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CHAPTER II

THEORETICAL BACKGROUND AND REVIEW OF RELATED LITERATURE

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

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

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



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

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

ANNUAL REPORT 2012–13

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Major Findings from Review of Literature

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

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

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

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

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

Research Gap

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