



" We may forgo material benefits of civilization, but we cannot forgo our right and opportunity to reap the benefits of the highest education to the fullest extent....." Dr.B.R.Ambedkar



A Research Study on  
**NEEDS ASSESSMENT STUDY OF  
INTERMEDIATE GIRL STUDENTS FROM APSWREIS**

Conducted by  
**Dalit Bahujan Resource Centre (DBRC)**  
Guntur – 522002., Andhra Pradesh

## About DBRC

Dalit Bahujan Resource Centre (DBRC) was established in 1992 and works for the Socio-economic and Cultural transformation of the Dalit Bahujan Communities with special focus on women and children in Andhra Pradesh and Telangana.

DBRC focusses on transforming the lives of marginalized communities by providing information, knowledge and capacity building.

DBRC works for promotion of livelihood, dignity and self-respect among Dalits, Adivasis, Waste Pickers and other informal workers.

## Our Key Objective

Our main objective is to support and strengthen efforts of state, central and local governments in empowering marginalized communities.

## Research Team



Alladi Deva Kumar  
Executive Secretary

Team Leader – Alladi Deva Kumar  
Research Co-ordinator – Dr. N Praveen Kumar  
Research Associate – Dr. B Ramanamurthi  
Research Associate – Miss G V Ramana

\*\*\* Apart from the above, there were eleven more district field investigators who had worked on this research study.

## Acknowledgements

This project would have not been completed without the support of Smt. K Sunita, Ex-Principal Secretary to Government, Social Welfare Department and Shri. Harvshavardan, Ex-Secretary, APSWREIS Govt. of AP. DBRC Research team wholeheartedly thanks them for allowing us to conduct the research study in APSWREIS school/college premises. We thank Shri. Gandham Chandrudu, Special Secretary to Govt. Social Welfare Dept. of Andhra Pradesh, and Shri. R. Pavana Murthy, Secretary APSWREIS for providing their unconditional support while drafting this report.

We thank all the participants who their spent time with us and provided valuable information during the research period. Thanks to all the current girl students pursuing their intermediate studies, principals and teachers from APSWREIS institutions, who patiently interacted with us during the period of fieldwork. We also thank non-teaching staff at APSWREIS institutions for easing our job and providing us required help during our visits.

We thank all the previous intermediate passed out girl students from APSWREIS for participating in the personal interviews and providing useful information to us. We thank the parents of previous intermediate passed out girl students from APSWREIS for participating in the personal and telephone interviews and helping us in collecting the data.

We thank all the field staff of DBRC who helped us in conducting personal and telephone interviews with parents of APSWREIS institutions. We thank all the staff of DBRC who had been very helpful to us in every stage of this research work. Finally, we thank finance department at DBRC for taking care of all our financial needs to carry this study.

– **DBRC Research Team**

## Introduction to the Study

The government of Andhra Pradesh started residential schools in 1984 to provide quality education to children belonging to Scheduled Caste, Scheduled Tribes and other Backward classes of the society so that they can compete on par with other privileged sections. At present, the government of Andhra Pradesh is running 190 residential schools and colleges across the state of which about 114 are junior colleges for SC girls. APSWREIS have been very instrumental in providing education for Scheduled Castes in the state. In this context, DBRC (Dalit Bahujan Resource Centre), an Organisation working for the socio-economic and cultural transformation of the Dalit Bahujan Communities, carried out a research study to assess the needs of current and previous passed out intermediate SC girl students.

## Research Questions for the Study

1. What career options the girl students who have recently passed out from the AP Social Welfare Girls Residential schools are choosing? And why?
2. What factors determine the career plans and aspirations of current intermediate girl students from AP Social Welfare Girls Residential schools?
3. How recently passed out students, their parents and current intermediate students evaluate learning outcomes of education provided by AP Residential Schools for Girls?

## Operational Definitions

1. Previous or Passed out students – Girl students who have completed their intermediate course successfully from APSWREIS in recent academic years i.e., 2018, 2019, and 2020 academic years.
2. Current Intermediate students – Girl students who are currently pursuing their intermediate course from APSWREIS
3. Parents of Concerned Students – Parents of girl students who have completed their intermediate course from APSWREIS in the last three academic years excluding 2021.
4. Teachers and Principals – Teachers and Principals who are currently working in selected APSWREIS

## Methodology

The data for the study was collected using the following two methods

- Focus Group Discussions (FGDs)
- Personal Interviews
- Apart from this, secondary data was collected from government reports, academic journals and NGO reports on the topic under study.

### Sampling for FGDs

- Ten Residential Junior colleges out of total 29 were selected from '4' districts. Each FGD had 6 to 8 participants.
- Participants were selected by asking some faculty (convenience sampling) or staff to provide list of students (usually double to the number that we actually required) that they think might be able and willing to participate in the FGDs.
- From the list provided by the faculty or principals, the researchers picked up six to eight participants for each FGD.
- While picking up the students for FGD, researchers had ensured that different students ranging from bright to slow learners participated in the discussions.
- All FGDs were conducted in the school/college premises.

### Sampling for Interviews of Principals & Teachers

- Principal of every residential school/college where FGDs were conducted was interviewed.
- Total number of personal interviews with Principals were 10.
- Two teachers from every residential school/college where FGDs were conducted were interviewed.
- All the teachers we interviewed were working as permanent faculty. We did not interview teachers who were working on a contract basis. And all the teachers were working as JLS (Junior Lecturers).
- Total number of personal interviews with teachers was 20.

### Sampling for Interviews of Previous Intermediate Students

- Passed out students were selected from the list of names given by principals/teachers of residential schools and taking contacts from currently enrolled intermediate students in APSWREIS.
- A maximum of four students from each residential school where they had recently completed studies was chosen.
- This resulted in 40 personal interviews with passed out students.

### Sampling for Interview of Parents of Previous Students

- Only parents of students who had recently passed out (2018, 2019 and 2020 academic year students) were selected for personal interviews for the study.
- The researchers interviewed both the parents (father and mother) together.
- In cases where only a father or mother was only available, they were only interviewed for the study.
- Wherever parents were not available, the guardian of the concerned passed out the student was interviewed.

## List of APSWRS/JCs for Girls in AP where FGDs and Interviews were conducted

S.No	District	Name Of The School	S.No	District	Name Of The School/JC
1	Guntur	Rkpuram	6	Krishna	Veerapaneni gudem
2	Guntur	Bapatla	7	Prakasam	Nagulapalem
3	Guntur	Uppalapadu	8	Prakasam	Yeddanapudi
4	Guntur	Amaravathi	9	WG	Eluru At Vatluru
5	Krishna	Kuntamukkala	10	WG	Dwaraka Tirumala

## Sample and Population

S. No	Data Collection Tool	Sample Size	Total Responses
1	FGD with current intermediate students	10 institutions x 1 from each institution	10
2	Interview with Passed Out Students	10 institutions x 4 from each institution	40
3	Interview with Parents of Passed Out Students	10 institutions x 4 from each institution	40
4	Interview with Teachers of APSWREIS	10 institutions x 2 from each institution	20
5	Interview with Principals of APSWREIS	10 institutions x 1 from each institution	10

## Fieldwork Procedure

- First, the principal researcher prepared questions for FGDs and personal interviews.
- The questions were then read aloud to his/her group to check if there is any ambiguity in phrasing questions.
- Questions that the research team felt were repetitive were deleted from the final list.
- Field investigators were given brief about the research aims and were trained for a couple of days on how to collect information for the current study.
- Finalised questions for interviews and FGDs were handed over to field investigators for gathering information.
- The principal investigator carried out the focus group discussions with the assistant principal field investigator and was also assisted by two additional research team members.

## Fieldwork Procedure

- The participants, both at school/college and parents/passed out students were informed prior to the meeting and their consent was taken well in advance before their personal interview.
- Only after seeking the permissions from participants, interviews, and FGDs were recorded. Wherever participants refused to be recorded, tape recorders were turned off and only handwritten notes were noted down.
- Researchers and field assistants also took observational field notes after each interview, which were later translated into English, cross-checked, and filed up with the interview transcript.
- Wherever the participants were not within the reach of the research team, they were interviewed over mobile phones.

## Data Analysis Strategy

- Thematic analysis was used to analyze data gathered both by FGDs and by personal interviews.
- Analysis of FGD data began immediately after the FGDs were conducted. The note taker and the moderator immediately started to summarize what they saw as the most important points, what stood out, the differences between perspectives of different participants, and draw comparisons with earlier focus groups they have already conducted.
- Initial Themes were noted down by asking exploratory questions such as
  - § What do they say about ...?
  - § Why might they say that ...?
  - § What might they mean by ...?
- This provided the researcher an initial map on the subject of study.
- Then researcher further expanded and built upon the initial themes to locate main categories or 'sub-themes' that emerge in relation to each of the initial themes.
- To record researcher's observations and to identify patterns and themes, memos/contextual notes were also noted down.
- The findings from the thematic analysis were summarised under each theme.
- Key findings of the research were presented in bullet points at the end of the report.

## Validity and Reliability

1. Reliability is almost impossible to attain in data collected through FGDs and personal interviews.
2. Even if the same questions were asked to the same participants by the same moderator on a different day could yield different conversations.
3. More emphasis is laid on validity in FGDs and interviews: truly understanding the participants' perspectives and relaying them accurately to the research audience.

## Key Findings

- Students were found to lack Basic English language speaking and writing abilities. They preferred to converse with the research team in Telugu.
- Students from T/M background who are joining APSWREIS E/M schools from 5<sup>th</sup> standard are feeling it very difficult to get adapted to English medium of instruction.
- Students' aspirations were limited by their financial conditions. As most of the students were from poor economic backgrounds, their career choices were more inclined towards inexpensive courses and low-menial professions.
- Most of the SC girl students have no one to look forward or emulate within their communities and hence are usually ending up in small or low paid jobs.
- Even though some students are ambitious of pursuing medicine, they kill such thoughts as they think it is expensive and unaffordable for them.
- Early marriages were found to be one of the reason for students to end their education after intermediate. This was, however, not the main reason for halting the studies by girls.
- Choice of intermediate group they joined was not consciously determined by students themselves but in most instances, was decided either by teachers or by their parents.
- Students showed complete willingness to further pursue their education if they get free residential education as in APSWREIS institutions. The parents shared similar opinion.
- Students expressed that they did not have conducive environment at their homes to carry out their studies by joining nearby Degree colleges as day scholars.
- Neighbours and relatives of girl students back at home often discourage students. This makes the home environment unconducive for studies.



- Students want teachers whom they can easily approach and ask doubts in and outside of classrooms, without any hesitation.
- There is no independent career and placement counselling service although most of the teachers and principals at the institutions have been found to be very helpful to students in this regard.
- Alumni (or previous passed out students) from the institutions informally meet up and motivate currently enrolled students on a regular basis.
- Evaluation criterion used by students in the same order mentioned below
  1. Number of students joining reputed institutions after leaving intermediate
  2. Friendliness of teachers
  3. Infrastructure facilities at the institute
- Some institutions have been raising money from donors by themselves to meet the needs of students. Principals have been very instrumental in this regards.

## Conclusion

- The girl students, who had passed out from society institutions after completing their intermediate studies, are not performing well in their lives. Some of the previous students from Arts streams are even working as daily wage laborers.
- Some students who got a free seat in government degree colleges are not joining it as their families are worried about the security at such colleges.
- Students' financial conditions are determining the aspirations of current students. As most of them do not have anyone to look after or to emulate, they are choosing courses, which are low-paid, and courses that are not looked upon by society.
- Number of students getting into reputed institutions and the standard of jobs students are doing after their intermediate studies matter to most of the students.
- Students want the society administration to shift from focus from result-oriented to skill-oriented learning.

## Recommendations

- There is a need for English bridge course, as most of the students joining the society institutions had pursued their primary education in Telugu medium.
- Extend the education provided at APSWREIS until graduation level to make the government intervention complete.
- Provide independent career and employment services to outgoing intermediate students.
- Appoint a dedicated person so that he/she can act as a bridge between the institute and the communities it is serving.
- Run a through campaign in nearby villages where APSWREIS institutions are functional, so that everyone has equal chances of getting a seat in society schools.
- Start vocational training programs for some of the students who want to get into a job immediately after intermediate.
- Strength of each class needs to be monitored and no class should be overloaded.
- Make more use of visual and digital aids in teaching.
- Give due attention to extra-curricular activities such as sports and other cultural art forms.
- Students should be given an opportunity to evaluate the performance of their teachers once in every academic year and incorporate their feedback to improve the quality of education in APSWREIS schools and colleges.
- Involve outgoing faculty (about to retire) and take their feedback on improving APSWREIS institutions.
- Seniors who left the institutions and who are well settled can be invited occasionally so that students may feel confident and have someone to look after and emulate.
- Ensure that all the three dominant groups in intermediate i.e. MPC, BiPC, and CEC are available in all the residential junior colleges so that students can choose the group they like to study.
- There is a need to have committed teachers, especially to teach primary classes, which often get neglected.
- Regular transfers of society officials are also a problem for lack of consistency in the performance of society schools. This needs to be regulated.

## Limitations of the Study

- The study focused only on educational status of girls studying 10+2 and girls who had completed 10+2 from APSWRS/JCs and do not in depth reflect about other problems they encounter in residential schools.
- Views of concerned parents, teachers and principals is focussed on the overall evaluation of education provided in APSWRS/JCs and does not intend to evaluate their views on hostel facilities.
- The findings of the study need to be read in context and cannot be generalised for all schools/junior colleges run by the society as the sample size for the study was small.

## Voices from the Field – Current and Previous Intermediate Students

“Even though we are getting educated in English medium institutions, we are not even able to speak even one or two sentences in English. Most of the teachers here teach us mainly in Telugu as there are lot of students from Telugu medium here. So, we are English medium students only on official records” – A current intermediate girl student.

“I joined MPC even though I wanted to join CEC as CEC is not available here and I have to join a distant residential institute to which my parents will not allow” – A current intermediate girl student.

“Until now the environment we live is safe and secure. For higher studies, we need to go out which may not be safe and secure as it is here. My parents will not permit me to continue higher education if it is not provided in residential institutions like that of ASPWREIS” – A current intermediate girl student.

“Some of our seniors got married and are not pursuing higher studies as it is not allowed by their respective husbands and their in-laws. Some of them are staying at home as they did not get a free seat in any nearby government degree colleges. And some of them are even working as daily wage laborers” – Current intermediate student about her seniors

“In universities, Chowdhary’s and Reddy’s are only given priority as they only have money. We do not have money as upper castes. So there is no chance for SC/STs in higher education” – Current intermediate girl student.

“Our neighbours and relatives perceive an unmarried girl as a burden to the family and keep saying what you will achieve by getting educated when you are anyways going to get married and stay at home” – Current intermediate girl student.

“My family cannot afford even the daily travelling charges for my education. I cannot continue my higher studies even if I get a free seat in government Degree College. I do not mind to go far off places if I get a free seat in residential degree college” – A previous APSWRS/JC girl student who is now working as a daily wage labourers as she could not afford higher education.

“Due to health problems, I failed in a subject in intermediate. As a result, I had to stop my education and my parents got me married and now I am working as a daily wage labourer” – A previous APSWRS/JC girl student

“In my village, there are about ten intermediate passed out students. Except for me, nine others have stopped their studies. Some of them got married and the remaining are working as daily wage labourers. When asked why they are not continuing studies and working as daily wage labourers, they replied that their financial status does not allow them to further continue their studies. When asked married women reasons for their marriage, they replied that they got good matches” – A previous APSWRS/JC girl student.

“I got free seat in a degree college which is far from my village and as my parents could not afford for my private hostel fees, they did not sent me there. Now I am going for daily wage labour work along with my mother” – A previous passed out girl who got free seat in nearby government Degree College.

“One of the reasons for joining APSWREIS is that it is a complete girls institution and we can freely participate in classroom activities” – A previous APSWRS/JC girl student.

“Principals, on their own, invite people from nearby private degree colleges and professionals from different walks of life to inform students about educational opportunities after intermediate. This is more like an advertisement campaign of private degree colleges and a motivational Programme rather than a counseling service provided by the society schools” – A previous APSWRS/JC girl student.

“My father is an alcoholic person. Luckily I could escape his daily torture as I joined residential school/college upto intermediate. But, I am not able to escape his torture now and I am staying at home since there are no residential degree colleges for SC girls” – A previous APSWRS/JC girl student.

### Voices of Parents, Principals and Teachers of APSWREIS Students

“Residential education is totally free but in private degree college hostels, we are incurring expenses around 15000 per year. There is no secured environment in private degree colleges either” – Parent of APSWRS/JC previous girl student

“Two of my elder daughters got married and the third one got a free seat in a degree college which is not nearer to our village. We do not want to send her to distant places for education. And now she comes with us to work as daily wage labourer” – Parent of APSWRS/JC previous girl student

“If a girl sits at home idly, neighbours keep us bothering. To avoid their bothering, we are continuing education of our girl” – Parent of APSWRS/JC previous girl student.

“Why to invest in girl’s education when she is anyways going to leave the house after her marriage. So, we invested more on our boy’s education instead. And also if a girl is educated more, we need to find a good m that may end up in paying more dowry towards her marriage” – Parent of APSWRS/JC previous girl student

“No use of stopping studies at intermediate which is more or less equal to housewife or uneducated person” – A Principal at a APSWRS/JC

“Parents ask us if there is any residential degree program for their girls. They say that they will send their girls for higher education if and only if it is available in a safe and secure environment as here” – A Principal at a APSWRS/JC.

“Marriage is the biggest hurdle for girl’s higher education attainment. Most of the girls are getting married immediately after intermediate. Arts students are getting married and science students are going for higher education” – A Principal at a APSWRS/JC.

“Corona deviated students from studies and it is difficult to bring them back to academic life. Corona has led to many students to get married and leave studies” – A Principal at a APSWRS/JC.

“Poor primary education is adversely affecting girls’ education at secondary and higher levels. There are many students in this institute who even do not know basic additions and subtractions. There need to be a mechanism to solve this issue” – A Teacher at APSWRS/JC.

“Faculty from Telugu medium was asked to teach English medium students when English medium education was introduced in society schools. Because of this, a generation of students are thrown into backwardness” – A Teacher at APSWRS/JC.

“There is a problem with current education pattern at society institutions which concentrates on result-oriented education and completely puts aside knowledge development among students. The goal of a student should not be to pass an examination but should be to acquire subject knowledge. Teachers should be given the freedom to provide activity/knowledge-based education” – A Teacher at APSWRS/JC.

“Most of arts students are getting married and science students are mainly continuing studies” – A Teacher at APSWRS/JC.

## Recommendations for further studies

1. A full scale Comprehensive Research Study to get full information regarding the hostel, health, security, and educational needs of students.
2. Immediately act upon the recommendations that involve minimal financial budgets.
3. Allocate budget and chalk out plans to work on recommendations that require significant funding.

**OFFICE OF THE SECRETARY  
ANDHRA PRADESH SOCIAL WELFARE  
RESIDENTIAL EDUCATIONAL INSTITUTIONS SOCIETY  
TADEPALLI, GUNTUR DISTRICT**

From  
The Secretary  
APSWREIS

To  
1) The DCOs  
APSWREIS,  
Guntur, Krishna, Prakasam, West Godavari.  
2) The Principals of Dr BRAG, Uppalapadu, Nandigama, North Addanki, Eluru at Vatluru  
3) The teachers of DR BRAG, Bapatla, Kuntamukkala, Chimakurthy, Gopalapuram

**Lr.No.Secy/Peshi/024/2022, dated 22-03-2022**

Dear All,

The Special Secretary to Government, Social Welfare Department directed to convene a review meeting on Research Study conducted by Dalit Bahujan Resource Centre, Guntur. In this regard, you are requested to attend meeting on 29.03.2022 at 3.00 PM at O/o. the Special Secretary to Govt., Social Welfare Department, A.P., Secretariat without fail.

  
SECRETARY

Copy to  
The Dalit Bahujan Resource Centre, requested to arrange detailed presentation on study carried out and findings in the study, actions proposed in a PPT format by 25.03.2022.

**File No.SOW01-SW0SWRE(SWRS)/165/2021-SW-RS**

**OFFICE OF THE SECRETARY  
/ ANDHRA PRADESH SOCIAL WELFARE  
RESIDENTIAL EDUCATIONAL INSTITUTIONS SOCIETY**

**From:**  
The Secretary,  
APSWREI Society,  
Tadepalli.

**To:**  
The Executive Secretary,  
Dalit Bahujan Resource Centre,  
D.No.4-16-25/6,  
Ban dlamudi Complex,  
Amaravathi Road,  
Guntur-522007.

Rc.No. Acad/13025/3/2017, Dt. 05/01/2022

Sir,

Sub:- APSWREIS - Permitted to visit girls institutions of Balayogi Gurukulams, Krishna, West Godavari and Prakasam districts duly following the COVID-19 protocols - Reg.

Ref:-Letter Dated:03.12.2021 received from Sri.A.Deva Kumar, Executive Secretary, Dalit Bhujan Resource Centre, Guntur, AP.

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With reference to the subject and reference cited and it is requested to visit girls institutions of Balayogi Gurukulams in Krishna, West Godavari and Prakasam districts along with female research assistant for 2 days in each institution for 3 hours without disturbance regular duties/classes during day time and do research as per your proposal, duly following COVID -19 protocols .

It is requested to submit reports after completion of research to this office.

Yours faithfully,  
Kati Harshavardhan Ias  
SECRETARY.

To  
The District coordinators, APSWREIS, Krishna, West Godavari and Prakasam districts  
Copy to the Principals of Balayogi Gurukulams [Girls] concerned

## Accomplishments of the Study

Recommendations of this study were lauded by the then Special Secretary to Govt. Social Welfare Dept. of Andhra Pradesh Sri Gandham Chandrudu and Shri R Pavana Murthy in a meeting held on 29<sup>th</sup> Mar 2022 at AP State SC Corporation Office, Tadepalli, Vijayawada. They congratulated our research team and assured to implement some of the recommendations we made in the study.



### **DALIT BAHUJAN RESOURCE CENTRE**

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