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REVIEW ARTICLE

PRESENT STATUS OF SCHEDULED CASTE AND SCHEDULED TRIBES CHILDREN'S SCHOOL PARTICIPATION AND AVAILABLE SCHEMES IN INDIA

Present Status of Scheduled Caste and Scheduled Tribes Children's School Participation and Available Schemes in India

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SCHEDULED CASTE AND SCHEDULED TRIBES CHILDREN'S SCHOOL PARTICIPATION:

The investigation of present enrolment, drop out and attendance trends for scheduled caste and scheduled tribes children is prevented by absence of complete and similar statistical data. The major sources which have been acquired are the Census, HRD Statistical Publications of the Ministry, Commissioner Reports, the NSSO and Commission for scheduled castes and scheduled tribes (Nambissan, Geetha, 2000; Sujatha, 1987, 1994, 1996, 2002; Aggarwal Yash & Sibou, Sarika, 1994; Chatterjee, 2000). The literacy situation offers a rough indication of overall progress of education as well as serves as an index of past opportunity of education. The below table shows the gains of literacy during 1991-2001 among different categories of demography:

	2001**	1991*	Gain
Rural Female ST	32.4	16.0	16.4
Rural Female SC	37.6	19.5	18.1
Rural Female Non-SC&ST	50.2	35.4	14.8
Rural Male SC	53.7	46.0	7.8
Rural Male ST	57.4	38.5	19.0
Urban Female SC	57.5	42.3	15.2
Urban Female ST	59.9	45.7	14.2
Total Literacy	64.8		
Rural Male Non-SC&ST	74.3	63.4	10.9
Urban Female Non-SC&ST	75.2	67.5	7.7
Urban Male ST	77.8	66.6	11.2
Urban Male SC	77.9	66.5	11.4
Urban Male Non-SC&ST	87.6	83.4	4.2

Table 1: Gains of literacy during 1991-2001 among different categories of demography

Source: Aggarwal, Yash & Sibou, Sarika (1994), *Educating Scheduled Castes: A Study of Inter District and Intra Cast Differentials*, National Institute of Educational Planning and Administration, New Delhi.

In the above table since 1991 the literacy rate of rural female scheduled tribe has doubled but is still the smallest at 32.4 percent. In rural areas sharp differences exist between the scheduled caste and scheduled tribe population and general population. A nation-wide study of the scheduled castes and scheduled tribes educational progress conducted in the mid-70s declined to the conclusion that, while important strides had been made, there was still a "big way to go" as far as their progress of education was disturbed (Chitnis, Suma, 1981). The SC/ST collected from statistics of education and from several region specific and small-scale studies nowadays is motivating hardly while such a nation-wide study has not been reproduced. Observing present trends in school participation of scheduled caste and scheduled tribe children, the overall figure is of developed enrolment at all schooling levels. The unqualified number of scheduled caste children registered at middle and primary levels is 5,85,3823 and 18,53,7423 respectively in 1995-96. The corresponding figures for scheduled tribe children are 2,35,3397 and 9,22,4604.

SCHEDULED CASTES EDUCATION:

The developing demand for its utilization and schooling among SC is reflected in the necessary increase in both attendance rates and enrolment ratios. Corresponding to the standard enrolment ratios of population in age-group is known very well are not capable indicators of progress of education due to considerable inflation affected by over enrolment and reporting of overage children. The ratios stand at 112% and 61.33% at the middle and primary levels in 1995 and 1996 for the Scheduled Castes in India. At the primary level they range from 263.3% in Maharashtra to a low of 26.2% in Arunachal Pradesh. An Assam rank 1st with an enrolment ratio of 177% and Arunachal Pradesh lasts with 17% at the middle level. Among the bigger states, where the population percentage of scheduled caste is important the enrolment of scheduled caste is poorest in states which are known to be socio-economically backward overall i.e. Orissa, Uttar

Pradesh, Bihar, etc. The below table 2 depicts the enrolment of SC as % of Total Enrolment at Middle and Primary levels of school levels in states and India in 1995-1996:

States	Scheduled Caste		
	Per cent SC Pop	STD. I-V	STD. VI-VIII
Andhra Pradesh	15.93	20.6	16.5
Arunachal Pradesh	0.47	0.09	0.1
Assam	7.40	11.8	13.9
Bihar	14.55	15.03	10.9
Goa	2.08	2.5	1.6
Gujarat	7.41	10.0	9.7
Haryana	19.75	23.8	17.0
Himachal Pradesh	25.34	25.6	18.6
Jammu & Kashmir	0.0	9.3	9.7
Karnataka	16.38	17.6	14.5
Kerala	9.92	10.9	11.3
Madhya Pradesh	14.55	15.6	12.2
Maharashtra	11.09	15.3	13.4
Manipur	2.02	2.2	1.8
Meghalaya	0.51	2.0	2.0
Mizoram	0.10	0.0	0.0
Nagaland	0.00	0.0	0.0
Orissa	16.20	19.0	15.0
Punjab	28.31	38.9	28.0
Rajasthan	17.29	14.6	15.6
Sikkim	5.93	5.8	5.3
Tamil Nadu	19.18	19.9	16.5
Tripura	16.36	17.9	15.9
Uttar Pradesh	21.05	15.9	13.8
West Bengal	23.62	21.6	16.0
Andaman & Nicobar Island	0.00	0.0	0.0
Chandigarh	16.51	32.1	25.1
Dadra & Nagar Haveli	1.98	1.8	3.5
Daman & Diu	3.81	4.3	4.6
Delhi	19.05	21.7	18.4
Lakshadweep	0.00	0.0	0.0
Pondicherry	16.25	19.9	21.7
India	16.33	16.9	14.3

Table 2: Enrolment of SC as % of Total Enrolment at Middle and Primary levels of school levels in states and India in 1995-1996

Source: Chitnis, Suma (1981), A Long Way to Go, Allied Publishers Pvt. Ltd, Bombay

In the table 2 the scheduled caste enrolment % is compared with their population %. Among the big states having consistent scheduled caste population, West Bengal, UP and Rajasthan arouse as poorest performers at the primary level. Their enrolment % does not match their % in the population. In the remaining states scheduled caste school participation is satisfactory. However, at the middle level, as several as 8 states enrolment % is much lesser than population. Present school participation data for the age group of 6-14 the situation collapsed the impressive gains scenario in enrolment and describes that the task of enlisting continued participation of education extraordinary. Firstly, among the SCs non-attendance is higher than the rates of general population i.e. in the years of 6-10 ages around 20 % and in the age group of 11-14 in 1998. The corresponding % for the general population is 16 and 23%. The non attendance % is higher in rural (19.3 percent) as compared to urban areas (9.7 %). It is lesser among rural girls compared to rural boys i.e. 15.4 and 23.4% respectively) (Nambissan, Geetha, Sedwal and Mona, 2002). The below table 3 shows the enrolment of scheduled tribes as total enrolment % at Middle and Primary school levels in other states and in India in the year 1995-1996:

States	Scheduled Tribe		
	Per cent ST Pop	STD. I-V	STD. VI-VIII
Andhra Pradesh	6.31	7.7	4.1
Arunachal Pradesh	63.62	73.7	64.1
Assam	12.82	18.3	17.0
Bihar	7.66	8.6	6.7
Goa	0.03	0.1	0.2
Gujarat	14.92	15.3	11.0
Haryana	0.00	0.0	0.0
Himachal Pradesh	4.22	4.2	3.0
Jammu & Kashmir	0.00	0.0	0.0
Karnataka	4.26	5.8	4.4
Kerala	1.10	1.3	1.0
Madhya Pradesh	23.27	17.5	10.5
Maharashtra	9.27	9.7	6.1
Manipur	34.41	35.4	27.8
Meghalaya	85.52	78.8	78.3
Mizoram	94.72	99.0	99.4
Nagaland	87.74	100.0	100.0
Orissa	22.21	21.0	13.2
Punjab	0.00	0.0	0.0
Rajasthan	12.44	10.3	11.1
Sikkim	22.39	21.0	20.0
Tamil Nadu	1.03	0.9	0.7
Tripura	30.95	33.1	23.4
Uttar Pradesh	0.21	0.2	0.2
West Bengal	5.59	5.5	4.5
Andaman & Nicobar Island	9.53	8.1	7.1
Chandigarh	0.00	0.0	0.0
Dadra & Nagar Haveli	79.26	80.7	69.2
Daman & Diu	11.49	14.4	11.8
Delhi	0.00	0.1	0.1
Lakshadweep	92.62	97.8	96.3
Pondicherry	0.00	0.0	0.0
India	8.01	8.4	5.7

Table 3: Enrolment of scheduled tribes as total enrolment % at Middle and Primary school levels in other states and in India in the year 1995-1996

Source: Nambissan, Geetha & Sedwal, Mona (2002), Education for All: The Situation of Dalit Children, Oxford University Press, New Delhi

Presently the attendance rates are believed to have improved in hitherto educationally backward states under the influence of a spate of new programmes and schemes of government directed at gaining the elusive aim of elementary education universalization. Huge gains are claimed among girl children and among the groups of scheduled caste and scheduled tribes. For instance in Rajasthan, it is considered that the increase was to higher by more than 20%. One must have to await brief data of education from census 2001 and NSSO to confirm these acquired trends. The rural scheduled caste girls and boys lagged behind than the "forward" caste girls and boys in all states where the population of scheduled caste is important. Expectedly in Kerala the attendance rates are higher. In Bihar the attendance rates are lesser for boys. In Rajasthan the rural girls are the worst off at limitless 21.5%. The rural scheduled caste girls have less rates of participation in UP, Orissa, MP and AP. Within the scheduled caste the gender gaps are also sizeable in several states except Assam, Himachal and Kerala. It is also necessary to note that in some state like Punjab though the attendance rates of scheduled caste are higher than national rates, the gap between non

scheduled caste and scheduled caste is quite big. For urban areas the gap between others and scheduled caste is lesser than that in rural areas. The gender gap is also lesser but in specific states like Rajasthan and MP it is still quite big. This is also applicable for Maharashtra, an advanced state as far as scheduled caste education of troubled.

Marked inequalities also occurs within the SC for instance between the relatively advanced Chambhars and Mahar-Buddhists on one hand and the Mangs on the other hand in Maharashtra. Similarly between Madigas and Malas in AP, Parayars and Pallars in Tamil Nadu, the Mazhabis and Ad-Dharmis in Punjab. The Musahars in Bihar are in a state of acute backwardness of education. The influence of dropout and poor attendance is visible readily in finishing rates of elementary schooling, which are impoverished for scheduled caste as compared to higher groups of caste. The data of NFHS shows that around 50% of children aged 10 to 14 years of age finished completed primary school and 42% have finished middle school in 1998 to 1999. The desegregation of caste-wise reveals that the children's of SC are compared poorly with non SC groups. Only 43% scheduled caste children finished primary schooling, and 42% finished middle school in respective groups of age. For the other castes the corresponding figures are much greater at 58% and 63% (NFHS, 2000).

SCHEDULED TRIBE'S EDUCATION:

For ST children the enrolment ratios stands at 113.03% and 50.04% respectively at middle and primary schooling levels in 1995 and 1996. They range from 184.18% in Assam to 12.38% in Goa at primary level and from 105% per cent in Assam to 16% in Goa at middle level. At the middle level, the rates lowers down substantially except in Lakshadweep, Assam and Kerala, where they are around 100%. In Nagaland, Mizoram, HP, West Bengal and Manipur, they are much greater than natural average of 50%. Among the North Eastern states Arunachal Pradesh has the smallest enrolment ratios. The gap between nonscheduled tribes and scheduled tribes children in the age of 6 to 14 years was as big as 17% (World Bank, cited in Nambissan, 2000). According to the survey of NCAER in rural areas, scheduled tribe children had the smallest rates of enrolment in 1994 as compared to children in general (Shariff and Sudarshan, cited in Nambissan, 2000).

DISCRIMINATION CONCERNED ON TRIBES AND CASTES:

According to Joshi R (2008, p 146) scheduled tribes and castes discrimination denotes managing prejudiced behavior against any specific individual because of his or her tribes or caste. Discrimination goes against extending to human rights values,

citizenship and democracy enhanced in the constitution. The inequality and injustice in India occurs in incorrect form by way of satisfaction and social hierarchy that are connected directly to caste and religion, different discrimination forms are as under:

CASTE INTENSIFIED DISCRIMINATION:

This discrimination denotes the fact that lower caste men and women suffer entire discrimination forms of both women and men of similar class. Thus men and women are more likely to command less control over assets and resources for lower caste people will be more relied on upper class or caste for rewards of labor social respect and development benefits.

CASTE PARTICULAR DISCRIMINATION:

In caste system graded inequality fixed firmly denotes that particular professions like teaching learning and agriculture are assumed superior and pure and only upper castes have appropriate right to operate while professions like shoemaking, sweeping, haircutting and scavenging are polluting and impure and are operated by lower caste people.

CASTE ESTABLISHED DISCRIMINATION:

This defined that the inequality of caste has been built socially through rules, age old customs and practices to secure economic, political and social interests. This lefts small chance of multicultural community to coexist democratically and peacefully (Anand, 2005).

SELF-IMPOSED DISCRIMINATION:

This defines that Untouchability practice; caste inequality, etc. may have been building socially but the members of lower castes have subjected it.

NATIONAL COMMON MINIMUM PROGRAMME COMMITMENT:

Tiwari (2006) described that the United Progressive Alliance (UPA) government has established 6 major principles for governance. One of them is **"To offer for whole equality of opportunity, specifically in employment and education for scheduled caste, OBCs, scheduled tribes and religious minorities"**. Besides the NCMP (National Common Minimum Programme) of the United Progressive Alliance government consists of the following provisions targeted at the empowerment and welfare of these communities such as:

1. The United Progressive Alliance Government will take quick steps to turn back the

communalization trend of education that had fixed in the past 5 years.

2. The United Progressive Alliance will assure that nobody is contradicted professional education because she or he is poor.
3. The steps will be taken to remove the school syllabus communalization that has taken place in the past 5 years. An expert's committee review will be established for this requirement (Singh, 2008).
4. All quotas of reservation including those similar to promotions will be fulfilled in a time bound manner. A reservation act will be performed to codify all reservations.
5. Finally the United Progressive Alliance Government is very sensitive to the affirmative action issue including reservations in the private sector.

SPECIAL PROVISIONS:

According to Gupta (1991) after independence, the Indian Government has taken several steps to strengthen the base of education of the persons belonging to ST and SCs. In accordance with the 1986 National Educational Policy and the 1992 Programme of Action, the following special provisions for scheduled castes and scheduled tribes have been formed in the occurring schemes of the Elementary Education Department and Secondary and Literacy and Higher Education such as:

- Tuition fees destruction in all states of government schools at least up to the upper primary level. In fact several states have destructed tuition fees for scheduled caste and scheduled tribe's students up to the senior secondary level.
- relaxed rules for setting up of middle or primary schools; a primary school within 1 km walking distance from population habitations of up to 300 instead of habitations of up to 400 population.
- Incentives like free uniforms, textbooks, school bags, stationery items, etc., are provided for the scheduled caste and scheduled tribe's students.
- The Constitutional Bill offers for compulsory and free elementary education as a major right for all children in the years of 6 to 14 age group (Bakshi, 1991; Shyamlal, 1987).

EDUCATIONAL POLICIES FOR SC AND ST IN INDIA

The following are some of the schemes and programmes used either partially or wholly devoted to advantage the drawback sections of the society in the literacy sphere.

SSA (SARVA SHIKSHA ABHIYAN):

Sarva Shiksha Abhiyan is India's flagship programme of Government for acquiring Universalization of Elementary Education in an achievable manner, as denoted by 86th alteration to Indian Constitution making compulsory and free education to children at the age group of 5 to 15 years of age which was a major right for them. Sarva Shiksha Abhiyan is established in partnership with state governments to enclose whole country and denote the requirements of 193 million children's in 2 million habitations. This programme also seeks to establish new schools in habitations which do not have facilities of schooling and strengthen occurring infrastructure of school through provision of extra toilets, class rooms, drinking water, grants for school improvement and maintenance grants (Pandey, 2005).

Occurring schools with insufficient strength of teacher are offered with extra teachers, while existing teacher's capacity is being developed by enhanced training, grants for improving materials for teaching and learning and strengthening academic support at a district, block and cluster level. Sarva Shiksha Abhiyan also seeks to offer quality elementary education including the skills of life. Sarva Shiksha Abhiyan has a special attention on the education of girl children with special requirements. Sarva Shiksha Abhiyan also enhances to offer education through computers (Dua, 2008).

DPEP (DISTRICT PRIMARY EDUCATION PROGRAMME)

The DPEP issue of the scheme is on drawback groups like working children, girls, scheduled caste and scheduled tribes, disabled children, urban deprived children, etc. There are particular strategies for scheduled caste and scheduled tribes and girls however the physical targets are fixed, in a combined manner including coverage of these groups. According to a study by NIEPA, in DPEP district schools had more than 60% students belonging to the communities of scheduled caste and scheduled tribes (Rao, 1998; Singh, 2007).

MS (MAHILA SAMAKHYA):

Subramaniam (2006) described that MS (Mahila Samakhya) is working with an extension on scheduled caste and scheduled tribes. Mahila Samakhya represents traditional imbalances of gender in achievement and access of education. This consists of enhancing women specifically from economically and socially marginalized and disadvantaged groups to represent and deal with lack of self-confidence and issues of isolation,

struggle for survival and oppressive social customs all of which checks their empowerment.

NPEGL (NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL)

Under the occurring scheme of SSA the National Programme for Education of Girls at Elementary Level offers extra tools for girl's education under disadvantages and privileged at the elementary level. This scheme is also being established in EBBs (Educationally Backward Blocks) where the rural female literacy level is less than the gender gap and national average is above the national average, as well as in district blocks that has at least 5% of scheduled caste and scheduled tribe population and where the female literacy of scheduled caste and scheduled tribe is below 10% based on 1991 (Thorpe and Thorpe, 2011, p 253; Unterhalter and Aikman, 2008).

SKP (SHIKSHA KARMI PROJECT)

The Shiksha Karmi Project targets at the qualitative and universalization improvement of primary education in arid, socio economic and remote backward villages in Rajasthan with concentration to girls. It is remarkable that in Shiksha Karmi Schools, several students are from Other Backward Classes, Scheduled Castes and Scheduled Tribes (Thakur, 2007; Kher and Agarwal, 2009).

KASTURBA GANDHI BALIKA VIDYALAYAS:

Under the Kasturba Gandhi Balika Vidyalayas scheme the residential schools are established in critical areas, at elementary level for girls of other backward classes, scheduled caste, minorities and scheduled tribes. This scheme is also applicable to Educationally Backward Blocks where, as per 2001 census data, the rural female literacy is below the gender gap and national average in literacy is more than the national average. Among these blocks, the schools may be established in areas with tribal population concentration with less female literacy and/or several girls out of school (Karalay, 2005).

JSS (JAN SHIKSHAN SANSTHAN):

The Jan Shikshan Sansthan is a distinct scheme manufactured by the Indian government. The Jan Shikshan Sansthan scheme or people education institute is to develop the quality and vocational skill of life. The Jan Shikshan Sansthan are the education which also focuses on neo literates, poor, unreached, illiterates and under privileged people. The Jan Shikshan Sanstha are distinct in that they do not offer just development of skills but connects literacy with vocational skills and offers huge doses of LEE (Life

Enrichment Education) to the people. They do not work in separation but targets for convergence with other society stakeholders. It is their utmost effort to mold their advantages into self-assured and self-reliant entrepreneurs and employees. The Jan Shikshan Sansthans are distinct also because they provide better quality technical knowledge and vocational skills at a very less cost. Their doors are often open to everyone and they attain to their clientele groups by establishing sub centers in the centre of the remote and slum rural areas (Singh, 2004). They are varied from other institutions of vocational training as they provide quality technical knowledge and vocational skills at such less cost, offers literacy linked and requirement based vocational training in several courses without forcing on age limit or prior qualifications of education. They also attends the clientele in their areas unlike other institutions which the clientele has to access whether far or near; provides multi-faceted enhancement of skill knowledge awareness and outlook formation trainings and inputs and empowerment oriented interventions in respect of economic, social and health status improvement of adolescent girls and women. In 1967 the Jan Shikshan Sansthan was launched initially as Shramik Vidyapeeth which is a multi-faceted or polyvalent adult education institution targeted at developing the life quality and vocational skills of the industrial workers and their family members as well as those persons who had been changing place from urban to rural settings (Thorat, Negi, Mahammalik and Senapati, 2009).

MID- DAY MEAL SCHEME:

According to Yadappanavar (2003) a successful incentive programme is the Mid-Day Meal scheme. It covers all primary classes' students in all local body, government and government aided schools in the country with the goal to develop attendance, retention and enrolment while influencing on children's nutritional status simultaneously.

CIIL (CENTRAL INSTITUTE OF INDIAN LANGUAGES)

The CIIL (Central Institute of Indian Languages) has a development scheme of Indian Languages through research, improving production and manpower of materials in modern languages of India including the languages of tribal's. In more than 90 border and tribal languages this institute has worked (Srivastava and Bhandari, 2006; Gupta and Gupta, 2006).

KVS (KENDRIYA VIDYALAYAS):

In Kendriya Vidyalayas around 15 and 8% seats are reserved for scheduled castes and scheduled tribes respectively in new admissions. Up to class 12th for scheduled caste and scheduled tribe students no

tuition fee is charged in Kendriya Vidyalayas (Sharma and Sharma, 1996).

NVS (NAVODAYA VIDYALAYAS):

In favor of children belonging to scheduled caste and scheduled tribe's reservation of seats is offered in proportion to their population in the particular district offered that no such reservation will be lower than the national average of 23% (15% for scheduled castes and 8% for scheduled tribes) and a maximum of 50% for both the categories of scheduled caste and scheduled tribes are allocated together. These reservations are interchangeable and above and over the students are chosen under open merit (Lal and Jain, 2008).

NIOS (NATIONAL INSTITUTE OF OPEN SCHOOLING)

Khilnani (1993) described that in National Institute of Open Schooling the fees is allotted less for the scheduled caste and scheduled tribe students. In admission fees the scheduled caste and scheduled tribe students are given concession to the extent of Rs. 525/- for senior secondary courses and Rs.450/- for Secondary Courses. Under this scheme the strengthening of Hostel and Boarding Facilities for girl students of Higher Secondary and Secondary Schools % financial assistance is given to Voluntary Organizations to develop adolescent girls enrolment belonging to weaker sections and rural areas. First preference is given to educationally backward districts specifically those who are resided predominately scheduled caste and scheduled tribes and educationally backward minorities. At the secondary stage for talented children out of 43,000 scholarships from rural areas 13,000 scholarships are awarded to scheduled caste and scheduled tribes is devoted to fulfillment of laid down criteria's.

NCERT (NATIONAL COUNCIL FOR EDUCATIONAL RESEARCH AND TRAINING)

National Council for Educational Research and Training focuses on the development of teacher guides, textbooks, textbooks evaluation, vocational education, supplementary materials for reading, reforms for examination and educational technology support to SSA (Sarva Shiksha Abhiyan) education of educationally drawback groups. National Council for Educational Research and Training performs the Scheme of National Talent Search for attending social science and science courses up to doctorate level and in professional courses like engineering and medicine up to 2nd degree level subjected to conditions fulfillment. Out of 1000 scholarships, 75 scholarships are reserved for scheduled tribe students and 150 scholarships are reserved for scheduled caste students (Arnove and Torres, 2007).

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