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IMPACT OF HIGHER EDUCATION AND DEVELOPMENT OF BACKWARD CLASSES: A CASE STUDY IN CHITTOOR DISTRICT ANDHRA PRADESH

Economics

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ABSTRACT

In traditional India different castes formed a hierarchy of social precedence. Each position in the caste structure was defined in terms of in purity or pollution relative to others, whilst those who are least pure i.e. the Panchamas, sometimes called the 'out castes' or 'Untouchables' are inferior to all other castes. In the traditional system is generally conceptualized in terms of the four-fold Varnas, which in addition to the Brahmins at the top included the Kshatriyas, or warriors, the Vaishyas, or traders, and the Shudras, or servants and labourers, in that order. Thus, in a class society members typically believe that mobility is easily available and secured on merit. Andhra Pradesh (AP) is a relatively newly formed state; it was carved out of an erstwhile statewith the same name that was divided into AP and Telangana in 2014. The participation of educationally disadvantaged communities such as Scheduled Castes (SCs), Scheduled Tribes (STs), and Other Backward Classes (OBCs), has been increasing over the years at all stages except senior secondary. This could be attributed to several factors, one of which is the lack of accessibility to theseinstitutions, especially for students from disadvantaged. India is one the oldest societies on earth. Also known as Bharat and Hindustan and confidently termed as the 'Republic of India', it is the largest liberal social equality of the world. India is divided into 29 states and 7 union territories. India is also the land of the Vedas the oldest scriptures in the world. It is divided in four-volumes and is gaze at as the storehouse of coast-to-coast thoughts. Today, India is the world's seventh largest country in terms of area and second in terms of populaces. The sights, the ancient temples and the lush paddy fields make the country unique and amazing. It has 22 major languages with 844 dialects, making this country and its people culturally diverse. The secular nature of India has attracted philosophers and researchers from across the globe to explore India.

KEYWORDS

INTRODUCTION

The vision of higher education in India is to appreciate the country's human resources impending to its fullest with equity and attachment, the nation has boarded upon initiating a number of development-linked approaches to encourage higher education. As a result of which the higher education sector, in current decades, has witnessed a wonderful growth in many aspects such as its formal capacity, employment, lecturer-student ratio, etc. The prompt expansion of the higher education system as a whole has brought several appropriate issues related to equity, effectiveness, braininess and access to higher education in the country. Though donations of private unaided colleges and universities in meeting the demand for higher education are appreciable, the rapidly increasing growth of these institutions has occasioned in the largest system of higher education with the scrawniest quality.

India has formed experts, engineers, technologists, doctors, teachers and executives who are in great demand all over the world. Now it is one of the top ten countries in our industrial and technological capacity, because of the important influence of manpower and tools provided by higher education, particularly, technical education. India has already entered into the era of knowledge explosion. It has proved its wonderful potential by its performance in nuclear and space provinces. In the coming few decades will be prefigured by space craft, satellites, internets and others offshoots of scientific enquires. Higher Education provides opportunities to the people to reflect on the critical social, cultural, moral, economic and spiritual issues facing civilisation. Higher education provides dedicated knowledge and skilled persons for national expansion. In next few decades, India will have world's largest set of young people. While the relationship between people and higher education is not up to the mark. The increasing youth populations can be a great asset if potential employability is brought to fruition. Contrariwise, if we fail to provide education and employment then it will open a downside gate for Indian economy. Education is an essential tool for achieving sustainability. The Education Commission 1964-66 described the role of education in social and economic transformation through a statement-the density of a nation is shaped in its class rooms. Education creates human capital which is the core of economic progress and assumes that the externalities generated by human capital are the source of self-sustaining economic process.

Society is divided into a patterned structure of unequal groups, and this structure tends to persist across generations. The actual nature of these groups and the relationships between them vary enormously.In a caste-based stratification system as in the case of traditional India an individual's position totally depends on those status attributes ascribed by birth rather than on any which are achieved during the course of one's life. The social position into which an individual is born here is the one in which, theoretically, he is bound to remain for the rest of his life. In reality, individuals, families and even groups can change position, although it is far from usual Thus, in a class society members typically believe that mobility is easily available and secured on merit. Though this is demonstrated to be largely illusory in practice, this belief still contrasts with that underlying caste inequality.

In traditional India different castes formed a hierarchy of social precedence. Each position in the caste structure was defined in terms of in purity or pollution relative to others, whilst those who are least pure – i.e. the Panchamas, sometimes called the 'out castes' or 'Untouchables' – are inferior to all other castes. In The traditional system is generally conceptualized in terms of the four-fold Varnas, which in addition to the Brahmins at the top included the Kshatriyas, or warriors, the Vaishyas, or traders, and the Shudras, or servants and labourers, in that order. Thus, in a class society members typically believe that mobility is easily available and secured on merit.

Though this is demonstrated to be largely illusory in practice, this belief still contrasts with that underlying caste inequality. The Panchamas were outside the caste plane and, as such, they were considered to be inferior to even Shudras. As a matter of fact, however, only the top and bottom of the hierarchy, namely, the Brahmins and the Panchamas, are relatively fixed. And, there are innumerable occupation-based caste groups, called Jatis, in the middle range whose mutual position allows room for considerable debate. Social stratification is, as we have seen, structured inequality in society, such that some strata have more power and reward than others. In many societies this has been an avowed and recognized feature of social organization acknowledged and (usually) justified both by those who benefit and those who are disadvantaged. Normally in such societies – for example, in the form of castes or feudal estates- social positions are defined and fixed by birth. Unequal power or benefit is inherited – ascribed – and in theory this position cannot be changed by the efforts of the occupant of such a stratum. However good, however servile, the untouchables in India could never make themselves anything other than untouchable (and equally important, by and large, they accepted this fact). Thus, social hierarchy is fixed, rigid, and transmitted across generations in these societies with mobility blocked for ever.

The caste system in India has undergone considerable changes over the

years, especially during the course of the last century and a half. The most important driving force for these changes was the British rule and the socio-economic and administrative institutions and practices introduced by the British. The British when they introduced secular education, tried to attract the Dalits and the Backward Classes to education with the latent intention of weakening the freedom movement .But this paved way for the emergence and social elevation of backward classes who tried to take advantage of the education and develop their social status.

Education Formal education is regarded as a major agency of socialization in modern societies. But, education differs from other forms of socialization in that it involves instruction which is deliberate, conducted within formal organizations set aside for that purpose, and relatively standardized. Apart from socialization, education is also considered to be a necessary way of preparing children for adult life. Above all in the modern era education is a key input for development and empowerment. Educational reformers and sociologists alike have seen the promotion of equality of opportunity in education as the key to new, more egalitarian society – a meritocracy, in which people could move freely up and down the occupational hierarchy according to personal merit. In a meritocracy, the education system would act ruthlessly and impartially to allocate individuals to a station befitting their ability; being born into a wealthy or powerful family no cushion against failure. In short, equality of opportunity in education would be the instrument severing the old links between family background and adult success. We should note two points about the linked concepts of 'meritocracy' and 'equality of opportunity'.

First, in most versions of the meritocratic argument, social inequality is assumed to be a more or less inevitable outcome of individual differences in intelligence or talent, given the 'need' in industrial societies to offer incentives to those of higher ability. Two historical developments, namely, accelerated Globalisation and the ICT (Information and Communication Technology) Revolution, have caused all – pervasive and unprecedented global – level impact. No sphere of human life is left untouched by them. Unhindered growth of capitalism has culminated in a new world economic order, one of the distinguishing features of which is the predominance and importance of knowledge as a factor of production. It is commendable that India has developed a very a large network of institutions of higher education. However, mere quantitative growth of institutions alone would not serve the objective of becoming a globally recognized power. There are three main deficiencies, namely, inadequacy in access, uneven and inequitable opportunities of higher education across different categories and sections of the population, and low quality of education imparted in institutions of higher education.

Therefore, the question of equity has also become equally important. There are glaring disparities in General Enrolment Ratio among the Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), Muslims, women, and the rural people, which need to be corrected for achieving the objective of inclusive growth, to make the society more egalitarian, inclusive and to harness the potentials of these groups for nation building. The issue of equality in education is intimately related to the prevailing socio-economic inequalities in the society.

Higher Education Scenario in India

India is one the oldest societies on earth. Also known as Bharat and Hindustan and confidently termed as the 'Republic of India', it is the largest liberal social equality of the world. India is divided into 29 states and 7 union territories. India is also the land of the Vedas the oldest scriptures in the world. It is divided in four-volumes and is gaze at as the storehouse of coast-to-coast thoughts. Today, India is the world's seventh largest country in terms of area and second in terms of populaces. The sights, the ancient temples and the lush paddy fields make the country unique and amazing. It has 22 major languages with 844 dialects, making this country and its people culturally diverse. The secular nature of India has attracted philosophers and researchers from across the globe to explore India.

India owns a highly developed higher education scheme and it is the third largest in the world next to China and United States. Higher Education in India talk about to the education obtained after completing 12 years of schooling or equivalent and is of the interval of at least nine months and after completing ten years of schooling and of the duration of at least 3 years. Also, India has the development of English being the primary language apart from the respective regional languages in higher education and research. In India, unlike in spaghetti western countries, higher education is for the most part a public sector activity and it is supposed as public good. In response to increasing opportunities of the people in the country, the central government continues to play a leading role in the construction and putting into practice of educational policies and action plans. At the apex level, the University Grants Commission is the main foremost body and it embodies the putting into practice of its standards, advises and makes good word to the government.

Structure of Higher Education in India

In India the institutional framework consists of Universities established by an Act of Parliament Central Universities or of a State Legislature State Universities, Deemed Universities institutions which have been permitted the status of a university with expert observer to honour their own degrees through central government notification, Institutes of National Importance, and Institutions established by State Legislative Act and colleges associated with the University (both government-aided and unaided). Universities and its essential colleges are the main institutes of higher education in India.

The education may be of the nature of General, Vocational, Professional or Technical education. Technical education includes 65 centrally funded institutions like Indian Institutes ofTechnology (IITs), Indian Institutes of Management (IIMs), National Institutes of Technology (NITs), Indian Institute of Science (IISC), etc. along with number of engineering colleges set up by State Governments. All India Council for Technical Education (AICTE) supports and regulates these institutions in engineering technology, structural design, hotel management and catering technology, management studies, computer applications and applied arts & crafts. Vocational Education is an additional stream of higher education in India. For this a network of public and private college of further education and vocational institutions exists and they are controlled and administered by the Councils specializing in respective discipline. India has also developed an Open University system to encourage distance learning. Indira Gandhi National Open University (IGNOU) was the pioneer and now there are 14 open universities in India. The Distance Education Council of India (DEC), New Delhi regulates these universities, continues the standards, encourages and organizes the activities of Open and Distance learning (ODL) in the country. Higher education sector has expanded due to distance mode of education supported by new evidence and communication technology (ICT) as it costs 66 per cent less and the students need not leave their family circle or occupation. The internet and satellite television technology are being put to use to further the cause of distance education.

The Higher Education sector safeguards the excellence of the educational process with the help of accreditation agencies well-known for the purpose. The main agency which accredits universities and colleges in general education is the National Calculation and Accreditation Council (NAAC) established by the UGC in 1994, whereas a similar function is done for technical education by the National Board of Accreditation set up by AICTE in 1994, and for agricultural education by the Accreditation Board set up by ICAR in 1996. NAAC proposes to introduce the India Education Index for ranking institutes based on academic, research performance and other parameters. The outcome will help in the international comparison of institutes. NAAC has entered into an MOU with higher learning institutes of the United States, Taiwan, Norway, and Kuwait and with the Commonwealth of Learning to facilitate cooperative work on quality guarantee in higher education organisations.

Education at UG level

The universities should give more consideration to undergraduate teaching. Within ten years at least 50 Per cent of university age learners can receive higher education. Links should be developed between school education and higher education. In many universities teaching at undergraduate level is not given full deliberation. This trend problems university education and must be checked. Most of the instruction in universities and colleges do not keep the potentialities of the pledge in view. University teachers often keep only the arranged content in focus and are negligent of the learner's abilities to adjust. University teachers should have to be concerned with towards this through faculty improvement programme.

Technical Education

The continuous advancement of science and the application of better-

quality technology from the intermediate range. Technical education, both occupational and specialised, constitutes the foundation for the development of science and technology. A large number of the country's production colleges need to be upgraded to quality principles nearer to those of India's world-class IITs. India's expenditure on R&D, which is currently 1/60th that of Korea, needs to be histrionically enhanced. Another essential requirement is to improve the linkage between know-how development and technology application by fostering close ties between basic research and business. Focussed efforts are needed to tap the potentials of alternative methods of acquaintance delivery including television, computerized self-learning, and internet-based courses. India should board on a massive program to translate the entire higher educational national curriculum into a multimedia, web-based arrangement and to establish accredited standards for gratitude of distance educational courseware.

Brief Profile Of The Study Area

Chittoor district is one of the eight districts in the Rayalaseema region of the Indian state of Andhra Pradesh. The district headquarters is located at Chittoor. It has a population of 18,72,951according to 2011 census of India.It lies in the Poini River Valley of southernmost Andhra Pradesh along the Chennai–Bangalore section of Chennai-Mumbai highway. Chittoor district is a major market centre for mangoes, grains, sugarcane, and peanuts.After the Indian independence in 1947, Chittoor became a part of the erstwhile Madras state. The modern Chittoor District was formerly Arcot District, which was established by the British in the 19th century had Chittoor as its headquarters. On 1 April 1911, district was split into Chittoor District and North Arcot Districts.Chittoor District was formed on 1 April 1911 taking Chittoor, Palamaneru, Tirupati, from the then North Arcot District of Madras State and Madanapalle, Vayalpadu from Kadapa and Pileru, Punganur, Sri Kalahasti, Karvetinagar from Zamindaritahsils of the Chittoor district to form united Chittoor district. In 1960, 319 villages in Chittoor district were added into Chingleput District now Kanchipuram district and Thiruvallur districts of Tamil Nadu and subsequently Sathyavedu and Kuppam of Chengalput District was transferred to Chittoor district on linguistic basis based on the Act called The Andhra Pradesh And Madras (Alteration Of Boundaries) Act, 1959 From 4 April 2022, Chittoor District is divided into 3 districts. The districts are Tirupati District, Annamayya District and Chittoor District

OBJECTIVES

1. To Study the Socio-Economic Conditions of the backward classes in the study area
2. To study the Impact on Higher Education and the development of Backward Classes in the study area.

Sample Design

The present paper is a both secondary and primary data. In Micro level and expressive study in nature, constructed on secondary data composed from the published and unpublished records, reports and contributions of several institutions, system of government and personalities in India. The study covers all the mandals of Chittoor district. Multi- stage random samplingwill be adopted for the present study. In the first stage one mandal have been selected and in the Second stage 4 revenue villages have been selected from onemandal andfinally50 Respondents from each village have been selected purposively.Totally the sample size was 200sample respondents belonging to backward classes in Chittoor district of Andhra Pradesh.

Age of the Respondents

Age is an important factor which effect biological and social position of a person. It is a scale to measure the mental and physical development of person. It affects the intelligence, Aptitude, views, thoughts and personality of a person.Table-1 appraises the age of the Respondents in chittor district of Andhra Pradesh into four categories. Out of 200 Respondents, 47(23.50 per cent) belong to the age group of Below 25 years, 78(39.00 per cent) to the age group between 26 and 40 years, 42(21.00 per cent) to the age group between 41 and 55 years and the remaining 33(16.50 per cent) are above 56 years.

Table - 1 Age wise analysis of the sample respondents in the study area

S. No.	Age	No. of Respondents	Percentage to Total
1	Below 25 Years	47	23.50
2	26 to 40 Years	78	39.00
3	41 to 55 Years	42	21.00
4	56 And above Years	33	16.50
Total		200	100.00

Source: Primary data.

Note: Figures in parentheses indicate percentages to the total number of beneficiaries.

Table-2 Nature of the Family

S. No.	Nature of Family	No. of Respondents	Percentage to Total
1	Joint Family	43	21.50
2	Nuclear Family	157	78.50
Total		200	100.00

Source: Primary Data.

It can be observed from table-1 shows that the nature of the family is nuclear for 157 out of 200 selected households. However, joint families also predominant and they are 43 out of 200 selected households in the study area.

Table-3 Gender-wise analysis of the sample respondents in the study area

S. No.	Nature of Family	No. of Respondents	Percentage to Total
1	Male	122	61.00
2	Female	78	39.00
Total		200	100.00

Source: Primary Data.

In the above table-3 gender wise analysis of the sample respondents 122 (61.00 per cent) of the sample respondents are in the males and in the remaining 78 (39.00 per cent) of the sample respondents are in the females.

Table-4 Distribution of the sample respondents by the caste

S. No.	Caste	No. of Respondents	Percentage to Total
1	BC-A	42	21.00
2	BC-B	48	24.00
3	BC-C	37	18.50
4	BC-D	73	36.50
Total		200	100.00

Source: Primary Data.

In the above table -4 education wise analysis of the sample respondents, 42 (21.00 per cent) of the sample respondents BC-A Castes, 48 (24.00 per cent) of the sample respondents BC-B castes, 37(18.50 per cent) of the sample respondents BC-C castes and the remaining 73(36.50 per cent) of the sample respondents BC-D Castes. It is concluded that the table the highest number of sample respondents are in the BC-D castes.

Table-5 Distribution of Respondents by their Places of birth

S. No.	Place of Birth	No. of Respondents	Percentage to Total
1	Rural	95	47.50
2	Semi-Urban	57	28.50
3	Urban	48	24.00
Total		200	100.00

Source: Primary Data.

It is observed that the table-5 backward class respondents are from Rural 95(47.50 per cent), 57 (28.50 per cent)of the sample respondents from semi-urban areas and the remaining 48(24.00 per cent) of the sample respondents from urban area. These students hailing from backward rural and semi urban background have shown remarkable sense of achievement in overcoming the backwardness through their excellent academic achievement in the study area.

Table – 6 Annual income of the sample respondents in the study area

S. No.	Annual income	No. of Respondents	Percentage to Total
1	Below Rs. 30000	21	10.50
2	Rs. 30001 to 60000	37	18.50
3	Rs. 60001 to 90000	42	21.00
4	Rs. 90001 to 120000	59	29.50
5	Rs. 120001 to 150000	23	11.50
6	Rs. 150001 and above	18	9.00
Total		200	100.00

Source: Primary Data.

In the above Table-6Analysing the income level of their annual income, 21(10.50 per cent)respondents have an income of below Rs. 30000, 37(18.50 per cent) respondents have anincome between Rs.30001 and 60000, 42(21.00 per cent) respondents have the incomebetween Rs.60001 and 90000, 59(29.50 per cent) respondents have the income betweenRs.90001 and 120000, 23 (11.50 per cent) respondents have the income between Rs. 120001 and 150000 and the remaining 18(9.00 per cent) respondents have an income of Rs.150001 and above. It is concluded that the income level of majority of the respondents, i.e.,59(29.50 per cent) respondents have anincome between Rs. 90001 and 120000.

Table – 7 Impact of education on the life style of BC sample respondents in the study area

S. No.	Life style	No. of Respondents	Percentage to Total
1	Is Increased	173	86.50
2	Not Increased	17	8.50
3	Don't Know	10	5.00
Total		200	100.00

Source: Primary Data.

In the above table – 7 backword classes respondents, 173 (86.50 per cent) of the sample respondents from life style was significantly changes due to education development, 17 (8.50 per cent) of the sample respondents from life style no changes and the remaining 10 (5.00 per cent) of the respondents are life style don't know changes in the study area.

CONCLUSION

In India the institutional framework consists of Universities established by an Act of Parliament Central Universities or of a State Legislature State Universities, Deemed Universities institutions which have been permitted the status of a university with expert observer to honour their own degrees through central government notification, Institutes of National Importance, and Institutions established by State Legislative Act and colleges associated with the University (both government-aided and unaided). Universities and its essential colleges are the main institutes of higher education in India. Therefore, the question of equity has also become equally important. There are glaring disparities in General Enrolment Ratio among the Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), Muslims, women, and the rural people, which need to be corrected for achieving the objective of inclusive growth, to make the society more egalitarian, inclusive and to harness the potentials of these groups for nation building. The issue of equality in education is intimately related to the prevailing socio-economic inequalities in the society.These students hailing from backward rural and semi urban background have shown remarkable sense of achievement in overcoming the backwardness through their excellent academic achievement in the study area.the income level of majority of the respondents, i.e., 59(29.50 per cent) respondents have an income between Rs. 90001 and 120000.

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