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A STUDY ON AWARENESS AND EFFECTIVENESS OF EDUCATIONAL SCHEMES FOR SCHEDULED CASTE AND SCHEDULED TRIBES WITH REFERENCE TO CHENNAI.

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ABSTRACT

This research explores the Education role in social and economic upliftment, particularly for marginalized communities such as Scheduled Castes (SCs) and Scheduled Tribes (STs) in India. **Educational schemes for marginalised communities such as SC/ST** were introduced by the Government of India with the aim of providing equal opportunity for scheduled tribes and scheduled castes to empower them with free educational facilities. For the programs to be effective, SC/ST members need to be aware of those educational facilities and need to have a positive attitude towards them. It seems that, due to the untouchability and the remoteness of their dwellings, SCs and STs have suffered isolation from the mainstream population for several centuries. This study focuses on the role of awareness on educational schemes in attaining primary and secondary education among SC/ST communities in Chennai. **empirical research** is used. Primary data were collected from the people through questionnaires and thus it examined how UPI plays a major role in developing India as a cashless economy. **A convenient sampling** method is used in this study for collecting the samples. In this survey, **sample size is 200.Aim** of the study is whether SC/ ST students are getting benefited through the education scheme provided to them. The Dependent variables are the factors affecting the educational schemes for scheduled caste and scheduled tribes in Chennai. The **conclusion** this study explains that most of the parents are suffering a lot to send their children to school even though educational schemes are existing for the children to pursue a good education.

KEYWORDS: Caste (SC), Scheduled Tribes (ST). Educational schemes, Marganalised communities, Untouchability.

INTRODUCTION

Educational schemes for marginalised communities such as SC/ST were introduced by the Government of India with the aim of providing equal opportunity for scheduled tribes and scheduled castes to empower them with free educational facilities. For the programs to be effective, SC/ST members need to be aware of those educational facilities and need to have a positive attitude towards them. Aim of the study is whether SC/ ST students are getting benefited through the education scheme provided to them.

Evolution Once we look back and review the progress of our country in various areas, we find that we have made substantial progress since independence, but we still have not been able to achieve all our targets. In the field of education, various Committees and Commissions were constituted which did wider consultations and made recommendations.

Factors affecting However, even today, the system has several challenges which need to be met though the enrolment of children in schools has gone up. Even though the population of Scheduled Castes and Scheduled Tribes are represented in appropriate proportion, a substantial number of children drop-out at the upper primary level, lack of awareness about the scheme, delay in application procedures for the scheme.

Government initiatives to accomplish better literacy rates inside the nation, Government establishes certain schemes which support and helps to empower the citizen with proper accessibility to educational facilities. While considering all the citizen in a country those who are underprivileged also should get equal benefit from the schemes for acquiring free educational facilities. Even though all these provisions are present today the dropout rates and burden among parents of backward classes to send their child to school is remaining unchanged. The major root cause may be the lack of awareness among the parents on educational schemes and poor beneficial status of the schemes. Since these recommendations, a National Policy of Education was formulated in 1986, and a Programme of Action was developed in 1992 which spelt out short term, medium term and long-term measures to achieve the targets as spelt out in National Policy of Education. This was followed by various programmes and projects, both at the National and State levels and the progress made under them was considered. At the primary and elementary level, some of such programmes were District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan, Shiksha Karmi Yojana, Bihar Education Project, Lok Jumbish, Non-formal Education Programme, Education Guarantee Scheme, Kasturba Gandhi Balika Vidyalaya etc., which had their own advantages

and specific objectives. Five-year plans of the country have taken care of various achievements to set up further targets and allocate resources for the same.

Current trends in the present era of educational expansion and the accessibility of education given the most consideration by all the groups in the society especially for the unprivileged group by introducing increased construction of schools, mid-day meal programs, increased parental demand for schooling, and growing educational requirements by employers. Thus, up to a certain level, the educational attainment among the disadvantaged groups and the privileged group was in low in educational levels.

Comparison with other state Tamil Nadu has a relatively well-developed educational support system for Scheduled Caste (SC) students compared to many other states in India, states like Kerala and Himachal Pradesh also perform well in terms of GER (Gross enrolment ratio in education) while states like Bihar and Assam struggle with lower enrolment rates. Uttar Pradesh has made improvements in GER for Scheduled Tribes but still faces challenges in SC education.

OBJECTIVES

- To understand whether the parents of SC/ST students are aware about the educational schemes and education qualification of the respondents.
- To examine the association between whether the parents are satisfied with the provisions of the schemes and age of the respondents.
- To analyse whether SC/ ST students are getting benefited through the education scheme provided to them.
- To analyse the relationship between the main issues faced by the parents and age of the respondents.

LITERATURE REVIEW

The current research reviews socioeconomic status of Scheduled Caste and Scheduled Tribes communities residing in select villages of Solan district of Himachal Pradesh in northern part of India. The research work includes evaluation of current socioeconomic status including population, housing, literacy, education, occupation, livestock land and income status. The above information is found satisfactory based on the recorded responses except computer literacy, financial status and digitization. (Kanwar et al., 2022)This paper identifies and analyses the educational problems of scheduled caste people in Biswanath Gaon Panchayat.

The Government of India has special schemes to enable access to opportunities including scholarship for education, various educational facilities, financial support and skill building for setting up their lives, reservation in jobs, reservation for getting education and special courts to address instances of atrocities and violence. The study suggests that better awareness campaigns, improved policy implementation, and targeted interventions are necessary to enhance educational opportunities for Scheduled Caste individuals in the region. (Das, 2021)The chapter examines the status of education among SCs and non-SCs by gender in Delhi. This study found that the educational status of women in higher education has increased over time, and the SC students also benefited from the reservation and cash incentive schemes provided to them. The educational status of women in Delhi is better than in other parts of India.(Parimala & Dash, 2020)The authors argue that education of scheduled tribes has been constrained by multi-faceted problems resulting in a poor state of education. The empirical findings show that ST students find it very difficult to achieve desired quality performance due to a lack of adequate social and economic support and structural deprivation. The chapter argues that the students of urban areas are in an advantageous position compared to rural students, which is reflected in their examination performance. (Turkey & Lama, 2020)This chapter discusses the educational status of the children of the denotified tribes of Telangana, keeping in view their socio-economic condition. It begins with a brief introduction of the denotified tribes under the colonial rule when certain communities were categorised as criminal tribes in different parts of India. They were denotified only after independence but placed under the Habitual Offenders Act, 1952, which largely retained the soul of the colonial Criminal Tribes Act, 1871.The study shows that marginalized communities, including SCs and denotified tribes, face educational challenges due to socio-economic hardships, historical discrimination, and poor policy implementation, though government schemes have helped improve access to education.(Korra, 2020)The chapter examines the various socio-economic factors that influence SC and non-SC parents in the selection of different types of primary and secondary schools for their children. It also locates the various social and institutional obstacles that SC students encounter in their studies and how they influence their participation and performance at different levels of education. The study shows that access and educational attainments vary considerably across SC and non-SC students and also within sub-castes of SC.(Kalaiah, 2020)This publication assesses progress towards Sustainable Development Goal 4 (SDG 4) on education and its ten targets, as well as other related education targets in the SDG agenda. It addresses inclusion in education, drawing attention to all those excluded from education, because of background or ability. The report is motivated by the explicit reference

to inclusion in the 2015 Incheon Declaration, and the call to ensure an inclusive and equitable quality education in the formulation of SDG 4, the global goal for education. The study shows that progress toward SDG 4 is uneven, with many marginalized groups still excluded from quality education due to socio-economic, ability-based, and background-related barriers, despite global efforts to promote inclusion and equity.

(UNESCO, 2020)The chapter analyses the access of Scheduled Caste (SC) students to education in government and private upper primary and secondary schools of in terms of geographical, social and economic variables. The study compares SC and non-SC students. Though Goa is often projected as a 'multidimensional hub for education', SC children, thanks to social stigma and poverty, hardly have access to private elite education institutions. (Kalaiah et al., 2020)This chapter aims to study the pattern of educational status among STs and factors determining educational access of STs through empirical data obtained from the sample districts, blocks, villages and schools from five distinct cultural regions under the ICSSR-sponsored project, which is supplemented by some secondary data. The study shows that educational access among STs varies by region and is influenced by socio-economic factors, infrastructure gaps, and policy implementation, despite some improvements through government initiatives.

(Baraik, 2020)The purpose of this paper is to identify the variables and to undertake empirical research on this topic. It is found that excluded from income-generating activities, formal education, political system are not getting adequate exposure for maintaining the standard of living. The study finds that owing to exclusion from income-generating activities, lack of formal education, absence of patronage political in adequate means for maintaining an acceptable standard of living, caste discriminations, poverty and migration, exploitation in the hands of money lenders, marginal increase in income, absence of infrastructure, unemployment, lack of financial literacy and its resultant mismanagement of money among the tribal community has pushed them to the utter stage of poverty universally.(Nanda & Samanta, 2018)This chapter presents a panoramic view of the constitutional mandates and provisions relating to SCs, STs and BCs, failure to act on the basis of the mandates with thoroughness and consistency, the need for sincere and holistic implementation of constitutional provisions pertaining to SCs, STs and also BCs, constitutional amendments proposed by the author, laws enacted for SCs and STs which are in the right direction (Krishnan, 2017)The Present investigation was to find out the relationship between scientific attitude and home environment of 200 scheduled caste and non-scheduled caste adolescents. Survey method of investigation

was employed. The findings of the study showed that insignificant negative correlation was obtained between scientific attitude and home environment dimensions A, B, C, E, F, G, I, J and total home environment of scheduled caste adolescents. (Manisha, 2016)The purpose of this paper is to examine factors that explain dropout of children from primary schools in Lohit district of Arunachal Pradesh, India. The study find that children dropout of school is affected by number of factors such as earning compulsions, household work, access to school, school time not suitable and parental unawareness.(Banik & Neogi, 2015)Major objective to explore the problems faced/ perceived by them. Findings revealed that some socio- cultural problems still exist in villages such as untouchability, not being allowed in public places etc. However, economic problems were the most serious problems perceived by majority of respondents followed by educational problems. The study shows that socio-cultural issues like untouchability persist in villages, but economic problems are the most serious, followed by educational challenges.

(Asrani & Kaushik, 2011)This chapter probes into what happens to the beneficiaries of special provisions while they are pursuing higher education within the existing structured inequalities of caste, culture and economic diversities in the era of liberalization, globalization and privatization. Structured inequalities cannot be remedied only through corrective measures given the disadvantageous situation. The study shows that structured inequalities in caste, culture, and economy persist in higher education, and special provisions alone are not enough to overcome these disadvantages in the era of liberalization and globalization.(G. Wankhede, 2012) The Scheduled Castes (SCs, also known as Dalits) and Scheduled Tribes (STs, also known as Adivasis) are among the most socially and educationally disadvantaged groups in India. This paper examines issues concerning school access and equity for Scheduled Caste and Scheduled Tribe communities and highlights their unique problems, which may require divergent policy responses. (Sedwal & Kamat, 2008)The author in this research examines the situation of scheduled caste communities in getting education during the British era in India. Importance and relevance of formal education continue to be a significant factor in social development and change. This is particularly important in developing countries like India, which has been traditionally and historically driven by the principle of inequality and hierarchy through religion and a caste system. The study shows that Scheduled Caste communities faced significant barriers to education during the British era, and formal education remains crucial for social development and breaking historical caste-based inequalities in India.(G. G. Wankhede, 2007)The study, based on Nss data, reveals that the percent of Total land Owned

by the Households Belonging to Non-scheduled Caste and Tribe Declined by varying Degree during the 1980s practically in all the Major States of India. Pari Passu Implies an Increase in the Share of Land Owned by the Scheduled Caste and Scheduled Tribe Households. The study shows that during the 1980s, the share of land owned by Scheduled Caste and Scheduled Tribe households increased, while land ownership among non-SC/ST households declined across major states in India.

(Sharma, 1998)This study focuses on affirmative action programmes in India for people belonging to the scheduled castes and the scheduled tribes in the sphere of employment. The constitutional safeguards and the measures initiated to give effect to them are briefly reviewed. The study Examines the progress achieved in realising the goals in terms of the fulfilment of the quotas and discusses the problems in implementing the affirmative programmes.(Jain & Venkata Ratnam, 1994)An analysis of the equity promotion and diversity preservation efforts made in India since independence and a critical appraisal of their impact is presented. The study identifies the challenges confronting educational administrators who have to implement the programmes devised to keep the equity-diversity balance that policy requires.(Sapra, 1990)

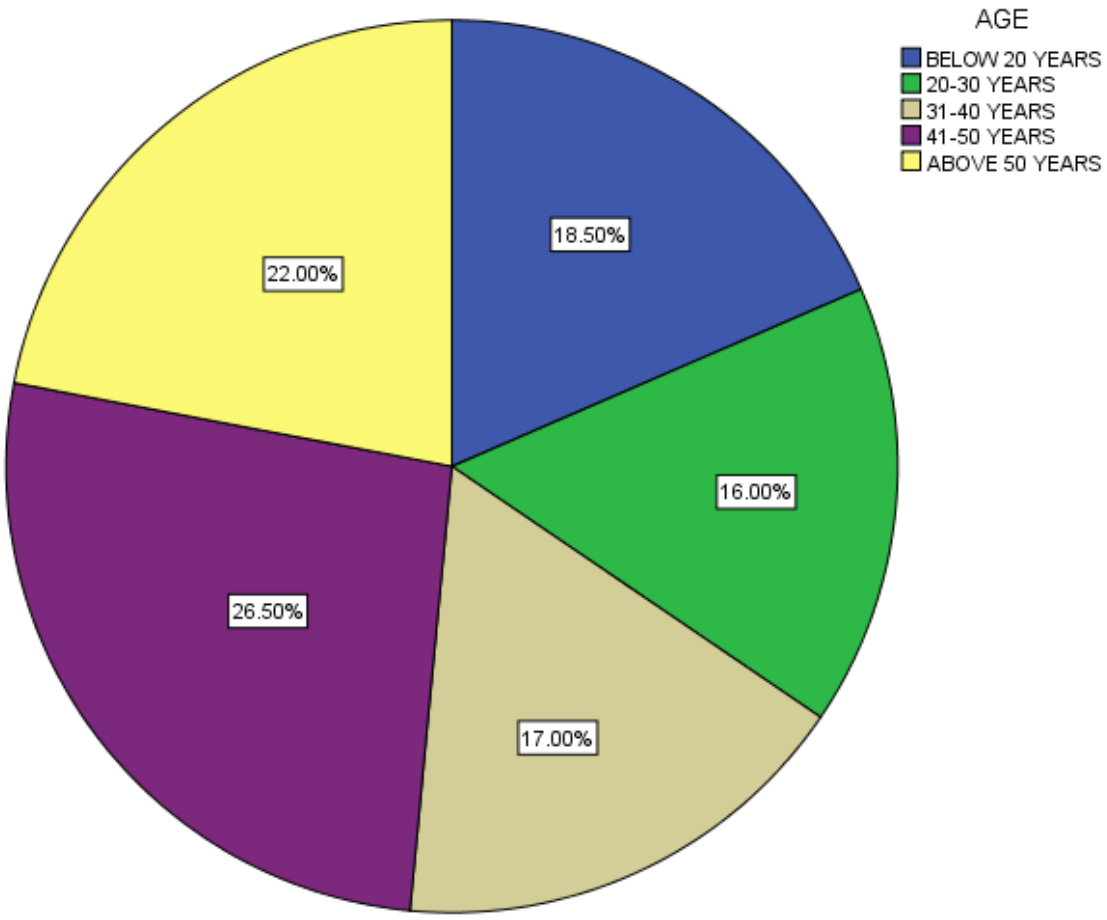
METHODOLOGY

The primary source of data was obtained by conducting an empirical study on seeking responses from the public around Annanagar, Chennai. The data was collected through questionnaires and relied on secondary sources of data such as books, journals, e-sources, articles and newspapers. The present research is conclusive, descriptive and based on empirical design. The sampling size of the paper is 200. SPSS software is used for analysis purposes. The sampling frame is that the respondents belong to all kinds of age groups. The independent variables are age, gender, education qualification, occupation, and monthly household income. The dependent variable is whether the educational schemes make any difference or benefits to the family, awareness, satisfaction level, effectiveness, main issues. The research tools used are graphs, percentage, chi-square tests, anova test and correlation test.

ANALYSIS

Fig 1

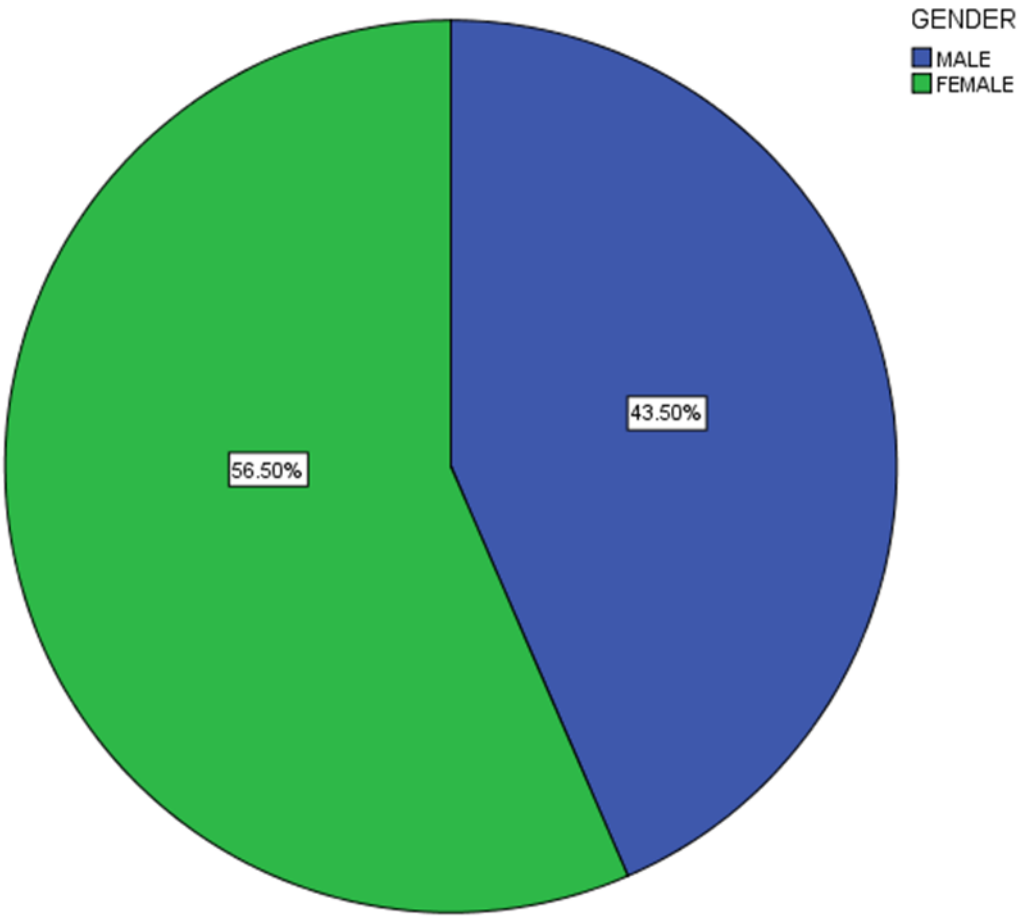
Pie chart percentage of age of the respondents



Legend: The above figure exhibits the percentage analysis of age distribution of the respondents. (Fig1)

Fig 2

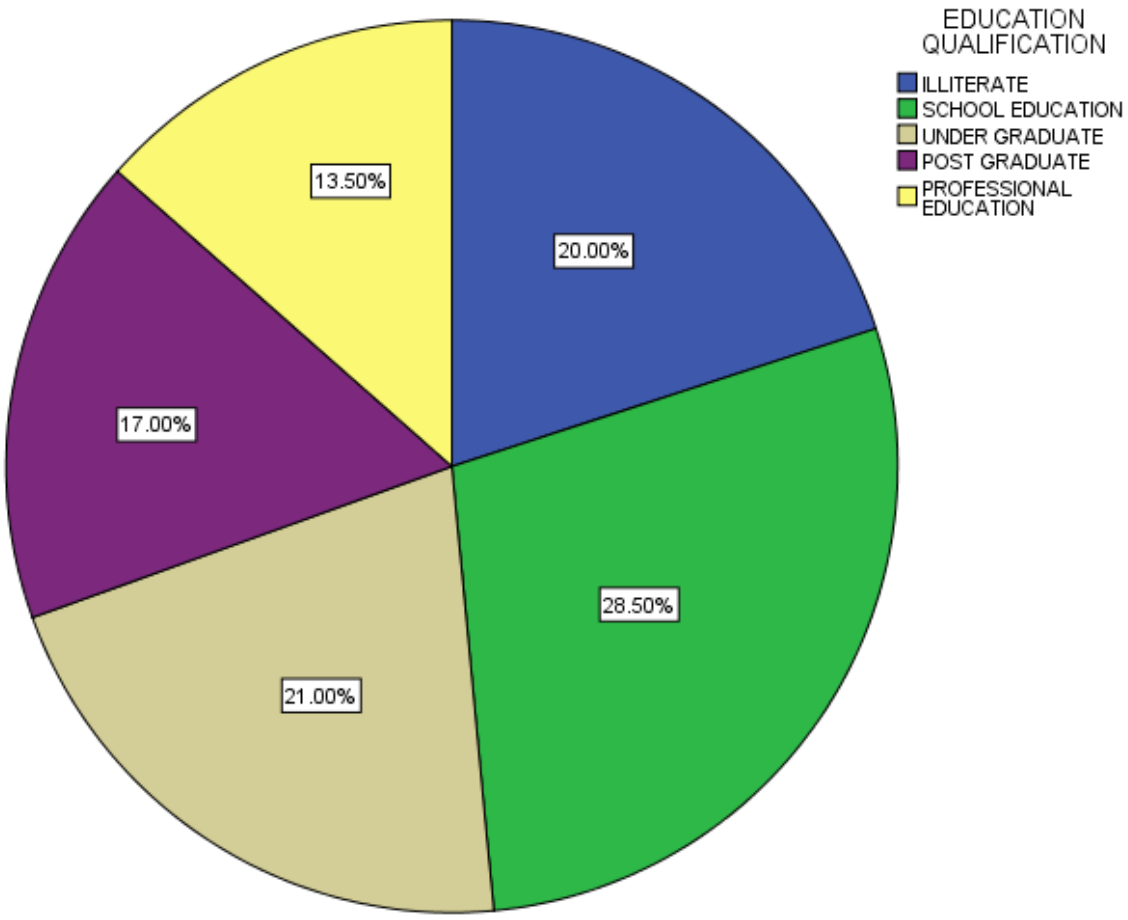
Pie chart percentage of gender of the respondents



Legend: The above figure exhibits the percentage analysis of gender distribution of the respondents. **(Fig 2)**

Fig 3

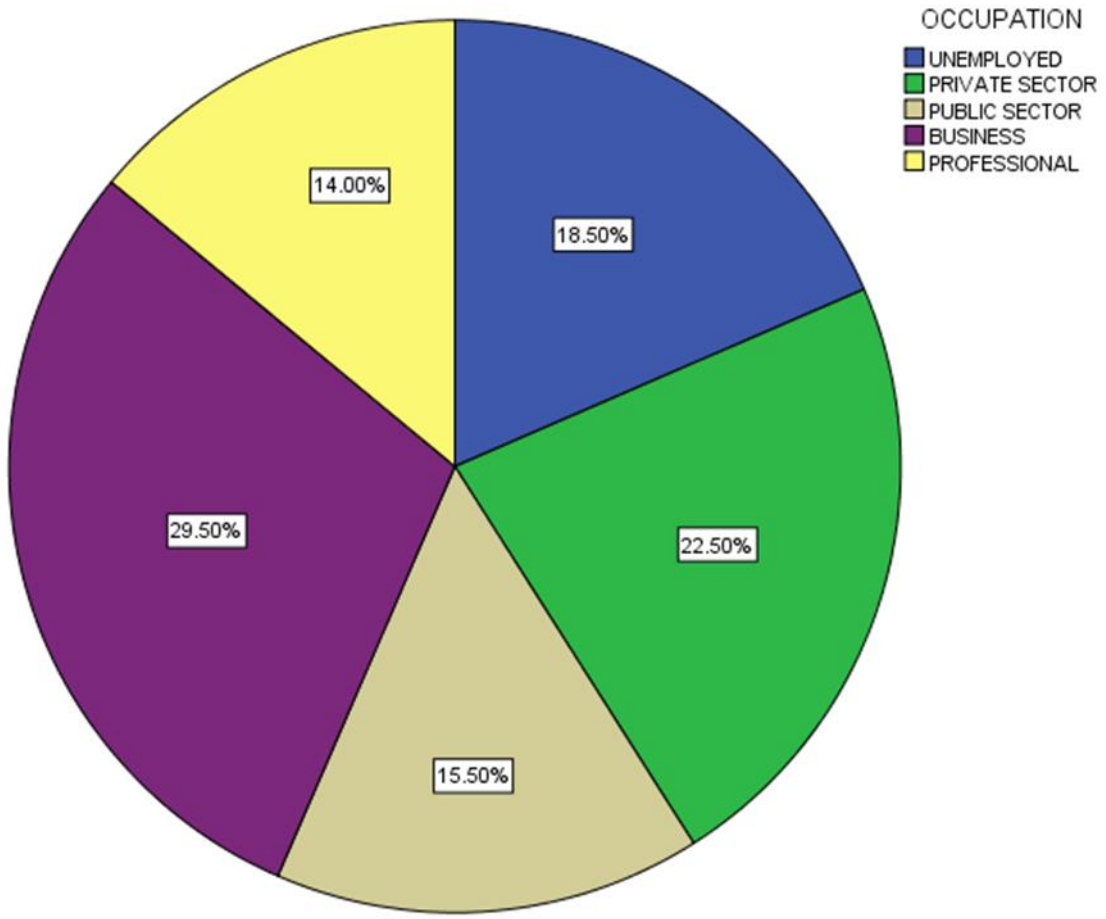
Pie chart percentage of education qualification of the respondents



Legend: The above figure exhibits the percentage analysis of education qualification of the respondents. **(Fig 3)**

Fig 4

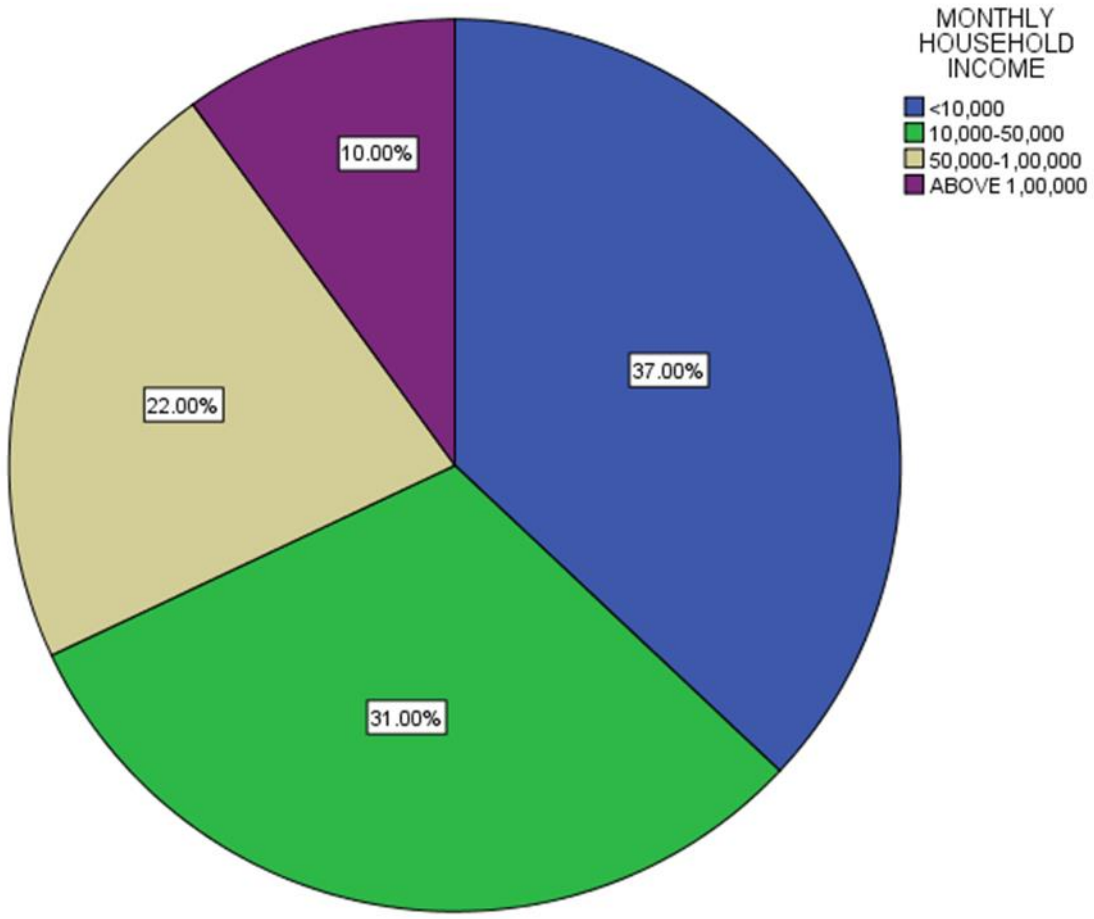
Pie chart percentage of occupation of the respondents



Legend: The above figure is a percentage analysis of the occupation of the respondents. **(Fig4)**

Fig 5

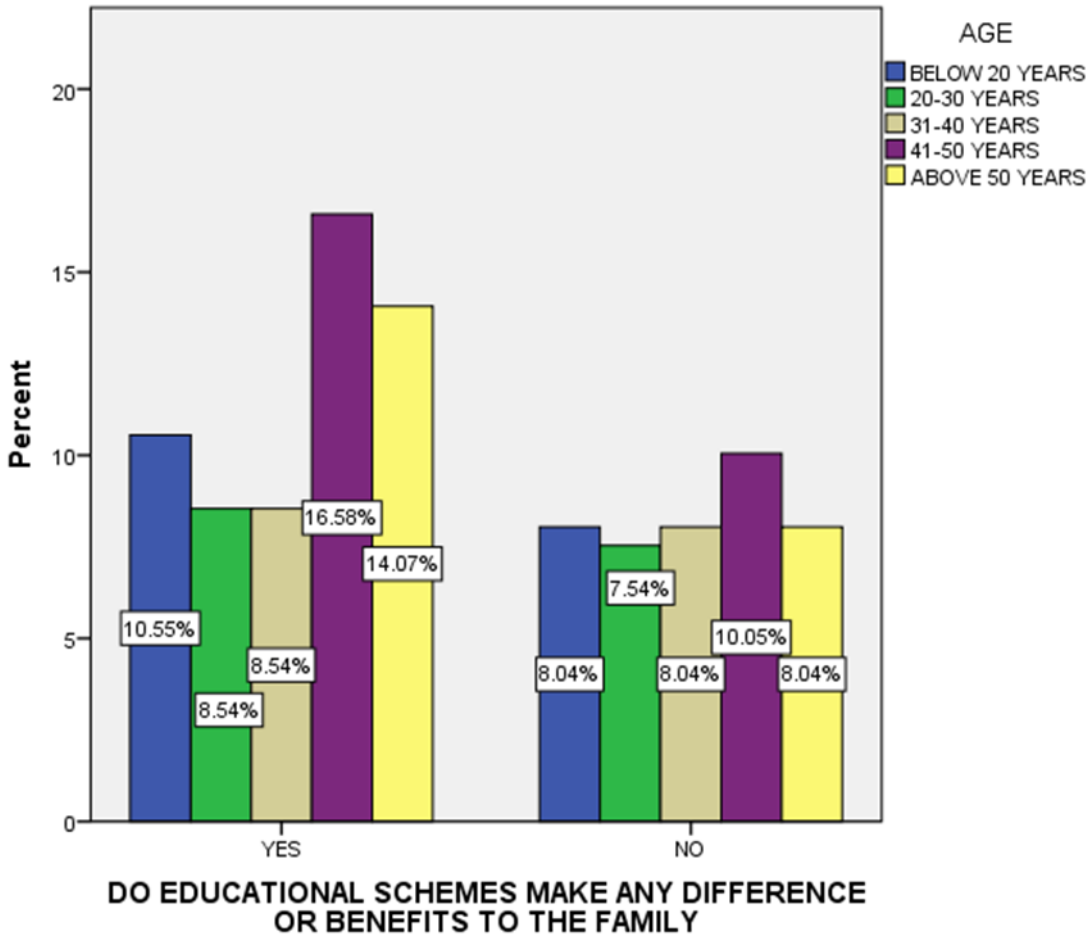
Pie chart percentage of monthly household income of the respondents



Legend: The above figure is a percentage analysis of the monthly household income of the respondents. **(Fig5)**

Fig 6

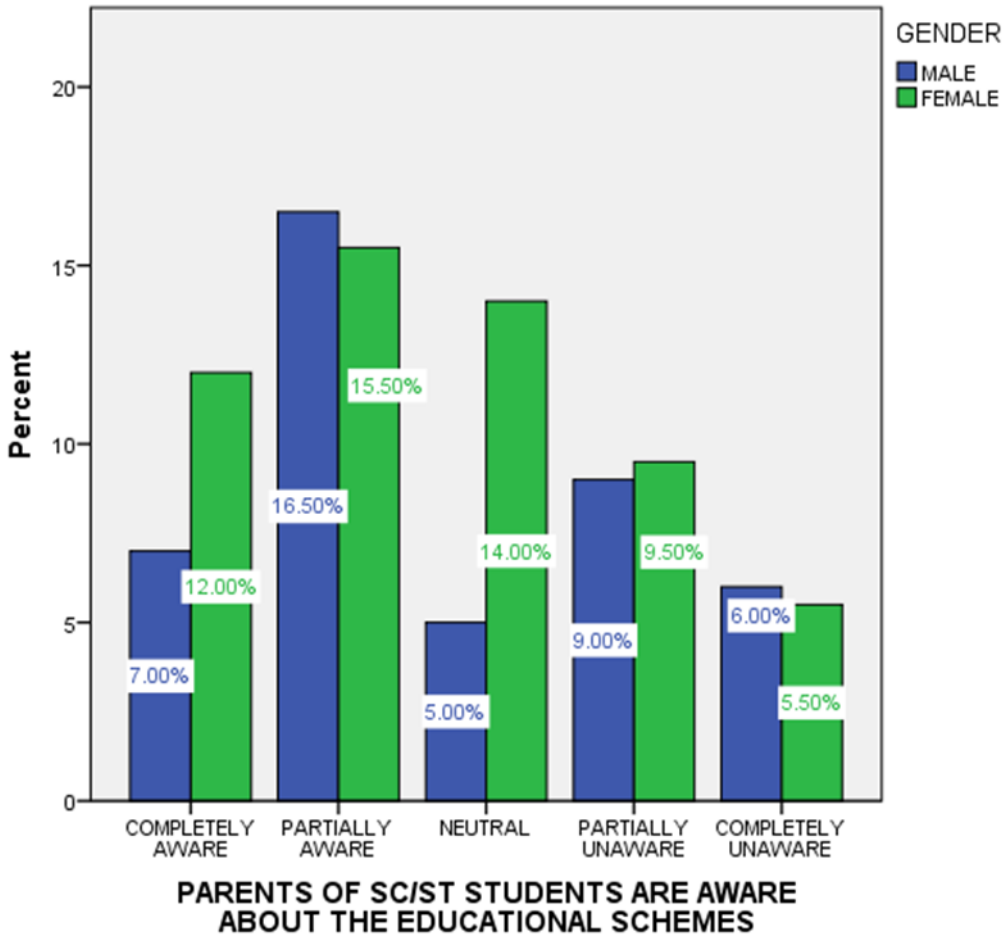
Clustered bar chart percentage between whether the educational schemes make any difference or benefits to the family by age.



Legend: The above figure is a clustered bar chart between whether the educational schemes make any difference or benefits to the family and age of the respondents. (Fig 6)

Fig 7

Clustered bar chart percentage between parents of SC/ST students are aware about the educational schemes by gender.



Legend: The above figure is a clustered bar chart between parents of SC/ST students are aware about the educational schemes and gender of the respondents. **(Fig 7)**

Table 1- Chi-Square test between education qualification and parents of SC/ST are aware about the educational schemes.

EDUCATION QUALIFICATION * PARENTS OF SC/ST STUDENTS ARE AWARE ABOUT THE EDUCATIONAL SCHEMES Crosstabulation count.

		PARENTS OF SC/ST STUDENTS ARE AWARE ABOUT THE EDUCATIONAL SCHEMES					
		COMPLETELY AWARE	PARTIALLY AWARE	NEUTRAL	PARTIALLY UNAWARE	COMPLETELY UNAWARE	Total
EDUCATION QUALIFICATION	ILLITERATE	9	13	14	2	2	40
	SCHOOL EDUCATION	6	20	7	14	10	57
	UNDERGRADUATE	4	12	7	14	5	42
	POSTGRADUATE	9	11	9	3	2	34
	PROFESSIONAL EDUCATION	10	8	1	4	4	27
Total		38	64	38	37	23	200

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	38.047[a]	16	.001
Likelihood Ratio	39.762	16	.001
Linear-by-Linear Association	.695	1	.404
N of Valid Cases	200		

a. 5 cells (20.0%) have expected count less than 5. The minimum expected count is 3.11.

HYPOTHESIS

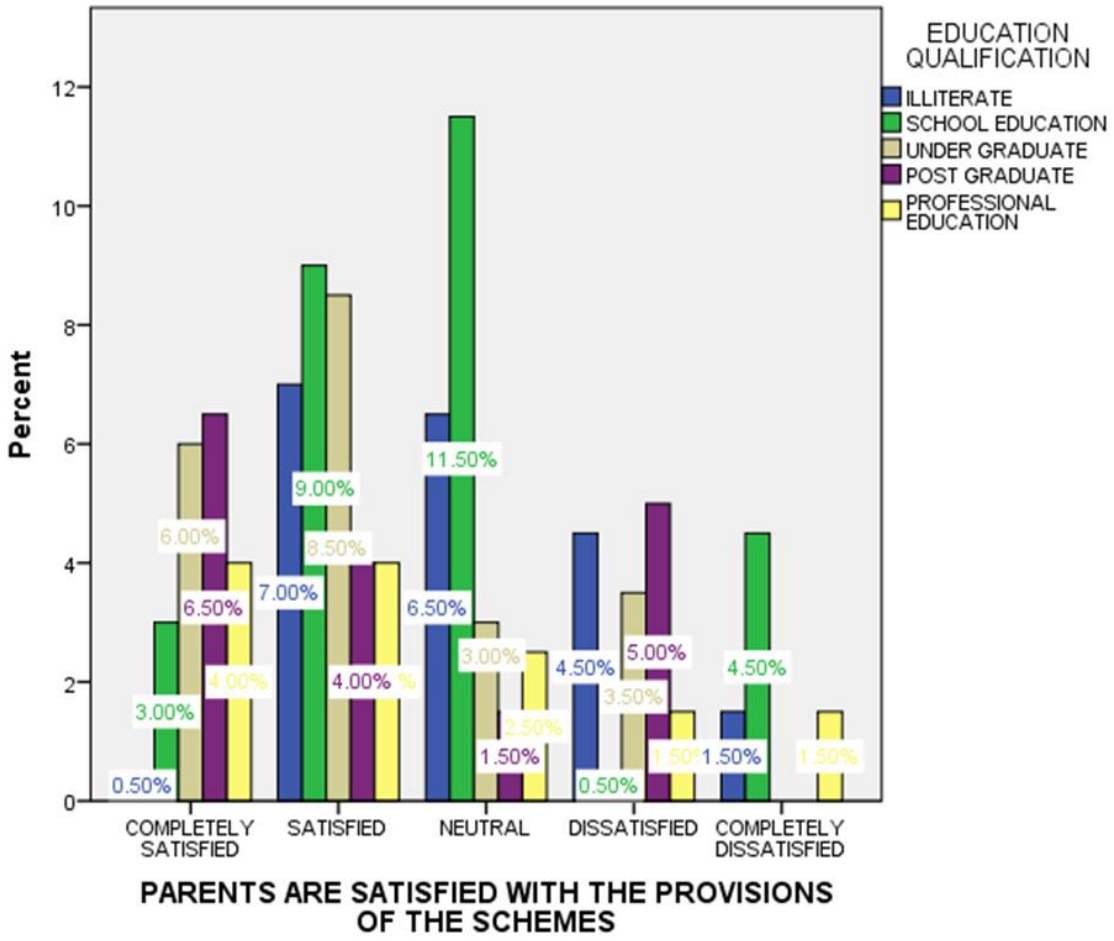
Ho: There is no significant association between education qualification and parents of SC/ST are aware about the educational schemes.

H1: There is a significant association between education qualification and parents of SC/ST are aware about the educational schemes.

Legend: It is a Chi-square test between parents of SC/ST who are aware about the educational schemes and education qualification of the respondents. **(Table 1)**

Fig 8

Clustered bar chart percentage between whether the parents are satisfied with the provisions of the schemes by education qualification



Legend: The above figure is a clustered bar chart between whether the parents are satisfied with the provisions of the schemes and education qualification of the respondents. **(Fig 8)**

Table 2: Correlation test between whether parents are satisfied with the provisions of the schemes and age

Correlations

		PARENTS ARE SATISFIED WITH THE PROVISIONS OF THE SCHEMES	AGE
PARENTS ARE SATISFIED WITH THE PROVISIONS OF THE SCHEMES	Pearson Correlation	1	.101
	Sig. (2-tailed)		.154
	N	200	200
AGE	Pearson Correlation	.101	1
	Sig. (2-tailed)	.154	
	N	200	200

HYPOTHESIS

Ho: There is no significant association between the age of the respondents and whether the parents are satisfied with the provisions of the schemes.

H1: There is a significant association between the age of the respondents and whether the parents are satisfied with the provisions of the schemes.

Legend: The above figure is a Correlation test between the age of the respondents and whether the parents are satisfied with the provisions of the schemes. **(Table 2)**

Table 3: One way -ANOVA test between age, education qualification, monthly household income and which educational scheme is more beneficial

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
AGE	**Between Groups**	**63.740**	**5**	**12.748**	**7.292**	**.000**
	Within Groups	**339.135**	**194**	**1.748**	-	-
	Total	**402.875**	**199**	-	-	-
EDUCATION QUALIFICATION	**Between Groups**	**26.401**	**5**	**5.280**	**3.195**	**.009**
	Within Groups	**320.594**	**194**	**1.653**	-	-
	Total	**346.995**	**199**	-	-	-
MONTHLY HOUSEHOLD INCOME	**Between Groups**	**15.650**	**5**	**3.130**	**3.339**	**.006**
	Within Groups	**181.850**	**194**	**.937**	-	-
	Total	**197.500**	**199**	-	-	-

HYPOTHESIS

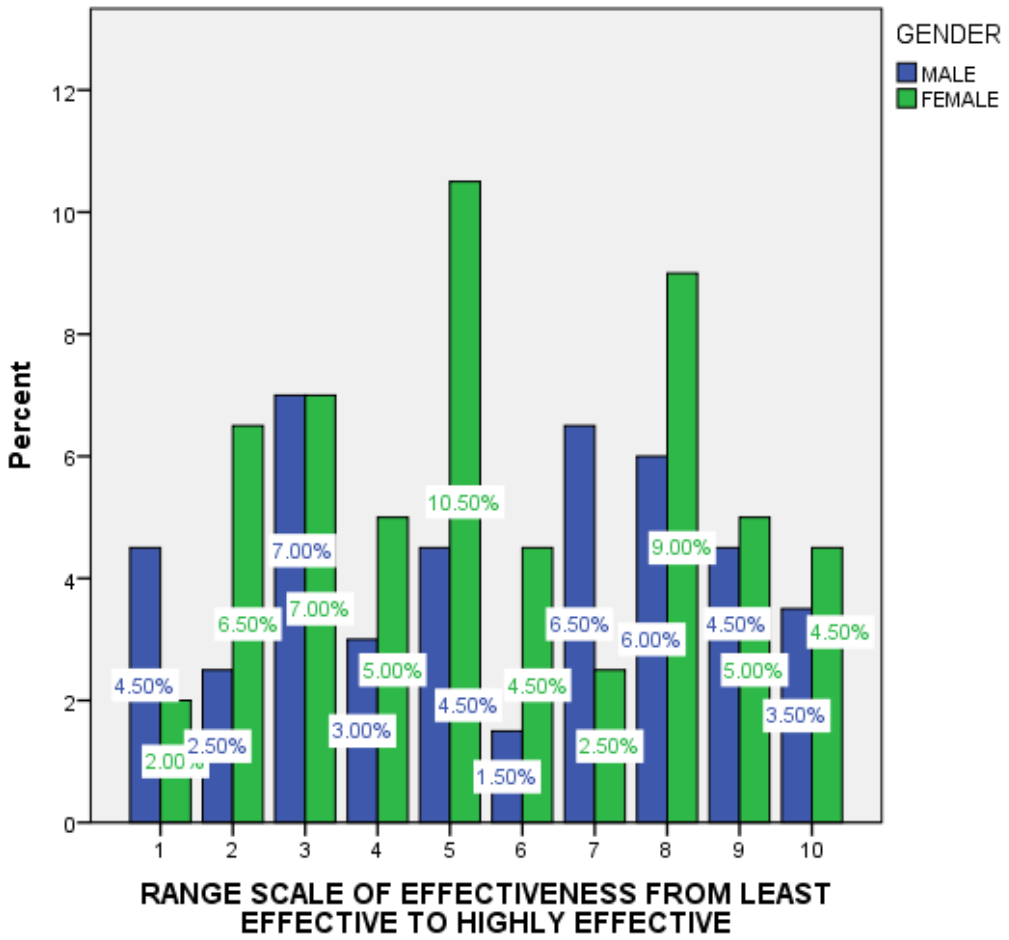
Ho: There is no significant association between the age, education, monthly household income and which educational scheme is more beneficial.

H1: There is a significant association between the age, education, monthly household income and which educational scheme is more beneficial.

Legend: The above figure is a One way -ANOVA test between which educational scheme is more beneficial and age, education qualification, monthly household income. **(Table 3)**

Fig 9

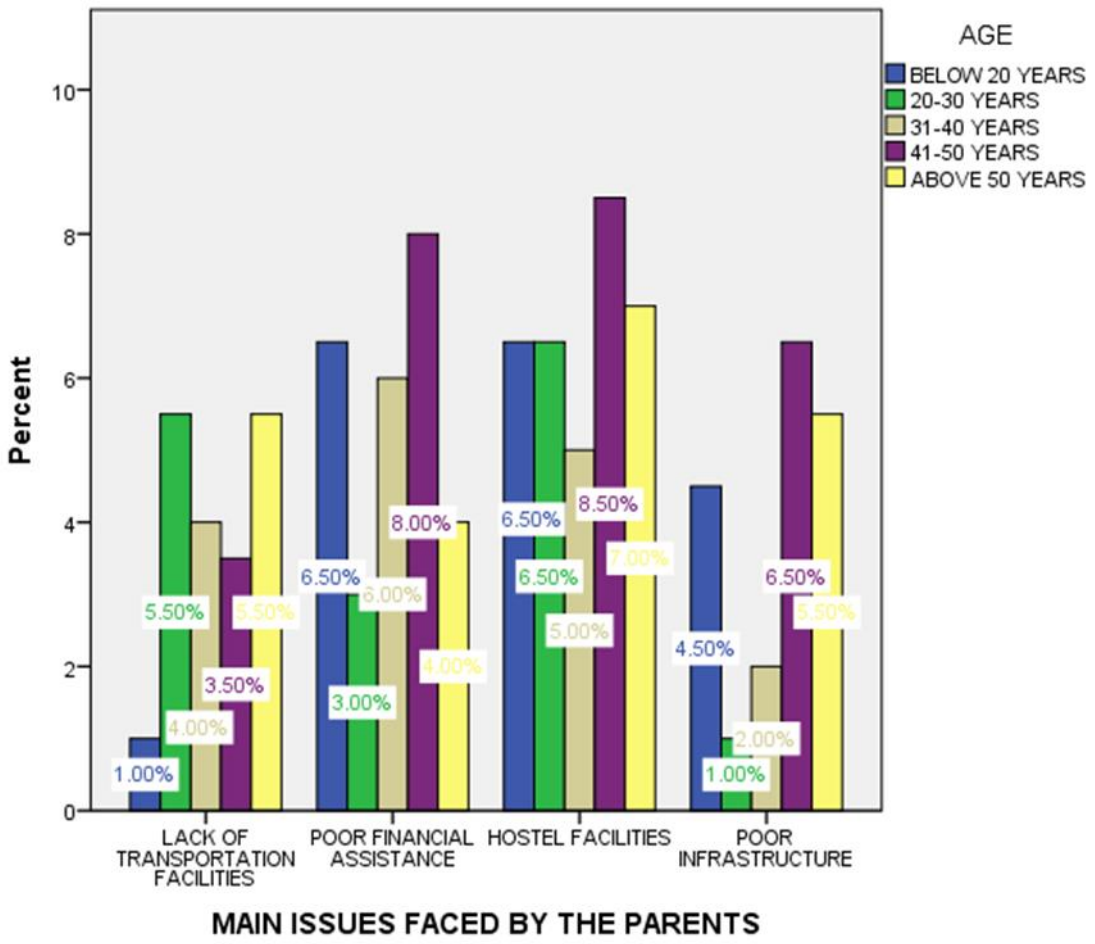
Clustered bar chart percentage between range scale of effectiveness of the educational schemes from least effective to highly effective by gender



Legend: The above figure is a clustered bar chart between the range of effectiveness of the educational schemes from least effective to highly effective and gender of the respondents. **(Fig 9)**

Fig 10

Clustered bar chart percentage between main issues faced by the parents of the students by age



Legend: The above figure is a clustered bar chart between the main issues faced by the parents of the students and age of the respondents. **(Fig 10)**

Table 4

Correlation test between whether people of Chennai city are getting benefitted through SC/ST schemes and monthly household income

CORRELATIONS		MONTHLY HOUSEHOLD INCOME	PEOPLE OF CHENNAI CITY ARE GETTING BENEFITTED THROUGH SC/ST SCHEMES
MONTHLY HOUSEHOLD INCOME	Pearson Correlation	1	.028
	Sig. (2-tailed)		.692
	N	200	200
PEOPLE OF CHENNAI CITY ARE GETTING BENEFITTED THROUGH SC/ST SCHEMES	Pearson Correlation	.028	1
	Sig. (2-tailed)	.692	
	N	200	200

HYPOTHESIS

Ho: There is no significant association between the monthly household income and whether people of Chennai city are getting benefited through SC/ST schemes.

H1: There is a significant association between the monthly household income and whether people of Chennai city are getting benefited through SC/ST schemes.

Legend: The above figure is a Correlation test between the monthly household income and whether people of Chennai city are getting benefited through SC/ST schemes. **(Table 4)**

RESULT

It has been analysed from the survey that 18.50% of the respondents belong to the age group of less than 20, 16.00%of the respondents belong to the age group of 21-30, 17.00% of the

respondents belong to the age group of 31-40, 26.50% of the respondents belong to the age group of 41-50, 22.00% of the respondents belong to the age group of Above 50 years.**(Fig-1)**

It has been analysed from the survey that 43.50% of the respondents are Male and 56.50% of the respondents are Female. **(Fig-2)**It has been analysed from the survey that 20.00% of the respondents are illiterate, 28.50% of the respondents are school educated and 21.00% of the respondents are Undergraduates. 17.00% of the respondents are Postgraduates ,13.50% of the respondents are Professional educated.**(Fig-3)**It has been analysed from the survey that 18.50% of the respondents are unemployed, 15.50% of the respondents are Public sector workers,22.50% of the respondents are Private sector workers,29.50% of the respondents are in Business, and 14.00% of the respondents are Professionals.**(Fig-4)**It has been analysed from the survey that 37.00% of the respondents have less than 10,000 has monthly household income, 31.00% of the respondents have 10,000-50,000 as monthly household income, 22.00% of the respondents have 50,000-1,00,000 as monthly household income , 10.00% of the respondents have greater than 1,00,00 as their monthly household income .**(Fig-5)**It has been analysed from the survey done between do educational schemes make any difference or benefits to the family and the age of the respondents, 10.55% of respondents belonging to the age group less than 20 years, 8.54% of 20-30 years, 8.54% of 31- 40 years , 16.58% of 41-50 years , and 14.07% of above 50 years said “YES”. 8.04% of respondents belonging to the age group less than 20 years, 7.54% of 20-30 years, 8.04% of 31- 40 years, 10.05% of 41-50 years, and 8.04% of above 50 years said “NO”. **(Fig-6)**It has been analysed from the survey done between parents of SC/ST students are aware about the educational schemes and the gender of the respondents, 7.00% of male and 12.00% of female said they are completely aware .16.50% of male and 15.50% of female said they are partially aware .5.00% of male and 14.00% of female said they are neutral .9.00% of male and 9.50% of female said they are partially aware.6.00% of male and 5.50% of female said they are completely aware . **(Fig-7)** The p-value obtained between education qualification and whether the parents of SC/ST students are aware about the educational schemes is 0. 001.Using the Chi-Square test, it was found that p-value is lesser than 0.05, which shows that null hypothesis is rejected and accepts the alternate hypothesis. There is a significant association between education qualification and whether the parents of SC/ST students are aware about the educational schemes **.(Table 1)**It has been analysed from the survey done between parents are satisfied with the provisions of the schemes and education qualification of the respondents ,0.50% of illiterate ,3.00%of school educated respondents,6.00% of Undergraduates ,6.50% of Postgraduates and 4.00% of professionally

educated said they are completely satisfied. 7.00% of illiterate, 9.00%of school educated respondents, 8.50% of Undergraduates ,4.00% of Postgraduates and 4.00% of professionally educated said they are satisfied. 6.50% of illiterate, 11.50% of school educated respondents, 3.00% of Undergraduates, 1.50% of Postgraduates and 2.50% of professionally educated said they are neutral .4.50% of illiterate, 0.50% of school educated respondents, 3.50% of Undergraduates, 5.00% of Postgraduates and 1.50% of professionally educated said they are dissatisfied. 1.50% of illiterate, 4.50% of school educated respondents, and 1.50% of professionally educated said they are completely dissatisfied. **(Fig-8)** It is a Pearson correlation test between age of the respondents and whether parents are satisfied with the provisions of the schemes. Pearson correlation measures the strength and direction of the linear relationship between the two variables. The correlation coefficient can range from -1 to +1, with -1 indicating a perfect negative correlation, +1 indicating a perfect positive correlation, and 0 indicating no correlation at all. It has been analysed from the Pearson correlation test that the correlation coefficient r is 0.101, which is a perfect positive correlation. (2-tailed) is the p-value associated with the correlation, it is 0.154 .N is the number of cases that was used in the correlation. Because we have tailed) is data in this data set, all correlations were based o00.154. N cases in the data set. **(Table 2)** It is found that from the one way-ANOVA test between the age, education qualification, monthly household income of the respondents and whether the educational schemes are beneficial. The p-value when compared with age is 0.000, education qualification is 0.009, monthly household income is 0.006 .This p-value in all the three cases is lesser than 0.05 so we reject the null hypothesis and accept the alternate hypothesis .There is a statistical significant difference between the age, education qualification and monthly household income of the respondents and whether the educational schemes are beneficial .**(Table 3)**It has been analysed from the survey done between the range scale of effectiveness of the educational schemes from least effective to highly effective and the gender of the respondents, 4.50% of male and 2.00% of female said “1” , 2.50 of male and 6.50% of female said “2” ,7.00% of male and female said “3”. 3,00% of male and 5.00% of female facilities.50% of male and 10.50% of female said “5”, 1.50% of male and 4,50% of female said “6” , 6.50% of male and 2.50% of female said “7”, 6.00% of male and 9.00% of female said “8” , 4.50% of male and 5.00% of female said “9”, 3.50% of male and 4.50% female said “10” **(Fig-9)**It is found that from the survey done between main issues faced by the parents of the students and the age of the respondents, 1.00% of respondents belonging to the age group less than 20, 5.50% of 20-30, 4.00% of 31- 40, 3.50% of 41-50, and 5.50% of above 50 years said lack of transportation facilities . 6.50% of respondents belonging to the age group less than 20 ,3.00%

of 20-30, 6.00% of 31-40, 8.00% of 41-50, and 4.00% of those above 50 years said poor financial assistance. 6.50% of respondents belonging to the age group less than 20, 6.50% of 20-30, 5.00% of 31- 40, 8.50% of 41-50, and 7.00% of above 50 years said hostel facilities. 4.50% of respondents belonging to the age group less than 20 ,1.00% of 20-30, 2.00% of 31-40, 6.50% of 41-50, 5.50% of people above 50 years said poor infrastructure. **(Fig-10)** It is a Pearson correlation test between monthly household income and whether people of Chennai city are getting benefited through SC/ST schemes. Pearson correlation measures the strength and direction of the linear relationship between the two variables. The correlation coefficient can range from -1 to +1, with -1 indicating a perfect negative correlation, +1 indicating a perfect positive correlation, and 0 indicating no correlation at all. It has been analysed from the Pearson correlation test that the correlation coefficient r is 0.028, which is a perfect positive correlation. (2-tailed) is the p-value associated with the correlation, it is 0.692. N is the number of cases that was used in the correlation. Because we have no missing data in this data set, all correlations were based on all 200 cases in the data set. **(Table 4)**

DISCUSSION

From **Fig-1**, the pie chart represents the population of the respondents by age. In this analysis the age group between 41-50 years of 26.50% responded in majority. From **Fig-2**, the pie chart represents the gender of the respondents. In this analysis 56.50% of the respondents are female in majority. From **Fig-3**, the pie chart represents the education qualification of the respondents. In this analysis school education of 28.50%responded in majority. From **Fig-4**,the pie chart represents the occupation of the respondents .In this analysis the majority of the respondents are from the business sector at 29.50%.From **Fig-5**,the pie chart represents the household income of the respondents .In this analysis the majority of the respondents have 10,000-50,000 with the monthly household income of 37.00% .From **Fig-6**,it has been analysed from the survey between whether the educational schemes do make any difference or benefits to the family and age of the respondents. In this complete analysis, most of the respondents of all age groups said “YES”. The education schemes for SC/ST students are really benefiting the family of those students .It helps for their upliftment of economic level .From **Fig-7**,it has been analysed from the survey done between parents of SC/ST students are aware about the educational schemes and gender of the respondents, that on a complete analysis we see that the majority of the respondents are partially aware about the educational schemes. The awareness should be brought to every individual, so they would be benefited out of that. Parents do not have a perfect awareness about the educational scheme; in the other case the educational

scheme that is aware of them has a minor effectiveness in making any difference that has the capability to decrease the burden of sending the child to school because the ratio of benefits from the educational schemes was not satisfactory. From **Table 1**, it has been analysed from the Chi-Square test that between the independent variable education qualification and the dependent variable the awareness among the parents of SC/ST students about the educational schemes, the p-value is 0.001, which is lesser than 0.05. Statistical significance is usually expressed as a p-value. The smaller the p-value, the less likely it is that the results are due to chance and more likely that the results are true. Researchers generally believe the results are probably true if the statistical significance is the p-value less than 0.05. If p-value is greater than 0.05, accept the null hypothesis .So, we reject the null hypothesis and accept the alternate hypothesis that there is statistical significance between education qualification of the respondents and awareness among the parents of SC/ST students about the educational schemes .Lack of awareness is one of the major reasons for the decreased number of admitting the children into the hostels for the education purpose. From **Fig -8** , it has been analysed from the survey done between whether the parents are satisfied with the provisions of the schemes and education qualification of the respondents , on a complete analysis we see that majority of the respondents said they are satisfied .Even though these schemes were brought by the government for the betterment of the SC/ST students they are not completely satisfied .The parents expect more regulating provisions for the students . From **Table 2**, it has been analysed from the Pearson Correlation test between whether parents are satisfied with the provisions of the schemes and age, the Pearson product correlation is 0.101 was found to be very least positive and the p value is 0.154 which is greater than the statistically significant p value 0.05. Hence, the Null hypothesis is accepted and rejects the alternate hypothesis. This shows that an increase in age of the respondents would not lead to higher efficacy in the satisfaction level with the provisions of the schemes. From **Table 3**, It is identified from Table 11 that there existed a significant difference among different categories of age ,education qualification, monthly household income of the respondents and which educational scheme is more beneficial , as revealed by the One-way ANOVA F=7.292, 3.195, 3.339 and p=0.000, 0.009 ,0.006 respectively for age ,education qualification and monthly household income . In the earlier time incentives and awards were delivered to all the students who passed higher education, now the government has reduced the provision of delivering incentives and awards to the students who score higher marks in the board exams. So the beneficial status of the incentives and awards also largely also reduces. From **Fig-9**, it has been analysed from the survey done between the range scale of effectiveness of the educational schemes from least

effective to highly effective and gender of the respondents, that on a complete analysis we see that the majority of the female said on the range of "5".In this analysis we could see that the effectiveness of the educational schemes are in moderate level .The respondents are either fully satisfied nor dissatisfied . From **Fig-10**, it has been analysed from the survey between main issues faced by the parents and age of the respondents. In this complete analysis, most of the respondents of all age groups said hostel facilities to be the main issue. The government schools are not providing good hostel facilities to the students. It is recommended that good hostel facilities be brought through the educational schemes. Lack of transportation facilities from the home to school creates a big burden to send the children to school safely. This acted as the core factor for the irregularity in attending the class by the children. While considering the hostel scheme most of the students are not admitted to the hostel facilities. From **Table 4** , it has been analysed from the Pearson Correlation test between whether people of Chennai city are getting benefitted through SC/ST schemes and monthly household income of the respondents, the Pearson product correlation is 0.028 was found to be very least positive and the p value is 0.692 which is greater than the statistically significant p value 0.05. Hence, the Null hypothesis is accepted and rejects the alternate hypothesis. This shows that an increase in monthly household income of the respondents would not lead to higher efficiency with relation to Chennai city people getting benefitted through SC/ST schemes.

LIMITATIONS

The major limitation of the study is the sample frame. The sample frame is collected through survey by giving the respondents the questionnaire, the real field experience is carried out. The survey was conducted in Anna Nagar, Chennai. Collection of data through actual surveys decreased the limitations of the researcher to collect data from the field. Since the data is collected on an offline platform the original opinion of the respondent is found out. The researcher can come to a conclusive opinion of what the respondents view is.

SUGGESTION

The effectiveness of educational schemes for Scheduled Castes (SC) and Scheduled Tribes (ST) plays a crucial role in bridging socio-economic disparities and ensuring inclusive development. Various government initiatives, such as scholarships, free coaching programs, and financial assistance for higher education, aim to improve access to quality education for SC/ST students. However, the success of these schemes depends on factors like awareness, accessibility, and proper implementation. Challenges such as lack of information, bureaucratic

delays, and socio-economic barriers often hinder the intended benefits. Therefore, a comprehensive study analysing the awareness, utilization, and impact of these schemes is essential to identify gaps and suggest policy improvements for better educational outcomes among SC/ST communities.

CONCLUSION

Education is the fundamental right of every citizen in the world. Only through education can people be empowered in society to achieve a better-quality life. The role of education is inevitable for attaining economic and social comfort for the backward classes in the coming generation. The respected authorities for welfare deliverance towards the unprivileged group in the society want to generate awareness among the people in the weaker section on the need of education and the available educational provisions and schemes that supports the upliftment and reduces the burden of the parents who have school going children. This pilot study has revealed a lack of awareness on the various educational schemes and their ineffectiveness. Further studies should be conducted in this area for advocating for the community and providing policy level suggestions to the government departments for improving the educational outcome of unprivileged communities. The key findings after this study explain that most of the parents are suffering a lot to send their children to school even though educational schemes are existing for the children to pursue a good education. Parents do not have a perfect awareness about the educational scheme; in the other case the educational scheme that is aware of them has a minor effectiveness in making any difference that has the capability to decrease the burden of sending the child to school because the ratio of benefits from the educational schemes was not satisfactory. Lack of transportation facilities from the home to school creates a big burden to send the children to school safely. This acted as the core factor for the irregularity in attending the class by the children. Dropouts among the backward community are also mainly because of the reasons such as lack of ability to grasp lessons, the medium of instruction in schools and lack of transportation facilities.

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