out that most of the parents are encouraging their children to have a good relation with other caste children for their interaction. Some of the private school management is also encouraging for caste free discrimination in the class for group discussions in the class. So in this situation there is a need for cooperation from parents, teachers and children to become a caste free community in the society.

Assistance taken by parents from children at home

It is crucial for the parents to involve the children in the household works and tune them to learn new things which are useful in the life. Students should know how hard of parents are working for the survival of the family, but at the same time, they should not divert from their studies. Parents should take the assistance of the children whenever it is required, but it should not be at regular intervals of time when the children are studying at home. If the children are involved in the daily activities of the household works they may not concentrate on their studies, and it leads to discontinuing from their studies. The parents have to think how important it is in involving the school going children to help in household works by taking their assistance.

The study tried to know whether the school going children are helping their parents in any kinds of works at home. From the study, it is found that in Dalits 92 percent of parent respondents said that their children are helping them in different kind of activities at home, whereas 8 percent of the respondents stated that their children would not assist them in any nature of works at home. In Non-Dalits, it is found that 33.3 percent of the parent respondents reported that their children are helpful at home for various works, and 66.7 percent of the respondents indicated that their children do not help them at home in any works. When it is compared between Dalits and Non-Dalit parents, it is found that 62.7 percent of respondents are taking help from their children and 37.3 percent of the respondents said that they are not making any help from their children.

From the field Vodapelly Anita a parent respondent (38) years from Madiga Community said that it is compulsory to utilize the help from their children in the house, because as they work in the agriculture field, sometimes they come in the late night hours to home, so the children who come early from school will do the household works like bringing water from wells or bore wells, they will clean the utensils and cook the food. She also said that as the children it is the duty to learn different works at home because in their individual lifestyle they come across all these kind of works and to overcome the problems they have to learn all sorts of works from the childhood itself.

She said that one of her neighbours has a small child at home, and they are supposed to take care of their elder children when the parents go to work. She also expressed that only girl children will help them in the household works. Though there is need of aid from the male children they may not listen to the parents and will not assist in any activities at home.

Varikuppala Srilatha a parent respondent (39) years from Mera Community said that their children go to school in the morning and come to the home in the evening, and they have to get freshened up and do their home works and study for some time. So during their study hours they encourage the children instead of disturbing them. She said that they never interrupt their children and take any kind of help related to household works because they will not have time to take part in the household works. She also said that if we encourage the children to take part in the household works, they will be disturbed, and automatically they will be habituated to help the parents in the house and if that happens regularly, the children will get diverted from their studies and may lose concentration on the studies. Bosasu Mahender a parent respondent (41) years from Munnuru Kaapu Community said that sometimes they take the help of their children in the agricultural works when their children have leisure timings, otherwise there is no need of their help in the household works because they have a worker who works in the house.

From the above analysis, it can be understood that without the aid of the children some of the families are unable to survive, so it is compulsory for the children to take part directly or indirectly in the household works. From the above arguments which are made by the parents, it is understood that the children who are studying in private schools are not involved in any household works at home, whereas the children who are studying in government schools are helping their families in household works. It is can also be noticed that mainly girl children in few families are facing a lot of problem in involving in their household works, and they are unable to concentrate on their education and because of that some of the children are dropping out from the school education and taking care of their families. The educated families and employee families are not disturbing their children in involving them in the household activities, and they are not diverting the mindset of the children to other activities in the house, and they are encouraging them in their studies. One can also understand that only the girl children are insisted and invited to help in the household activities rather than the male children.

The parents have to think to what extent they can take the help from their children, because as the children go to school, they have to concentrate on their education also. Once if the children divert from the studies their entire life will get spoiled due their involvement in the family work.

Instead of assigning the work to the children they have to encourage them in their studies and help them during their study hours. The parents should know that both male and female children are equal, and they should not show any discrimination between them. The low-income families and the parents from marginalised sections should also encourage their children in studies for the development of the children. For this, there is a need to spread awareness towards the uneducated families on the importance of education for their children.

Study Hours of Children at Home

It is the responsibility of the parents to make the children ready and send them to school but at the same time, it is also their duty to look after the study hours of the children at home. However, students spend 6-7 hours in the class and listen to the teachers and learn. But the children after coming from the school, the parents have to encourage the children to spend a few hours to complete their home works or revise the lessons which are taught in the class. The regular practice hours helps the students to concentrate on education and gain a real knowledge. It does not refer to how many hours a student is studying but it is important whether the student is studying regularly at home or not. Parents have their problems to support their families, and they may not concentrate on the children's education at home.

So the study tried to know whether the children study regularly at home or not, if so how many hours the children are studying at home after school hours and during the holidays. From the study, it is found that in Dalits, 34.7 percent of parent respondents said that their children study regularly at home, and 65.8 percent of the respondents stated that their children would not study on regular intervals of time at home. Whereas in Non-Dalit parents it is found that 86.1 percent of the respondents said that yes their children study at home and 13.9 percent of the respondents stated that their children would not study at home. When it is compared between Dalits and Non-Dalits parents, it is found that 60.7 percent of the respondent's children study at home, and 39.3 percent of the respondent's children will not study.

From the field Mohamad Ilias, a parent respondent (41) years from Muslim Minority Community sending their children to private school said that their children do study at home regularly. He stated that immediately after coming from the school, they will have some evening snacks and for first one hour or two hours they complete their homework and they take rest for two hours and from 9 PM to 10.30 PM they refer to their subjects which are taught in the class again they get up early in the morning at 5 AM and for one hour they apply to the concerned subjects. Guddeti Swamy a parent respondent (41) years from Munnuru Kapu Community, said that their

children often read sometimes but not regularly. He said that during the examinations they will study compulsory and if they have any homework they regularly do it.

Chunchu Srinivas a parent respondent (41) years from Madiga Community sending their children to government schools said that their children go to school regularly, but they haven't seen their children when they are studying at home. He stated that as he is not educated not he is not aware of the education of their children and he does not know whether their children are studying well in the class or not. It is because he has never gone to the school and asked the teachers about their children's education. He said that his daughter after coming from the school would be engaged in the household activities. He said that as their children spend more time in the family activities and they never force them to concentrate on studies.

Kommula Karunakar Reddy a parent respondent (45) sending their children to private school said that, it is compulsory for the students to study at home and work hard because the concerned subject teachers will give a lot of homework and if the students doesn't do the homework, the management will collect a sum of rupees of fifty per subject. He said that to complete the homework their classmates come together to complete homework. He said that they also read for some time and discuss and raise their doubts and share their knowledge. He said that in private schools a kind of competitive spirit is habituated in the classroom, and the teachers encourage the children in such a way to work hard, and even his family members also help them.

From the above analysis, one can understand that the parents who are sending their children to private schools are concentrating on their children and are giving moral support during their study hours. It can be analysed that the children who are regular to school are focusing on their education after the school hours. The students who are studying in government schools are not focusing on their studies, and they are engaged in the household works and for their personal works in the society. It is also observed that the children who are going to government schools do not have any homework which is to be completed at home and due to that they never open the textbooks at home. So that is why they are lacking in studies and getting failed in the final examinations. It is to be noticed that the children who are from private schools are having a proper kind of time table they do maintain in doing their homework and study hours. So that is why the children who are going to private schools are better than the children who are studying in government schools in scoring good marks.

To overcome this kind of issue, the parents who are sending their children to government schools should encourage in doing the homework and should also create a kind of proper

atmosphere for studying at home. The students should note that after coming from school at least they have to study for two or three hours, if they continue it regularly, they can overcome the stress during the examinations and gain good marks. For this, the teachers should encourage the students by giving homework to complete at home, and they should also create a kind of education atmosphere in the class by organising competitions within the students in various subjects. It will help the students to concentrate on education and get a good name to the school, teachers and parents.

Type of Language Preferred by the Parents at Home

Berstein, B. (1962), taking a sociological view of language on the basis of his theory of linguistic development express that “the mode of the spoken language of an individual is shaped not according to his individual desires or choice, but it is determined by the social life and culture of the group of which he or she is a member” (1962). Language is one of the important factors which plays a major role in sending the children to the schools. The kind of language that the parents speak at home is also influenced by the children. At home preferably, all the family members speak in their mother language, but in some of the educated parents, they try to speak another language like English in with each other. It is a learning new language apart from their mother language. In the global world, there is a need to learn various kinds of languages to sustain in the society. The children have three languages i.e. Telugu, Hindi, and English at the school level to learn, so there is a need to encourage the children to communicate in different languages.

Table 6.15 Type of Language Spoken by Parents

Speak the same language	Dalit Parents	Non-Dalit Parents	Total
Speaks mother language	(72) 96.0%	(62) 82.7%	(134) 89.3%
Speaks other language(s)	(3) 4.0%	(13) 17.3%	(16) 10.7%
Total Respondents	(75) 100%	(75) 100%	(150) 100%

Source: Field Study, 2013-14.

So in this context, the study made an attempt to identify whether the parents speak mother language, or they use any other kind of language at home. From the study, it is found that out of total respondents in Dalits, majority (96%) of the parent respondents speak mother language at home and in Non-Dalits (17.3%) speaks another language apart from their mother tongue. From the above analysis, one can understand that majority of the parents speaks mother language at home when compared to other parents who speaks other languages like English. The parents who speak the same language at home are facing problems from the children who are going to English medium schools. As their children are studying English medium language, the parents are unable to

coordinate with their children in case of any help while they are doing their homework or any project work which are assigned to their children from their teachers. In the event of the parents who can speak other languages rather than their mother language can help their children while doing their home works and are in a position to explain the subject related matters to their children at home.

Jella Ramesh a parent respondent (38) years from Munnuru Kapu Community said that it is comfortable for him to speak his mother tongue which is Telugu, where he can communicate and address in an easier manner, he also said from a long back he has a friend circle from Muslim Community but he couldn't learn Urdu language because he never thought that it would be useful. Mohammad Saleem a parent respondent (38) years from Muslim Community said that apart from his language he is familiar with the Telugu language which he has learnt because his neighbouring houses belong to the people who are Telugu speaking. Tejawath Malya a parent respondent (34) years from a Tribal Community said that as his mother language is Lambada, he communicates in the same language with his family members. He stated that it is crucial for them to speak in the Telugu language with the villagers because they visit their house for any issues related to the agricultural activities.

Preferred to Speak English Language within the Family

Nowadays the English language has become one of the emerging tools for sustaining in the global era. The competitive world has created a signal that without English language one cannot enrich his/her ambition or goal. As most of the children are studying in English medium schools, there is a need for the parents to encourage their children to communicate in English. However the educated parents and the government employees who are from English medium background manage to speak in English, but the uneducated parents and who are from Telugu medium backgrounds may not speak English. The school going children are lacking with fluent English because of not having the people who communicate in the English language in their families.

So the present study tried to identify whether the parents of the children can speak the English language at home with the children or not. Out of the total respondents in Dalits, it is found that 14.7 percent of the parent respondents told that they speak English at home and 85.3 percent respondents said that they do not speak English. In Non-Dalits, it is found that 72 percent of the respondents speak the English language at home, and 28 percent of the respondents told that they would not speak English. In case of both Dalits and Non-Dalits, it is found that 43.3 percent of the respondents speak English at home, and 56.7 percent of the respondents do not speak English.

From the above analysis, one can understand that the parents who are non-Dalit are in the highest percentage where they can talk the English language, and they are aware that without the English language they cannot survive in the society. In the case of Dalit parents, the language awareness is very little, and there is a need for them to identify the importance of language and supposed to learn the basics of English language to communicate with the children who are going to English medium schools. Panduga Srikanth Reddy a parent respondent (45) years from Reddy Community revealed that language had become a prominent one in the present situation. As he is a teacher in a government school, they have introduced English medium curriculum and it is compulsory to learn the language. As his children are studying in an English medium school, he is communicating in English with their children at home so has to remove their doubts while studying. He said that it is compulsory for the parents to learn English because nowadays most of the parents are sending their children to English medium schools and if their children come across any difficulties in studies they should be able to clarify them at the earliest. He also said that it is a suggestion for the educated persons and not for the uneducated because as of now they cannot learn and get access to English language.

Paramalla Ramulu a parent respondent (46) years from Peruka Community working as a teacher said that he speaks both English and Telugu languages. He said that as he had studied in English medium school, there is no problem for him to communicate in English because his wife is also from an English medium background and his children are also studying in a private school, and their family members all together are communicating in English. Chindam Bhagya a parent respondent (45) years is a housewife from Madiga Community, said that she speaks only Telugu because in their family there is no one who is familiar with the English language. She said that her husband is uneducated, and she is also illiterate, and even her children are also studying in government schools which are in Telugu medium. Bogam Sunitha a parent respondent (40) years, a housewife from Kamsaali Community said that she speaks Telugu, but as their children are in English medium schools, and they are facing a problem when their children are assigned with different kinds of projects to complete as part of their homework. She says that as she has studied up to tenth class but she is not familiar with the English language, and that is creating a problem to help their children in their education.

Neighbourhood Patterns with Different Communities

On Indian social structure, there are several debates on the selection of neighbours on the criteria of class, caste, and creed. India is a hierarchical society where in different parts of the country we see the caste groups, individuals and kinships social groups, etc. There are different kinds of variations that exist in rural and urban settings. In the village structure, there is segregation between various social groups, where the marginalised sections of the communities reside on one corner of the village, and the upper Castes communities reside on the other side of the village. Though we are in the new modern era, in the villages still the caste discrimination is being practised. The Dalits are treated as untouchables, and they are not allowed to enter the premises of the Upper Castes.

Table 6.16 Communities Residing as Neighbours

Who are the Neighbours	Dalit Parents	Non-Dalit Parents	Total
Own caste people	(65) 86.7%	(52) 69.3%	(117) 78 %
Other caste people	(8) 10.7%	(23) 30.7%	(31) 20.7%
Mixed caste/tribe peoples	(2) 2.7%		(2)1.3%
Total Respondents	(75) 100%	(75) 100%	(150) 100%

Source: Field Study, 2013-14.

In this present context, the study tried to know who the people are residing as the neighbours and from which Castes they belong to. From the study it is found that in Dalits 86.7 percent parent respondents told that their caste people are residing as their neighbours, whereas 10.7 percent of the

parents told that other caste people are also living as their friends, and 2.7 percent of the respondents said that their neighbours are from mixed Castes like Tribes, Backward classes, etc. When it is asked to the Non-Dalit parents, it is found that 69.3 percent of the respondents expressed that their caste people are residing as their neighbours, and 30.7 percent of them told that other Castes people are also living as neighbours. When it is compared between Dalits and Non-Dalits, it is found that 78 percent of the respondents have their caste people as their neighbours, whereas 20.7 percent of them have other caste people as their neighbours and only 1.3 percent of them have mixed Castes people as their friends.

Lingam Yakadarshan a parent respondent (46) years from Munnuru Kapu Community expressed that their houses were located in the village with their caste people and said that there is no development which is seen in their Castes. As his children are studying in various educational institutions, they need an excellent atmosphere. Because of that, he has shifted his house from the actual place to the other venue of the main road within the village which is accessible with all facilities and having communication with different caste communities. He said that having different caste composition of families as their neighbours, their children are acquiring more knowledge and information related to higher education from their neighbouring children.

Pallam Bixapathi a parent respondent (48) years from Peraka Community said that caste system is practised only within the uneducated people and not among the educated individuals. Within the village, the educated families have come together and constructed their houses with different caste compositions. He also viewed that because of having different caste communities as their neighbours they have a network in sharing their problems, sorrows, joy, etc. and apart from all these they are useful in encouraging their children to higher studies and their children are being motivated by seeing their neighbouring children.

Chiluka Saraiah a parent respondent (46) years from Madiga Community said that it is crucial to stay with their community people and relatives because if any problem occurs it will be solved by them and a kind of moral support will be given to them. Chinta Sunitha a parent respondent (39) years, Madiga Community said that though they are associated with different caste people as their neighbours, they never invite her for any functions or any celebrations that are celebrated in their houses. She said that they would not allow her to take water from their taps whenever there is a scarcity of water. She stated that even if sometimes she invites they never come to her house. So in this context, she expressed that there is a caste discrimination that is shown by the Backward Caste Communities and others.

From the above analysis, one can understand that the village structure is divided on the caste hierarchies and based on that structure people have constructed their houses. As the population is growing day by day most of them are interested to live in a type of nuclear family. And because of that, it is compulsory for them to have a new kind of house which is independent and for that purpose, they have to shift from one place to another location. So in the new places, it is highly impossible to have the same kind of caste communities as their neighbours. So, in this case, it is seen that there is a mixed kind of caste composition as their neighbours. But still, there is a need for transformation within the caste communities to have access to other caste communities.

Awareness among the Parents on Welfare Schemes

Parents' awareness is more important to guide their children because every child is the source for the nation. For the development of the children in different aspects, the state has introduced many welfare schemes which are not being utilised by most of the parents. Only the educated parents who are aware of the schemes are using the welfare schemes for their families and especially for the children.

So in this context, the study tried to know whether the parents are aware of the welfare schemes which are implemented by the government for the benefit of the community and students. From the study it is found that in Dalits, 62.7 percent of the parent respondents said that they are aware of the welfare schemes which are implemented by the state and central government, whereas 22.7 percent of respondents said that they are not aware of the schemes and 14.6 percent of the respondents indicated that they don't know what are the schemes which are being implemented by the government. In Non-Dalits it is found that 86.7 percent of the parent respondents said that they are aware about the welfare schemes which are executed by the state, whereas 9.3 percent of the respondents stated that they are not aware of the schemes which are implemented for them, and 4 percent of the respondents said that they don't know what are the schemes that are implemented for them. When we compare both Dalits and Non-Dalits parent respondents, it is found that 74.7 percent of them are aware of the welfare schemes and 16 per cent of respondents are not aware of the schemes and 9.3 percent of the respondents don't even know about the schemes that are implemented for them.

Jannu Mallesh a parent respondent (37) years from Madiga Community. He says that he is working in a housing construction, and he is a leader for Centre of Indian Trade Union (CITU) which is affiliated Communist Party of India (Marxist), at the Mandal level. He says that he has three children, out of whom two are boys and one is a girl. His housewife is engaged as a daily

labourer in the agriculture sector. He says that his daughter has completed her school education from a government school, and she has completed her intermediate, but she has failed in two subjects and because of that she has taken computer coaching under Scheduled Castes Corporation which is for six months and she was selected for a job under the Rajiv UdhogyaMela which was conducted at the district level in 2013 and now she is earning eight thousand per month and got recently married. His elder son is studying in social welfare school located in Jangon, and now he is in 8th standard. He says that the quality of education that is provided in welfare schools is very good when compared to the private schools located in the village and Mandal level. He says that if the students have an interest in studies, automatically they will gain knowledge for which the parents have to provide a good academic atmosphere and the school management should provide educational facilities in the school.

He said that being a union member, he is aware of the education system and in that context he has come to know about the welfare schools which are specially meant for the marginalised sections of people. During the time of notification for admissions into the welfare schools he has seen the advertisement in the paper and he had applied for the exams for his child, wherein the exams his child has scored 70 marks out of 100 and got selected in the merit list. He says that now his child is one of the meritorious students in the class and scores good marks in each and every subject. He says that his son is a very talkative student and on every occasion, in the school, he represents from his class and gives speeches on particular themes.

He says that he was selected for a super student from the district and given a lecture on Dr B. R. Ambedkar in Mana TV programme which is organised by the Social Welfare Residential Welfare Institutions Society. He says he is too intelligent and certainly in future, he will become a pioneer and get a good name for his family members. He said that his younger son is studying 5th class in government primary school in the village, after coming from the school he reads the lessons which are taught in the school. He says that neither his wife nor he bothers about their studies because from morning to evening they are engaged in their works for their family survival. He said that as of now he is satisfied with their children's education because though they are studying in government schools, they are good in their academics rather than the other students who are studying in the private schools located in the rural villages and Mandal Headquarters.

From the field, Burugula Sammaiah Goud a parent respondent (46) years from Gouda Community said that the government schemes which are implemented by the state and central government are very much useful for their children's education, and they are utilising the facilities

that are provided by the government. He said that Fees reimbursement policy which is being implemented by the state is very much useful for their children to achieve higher education. He stated that he is economically weak and thought that he could not provide higher education to their children. But the fees reimbursement policy which came into existence in 2006 and which is continuing in the state has changed the educational status of their children. He said that his elder son who had studied intermediate in a government college is now pursuing his B.Tech second years in private college with the help of the fees reimbursement policy.

Mekala Vijaya Babu a parent respondent (43) years from Madiga Community said that the government has established welfare hostels and because of that his child got admission into a residential school where, now he is getting a good education, quality food, and shelter in the educational institutions. Kodepaka Swarna a parent respondent (38) years from Madiga Community said that as they are uneducated, and they are unable to know the schemes which are being implemented for the development of their children in education, but she expressed the facilities like free textbooks, and school uniforms and midday meals that are provided with free of cost for the children in the school.

From the above analysis, it can understand that the welfare schemes which are implemented by the state are very much useful for the children's education, so it is better to apply the schemes from the pre-primary level itself. The state has to advertise the schemes by publishing in newspapers, through pamphlets, media and also by the cultural teams in the rural villages. So that the uneducated people will focus on the welfare schemes which are implementing by the state and can utilised for their children's education. In this context, government should have the coordination with NGO's, youth organisations, Village Education Committees, Parent Teachers Associations and political representatives to spread the welfare schemes into the society. If the welfare schemes are not reaching to the poorest of the poor, then there is no meaning in spending some crores of public money on the schemes. It is also the responsibility of each and every citizen to know about the welfare schemes and utilise them in a proper way for their development.

Experiences of Parents on Discrimination

As Dhaneswar Bhoi mentions that (2016), according to Dewey “experience as the original medium and means, whereby the world is encountered, enjoyed, appraised and transformed into human habitations”. He further explains experience as the foundation of knowledge. His experience is not just the content; it is related to the context, which includes, politics, moral, religious and aesthetic aspects. Price argued the experience is shock and surprise, and about the cautions to avoid future unpleasant experiences. Kant’s experience theory is the intuitive awareness of perceptual experience, and non-spatial sense impressions like a state of affairs belong to a coherent system of states of affairs, which someone’s perceptual experiences are a part (Kant cited in Sellars 1967; p. 633 & 635). Explaining experiences Kant says, it is the middle term between social being and social consciousness. Though the experience becomes demonstrative and expensive at a local level, it can be exited in the larger context. Like the experience of caste discrimination in India is spread to another part of the world, in a different social context of Britain or the United Kingdom. In Indian society also we see the visible and invisible discriminatory practices which humiliate the marginalised sections in various forms.

Table 6.17 Experience of Parents on Discrimination

Do you face any kind of discrimination like	Dalit Parents			Non-Dalit Parents			Total		
							(Dalits+Non-Dalits)		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Village main temple	(56) 74.7%	(19) 25.3%	(75) 100%	(3) 4%	(72) 96%	(75) 100%	(59) 39.3%	(91) 60.7%	(150) 100%
Water from village/public well	(9) 12%	(66) 88%	(75) 100%	(1) 1.3%	(74) 98.7%	(75) 100%	(10) 6.7%	(140) 93.3%	(150) 100%
School	(12) 16%	(63) 84%	(75) 100%	(3) 4%	(72) 96%	(75) 100%	(15) 10%	(135) 90%	(150) 100%
Panchayat/ Municipal office	(5) 6.7%	(70) 93.3%	(75) 100%	(2) 2.7%	(73) 97.3%	(75) 100%	(7) 4.7%	(143) 95.3%	(150) 100%
Primary health centre	(11) 14.7%	(64) 85.3%	(75) 100%	(2) 2.7%	(73) 97.3%	(75) 100%	(13) 8.7%	(137) 91.3%	(150) 100%
Public transport	(4) 5.3%	(71) 94.7%	(75) 100%	(1) 1.3%	(74) 98.7%	(75) 100%	(5) 3.3%	(145) 96.7%	(150) 100%
Hostels	(7) 9.3%	(68) 90.7%	(75) 100%	(4) 5.3%	(71) 94.7%	(75) 100%	(11) 7.3%	(139) 92.7%	(150) 100%
Burial grounds	(7) 9.3%	(68) 90.7%	(75) 100%	(2) 2.7%	(73) 97.3%	(75) 100%	(9) 6%	(141) 94%	(150) 100%

Source: Field Study, 2013-14.

So in this regard, the study tried to know whether the parents are facing any discrimination in the villages and towns. From the study it is found that in Dalits majority (74.7%) of the respondents revealed that they don’t have entry into the main village temple and in Non-Dalits only (4%) of them said that they don’t have entry into temples. From the field Jannu Sadaiah a parent respondent (40) years, from Madiga Community said that mainly the discrimination is seen between upper Castes and lower Castes. During the festivals the Dalit are not allowed to enter into the

temples, in the case of Dasara celebrations, only the upper Castes elders will do puja and for that, the lower Castes like Madiga and its sub-Castes people are not allowed to attend that puja. He also said that festivals like bathukamma is also celebrated separately by Dalit and other Castes, where the Dalit are not allowed to play along with the upper Castes and even they don't even allow them to visit and allowed to see the celebrations. Vaddemanukota Sadanadam a parent respondent (43) years from Munnuru Kapu Community said that slowly the caste discrimination is getting reduced, and a kind of friendly atmosphere is emerging in the villages and people are inviting their friends who are from other Castes including Dalit families, and said that it takes some more time to see a caste-free society because the old generation is still practicing their traditional values which are creating a problem for the people who are from this generation.

Esampalli Sunil a parent respondent (41) years, working as a teacher in a government school from Madiga Community told that he moved to the city to stay for his for his children's education and went on searching for a rented house and found a home with To-let board and asked the owners about the details of the rent of the house, in a conversation she had asked him about which caste he belongs to. He told that he is from Madiga community immediately the owner had refused to give the house for rent, and he told that finally, he got a rented house in the other area in which his child is studying.

When it is asked about whether you are allowed to avail the water facility from public wells, from the study it is found that in Dalits (12%) and from Non-Dalits (1.3%) of the respondents said that they are not allowed to take water from public wells. Barupatla Rajitha a parent respondent (37) years from Munnuru Kapu Community said that in the villages there is a problem which is arising between Dalit and Non-Dalit. In the villages, few of the houses of Dalit and Non-Dalit are located nearby near, and the people from Dalit community people are not allowed to take the water from their taps or wells. She said that there is a restriction that the Dalit community people should not walk from their lands for bringing water from wells. Tejawath Dharmateja a parent respondent (41) years, from Tribal Community said that the caste discrimination is also seen in Tribes, where these community people are not allowed to enter the premises of upper Castes and at the same time he also expressed that the Tribal Community will not allow Dalit into their houses and avail water for drinking purpose.

From the above analysis, it can be understood that a little bit of caste discrimination is seen in the society. It has taken a long time to overcome this issue in the village, but the problem is still arising in the traditional families. It can be assumed that in coming days this issue will be solved,

and we cannot see any discrimination in the society. As the state government is undertaking a massive project in providing drinking water facility to each and every house, so in future the people cannot come across with any discrimination in availing water. Actually when there are public wells in the villages it is right for each and person to take water from it, but still, some of the individuals who are residing nearby the wells are feeling as the owners of the wells and because of that the problem is arising.

The study also tried to know whether the people are facing the caste discrimination within the schools that are located in the villages. From the study, it is found that in Dalits, (16%) and in Non-Dalits (4%) of the respondents said that they had faced discrimination in the schools. From the field Chukka Sarvaiah a parent respondent (46) years from Madiga Community said that nowadays the government schools which are located in the village are filled with all Dalit children who are majority in number and the students who are economically destitute from other Castes like Backward Communities and Tribal Communities are enrolling in government schools. He said that so the teachers who are teaching these children are showing a kind of discrimination in teaching levels. Pallam Veeraiah a parent respondent (42) years from Munnuru Kapu Community said that their children are not sent to the government schools in which the Dalit Community children are studying because nowadays their children are sent to the convent schools for English medium schools. So from the above analysis, it is understood that caste discrimination is still existing in school enrolments and also in the behaviour of the teachers in different levels.

The study also tried to know whether the parents are facing any discrimination at Panchayat and Municipal offices. From the study it is found that in Dalits, (6.7%) and in Non-Dalits (2.7%) of the parent respondents said that they are facing discrimination in Panchayat or Municipal offices. From the field, it is observed that whenever they are in need of work in the Panchayat, the people visit the office or else they will not go to the office. Whereas the people are visiting the office for paying the house rents, electric bills, etc. or else they will not see the position. It is observed that some of the political leaders visit the Panchayat office and municipal office regularly to address the issue of the people.

From the field Jannu Somaiah, a parent respondent (48) years, from Madiga Community, working as a Safai worker in the Grama Panchayat said that when the political leaders visit the office, they treat them as slaves and abuse them in a vulgar language. He said once he was beaten up by one of the political leaders who is from Yadava Community, where with the help of his fellow workers along with his union members has filed an atrocity case against that political leader and

the police had arrested him and recently he was released on bail. Raapaka Ramadevi a parent respondent (39) years from Mala Community said that she was elected as a ward member and whenever she attends the meetings and raise any issue, she will not get proper response from the officials and the President of the village and even in decision-making her views were not taken into consideration, because she is a newly elected person and for the first time. She said that it's a kind of gender discrimination which was shown to her.

From the above analysis, it can be understood that the people who do not go to the Panchayat and Municipal offices are not facing any discrimination, whereas the women representatives who were elected newly for the Panchayat are facing discrimination from the male agents and the officials. As it is a public office which is meant for people, the officials should see that all the people are equal, and they should not show any bias against the people. The political leaders should treat the workers as one of the citizens of the country but not as an enemy. The leaders should act as the mediators between the people and the officials; then only the political leaders will get a good name otherwise they will be blamed for their behaviour in the society.

The study tried to know whether the parents are facing any discrimination in the primary health centres which are located in the villages and towns. From the study it is found that in Dalits (14.7%) and in Non-Dalits (2.7 %) of the respondents said that they are facing discrimination. From the study, it is observed that in highly populated villages there is a health centre and a Primary Health Centre located at in the Mandal headquarters, where Asha workers are attached to the Primary Health Centres to look after the issues of the people.

Jannu Radhika a parent respondent (35) years from Madiga Community, working as a Asha worker in the Primary Health Centre revealed that when the women from upper caste come to the health centre they never take the treatment from her, and they always prefer to take treatment from their community women only. She said that it is offensive to the Dalit community people who are working in the Primary Health Centres. She also narrated that when they door to door visit for a medical check-up the people from Upper Castes will not show interest for a check-up and refuse to allow them into their houses. Jatoth Sridevi a parent respondent (37) years from Tribal Community said that by seeing the dressing pattern of the patients, they act accordingly and ignore the poor people by not treating them in a proper way. She also said that whenever the patients regularly go to the PHC's the doctors and the staff do not receive them in a proper manner and will not give appropriate treatment. Panduga Rama a parent respondent (39) years from Munnuru Kaapu Community said that she has never faced any discrimination because she has never gone to Primary

Health Center for any treatment. If she needs any treatment or medical check-up, she visits a private hospital.

From the above analysis, it is observed that majority of respondents are not facing any discrimination, but only the Asha workers who are working in the Primary Health Centres are confronted with a kind of discrimination from their colleagues and the upper caste people. It can be noted that the Asha worker who is from Dalit community are ill-treated when they do door to door survey when compared to the other caste Asha workers who are working in the health centres. It is also noted that the patients who are from marginalised sections are not treated in a good manner when compared to the other caste people. From the analysis, it can be observed that as the primary health centres are treated as public health centres where they are not provided with proper facilities and appropriate treatment to the people and the staff who are working in the health centres are showing a kind of discrimination towards the patients. So in this context, the staff should change their attitude and should give service to the patients for a good health.

The study tried to know whether the parents are facing any discrimination while travelling through public transport. From the study, it is noted that in Dalits (5.3%) and in Non-Dalits (1.3%) of the parent respondents revealed that they are facing discrimination during travelling in public transport. From the field, it is observed that there are different kinds of transportation facilities like Autos, government buses, and private jeeps that are available for the people to travel from one place to another place. Bandari Premanandam a parent respondent (48) years from Madiga Community said that when they travel in the bus, the upper caste people will not sit beside them and they prefer to stand or find other seat. He also revealed that when bus is filled with Dalit community people the upper caste people prefer to engage a private auto and travel through with it. Kandi Bharath a parent respondent (40) years from Munnuru Kapu Community said that there is no caste discrimination that is seen while travelling on public transport, but the people who are from lower caste communities do not wash the clothes and wear it for four to five days, which smells very bad and because of that they do not wish to sit along with them and that is only the problem for not sharing to sit with them in the public transport.

He also revealed that when they don't find any kind of public transport in the village and feel that it is urgent and compulsory they prefer to travel with lower caste communities. So from the above analysis, it can be noticed that a little bit kind of discrimination is seen while traveling in the public transport. Whereas as the dressing pattern that is maintained by the lower Castes is also

showing the impact on the upper caste communities for sharing to sit along with them while traveling in public transport.

The study also tried to know whether the parents are facing any kind of discrimination in the hostels where their children are studying. From the study, it is found that in Dalits (9.3%) and in Non-Dalits (5.3%) of the respondents said that they children are facing discrimination in hostels in which they are studying. From the field Katkuri Madhavi a parent respondent (40) years from Madiga Community said that one of his children is studying in a private hostel, on every second Sunday, she visits the inn to see her child. She said that most of the parents from different caste communities also visit the school but, during the lunch hours the upper Castes parents don't allow their children to share any kind of food items with her child. She also expressed that the students from Reddy and Velama communities do not to sit along with her child, where few of her relatives' children will sit along with her child in the class. She also expressed that the school management also shows a kind of discrimination on their children, where they show a variation between the upper caste children and lower caste children. She said that they keep more interest in the upper caste children and also provide special classes during the time of examinations. She also said that the students are divided into sections on the basis of caste hierarchy, once it is also seen that when the children from Dalit community are brilliant in studies they are advised to sit with the same community children.

Keerthi Thirumal Reddy a teacher respondent (52) years from Reddy Community said that we would not show any discrimination on the students because every child is paying the fees to the school. He stated that in the beginning, we identify the students based on their performance in the first exam which they conduct for the children, so accordingly we divide the children into groups to exchange their ideas. So it cannot be seen as discrimination of the children. Peddi Narayana Reddy a parent respondent (46) years from Reddy Community said that they advise their children to sit with the students who are brilliant in the class to acquire more knowledge and share their ideas in the class. He said that it cannot be seen as a kind of caste discrimination if children from Dalit communities are brilliant in education there is no problem for their children to sit with them in the class.

From the above analysis, it is understood that in few hostels the parents from the Dalit community are facing a kind of discrimination towards their children from other Castes. It is noticed that the parents who come to the hostels are from different caste communities, and they act according to their culture and traditions. So in that context, they are not allowing their children to

sit with other children during the lunch hours because during that time the parents interact personally with their children regarding their studies, health, etc. so there is no need to feel that it as a discrimination practice in the hostels. To overcome such kind of notions, the parents should think in a broader context and feel that, every child is to their children because the children at school age will not know about any discrimination. In this context, there is a need for the management to organise awareness camps to the parents to address about the kind of care that is taken on each and every child in the hostels.

The study also tried to know whether the parents are facing any discrimination on burial grounds. From the study, it is found that in Dalits (9.3%) and in Non-Dalits (2.7%) of the parent respondents expressed that they are facing discrimination at the burial grounds. From the field, Jannu Bixapahti a parent respondent (45) years from Madiga Community said that in the village they don't have a common burial ground. For each and every community there is a separate burial place, where for Dalit Madiga community have a separate place, for Mala community a separate place, for OBC and upper Castes there is a separate burial ground. He said that when a Dalit person expires, during the funeral procession they should not enter through their colony, it should be restricted only to the Dalit colony and from there they have to go without making any noise. Talla Devender Reddy a parent respondent (48) years from Reddy Community said that in the town there is no discrimination and for all communities only one burial place is will be there because they don't find a free place like in the villages. He also said that if a person dies none of their neighbours helps in their funeral process and only their community relatives will take part in helping the deceased's families. He also said that each and every religion and community has their kind of rituals during the funeral process, and that is why other Castes people are not allowed to participate in such activities.

So from the above analysis, it can be understood that according to the social structure of the village the burial places are located, and the funeral process is carried out. It is noticed that in few villages there is a kind of discrimination at the burial grounds and in the towns, such kind of discrimination is not seen. As there are a lot of changes which are taking place in the social system, there is a need for the old generation people to follow the changes and see that they should not encourage discrimination practices during the funeral process. So from the over analysis in different discrimination practices, it is understood that the caste discrimination is seen only in Dalits, whereby they are not allowed to enter into the upper Castes houses. It is also noticed that a kind of discrimination is seen in the celebration of festivals. As we see a lot of changes in the society, the educated and village elders are responsible for eradicating the caste discrimination which is still

existing in the society. The state has to take proper actions and implement the legal actions which are there for the marginalised sections. To overcome the caste discrimination in rural villages the state has to create awareness camps to educate the people, for which there is a need of cooperation from different sections of the society to live together.

Summary

The above analysis has discussed the profile of the parent's respondents, their socio-economic backgrounds as well as the infrastructural facilities that are available in their houses. From the study it is found that majority of the parents are sending their children to private schools with higher expectations and believes that the private schools are the best means of social mobility. It is also found that most of the parents are interested in sending their children for higher studies to fulfil their ambitions. From the study it is noticed that the parents who are part of school management committees and village education committees are not seriously involved in the meetings. But, the parents who are the members of the special school committees are attending the regular meetings which are organized by the school managements.

The parents who are sending their children to the schools are least bothered about the facilities that are available in the schools which are supposed to be provided by the schools. However, in the government schools the midday meals are provided but the children from the backward communities don't like to have the food that is prepared by the marginalized sections. From the study it is observed that the student's assistance is taken for the household works during their study hours and because of that their children are not able to concentrate on their studies. The parents who are educated and employed in different sectors are trying to speak English with their children for communicating each other in order to learn English language. From the study it is found that socio-economic and cultural capital plays a significant role in shaping the aspirations and expectations of parents on the future of their children's education. It is also found that the parents from marginal socio-economic background struggle hard to support the educational expenses charged by the private schools. The aspirations and experiences of parents are determined by the multiple socio-economic indicators such as caste, gender, class, occupation, rural-urban background, social capital and language spoken at home. The following next chapter concludes with the significant findings.

CHAPTER - VII

CONCLUSION

Selection of ‘best school’ has become an important agenda for the parents in contemporary India. Private schools are attracting the parents not only in the urban settings but also penetrating into rural areas by offering English medium and claiming quality teaching and learning. Though the government schools have qualified teachers and efficiency in teaching, parents are not having any hopes on the teachers, and they are preferred to send their children to private schools, even though they don’t find qualified teachers in the private schools. Why this paradox? Qualified teachers working for the Government schools fail to attract the children and unable to convince the parents whereas unqualified/ underqualified teachers who work for the private school are attracting a large number of student and able to convince the parents about the quality of education. What factors constitute the selection of school choice? The study also seeks to understand the difference between the Dalits and Non-Dalits on the school choice. The present study proposed to work with the following objectives: they are

- To examine the socio-economic profile of the student who are studying in the selected government and private schools, to analyse the perceptions of children, parents and teachers on the core infrastructural facilities in the chosen schools,
- To map out the aspirations and experiences of the children and parents on the school choice and to critically analyse the patterns of responses between Dalits and Non-Dalits on the school choice.

Conceptual framework

The classical and contemporary debates in Sociology of Education try to understand the role of the social position in shaping the hierarchies of access to education. Sociologists have paid attention to map factors that shape the educational experience of children by their religion, region, caste, social class, and gender (Nagaraju 2014; p.21). The functional and conflicting theoretical paradigms dominated the first phase of theoretical elucidation in the sociology of education. Issues of accessibility, quality of education and the legitimate actors of education management was the major focus of this phase of studies. Whereas the second phase of the sociology of education developed in the backdrop of 1970 concentrated on the micro-level theoretical perspectives under the banner of the new sociology of education. The second phase dealt with the dynamics of schooling, the phenomenology of teaching and ethnographies of accustomed ancestry and its implications for different subsystems of society (ibid). The third phase in the sociology of education

represents the neo-liberal regimes, strategies; mechanisms associated with knowledge as a commercial good unfold the new era in educational management. The new schemes were aiding in the privatization of public institutions related to policies and politics of Margaret Thatcher in mid-1970s in Britain. Eminent Sociologists such as Margaret Archer (1984), Stephen Ball (2004) and Philip Brown (1997) have reflected on the alteration of legislative abridgement and its associated implication for the survival of government of schools and modes of knowledge production and consumption. These studies appraise the patterns of responses from various social groups and their negotiations with new educational policies and politics. The current study uses the social capital theory of Bourdieu (1997) as a conceptual framework to understand the aspirations of children and parents from diverse socio-economic and educational background on the selection of school choice and voices their experiences and encounters in contemporary in Telangana state. The meanings and volume of social, cultural and economic capital tend to vary across space and time. Bourdieu's theory of capital hypothesizes that cultural capital has replaced economic capital as the primary type of family resource which has a larger bearing on the intergenerational transmission of educational opportunities. Although Bourdieu's argument of replacing economic capital with cultural capital may hold good for understanding different phases of educational transition in the European societies, in developing countries like India, there is a need to analyse the potential role of social capital in retaining the cultural and social markers and resources that determine social networks. Within this theoretical framework, the thesis makes an attempt to examine the shifting choices and changing concerns in school choice in contemporary Telangana.

A critical analysis of empirical studies on the school choice theory in the context of western countries and India brings various dimensions in approaching the public and private education system. The role of the state providing access, equity, participation and diversity in enabling equity in quality schooling. The privatization of education gained prominence in the neoliberal era in the post-1990s by undermining the equality of educational opportunities. Pro-private scholars view that the parents should have a right to school choice. On the other hand, Pro-public (government) scholars argue that right to school choice strengthens social hierarchies and reproduces social inequalities.

With the foregoing background the present study on 'Social Location and School Choice: A Sociological Study in Telangana' carried out in the Warangal District of Telangana state with four key objectives. The first objective is to examine the socioeconomic profile of the student who are studying in the selected government and private schools, second to analyze the perceptions of

children, parents and teachers on the basic infrastructural facilities in the chosen schools, third to map out the aspirations and experiences of the children and parents on the school choice and fourth one to critically analyze the patterns of responses between Dalits and Non-Dalits on the school choice.

Methodology

Warangal district is selected for conducting the field survey, and proper illustration was framed to collect the data from the field. Two different interview Schedules were prepared, one for the students and another for parents. Data were collected from four villages in rural areas and two wards in urban areas within the time span of six months. In every rural and urban city thirty days were spent in data collection in the selected sample villages in rural and urban. The data were collected using interview Schedules, in-depth interviews and focused group discussions were conducted with the respondents. Informal interactions were held with the teachers, both from private and public schools, which are in the sample villages. As the study was conducted in rural and urban settings, different types of sampling techniques were adopted in the selection of the respondents. In the case of selection of respondents in villages, systematic sampling method was used. In the case of urban Wards, snowball sampling technique was employed in the selection of respondents. Total sample consists of 200 student respondents from Dalits and Non-Dalits. Out of total respondents 100 belongs to Dalits, Scheduled Tribes – 8, Other Backward Communities – 62, and Other Castes – 20 (upper castes). In the event of parent respondents, snowball sampling technique was used in identifying the respondents. Total 150 parent respondents were selected from the study areas which includes 100 respondents from rural areas (i.e. from four villages) and 50 respondents from urban areas (i.e. two wards). When we look at the social category of the parent respondents, 75 respondents are from Dalits and 75 respondents are from Non-Dalits. From Non-Dalits respondents 56 belong to Other Backward Classes, 13 belong to other castes and 6 to the Scheduled Tribes. The thesis is broadly divided into seven chapters.

The major findings of the study

For the present study total, 200 sample respondent from students and 150 respondents from parents were taken both from Dalits and Non-Dalits social background. From the study, it is found that from student respondents the majority of them belongs females both from Dalits and Non-Dalits and the majority of them belongs to 12-14 years. From the study, it is observed that in private schools the children are enrolled at the age of 3 years into primary sections, whereas in government

schools the children are joined at the age of 5 years. The professional family members who are from upper castes enrolled their children at the age of three years in private schools.

Out of total student respondents, 50 percent is from Dalits, in which the majority of them are from Madiga community when compared to Mala community. Though there are different sub-castes like (Dakkali, Chindu, Byndla etc.) in Scheduled Castes, the study found only two Dalit castes i.e. Madiga and Mala for the present study. The tribes, other backward classes and upper castes were included in Non-Dalits category for a broader understanding of differences between Dalits and Non-Dalits which conditions the educational aspirations and experiences. In Non-Dalits the majority of the respondents are from Backward Classes consists of castes such as Munnuru Kaapu, Yadava, Gouda, Mera, Peraka and Padmashaali are higher in number.

For a broader understanding of the importance and experiences of parents and students on education, the majority of the respondents were identified from a rural background. From the study villages, it is found that the majority of the parents prefer to admit their children in social welfare schools which are now equipped with all basic infrastructural needs and quality education with English medium. One of the Dalit girl's hails from a poor economic background said that social welfare residential schools are the only means for the continuation of education. She stated that till intermediate there is no problem in acquiring free education and also revealed that the social welfare residential society has come up with new residential degree colleges, and she would like to continue her graduation in the same society. She said that it is one of the safest places for girls in education.

Occupation is considered as one of the key variables to examine its impact on the school choice. Earlier different castes used to depend on their traditional caste-based occupations for their livelihood but, from the study, it is noted that the majority of the student's families are not following the castes occupations like cattle rearing, toddy tappers, cobblers', etc. So here one can understand that with the impact of globalization the traditional occupations have been disappearing in the rural villages. Castes which are attached to their traditional occupations such as washer man and barber are deprived of education compared to the other backward castes like Munnuru Kapu, Yadav and Gouds. In Dalits, the Mala's are keener in educating their children compared to Madiga's and other 59 Dalits castes in Telangana and Andhra Pradesh.

Monthly income is considered as one of the key variables to examine its impact on the school choice. The study found that the majority of the Dalit families are earning below eight thousand rupees per month. Because of the low earnings, they are unable to meet the minimum

essential requirements for their families. Whereas in the case of Non-Dalits the majority of the respondents are having the income levels between 15-25 thousand rupees per month and they can manage their families without any problems. One of Dalit respondent (Madiga community) expressed that her father is in the bed due to ill health for past five years and the pension which he gets 15 hundred per month is not enough for the medical treatment. Another Dalit respondent (Mala community) said that his father is a government teacher earning 40 thousand per month. But most of the amount is being spent on their education and for medical expenses of their grandparents. One of the respondent from upper caste expressed that his father is earning more than 50 thousand rupees per month and he haven't come across any financial problems till now and whatever is required for him will be provided without any problem by his parents.

Occupational profile of the respondents is considered as a variable to examine its impact on the school choice. From the study, it is found that the majority of the Dalit families depend on daily labour for the survival of their families. However, the majority of the Non-Dalits are either engaged in the agricultural activities or non-agricultural service occupations. Decent housing is considered as one of the key variables to examine its impact on the school choice and learning achievements. From the study, it is noted that the majority of the Dalits families are not having proper housing facility when compared to the Non-Dalits. Most of the Dalit families are residing in the houses which have less space.

From the study, it is found that the majority of the students both from Dalits and Non-Dalits are studying in private schools. in Non-Dalits it is noticed the student who is economically well settled are studying in private schools located in the urban city and the children who are from medium and low economic background are also studying in private schools but found in nearby villages. The students both from Dalits and Non-Dalits who are studying in government schools belong to the poor economic background.

One of the student respondents from Dalit community who is studying in a government school said that because of her poverty she had joined that school; otherwise, she was much interested in studying in a private school along with her friends. She said that in government schools there are no basic infrastructural facilities like toilets, libraries, computers and water facility which are most important for the children in the school premises. Not all students shared positive things about the private school. One of the Dalit student respondents studying in a private school said that the education in private school is not up to the expectations of his parents. He says that though they

are tagged with English medium schools, none of the teachers speaks English, and they are appointed with low educational qualifications.

Most of the residential, government and private schools function separately both for boys and girls. From the study, it is noticed that the majority of the students both from Dalits and Non-Dalits are studying in the co-educational institutions. Whereas only a few of the respondents are studying in separate schools which are meant for boys and girls. From the study, it is noticed that the Dalit students who are studying belong to the residential schools which are available both for boys and girls. Non-Dalit students who are studying in the residential schools belongs to the private managements. It is noticed that the Dalit parents who are economically weak are preferred in admitting their children into residential schools and some of the parents prefer to send their children to stay in the welfare hostels and study in the government schools and finally they prefer to send them to the schools which are located in the native villages and towns. One of the student respondents who is studying in a social welfare residential school said that in her village lot of sexual harassment incidents were taken place and due to that the girl's children to feared to stay at home and study in the government school. She said that from her village five students got admitted into residential schools and got escaped from such harassment incidents.

The study also tried to understand whether the students are regularly attending the school or not. From the study, it is found that the majority of the respondents both from Dalits and Non-Dalits are attending regular to school, and only a few children are not regular to the school. One of the student respondents who is from a tribal community studying in a private school said that she is regular to school and does not stay at home with a proper reason. One of the respondents who is from Madiga community studying in a government school said that sometimes she keeps absence to the school because it is her responsibility to take care of her siblings. She also said that in her village there is a shortage of workers to work in the field and if there is a demand for the workers she involves in the agriculture works. One of the student respondents who is from mala community studying in a private school said that their management encourages the students to attend the school regularly and gives awards for the best students on annual day celebrations. One of the respondents who from Mera community studying in a private school said that he is regular to school, if he keeps absence to the school then he will not understand the subjects that which he misses in the class, so to understand the subjects he is regular to the school.

The study tried to figure out whether the classes are taken regularly. From the study, the majority of the respondent both from Dalits and Non-Dalits stated the classes are taken regularly in

the schools in which they are studying. Where only a few of respondents told that the classes are not taken regularly. One of the student respondent from Madiga community studying in a government school said that the teachers are not regular to the school, and if they are regular they don't take the classes regularly, so because of that, the teachers are unable to complete the syllabus within due course of time. He said that if the teachers are regular to the school they are engaged in their activities, and the teachers say that they are on official work, so due to such kind of activities by the teachers the students are unable to score good marks in the final exams. One of the student respondents from mala community who is studying in a private school said that in their school the teachers are regular, and the classes are taken regularly. She said that in her school there is an academic calendar which is followed throughout the year, the teachers take the classes according to the time table and complete the syllabus within due course of time and revision will be carried out for the annual exams. One of the teacher respondents who is working in a government school said that sometimes the teachers keep absent without any notice, and they cannot adjust the other teachers to that particular class, and there are no extra subject teachers to handle that particular class, and apparently the students feel uncomfortable.

The study tried to know about the student's interest in particular classes. From the study, it is found that the majority of the respondents both from Dalits and Non-Dalits have an interest in listening to the specific classes. One of the student respondents who is from Madiga community studying in a government school said that he is not interested in the class because the teachers don't teach properly and if anyone raise the questions in the class they scold the students and if the students have doubts, the teachers asks the students to meet the staff room after the completion of the class hours. He also stated that the subjects like Hindi, English and Math's are difficult subjects where he cannot understand and because of that he keeps absent for those periods. One of the student respondent from tribal community studying in a government school said that she is facing language problem, and she is unable to understand the subjects which are taught by the teachers. One of the student respondents who is from Mudiraj community studying in a private school said that their teachers teach with innovative techniques which will be in an easier manner for the students in understanding the subjects. One of the teacher respondents who is teaching in a private school said that the teachers would work hard before coming to the class and explore the things in a simple manner by explaining the important themes which are covered in that particular class.

The study tried to know whether the students take advice from the teachers. From the study, it is found that the majority of the student respondents both from Dalits and Non-Dalits takes

information for their academic purpose. One of the student respondents who is from upper caste studying in a private school said that he regularly take advice from the teachers regarding the subjects in which he is not familiar with understanding. One of the student respondents who is studying in a government school from Gouda community said that because of his hard work the teachers encourage him to approach the teachers whenever he is in need of support from the teachers. One of the student respondent from Madiga community who is studying in a government school said that he is scared in asking for asking any advice from the teachers because he is not regular to the class and he is not that much interested in the studies and if a student like him asks any advice from the teachers they may feel and laugh at him. One of the student respondents who is studying in a private school from Yadava community said that there is a good relation between the teachers and students and the students feel free in accessing to the teachers for any kinds of help and advice.

The study made an attempt to know the marks that are obtained from the students in the examination. From the study, it is noted that the majority of the students who are studying in private schools both from Dalits and Non-Dalits are securing more than seventy marks and the students from Dalits who are studying in government schools are unable to score good marks in the exams. One of the student respondents who is from Peraka community studying in a private school said that she is regular to school, and she studies regularly for three hours at home. She stated that she follows the text that is taught in the class and remember it forever, so because of that, she can score good marks in the exams. One of the student respondents who is from upper caste studying in a private school said that he is one of the best students in the class and follows the notes that is given by the teachers and if he finds any doubts he refers to the internet source which is available in his home, and he also clears the doubts with his parents who are also the teachers. One of the student respondents who is from Madiga community studying in a government school said that she is irregular to the school because of engaging in agricultural works during the holidays and vacations. And the other point she raised is that there is no proper educational atmosphere for her to concentrate on education because her house is small with little space.

The study tried to look into the ambitions and goals in the life by the students. From the study, it is noticed that among Dalits the majority of the respondents are preferred to become a teacher and police. Whereas the majority of the Non-Dalit respondents who are studying in private schools said that their ambition is to become a software engineer and a civil engineer. From the study, it is noticed that the students who are from Dalits studying in government schools are having

low expectations about their future. One of the student respondents who is from Madiga community studying in a government school said that though she hails from a poor Dalit family, she is committed to the nature of hard work and her ambition is to become a doctor and serve for the weaker sections of the society. One of the student respondents who is from upper caste studying in a private school said that his ambition is to become a software engineer and settle in the United States of America. He stated that most of his relatives have settled in the USA and in that context he is planning to settle in the USA and accordingly he is preparing from now itself. One of the student respondents who is from Gouda community studying in a private school said that her ambition is to become an advocate because her father is also in the same profession.

The study tried to know about the corporal punishment. From the study, it is found that the majority of the respondents both from Dalits and Non-Dalits stated that they don't receive any kinds of corporal punishment from their teachers. One of the teacher respondents who is working in a government school said that after the implementation of Right to Education Act, 2009 the teachers are not focusing on the punishment because when one of the students was beaten by his colleague teacher and that became a serious issue in the school. So from then onwards the teachers are least bothered about the students whether they come to school regularly or not. One of the student respondent who is from the from Madiga community studying in a government school said that that all the teachers don not punish the students, but the teachers who are very serious about the teaching and who are worried about the students' development will scold the students to be regular to the class and concentrate on studies. She also expressed that only the physical education teachers punish the students whenever the students come late to the school, and he advises the students to maintain neatness.

One of the student respondent from mala community studying in a private school said that their teachers don't punish harshly, but they give punishment like standing on the bench, kneeling down on the floor or standing outside the classroom, etc. She also expressed that the teachers do not punish the students unnecessarily, but if the students fail to do homework or if they are not up to date in their studies, the concern subject teachers punish the students.

The study tried to outline whether the students attend the tuitions or not. From the study, it is found that the majority of the respondents both from Dalits and Non-Dalits are not attending the tuitions. One of the student respondent who is studying in a private school from Dalit (Mala) Community said that there is no need for her to attend tuitions outside because within the school hours their teachers take private classes for one or two hours, and that would be enough for them

for clearing any doubts from their teachers. She also said that as the school starts early in the morning at 8.30 A.M. from then onwards they are engaged in studying till 6 P. M. One of the student respondent who is from Yadava community, studying in a private school says that after the completion of school hours she along with her friends go for tuition centres which are located nearer to their homes where they attend special classes in the subjects like Math's, English, and General Sciences. One of the student respondents from Tribal Community studying in a government school says that there are no tuition centres nearer to their homes, apart from that there is no chance for him to attend private tuitions because of his socio-economic problems. A parent respondent who is sending their children to private school said that he is preferred for home tuitions, and the tuition centres are charging around three thousand Rupees per month which is more expensive, but still he prefers such kind of tuitions because to make his child more expert in mathematics.

The study tried to know whether the students are facing any problems during their study. From the study it is found that the majority of the Dalit respondents are facing problems during their course of study and few from Non-Dalits who are studying in government schools are facing problems. The study tried to understand the functioning of toilet facilities in the school. From the study, it is found that the majority of the respondents who are studying in government schools revealed that they have toilet facility, but they are not good in condition. Whereas the respondents from Non-Dalits who are studying in private schools said that they are having toilet facilities and functioning well.

The study tried to know about who cleans the toilets in the school. From the study, the majority of the respondents both from Dalits and Non-Dalits expressed that the bathrooms are cleaned by the sweepers in private schools but in government schools, the sweepers are least bothered in cleaning the toilets. The study tried to know whether the parents have any educated persons in relatives their relatives. From the study, it is found that the majority the parent respondents both from Dalits and Non-Dalits are having educated persons in their relatives.

The study tried to know what kind of schools the parents are sending their children. From the study, it is noted that the majority both from Dalits and Non-Dalits the parents are sending their children to private schools. One of the parent respondents who is from Munnuru Kaapu said that in the village there is a government school which is functioning well, and the teachers are regularly to the school but only the thing is that in that school no student from his caste are studying and only the poor children who are from the marginalized sections which are from the lower caste i.e. Scheduled Castes. And that is why most of the people from his community don't send their children

to study with the poor children who are from Dalits. One of the parent respondents from Madiga (Dalit) community said that they are economically good and selected private schools for her children for having a social status in the society. One of the parent respondents who is from Gouda community said that because of English medium schools he has preferred in sending his children to private schools. From the study, it is noted that the majority of the parents both from Dalits and Non-Dalits said that their children are interested in acquiring higher studies. One of the parent respondents who is from the Padma Shaali community stated that her daughter is interested in pursuing her higher studies, though she is getting some marriage proposals he said that she should complete her Master's degree. A parent respondent from Madiga community stated that, though there are excellent facilities provided for their children, they are not concentrating on their studies. He stated that when the children not willing to go for higher studies at least they should think about their life settlement, but they are not doing so, and because of that he and his wife are suffering mentally about the future of their children.

The study tried to know whether the parents are involved in any of the committees at the village and school level. From the study, it is noted that the majority of the parent respondents both from Dalits and Non-Dalits are not involved in any of the committees. From the field, Chintalapudi Srinivasa Rao a parent respondent (47) years from Velama Community said that he is a member in Parent-Teachers-Association at the school level, and he is also the president of Village Education Committee. He said that being part of Parent Teachers Association, he is involved in the school activities like school day celebrations and in any other meetings which are organized by the school management for the parents. Some of the respondents said that they are only part of School Management Committee. He said that they used to discuss the teacher, student achievement in the school and they used to discuss the development of the school premises. One of the parent respondents who is sending his children to government school from Madiga Community said that though he is part of parents committee he hasn't attended the meetings regularly because of his time constraints. One of parent respondent who is from Munnuru Kaapu who is part of parents committee in a private school said that she regularly attends the meetings and she also part of the school development committee.

The study tried to know whether all the facilities are provided in the respective schools in which their children are studying. From the study, it is noted that in Dalits majority of the respondents said that there are no proper facilities in the schools in which their children are studying. Whereas Non-Dalits said that there are good facilities in the schools in which their children are

studying. One of the parent respondents from Mera Community who is sending his children to private schools said that there are good facilities for the children in the school. He stated that they charge a huge amount for text books, note books, school uniforms high price when compared to the outside market. He expressed that though they are paying a special fee for co-curricular activities, there is no progress in the children. He also revealed that the schools provide bus facility for the children as a transport service which is a huge amount which they are charging. One of the parent respondents who is from Madiga Community said that he is sending his children to government schools, and they are providing text books, school uniforms but the notebooks are provided by the parents. He also revealed that last 15 years back the government has provided cycles for the school going children for encouraging them to study in higher studies. But now the government is not providing cycles to the school going children.

The study tried to focus on the parent's satisfaction over the teachers. From the study, it is noted that the majority of the respondents both from Dalits and Non-Dalits are satisfied with the teachers who are working in private and government schools. One of the parent respondents who is an employee working in a government sector from Padmashaali Community said that he is sending their children to the private schools, and the attitude of the teachers is good regarding the parents and students. He expressed that the teachers are friendly with the students, and they clear the doubts of the children even after the school hours. One of the parent respondents who is from Madiga Community said that the teachers who are working in the government schools misbehave with the parents and the students. He said that the teachers would not respect the parents, and even they will not maintain friendly nature with the children. He also expressed that they regularly punish the students for not having any reasons and because of that the students are feared to turn up to the school regularly.

The study tried to know whether any service is done by their children in the school. From the study, it is found that the majority of the respondents revealed that their children were not asked to do any services in the schools. One of the parent respondents who is from Madiga Community explained that in government schools most of the teachers are treating the children as their office boys, and they are sending them to the general stores for their personal use. He said that such kind of activity is regularly seen during the school hours. One of the parent respondent who from Gouda Community stated that one of the sports teachers had asked his child to bring pan and cigarettes from the shop, but his child refused to go outside and bring such items, from then onwards his child was targeted by his sports teacher. One of the parent respondents who is from Peraka Community

said that he is sending their children to private schools but, such kind of activities are not entertained by the school management and teachers. He also said that once the child is entered into the school campus, he is not allowed to come outside till the completion of school hours.

The study tried to know any discrimination practices are taking place in the schools. From the study, it is noted that the majority of the parent respondents reported that there are no visible forms of discrimination in the schools in which their children are studying. However, one of the parent respondents from Madiga Community said that in many of the government schools there are no sweepers and because of that the children are forced by the teachers to sweep the classrooms and clean the toilets. One of the parent respondents who is from Yadava Community said that he is sending their children to the private schools and teachers, and management did not ask their children to sweep or clean the rooms because in the private schools they have sufficient non-teaching staff who cleans and sweeps the rooms. One of the teacher respondent who is teachers in the government school said that when the sweepers are absent to the school on a particular day, usually they ask the children to sweep their classrooms and clean their benches on which sit.

The study tried to know how many hours the children are spending their timing for study hours. From the study, most of the respondents from Dalits said that their children never study at home and whereas the majority of the Non-Dalit parents said that their children usually study at home. One of the parent respondents who is from Muslim Community who is sending their children to private school said that their children do study at home regularly. He stated that immediately after coming from the school, they will have some evening snacks and for first one hour or two hours they complete their homework and they take rest for two hours and from 9 PM to 10.30 PM they refer to their subjects which are taught in the class again they get up early in the morning at 5 AM and for one hour they relate to the concern topics. One of the parent respondents who is from Munnuru Kapu Community, who is sending their children to private school said that their children often read sometimes but not regularly. He stated that during the examinations they will study compulsory and if they have any homework they regularly do it. One of the parent respondents who is from Madiga Community who is sending their children to government schools said that their children go to school regularly, but they haven't seen their children when they are studying at home. He said that as he is not educated not he is not aware of the education of their children and he don't know whether their children are studying well in the class or not. He said that his daughter after coming from the school would be engaged in the household activities. He stated that as their children spend more time in the family activities, they never force them to concentrate on studies.

The study tried to know the type of language that is used at home by the parents. From the study, it is found that the majority of parent respondents both from Dalits and Non-Dalits prefer to use their mother language. One of the parent respondents who is from Munnuru Kapu Community said that it is comfortable for him to speak his mother language which is Telugu, where he can communicate and address in an easier manner. One of the parent respondents who is from Muslim Community said that apart from his mother language he is familiar with the Telugu language which he has learned from his neighbours. One of the parent respondents who is a Tribal Community said that as his mother language is Lambada, he communicates in the same language with his family members. One of the parent respondents who is from Peruka Community working as a teacher in a government school said that he speaks both English and Telugu languages. He said that as he had studied in English medium school, there is no problem for him to communicate in English because his wife is also from an English medium background and his children are also studying in a private school, and their family members all together are communicating in English. One of the parent respondents who is from Madiga Community said that she speaks only Telugu because in their family there is no one who is familiar with the English language. One of the parent respondents who is from Kamsaali Community said that she speaks Telugu, as their children are in English medium schools, and they are facing a problem when their children are assigned with different kinds of projects to complete as part of their homework. She says that as she has studied up to tenth class but she is not familiar with the English language, and that is creating a problem to help their children in their studies.

It is understood that the students who are studying in private schools are doing better than the students who are studying in government schools. It is also found that the teachers who are teaching in government schools are not regular to schools, and they are not concentrating on their teaching. Therefore, the students from government schools are not scoring good marks in their exams. It is also found that most of the Dalit students are facing problems in education due to the financial, socio-economic problems.

From the study, it is found that majority of the parents are sending their children to private schools with higher expectations and believes that the private schools are the best means of social mobility. It is also found that most of the parents are interested in sending their children for higher studies to fulfil their ambitions. From the study, it is noticed that the parents who are part of school management committees and village education committees are not seriously involved in the

meetings. But, the parents who are the members of the private school committees are attending the regular meetings which are organized by the school managements.

The parents who are educated and employed in different sectors are trying to speak in English with their children to socialise them to learn the English language. From the study, it is found that the socio-economic and cultural capital plays a major role in shaping the aspirations and expectations of parents in the selection of school choice. It is also found that the parents from the marginal socio-economic background struggle hard to support the educational expenses charged by the private schools.

The study concludes that the aspirations and experiences of school choice are determined by the multiple socio-economic indicators such as gender, caste, class, education, occupation, rural-urban background and social capital of the parents. The study also argues that the expectations and experience of Dalit children and relatives significantly vary when compared to not-Dalits in the selection of schools. The socio-economic and cultural factors do not allow Dalits to exercise the choice in the selection of the best schools. Thus the study proposes that the education policies and politics in Andhra and Telangana are responsible for the emergence of untouchable schools.

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Appendix - I

Questionnaire

A. Identification

1. State _____
2. District _____
3. Name of the Student _____
4. Age of the Student [Age in complete years] _____
5. Class: (Mention) _____
6. [IN: do not ask, note] Gender; 1. Male ☐ 2. Female ☐
7. Name of School/ with Address; _____
8. Where do you live at present?
 1. I live in a student's Hostel
 2. I live with my Parents
 3. I live with my relatives
 4. I live alone in a rented room
 5. I live with my friends
 6. I have my own family/married
 7. Any other place, mention _____
9. Type of School: 1. Boys ☐ 2. Girl's ☐ 3. Co-education ☐
10. How far is your school from your (present) residence? _____
11. How do you reach school?
 1. Walk ☐ 2. Cycle ☐ 3. Bus ☐ 4. Scooter/motor cycle ☐ 5. Any other (specify) _____

B. Socio-economic Background

12. Which social group you belong to? 1. SC ☐ 2. ST ☐ 3. Primitive Tribe ☐ 4. OBC ☐
5. Most-Backward Classes (MBCs) ☐ 6. Muslims/Christians ☐ 7. Others ☐ Specify _____, 9. Do not know/Not Applicable [DK/NA] ☐
13. What is your (Sub) Caste? _____
14. Which religion your family follows?
 1. Hinduism ☐ 2. Islam ☐ 3. Christianity ☐ 4. Sikhism ☐ 5. Buddhism ☐ 6. Tribal Religion ☐ 7. Others ☐ [please specify,] _____What is your mother tongue? _____
15. Which language(s) you generally use in your family in every day interaction?
Mother tongue as mentioned above ☐ 2. Other language (mention) _____
16. Does anyone know English at home? 1. Yes ☐ 2. No ☐;
Who is he/she _____?
17. Is any close relative member (Brother, sister, sister in law, bother in law, uncle) in government service? 1. Yes ☐ 2. No ☐
18. Do your family have agricultural land? 1. Yes ☐ 2. No ☐,
If yes, how much (in acres) _____ Land owned _____ land leased out _____
Land leased in _____, Shifting Cultivation? Yes ☐ No ☐ DK/NA (No land) ☐
19. Family's traditional (caste based) occupation _____
20. Is this occupation still continued by family/any member? 1. Yes ☐ 2. No ☐
9. Do not know (DK)/ not applicable (NA) ☐
21. Please tell us about your neighbourhood regarding social groups where your parents live?
Are most of them belong to your caste/tribe, or of your caste but also of other caste/tribe or most of them belong to other caste/tribe?
 1. Own caste people ☐ 2. Other Caste people ☐

3. Mixed caste/tribe peoples ☐ 4. Segregated House (No immediate neighbour) ☐
22. Are there educated (College level) persons living in your neighbourhood?
1. Yes ☐ 2. No ☐
23. Do you go to them to seek guidance for your education? 1. Yes ☐ 2. No ☐ 9. DK/NA ☐
24. If no, why you don't go for guidance? _____

D. House, Household Assets & Ownership

25. Does your family own a house? 1. Yes ☐ 2. No ☐ -- → Is it rented? 1. Yes ☐ 2. No ☐
26. Type of House
1. Pucca House with very good condition ☐
2. Pucca house with less space for all family member ☐
3. Semi-Pucca ☐ 4. Huts ☐
5. Kutcha (Mud walls, Mud floor & Thatched roof) ☐
6. No house or residing temporarily in others house ☐
9. NA/DK ☐
27. How many rooms you have in your house? Number of rooms _____,
28. Do you have Separate Place to Study? 1. Yes ☐ 2. No ☐
29. Do your family have agricultural land? 1. Yes ☐ 2. No ☐
If yes, how much (in acres) _____ Land owned _____ land leased out _____
Land leased in _____, Shifting Cultivation? Yes ☐, No ☐, DK/NA (No land) ☐

30. Family's total income (of all earners) per month.

Family members (begin with Head and others as related to Head)	Sources of Income	Amount per month in rupees. [Investigator: Follow the income codes given below]
1.		
2.		
3.		
4.		
5.		
6.		
7.		
Total =		

31. Did you face any difficulty in getting admission in this school?
1. Yes ☐ 2. No ☐
32. If yes, what was the difficulty? _____
33. What are the teaching aids used by your teachers? [Tick as many answers as applicable]
1. Black Board ☐ 2. Charts/Maps ☐ 3. White Board ☐ 4. Globe ☐ 5. Models ☐
6. Power-points ☐ 7. Science Kit ☐ 8. Smart-class teaching ☐
7. Audio-visual equipment's ☐ 8. Others (Specify) _____, 9. DK/NA ☐

E. School Facilities

E.1. Drinking Water	
34. Do you have drinking water within the school premises?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
35. If yes, where is the water available?	1. In a tank <input type="checkbox"/> 2. Water pot etc. <input type="checkbox"/> , Hand-pump <input type="checkbox"/> 3. Any other Specify <input type="checkbox"/> _____
36. Is this the case for all children or for only those from your community?	1. For all Children <input type="checkbox"/> 2. Only for my community children <input type="checkbox"/> 9. DK/NA <input type="checkbox"/>

37. If you cannot drink water in school where do you drink? \Rightarrow	
E.2. School Toilet	
38. Are there toilets in your school?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
39. If yes, are they in usable condition?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
40. If yes, are you able to use it?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
41. Who usually cleans the school toilet? \Rightarrow	DK/NA <input type="checkbox"/>
42. Who cleans the classroom and school premises? \Rightarrow	
E.3. Classroom Sitting Arrangements	
43. How many students do you have in your class? \Rightarrow	
44. Of them, how many came from your community? \Rightarrow	
45. Does it make a difference if the number from your community is small /large in class?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
46. If yes, how it makes difference?	
47. Generally, where do you sit in your class?	1. First Row, 2. Second Row, 3. Third Row
48. Where do the other childrens from your community sits?	First Row, 2. Second Row, 3. Third Row, 9. DK/NA
49. Can you sit in the first row if you want to?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> , 9. DK/NA <input type="checkbox"/>
50. Do the teachers decide where children to sit or you choose?	Teachers decide <input type="checkbox"/> I choose <input type="checkbox"/> Classroom rotation is followed <input type="checkbox"/> Any other _____
51. Are you comfortable seating where you sit in your class?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
52. If yes, then why? \Rightarrow	DK/NA <input type="checkbox"/>
53. Do you feel that there was/is any basis on which children were assigned seats?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
54. If yes then what is that basis? \Rightarrow	1. DK/NA <input type="checkbox"/>
E.4. Library & Computer	
55. Does the school have a library?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 9. DK/NA <input type="checkbox"/>
56. Do you visit library?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
57. If yes, how frequently you go to library?	1. Very often <input type="checkbox"/> 2. Quite often <input type="checkbox"/> 3. Sometimes <input type="checkbox"/> 4. Do not visit <input type="checkbox"/>
58. What usually you read in library?	1. Course material/books <input type="checkbox"/> 2. Periodicals/Magazine <input type="checkbox"/> 3. Academic/professional journals <input type="checkbox"/> 4. Newspapers <input type="checkbox"/> 5. Novel/story books <input type="checkbox"/> 6. Any other <input type="checkbox"/> Mention _____

59. Does the school have computers?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> DK/NA <input type="checkbox"/>
60. Do you use school computer?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. I am not allowed to use <input type="checkbox"/> ➔ Why? _____
61. If yes, how often in a month do you use computer?	1. Less than 5 day's <input type="checkbox"/> 2. Five to ten days <input type="checkbox"/> 3. Ten to fifteen day's <input type="checkbox"/> 4. All the days <input type="checkbox"/> 9. DK/NA <input type="checkbox"/>
<i>E.5. Playground, Sports & Games</i>	
62. Does your school have a playground?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
<i>E.6. Picnic/Study tours</i>	
63. Does the school arrange any Picnic/study tours?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 9. DK/NA <input type="checkbox"/>
<i>E.6. The Class Monitor</i>	
64. Have you been made monitor in any class in School? If yes, for which class	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>

F. Attendance

65. Do you attend school regularly? 1. Yes ☐ 2. No ☐
 66. How regular were you in the school in the last three months?
 a. Regular ☐ 2. Somewhat regular ☐ 3. Not regular ☐ 9. DK/NA ☐

G. Classroom Participation

67. Are your classes taken regularly by the teachers? 1. Yes ☐ 2. No ☐
 68. Does your teacher comes on time to class? 1. Yes ☐ 2. No ☐
 69. Do you find difficulty in understanding the classroom teachings? 1. Yes ☐ 2. No ☐
 70. Do you generally raise/ask questions in classroom? 1. Yes ☐ 2. No ☐
 71. Do you generally answer questions when teacher asks? 1. Yes ☐ 2. No ☐
 72. Do you approach your teacher for seeking guidance and advice?
 1. Yes, I go quite often ☐ 2. Sometimes ☐ 3. Never ☐ 4. Do not feel like approaching ☐

73. Are you engaged in work outside whom to earn money/kind while you study? 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
74. If yes, what is the nature of work? _____. How many days you worked last month? _____
75. How often you go to work outside home? 1. Seasonally <input type="checkbox"/> 2. Monthly <input type="checkbox"/> 3. Weekly <input type="checkbox"/> 4. Daily <input type="checkbox"/>

H. Performance & Achievements

76. What was your result in last years' annual examination? (Please mark (√) in appropriate category):

K. Educational Finance/Scholarship

77. Are you aware that there are welfare/affirmative action schemes for you in education? 1. Yes ☐ 2. No ☐

L. On Discrimination

78. How many 'good' friends do you have at your present class? Mention	⇒
79. Have you called your friends from higher castes to your home?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. I do not have friend from higher caste <input type="checkbox"/>
80. If no, why do you not call them? ⇒	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 9. NA <input type="checkbox"/>
81. Have you ever gone to the homes of higher caste classmates/friends?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 9. NA <input type="checkbox"/>
82. If yes, are you comfortable/hesitant/scared going to your upper caste friends home?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 9. NA <input type="checkbox"/>
83. If you have gone to their home are you offered food/water? ⇒	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 9. NA <input type="checkbox"/>
84. Have you taken food/water in their home?	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 9. NA <input type="checkbox"/>

85. Tasks done in the School by children (please ✓)

Tasks	You (1)	Your Caste/Tribe(2)	Higher Caste/Tribe(3)	All Caste/Tribe(4)
1. Sweeping/Classroom				
2. Sweeping Ground				
3. Cleaning Toilet				
4. Bringing water for teacher				
5. Bringing tea for teacher				
6. Other tasks				

86. Does the teacher/classmates give you the feeling (please ✓)

Statements	Teacher(1)	Classmates(2)
1. You have the ability to study		
2. You do not have the ability to study		
3. Your parents do not take interest in your studies		
4. Your community does not understand the value of education		
5. You do not deserve to be educated		

87. Have you been punished by the Teacher? 1. Yes ☐ 2. No ☐

88. If yes, what was the reason? _____

What was the punishment? _____

89. Do you know anybody who has left because of punishment by the teacher?

1. Yes ☐ 2. No ☐ 9. DK/NA ☐

90. Do other students know your caste status? 1. Yes ☐ 2. No ☐ 3. DK/NA ☐

91. If yes, does that make difference in their behaviour with you?

1. Yes ☐ 2. I do not feel so ☐ 3. I am not sure ☐

92. If yes, in what way (cite an example)?

93. Has there been any mistreatment meted out to you or to any of your family member which made you/them feel humiliated? 1. Yes ☐ 2. No ☐

94. If yes, please describe the incidence that you have in mind;

95. Did you ever feel insulted/humiliated due to discrimination which forced you to think to leave the institution? 1. Yes ☐ 2. No ☐

96. Did you ever noticed that your teacher/staff uses derogatory/casteist word/term while calling/punishing/addressing you? 1. Yes ☐ 2. No ☐



Researcher interacting with a student respondent while filling the questionnaire



Researcher interacting with a student respondent while filling the questionnaire



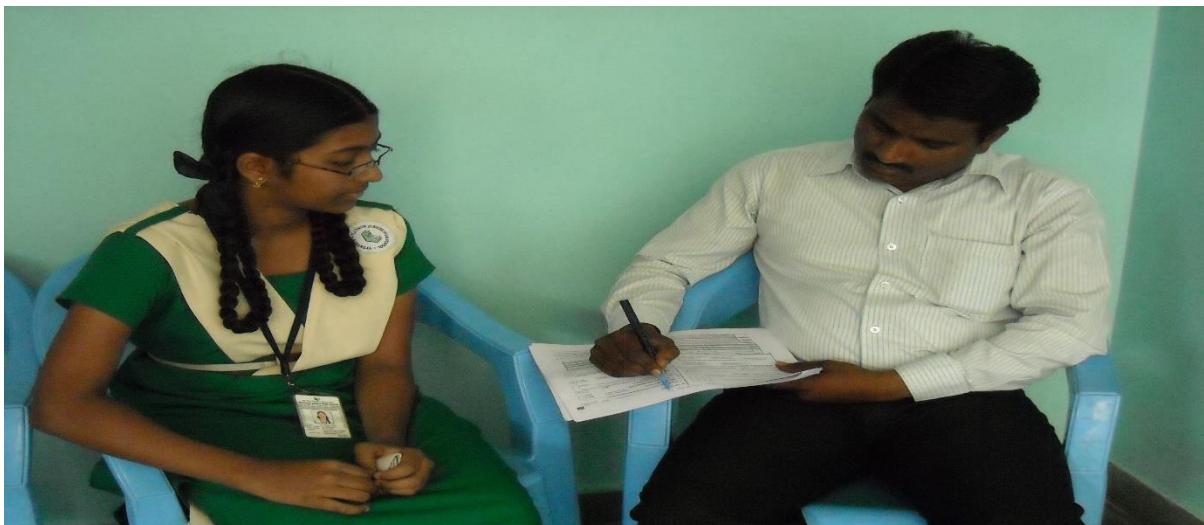
Researcher interacting with a Teacher Respondent in a government school



Researcher interacting with a Teacher respondent in a Private School



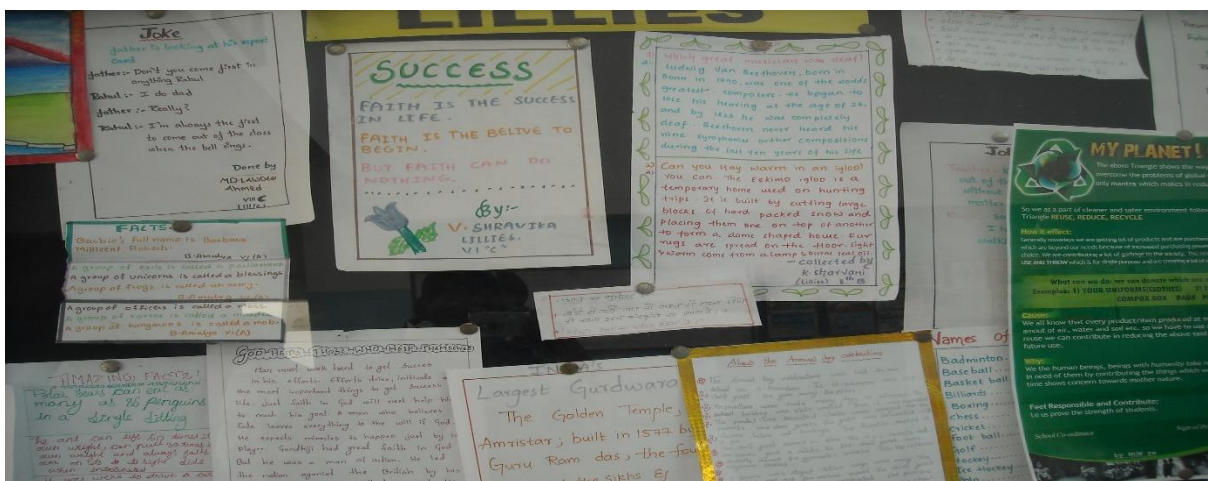
Researcher interacting with a student respondent while filling the questionnaire



Researcher interacting with a student respondent while filling the questionnaire



Researcher interacting with a Teacher respondent in a Private School



Student's Notice Board in a Private school



Parents visit during holidays in a Residential School