CHAPTER II

REVIEW OF LITERATURE

In this Chapter, an attempt is made to review the available literature on the topic of research. Reports of Government of India and various State Governments, reports of various commissions and committees, research studies, books and articles published in leading research journals are also reviewed. The review is not exhaustive and is limited to the area of problems of undergraduate (college going) Scheduled Tribe students.

Dubey S.N.\(^1\) in his book "Administration of Social Welfare Programmes for Backward Classes in India" (1973), has presented an analysis of the welfare policies and its impact on scheduled tribes. He has taken note of inadequacies of the administrative and organizational apparatus for implementation of programmes for these groups. There are case studies, which deals with educational programmes such as post-matric scholarship and hostel facilities for scheduled tribe students and its inadequacies.

Lal, Sheo Kumar; Nahar, Umed Raj\(^2\) in their book "Higher Education : Scheduled Caste and Scheduled Tribes" (1978), have taken a survey of the social background, academic life and progress of Scheduled Caste and Tribe school and college students in five districts of Rajasthan. It also covers their social life and outlook, their perceptions of status and facilities provided. The opinions of concerned teachers are presented.

Malhotra O.P.\(^3\) in his book "Tribal Education in Andaman and Nicobar Islands" (1986), has taken a brief history of educational
development amongst the aborigines. He also studied the present position of education and identified various educational problems confronting tribal (Nicobarese) students and offered a workable solution to them.

Naik, J.P.\textsuperscript{4} in his work "Education of Scheduled Caste and Scheduled Tribes, Report of the Seminar on Employment of Scheduled Castes and Scheduled Tribes" (1965), has examined some problems of education of Scheduled Caste and Scheduled Tribes with reference to the extent of wastage and their preferences for different types of education, the probable reasons why it is not possible to get suitable persons from the community for appointment to the gazetted posts under the Central and State Governments. He has given a table showing, percentage of enrolment of the Scheduled Caste and Scheduled Tribes to the total enrolment, during the period 1960-61. He has also taken the note of the enrolment problems of these students.

NCERT\textsuperscript{5}: In order to discuss the problems relating to education of the Scheduled Tribes and to share the experiences of educationists and social workers in this field, a seminar was organized, on the topic of tribal education in India, by the Department of Adult Education, National Institute of Education, and National Institute of Educational Research and Training New Delhi (1967). In the seminar, major problems relating to education of tribals the steps that have been taken to solve these problems, the progress that has been made so far and other related topics were considered and recommendations made for necessary action.

Patel, Tara\textsuperscript{6} in her book "Development of Education Among Tribal Women" (1984), examined about fifty published and unpublished socio-economic studies and surveys dealing directly or
indirectly with the aspects of the education of women among the tribals in Gujrat. She also examined the educational development of tribal women with S.C. women and with that of Non-S.C./S.T. women. She further examined, the traditional norms for female education in the tribal society, wastage and stagnation and causes of relatively low educational development of tribal women.

The book of Piple Prakash N. titled "Profile of Scheduled Caste Students: The Case of Punjab, Punjab University Chandigars" (1980), is an outcome of ICSSR research project. It examines the educational problems of school and college students belonging to SC and ST in Punjab. Information is presented about their progress in the field of education, study habits, level of comprehension, educational and occupational aspirations, social life and outlook on various social issues.

Planning Commission8, the report of the seminar organized by the Planning Commission (1965), contains the observations of the Commissioner for Scheduled Castes and Scheduled Tribes on the educational problems of S.C. and S.T. pre-matric and post-matric education has been described.

Ranjana Kumari; Radhakrishnan S. in their book "Higher Education and Scheduled Tribe Youth: A Case Study of Chattishgarh" (1989), have examined the impact of higher education of Scheduled Tribal youth and focussed crisis and identity and alienaltion. The book raises and seeks to answer many basic questions: Can education alleviate the economic backwardness of tribal groups? How do tribal people themselves perceive education? How do educated tribal people identify themselves with the wider society? It highlights the perceptions of students and parents about education and its advantages and disadvantages, and problems of
integration. It discusses the new values and attitudes the educated have imbibed and the problems they face in their attempt to integrate. It also evaluates the contribution of education in promoting integration of educated tribal people with national culture.

Sachidananda; Sinha, Ramesh P.\textsuperscript{10} in their book, "Education and the Disadvantaged : A Study of Scheduled Castes and Scheduled Tribes" (1989), have examined the academic life of the Scheduled Caste and Scheduled Tribe students, their social life and outlook, their perception of their own status, their perception of the facilities being provided to them. Sources of encouragement and help from their teachers. The study has also tried to examine facilities that are available to hostel, male and female students. It further examines what impression the teachers have about these students, enrolled in different schools and colleges of Bihar. The present study has raised many questions regarding the effectiveness of education schemes for the downtrodden section of the Indian society.

Shah Ghanshyam Joshi Vidyut, Patel Tara, Punalekar S.P., Shaha Vimal,\textsuperscript{11} in their book, "Tribal Education in Gujrat" (1985), examined many vital questions with empirical evidence for examples, what is relationship between the nature of tribal education and political environment, before and after Independence? What extent education has reached the different tribes? Who have taken advantages of educational opportunities and who are still deprived and why? Who drop out from the studies? What is level of education among tribal women? They further examined, the interrelationship between social class-awareness and educational attainment of the tribals in Gujrat.

Shah, Vimal P.\textsuperscript{12} in their book on "The Educational Problems of Scheduled Castes and Scheduled Tribes – School and College
Students in India", (A Statistics) Part-I (Prepared for ICSSR), Centre for Regional Development Studies, Surat (1975), has examined the educational problems of highschool and college students belonging to Scheduled Castes and Scheduled Tribes extensively. There are a number of tables, which give information on frequency distribution of the high school and college students by State, sex, hostellers and non-hostellers, distribution of characteristics of students as well as socio-economic characteristics of their parents and guardians, respondents’ participation in extra-curricular activities, preference of employment etc. The study has covered many states viz., Assam, Bihar, Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Orissa, Punjab, Rajasthan, Tamilnadu and Uttar Pradesh.

Shah, Vimal P. Patel Tara, in their book, "Who Goes to Colleges ? : Scheduled Caste/Tribe Post-Matric Scholars in Gujarat" (1979), is an empirical study based on the utilization of Government assistance for higher education by the Scheduled Castes and Scheduled Tribes residing in different districts of Gujarat. They examined the characteristics such as academic background and courses taken, socio-economic status and place of residence of the beneficiaries. They concluded that although the Scheduled Castes and Scheduled Tribes have been able to improve their educational achievement, and policy of financial assistance and facilities in admission to educational institutions, still have not put them on par with other sections of society. Only a few Scheduled Castes and tribal groups are able to benefit from the scholarships and males are particularly predominate among them.

Singh Soran, in his book, "Higher Education", report of the Second Conference for Tribes and Tribal (Scheduled) Area, Bharatiya Adinjati Sevak Sangh (1953), while dealing with the higher education, has suggested that, after the students have passed their middle
examination course, there should be an intelligence test and general check up. Those who are found fit for higher studies should be allowed to enter in colleges and the rest should be allowed to choose some subjects in polytechnics, vocational, agricultural and industrial bias. The writer has also dealt with the problem of script.

Abbasayulu Y.B.,\textsuperscript{15} in his book, "Impact of Higher Education on Scheduled Castes and Scheduled Tribes and Backward Classes students within the Jurisdiction of the Osmania University" (1978), brought out the impact made by the various incentives and facilities provided to Scheduled Castes and Scheduled Tribes in the field of higher education. The scope of the study is limited to the participation and performance of Scheduled Caste and Scheduled Tribe students at higher education stage in the area of Osmania University.

Ameerjan M.S.,\textsuperscript{16} in his article, "A Comparative Study of Academic Achievement of the Scheduled Caste and Tribe students of Agriculture", Journal of Education and Psychology, 37(2)(1979), indicated that economic and socio-cultural conditions affect achievement. In the present study an effort has made to find out scientifically, the level of achievement of Scheduled Tribe students and other students.

Kirpal Vinay,\textsuperscript{17} in his article, "Higher Education for the Scheduled Castes and Scheduled Tribes", Economic and Political Weekly 13 January-February (1978), said that the Scheduled Caste and the Scheduled Tribes form a large community and the educational facilities and incentives offered to them are substantial yet the community remains educationally backward. This paper seeks to find out why education has not spread among the Scheduled Castes and Scheduled Tribes, and why seats reserved for them in
institutes of higher education cannot be filled for absence of qualified applicants. It also offers some suggestions for spread of education among Scheduled Castes and Scheduled Tribes.

Murdeshwar D.N.; Deshmukh S.K.,\textsuperscript{18} in their article, have focused a light on the various schemes and programmes formulated by the State Government of Maharashtra for the welfare of backward classes students. They also criticized that mere grant of free studentships and scholarship is not enough to attract the backward class students to the educational programme.

Nandu Ram,\textsuperscript{19}, in his paper, "Socio-Structural Variants and Higher Education Among the Scheduled Castes and Tribes", ‘Social Action’, 36(2) (1986), has tried to measure, the varying socio-economic background of the SC/ST students admitted at the both the graduation and post-graduation levels. They have found that, as against the general impression about their uniformly poor socio-economic and educational background, the students belong to varying backgrounds.

Prasad S.,\textsuperscript{20} in his article, "Implication of the 10+2+3 pattern for the Education of Tribal Children", Journal of Indian Education, 1(1) (1975), stated that, the effective implementation of the new educational pattern of 10+2+3 will depend on the capacity of the administrator to tackle the problems which might confront them in the process of implementation. To achieve the objective of 10+2+3 pattern of education for tribals, it is required to link it with their socio-economic and cultural conditions. Author emphasises the need that their education should be linked with their economic development.
Adiseshiah M.S. and Ramnathan S.,\textsuperscript{21} in their studies, "Educational Problems of Scheduled Castes and Scheduled Tribes in Tamil Nadu", Madras Institute of Development Studies (1974), where the main objectives were (i) to assess the types and extent of educational problems of Scheduled Caste and Scheduled Tribe school and college students; (ii) to make an objective evaluation of the government policies for the education of Scheduled Caste and Scheduled Tribe students; and (iii) to suggest measures, to achieve better and quicker results with their implications to the present policy and method of implementation.

The researchers conducted the study on a sample of 1027 respondents selected from forty institutions taking two schools and two colleges each from the five Scheduled Caste districts and five Scheduled Tribe districts of Tamil Nadu. The data were collected through questionnaires, interview, analysis of Census publication, government records and returns and information available to the local education officer, school headmaster and college Principal.

After analysis of the data the researchers found that (i) Scheduled Tribe students formed 0.27 per cent of University population and were comparatively late starters and repeaters and had a higher representation of girls (56.9 per cent) than boys (40.4 per cent); (ii) smaller tribes had proportionately higher college youth than the large tribe; (iii) although majority reported for financial difficulties, only 6.4 per cent were totally dependant upon State Scholarship; (iv) a higher percentage of Scheduled Tribe students opted for arts courses; those who opted for science had reportedly a comfortable financial position; (v) they spent four hours for private studies; (vi) the students followed lecture and majority of them planned to continue their post-graduate studies; and (vii) the girl students interviewed had never failed.
Thus the study revealed the aforesaid facts in Tamil Nadu State.

Chitnis Suma,22 in her study, "The Educational Problems of Scheduled Caste and Tribe College Students in Maharashtra", Tata Institute of Social Sciences (1974), of which main objectives were: (1) to assess the status of the Scheduled Caste (SC) and Scheduled Tribe (ST) students in the institutions of learning; (ii) to compare the Scheduled Caste and Scheduled Tribe students wherever possible with non SC/ST students, and (iii) to identify the kinds of discrimination and types of difficulties and obstacles that they face.

The project was a sociological survey. The researcher conducted the study of a sample of 203 Scheduled Caste students were selected from fifteen colleges in five districts and 197 Scheduled Tribe students selected from nineteen colleges situated in five districts of Maharashtra. Interview schedule was the main tool of research.

The major findings of the study were as follows: (1) there was very little difference in the sex-wise and age-wise composition of respondents in the two groups of SC and ST students; (ii) among ST students very few women went for higher education; (iii) majority of the students were unmarried; (iv) majority of the students came from disadvantaged homes, most of them having illiterate fathers in rural occupation; (v) it was observed that, the Scheduled Tribes were more disadvantaged than the Scheduled Castes; (vii) neither the SC students nor the ST students were deeply involved in co-curricular activities, their educational and occupational aspirations being appreciably high; (viii) most of them did not like to follow father's occupation in the village; (ix) most of them were first generation students; (x) the SC and ST students in majority had a very poor
opinion of the educational facilities provided to them; (xi) the students seemed to be quite aware of the job facilities available to them; (xii) in general, the students found the scheme beneficial, although they said that it was not adequate to their need; (xiii) majority of the students had exposure to mass media; (xiv) level of politicisation was very poor; (xv) mostly they made a choice of a career entirely on their own; (xvi) the SC and ST women were better integrated with persons of other communities than the males; (xvii) according to teachers the SC and ST students were as good as or slightly poorer than other students; and (xviii) younger teachers were the least sympathetic to these students in respect of their academic calibre and the facilities provided to them.

Dubey S.M.,23 in his study entitled, “Study of Scheduled Caste and Scheduled Tribe College Students in Assam”, Department of Sociology, Dibrugarh University (1974), which the study was undertaken to investigate the socio-economic background of the SC and ST College students of Assam and these how their education has affected their aspirations and performance, their way of life, their participation in other activities, their feeling and opinion about their status etc. The study was conducted on a sample of 246 SC and 233 ST students and also 129 college teachers selected on the basis of random sampling from two sets of twenty colleges each from five districts. The major findings of the study were as follows: (1) only thirteen per cent of the SC students' father were literate; (ii) a large majority (71.5 per cent SC and 71.3 per cent ST) students did not find difficulty in following the lectures; (iii) both the groups had high educational and occupational aspirations; (iv) there was a very low degree of teacher-taught relations; only 15.5 per cent of SC and 2.6 per cent ST students approached their teachers for help; (v) both the groups showed interest in extra curricular activities; (vi) a very small percentage of SC/ST students participated in political activities; (vii) a
majority of them felt that their teachers were help to them; they also felt that their conditions had improved; (viii) a majority of them lived in hostels; (ix) a significant number of them were exposed to mass media; (x) majority of the teachers felt that the SC/ST students had a poor intelligence; (xii) they also maintained that the facility of ‘reservation’ for them was justifiable.

George E.I.,24 in his study entitled, “Educational Problems of the Scheduled Caste and Scheduled Tribe College Students in Kerala”, Kerala University, Department of Psychology (1975) of which the major objectives were: (i) to study the factors that motivate the Scheduled Caste and Scheduled Tribe students to go to College; (ii) to study the factors responsible for drop-out of Scheduled Caste and Scheduled Tribe students; and (iii) to study the facilities available to the Scheduled Caste and Scheduled Tribe students and their perception about the same. The study was conducted on 250 Scheduled Caste and 100 Scheduled Tribe students selected from twenty-three institutions spread in six districts of Kerala on a stratified random basis having sex, age, grade, marital status and religion as the bases. The data were collected through two interview schedules and an information proforma. The study revealed that (i) the reservation on the community basis needs to be changed to considerations like economic backwardness; (ii) the amount of scholarship was inadequate; (iii) the system of distribution of stipends was complicated; (iv) parents needed to be educated about the governmental programmes in order to ensure proper utilization of resources; (v) the students needed to be educated about the facilities existing and its purpose; (vi) the system of separate hostels for Scheduled Caste and Scheduled Tribe students was considered socially unhealthy as it widened the gap with other higher caste students; (vii) a considerable number of Scheduled Caste and Scheduled Tribe students suffered from inferiority feeling and they
needed to be protected through proper guidance; (viii) these students needed vocational training in order to be self-dependent; (ix) the majority of the students of the present group passed their school leaving examination at a higher age; (x) the Scheduled Caste and Scheduled Tribe students did not show high aspiration for technical and professional jobs; (xi) there was no healthy relationship between the Scheduled Caste and Tribe students and those who administered the programme; (xii) the distribution of scholarship was usually delayed; and (xiii) a good number of teachers were found to be always with a helping hand which encouraged the students.

Gupta S.P.,\textsuperscript{25} has conducted a study of tribal students in Ranchi District entitled, "A Study of Adivasi Students in Ranchi District", the Bihar Tribal Welfare Research Institute, Ranchi (1965). The main aims of the survey were to collect information about the social, personal, economic and academic problems of tribal students (Adivasi) and to investigate the role of some important factors which influenced their adjustment and attitudes. A random sample of 200 tribal (Adivasi) school and college students of Ranchi and Simdega were administered a questionnaire. Data were also drawn through interviews, case histories and observations. Some of the major findings were: (1) The overall situation posed by the Adivasi students was far from satisfaction. (2) Their problems of adjustment to different spheres of life - social, personal, financial and academic - depended on various factors such as social class, accommodation, personality traits, distance from their native place, financial incentive and level of education. (3) Certain socio-cultural and personal factors influenced the adjustment of the Adivasi students to a great extent.

Jha S.K.,\textsuperscript{26} in his research study for the Ph.D. degree entitled, "Family Structure, Parental Behaviour and Conservatism in Tribal and Non-Tribal College Students of Santhal Parganas", submitted to
Bhagalpur University (1986), has tested 200 tribal and 200 non-tribal students (Undergraduate) selected from the colleges of Santhal Paraganas, selected by the random sampling method. The two groups were matched in respect of age, sex, educational level, family income, occupation, education and area of residence. The main aims of the study were: (1) to compare the people of Santhal Parganas Division of Bihar State with non-tribals of the region regarding their family structure. Variable, six kinds of maternal and parental behaviour, and conservative and liberal attitudes. (2) to investigate the inter-correlation relationship between these variables in the two groups of people.

The major findings of this study were: (1) Tribal College students were more conservative than non-tribal students. Females were more conservative than males. (2) Parental protection, rejection and restriction accelerated conservatism, parental love or neglect, family size and birth order were not associated with conservatism. (3) By and large, family size, birth order and family system did not influence parental behaviour. Mother of joint families, compared to those of nuclear families, were more affectionate towards their children. The joint family system was associated with a higher level of conservatism. (4) There was no difference between tribals and non-tribals regarding family type, family size and birth order. Tribals reported their parents to be more controlling, protecting and rejecting but less permissive as compared to non-tribals. (5) In the tribal group sons suffered more neglect and rejection from their parents while daughters received more protection. In non-tribal groups, sons received more restriction, neglect and rejection while daughters received more love and permissive treatment from their parents.

Joshi Shrinivas D., in his study, entitled "Educational Problems of the Scheduled Caste and Scheduled Tribes of Baroda District", Maharaja Sayajirao University of Baroda, Ph.D. Education
(1979), aimed at investigating the educational problems of students belonging to Scheduled Caste and Scheduled Tribes of Baroda district in the context of sociological, psychological, economic and pedagogical factors. The major objectives of the study were: (1) to study the educational problems of SC/ST students arising out of socio-economic environment; (ii) to study their emotional difficulties with respect to their studies; (3) to study their level of aspirations and perception; (4) to study the attitudes of parents and teachers towards their education. This was a descriptive survey where the population consisted of students, parents, teachers of schools and colleges of Baroda district excluding Baroda City. The sample of students was selected on a random sampling basis. There were 111 and 164 Scheduled Caste and Scheduled Tribe students selected respectively. The major findings were: (1) The aspiration level of the students was lower than the average showing lack of clarity about their future; (2) Majority of students suffered from a feeling of diffidence. (3) The students perception of their teachers was not favourable indicating that the teachers had not been able to present the right image of themselves. (4) The majority of the teachers working in backward areas belonged to the upper class and had their prejudices towards SC/ST students internalized. (5) As a result of prejudices, the teachers suggested only lower level of occupations for SC/ST students. (6) The teachers did not provide appropriate educational environment to the SC/ST students.

Kabui, G.,28 in his study entitled, “Scheduled Tribe High School and College Students Manipur and Nagaland”, Jawaharlal Nehru University Centre for Post-Graduate Studies (1975), 250 high school students and 99 college students of tribes were covered. The percentage of female students were 27 and 21 per cent respectively. The findings revealed that 46 per cent fathers of school students and 69 per cent of college students were educated up to VII class.
Similarly, the 60 per cent mothers of school students and 71 per cent of college students were educated up to VII class. Their financial position was not good. 16 per cent college students, parents bear their educational expenses. 95 per cent college students were in Arts. 55 per cent ST College students participated in political activities. About government programmes for the ST, students were of the opinion that programmes were useful. But scholarship amount, hostel facilities were not adequate. Majority of the students had preference for government service. Students were of the opinion that reservation policies helped in getting government jobs.

Kumar V., 29 in his study entitled, “Higher Education Among Scheduled Tribes: An Evaluative Study”, Ranchi University, Ph.D. Education (1978), the major objectives of the enquiry were: (1) to study the position of higher education among Scheduled Tribes with special reference to Ranchi district; (2) to find out wastage and stagnation in different courses (general as well as professional) of higher education; (3) to find out the impediments prevailing in the society in the development of higher education among Scheduled Tribes; (4) to study different problems of higher education as faced by the tribal people; (5) to find out the ill-effects of higher education on tribal people; (6) to make case studies of some tribal students who had given up studies after matriculation; (7) to evaluate measures taken by the government and other agencies for providing higher education to tribal people; and (8) to suggest measures for proper development of higher education and its utilization for the welfare and prosperity as the tribal people.

Intensive field work was done. A survey of different departments, the University Office, general, medical, professional colleges, etc. was conducted. Questionnaires were administered to tribal students, teachers, administrators, leaders, social workers to
ascertain their views about drawbacks, benefits and other problems of higher education. Three hundred students of Ranchi district were taken as a sample. Fifty case studies of students, who had either left or found themselves maladjusted in the existing situation, were undertaken. The top ten elites of education were interviewed. The study was confined to the post-Independence period. Some of the major conclusions were: (1) Inspite of the many facilities provided to tribal students in higher education, they had not yet come up to the level non-tribal people, the more the facilities they got, the more acute the problem became in other directions. Although higher education was not relevant to the needs of tribal community, it helped to upgrade their economic, social and political status. There were some impediments to higher education among tribals, like illiteracy in the family, economic backwardness, inferiority complex, which acted as barriers for expansion for higher education. (2) Government had been contributing lot. Christian missionaries also contributed in providing and expanding higher education among tribals. There were many limitations, lack of higher educational institutions in tribal areas, absence of a clear-cut policy for financial assistance for research work, inadequate stipend, lack of hostel facilities, absence of girls' hostels, lack of guidance and counselling in higher learning institutions, language problem, educated unemployment, drop-out and stagnation (more in Science faculty than in Arts), related to tribals. (3) In professional education, tribal dropped out and stagnated most in law courses. (4) The majority tribals in higher education belonged to literate families with comparatively high economic and social status in their community and had parents/guardians, who had no political aspirations but had aspirations for good jobs after higher education. (5) There was comparatively less indiscipline among tribals.
Lal, S.K., conducted a study on the topic "Educational Progress and Problems of Scheduled Caste and Scheduled Tribe College Students in Rajasthan", Department of Sociology, Jodhapur University (1974) and the main objectives of the study were: (1) to know the social background of the college students of Scheduled Caste and Scheduled Tribes; (2) to identify the types of colleges and the courses that drew large number of Scheduled Caste and Scheduled Tribe students; (3) to identify the habits, participation in extra-curricular activities, educational and occupational aspirations of the Scheduled Caste and Scheduled Tribe students; (4) to examine the extent of exposure to mass media of communication, politicization, their ideals, their look out on parental authority friendship circle and experience of discrimination; (5) to understand their impressions about the status of Scheduled Castes, Tribes, their awareness about reservation of jobs for them, their evaluation of programmes that the government undertook for their welfare; (6) to find out whether hostels had made any impact on their life; (7) to understand the progress of education in female population; and (8) to know the impression of the teachers about the Scheduled Caste and Tribe students including the difficulties faced by the heads of the institutions in this connection. The total sample consisted of 233 Scheduled Caste students, 209 Scheduled Tribe students and twenty heads of the institutions. The major findings of the study were: (1) Majority of Scheduled Caste and Scheduled Tribes lived in villages; (2) the enrolment of Scheduled Tribe was low at each level of education; however, a very high percentage of Scheduled Caste and Scheduled Tribe students were more highly educated in comparison to their siblings; (3) the number of Scheduled Caste and Scheduled Tribe students was higher than that of other castes in Arts and reserve the situation in Science faculty; (4) economic status and participation in extra-curricular activities did not affect significantly the study habits of Scheduled Caste students, but they immensely affected the study
habits of Scheduled Tribe students; (5) a large proportion of Scheduled Caste students and Scheduled Tribe students participated more in sports and NCC than other activities such as students unions, debates and other literary activities; (6) encouragement from home and fathers education also had no significant influence on occupational aspirations of Scheduled Castes, but encouragement affected significantly the Scheduled Tribes; (7) there was significant inter-district variation in experience of ill-treatment of Scheduled Castes but not in case of Scheduled Tribes; and (8) Scheduled Tribe students had awareness of the reservations for their jobs in government institutions.

Nayar, P.K.B. George, E.I.,31 in their study, "Scheduled Caste and Tribe High School and College Students in Kerala", Surat, Centre for Regional Development Studies (1974), the percentage of female students, there is a little difference between high school and college students. There is a cognizable difference between the Kerala Scheduled Caste School and College students who are above 16 years and 21 years respectively, 19 per cent school students and 34 per cent college students have illiterate fathers. As regarding mother, the rate is 61 per cent and 64 per cent. Their financial position is not good. Mostly parents are working in the village some students depend upon their parents for study, some got scholarship. Students are of the opinion that scholarship amount is not adequate. About the administration of the government programmes, students had mixed opinion. Regarding preference for employer status, the majority had preference for government jobs. In Kerala proportion of female Scheduled Tribe students, there is a little difference between high school and college students. Fairly good number of students in school and colleges has parents educated up to VII Class. Parents are working as farm labourer or doing any other work in the village. Their financial position is not good. In Kerala 12 per cent of Scheduled
Tribe school and 6 per cent college students parents or relatives fully bear their educational expenses 35 per cent college students was in Science faculty. Behaviour of teachers and classmates was not much problem for Scheduled Tribe students. Students were aspiring for higher degree and different occupation than father. Political participation between school students was 38 per cent to 40 per cent and college students 27 to 43 per cent. They are of the opinion that, government programmes are highly beneficial.

Nomani H.R.,\textsuperscript{32} in his study entitled, "Social-Psychological Study of Adjustment of the Adivasi Students", The Bihar Tribal Welfare Research Institute, (1965), the main of the project was to study the adjustment covering family, health, social and emotional aspects of the Adivasi students of Ranchi district with sex and environment as the main variables and to throw light on the problems of their adjustment as well as offer a few suggestions. The sample included 150 male and 50 female students selected at random from the different colleges and schools of Ranchi and Simdega. All of them were from different tribal communities and majority of them were Christians. The major conclusions were: (1) There was no significant difference in the adjustment of males and females. (2) No significant difference was found in the adjustment of Ranchi and Simdega samples. (3) The male and female samples did not significantly differ in different areas of adjustment. (4) College boys were superior to the school boys in respect of family adjustments. (5) Social adjustment in general was not satisfactory.

Pandey M.R.\textsuperscript{33}, in his study entitled, "Social Aspects of Academic Achievement and Aspirations of Scheduled Tribe Students", Kendriya Vidyalaya, Ph.D. Sociology (1981), the objectives were: (1) to analyse the socio-cultural factors which determined the academic achievement of Scheduled Tribe students; (2) to find out
their academic aspirations and to analyse them in the context of socio-cultural background; (3) to analyse their occupational aspirations in the light of their academic aspirations and achievements and social environment; (4) to justify teacher-taught relationship and analyse it in the context of tribal students' socio-cultural background, academic aspirations and achievement; and (5) to identify interaction patterns among tribal and non-tribal students and to analyse them in the context of tribal students' academic achievement and social environment. Out of 264 students, 250 studying in high school, intermediate and graduate classes in the educational institutions of Mirzapur district, belonging to six Scheduled Tribes. For the collection of data, an interview schedule constructed by the researcher was used. The investigation maintained a field diary also in which various observations were noted. In addition, various government documents, gazette, census, handbooks of 1961 and 1971 of Mirzapur district, and statistics provided by district inspector of schools of Mirzapur were also consulted. Statistical analysis of the data was done. Major findings of the study were: (1) The Tribal students were not able to avail the educational opportunities provided by the formal educational set up due to their socio-cultural backwardness. This led to low academic achievement by tribal students. (2) Their poor economic condition forced them to do manual labour. This was also responsible for their low achievement level. (3) The bitter and negative interaction pattern between non-tribal and tribal students was also responsible for poor academic achievement. In all the educational institutions under study there was hegemony of non-tribal upper caste students who showed indifference and hatred in their behaviour towards the tribals. Because of these, environmental factors, tribal could not take full advantage of the educational opportunities provided to them constitutionally. (4) The teacher-taught relationship in the context of tribal students in class and out of class was reportedly not very
congenial. Teachers showed, indifference to tribal students. (5) The analysis of occupational aspirations revealed that their selection area was becoming gradually more expected, variegated and modernized.

From the findings of the study it is evident that there should be some special type of educational system to provide tribal students better educational opportunities and thus accelerate the process of socio-economic development.

Parvathamma, C.\textsuperscript{34} in her study entitled, "The Study of Scheduled Caste and Scheduled Tribe College Students in Karnataka", Department of Post-graduate Studies and Research in Sociology, Mysore University (1974), the major aims were: (1) to study the socio-economic background of the SC and ST College students of Karnataka, and (2) to see how it affected their performance, their feeling of social distance, their opinion about governmental facilities and finally their educational aspirations. The researcher had selected thirty-three colleges from the districts of Bangalore, Kolar, Mysore, Belgaum, Bijapur, Tumkur, Chitradurga and Dharwar of Karnataka State. In all 260 SC and 109 ST students of final B.A./B.Com. and B.Sc. classes were selected on random basis. Similarly, 113 college teachers were also selected to know their opinion about the SC/ST students studying under them. Questionnaires were administered and interviews were held to elicit opinion on the various aspects of the SC and ST students. The study brought out the following facts: (1) SC/ST students remained in colleges more than the normal time required. (2) Many of the SC/ST student youths were still to come to education. (3) A bulk of them lived in villages, whereas the colleges were in towns. So they mostly stayed at hostels or if possible, studied as day scholars if the college was within their reach. (4) Hostels were crowded. (5) All the girls except one out of the forty-nine under study, stayed with their parents. (6) They felt that their teachers were
sympathetic. (7) They were exposed to mass media. (8) Some of them had experienced discrimination. (9) Some of them did have ‘mixed’ friendship – within and outside their community. (10) In spite of their higher education the SC/ST students had to depend on their parents. (11) Their opinion about their status was also ‘mixed’, some felt that it had improved, while others did not agree to it. (12) They had some discontent about the amount and the disbursement of the scholarship. (13) There was no teacher from the ST on the college staff.

Pathak K.D.,35 in his study entitled, “Anusuchit Jati Awam Jana Jati Ke Vidyarthiyon Ki Akanksha Aur Abhivrittyatmak Unmukhata Main Pariwartan : Change in Attitudinal Orientation, and Aspirations of Scheduled Caste and Scheduled Tribe Students”, Banaras Hindu University (1981), the main aims were to find out the educational achievement, aspiration and attitudinal orientation of the Scheduled Caste and the Scheduled Tribe students studying in high schools and intermediate colleges of southern part of Mirzapur district of Uttar Pradesh. The achievement, aspirations and attitudes were studied with special reference to the socio-economic background, political awareness and social mobility, reactions towards social problems, educational, vocational and economic values and aspirations. The study was conducted with a survey design on a sample of 225 Scheduled Tribe students studying in high school and intermediate colleges of Mirzapur district of Uttar Pradesh. Data were collected with the help of an interview schedule and the census report for the district. The main findings were: (1) Eighteen per cent of the students belonged to urban areas and remaining eighty two percent were from the rural areas. (2) The levels of parental education indicated that 4.2 per cent of the parents were educated, and only 9 per cent had education above the intermediate college level. (3) With regard to parental occupation 32 per cent of the parents were farmer,
33.5 per cent from labourers, 11.5 per cent other type of labourers, 4.25 per cent businessmen or shop-keepers, 14.75 per cent class IV employees in government service and only 4 per cent in professional jobs. (4) In all, 55 per cent of the subjects expressed positive attitude and 35.75 per cent negative attitude towards their teachers. (5) A majority of 55.75 per cent students never took part in any co-curricular activity and 33.25 per cent had taken part in games and sports, and only 3.5 per cent in debates. (6) About 81 per cent of the students in the sample had the facilities of SC and ST scholarships. (7) Educationally, 43.25 per cent, 23.25 per cent, 5.75 per cent, 2 per cent and 2.5 per cent of the students aspired to achieve bachelor’s, master’s, law, engineering and medical degrees, respectively. Two-thirds of the students hoped that they would achieve the aspired level, another, 23.25 per cent of them wanted to have teacher’s, training. (8) More than 82 per cent of the students wanted that the reservation and other facilities given to SC and ST should continue for many more years. (9) Most of them 91.25 per cent were in favour of open entry in temples and other places of worship. (10) Of the respondents, 54 per cent believed that for their social and economic upliftment they had to follow the life value, pattern and style of the upper caste people.

Phadke J.K., Shukla R.C., in their another study entitled, “A Study of Dropouts Among the Scheduled Tribe College Students in Vyara” (1980), the objectives were: (1) to examine the impact of higher education on the tribal students of Vyara College; (2) to find out how the tribal graduates had been occupationally placed; and (3) to study the impact of higher education on the personality, home and neighbourhood of the tribal graduates. The sample consisted of the tribal students who had graduated from Vyara college. Data were collected by using a questionnaire and from the official records of the college. The major findings of the study were: (1) Learning particularly at the higher level, had linkage with jobs. The study
revealed that instead of job hunting the tribal youth, the tribal youth were hunting for jobs. (2) Due to interaction with the non-tribal students, the thought process had started among the tribal students and developed a sense of responsibility and sense of consciousness of justice and propriety among the tribal students. (3) Higher education had affected the self-interest of the tribal students. The selection of subjects, adding more qualifications, and appearing at various competitive examinations were some of the instances not only of realizing self-interest but also of developing self-confidence. (4) Out of 155 respondents only 36 had joined service and others were involved in their family's profession.

Phadke, J.K., Shukla, R.C.,37 in their another study entitled, "Impact of Higher Education on the Tribal Students of Vyara College" (1981), the objectives were: (1) to find out the drop-out rates among the Scheduled Tribe students in Arts and Commerce college, Vyara; (2) to compare the drop-out rates of the college with those of South Gujarat University and other three colleges situated in the tribal belt in South Gujarat region; and (3) to compare the drop-out rates among male and female students and arts and Commerce students. The sample consisted of students from the Vyara college during the years 1971-81. Data were collected from the college annual reports, South Gujarat University Annual Reports, University results and published material. The data were analyzed by using frequency counts and percentages. The major findings of the study were: (1) the percentage of drop-outs in the case of Scheduled Tribe students was 53.48 in total, 59.23 for the arts and 42.96 for the commerce faculty. (2) In all, 62.42 per cent tribal male students and 60.46 per cent female students left studies. (3) The drop-out rates among the non-tribal students, both male and female in the arts and the commerce faculties were lower than those among the tribal students. (4) The drop-out rates in the arts faculty in Vyara College were more than the
drop-out rates in other affiliated colleges of South Gujarat University. 
(5) In the commerce faculty, the drop-out rate was the highest 44.77 
per cent in Vyara college as compared to the colleges situated in the 
tribal belt of South Gujarat.

Rath, R., Misra S.K.,38 in their studies entitled, “The Study of 
Scheduled Caste and Scheduled Tribe College Students in Orissa”, 
Utkal University, Department of Psychology (1974), the major 
objectives were : (1) to assess the types and extent of educational 
problems of Scheduled Caste and Scheduled Tribe College students; 
(2) to make an objective evaluation of government policies for the 
education of Scheduled Caste and Scheduled Tribe students; and (3) 
to suggest measures to achieve better and quicker results with their 
implications to the present policy and method of implementation. A 
multi-stage random sampling technique was used at three levels – 
district, institution and students. The Scheduled Caste sample was 
selected from five districts and Scheduled Tribe from four districts but 
both included Puri, the capital district. In all, 247 Scheduled Caste, 
171 Scheduled Tribe students, twenty-one heads and seventy-nine 
readers or lecturers, selected from twenty institutions having 
Scheduled Caste students and fifteen having Scheduled Tribe 
students, formed the sample of respondents. The questionnaires and 
terview were the main tools of data collection. The study revealed 
that (1) among the Scheduled Tribe Students majority were 
unmarried; (2) Scheduled Tribe students included Hindu 28 per cent 
and Christian 29 per cent, and the rest belonged to other tribal 
religions; (3) the Scheduled Tribe students usually had a poor 
economic and educational background; (4) about seventy five per cent 
of them lived in hostels and were in good terms with students from 
other communities; (5) ninety-four per cent felt that the scholarship 
amount was inadequate; many considered the educational facilities 
are inadequate and not useful; (6) 'Scheduled Tribe' students
understood their teachers less than the Scheduled Caste and they felt neglected; (7) some Scheduled Tribe students believed that there was some kind of discrimination against them; (8) eighty-one per cent did not want to go back to their family profession; (9) only two to five per cent of teachers belonged to Scheduled Caste or Scheduled Tribes; (10) some of the teachers considered these students as equally intelligent, poor achievement as being due to poverty; and (11) most of the principals felt that Scheduled Caste and Scheduled Tribe students did not create any problem for them.

Raza Moonis, Dubey S.M., 39 in their pilot study, “Post-Matric Scholarship Scheme for Scheduled Caste and Scheduled Tribe : A Pilot Study”, National Institute of Education Planning and Administration (1983), the main objectives were (1) to test the tool of evaluation in light of response; and (2) to apply corrections by restructuring, amending, deleting items found unnecessary and including new items considered essential for the study. To conduct the pilot study four professional institutions located in Delhi were selected. The research tool employed for this study were discussions, interviews and the schedules. Schedule I – Institutional Schedule and Schedule II – Beneficiary Schedule. Schedule I was into two parts. Part-I regarding the information about the institutions and Part-II related to questions covering the views of the Heads of Institutions on the scheme. The pilot study was conducted the four institutions viz., Indian Institute of Technology, Delhi; All India Institute of Medical Science Delhi, Jawaharlal Nehru University, Kendriya Vidyalaya and IIT Delhi. The findings and suggestions are as follows : the respondents were of the view that the delays in payment of scholarship should be cut down and Scholarship should be paid every month; the scholarship amount was inadequate and should be enhanced suitably and the institutions should be given authority for the renewal of scholarship for the total period.
Raza Moonis, Dubey S.M., in their another study, "Retention, Failure, Repetition and Dropout in Higher Education: A Cohort Analysis of SC and ST students, National Profile-3, Social Background, Living Conditions and Academic Performance of Post-Matric Scholarship Holders: A National Study of SC and ST Students, National Profile-4", National Institute of Educational Planning and Administration, (1984), the objectives were: to find out the social and economic background of the beneficiaries of post-matric Scholarship Scheme in terms of their origin, nature and size of the family, occupation, landholding, income, educational background of parents and other members of the family; to understand the living conditions of the beneficiaries with special reference to their accommodation, life-style, sources of financial support and the pattern of expenditure; to investigate into the adequacy, effectiveness and usefulness of the post-matric scholarship scheme; to examine the academic performance of the beneficiaries with special focus on the dropout, repetition, temporary discontinuation and diversification of courses; to probe into the possibilities of anticipatory socialization (remedial teaching, counselling – guidance for career planning, employment information, NCC and NSS pre-examination coaching, secretarial practice. Etc.) and the cause of deprivation as perceived by the SC/ST students.

For the purpose of data collection, beneficiary schedule-II was canvassed to the SC/ST students studying in post-graduate, undergraduate and the professional courses. The two inter-related reports and based on the data collected from 18 states/union territories, 34 NSS regions, 62 districts, 62 institutional career profile of 4033 students studying in the undergraduate, post-graduate and professional courses.
As the cumulative performance, stagnation and wastage in case of SC/ST students in Higher education, it is observed that in case of professional courses, the rate of dropout is found higher among the males than that of the females. Whereas in case of undergraduates the performance of males is better than females. The performance of students reading in rural based institutions in case of all categories, professional, post-graduate and undergraduate courses is found better than urban based institutions. In case of professional and undergraduate courses the performance of non-English medium students is found better than English medium students. Whereas in case of post-graduate courses the performance of English medium students has been comparatively better. The rate of dropout is found higher among the day scholars than those of hostellers in all three categories, professional, post-graduate and undergraduate. The performance in case of undergraduate and professional has been better among the hostlers, whereas performance of day scholars has been better in post-graduate courses. As far as the performance of students is concerned, it is observed that in case of post-graduate course the performance of beneficiaries is found better than non-beneficiaries. Whereas in case of the professional and undergraduate students, the performance of beneficiaries does not match with those of non-beneficiaries. The analysis of social background in terms of the educated parents, place of origin, size of family and living conditions in terms of occupation, ownership of land, annual income of the family, accommodation and facilities available indicate that even today the SC and ST are poor and backward. The contribution of post-Matric Scholarship Scheme in improving the social background and living conditions, on the one hand, and academic performance of the SC/ST students on the other, are very significant since the SC/ST students are poor and backward. The amount of scholarship is not adequate and SC/ST students have to depend on other sources of financial support to meet the expenses of their
education. The study has revealed that post-Matric-Scholarship Scheme has helped educational development of Scheduled Caste/Scheduled Tribe in general.

Sachchidananda,41 in his study, "Education Among the Scheduled Castes and Scheduled Tribes in Bihar (College Students)", A.N. Sinha Institute of Social Studies, Patna (1974), the major objectives were: (1) to assess the status of the Scheduled Caste students in the colleges; (2) to compare the Scheduled Caste and Scheduled Tribe students, wherever possible, with other classes of students; and (3) to identify the kinds of discrimination and types of difficulties and obstacles that they faced. The present study was a sociological survey. By the method of stratified random sampling, selection of the sample was done at three levels, viz., district, institutions, and students and teachers. As many as 205 Scheduled Caste college students were sampled from the districts of Patna, Monghyr, Muzaffarpur, Singhbhum, and Shahabad and 243 Scheduled Tribe College students were selected from the districts of Patna, Ranchi, Singhbhum, Santhal Pargana and Bhagalpur. The students were selected from twenty colleges in the group of five Scheduled Caste/Scheduled Tribe districts. These were second and third year students of B.A., B.Sc. and B.Com. courses, and their ages were fifteen years and beyond. In addition to this, another sample of 144 teachers of the selected colleges were drawn for seeking their views on the academic and other aspects of the sampled students. Questionnaire and interview were the tools used for collection of data. In analyzing the data, responses were coded and tabulated. The study revealed that: (1) Girls college students were twenty-five per cent among the Scheduled Tribe, and only 0.4 per cent among the Scheduled Caste, (2) Nearly thirty per cent of the Scheduled Caste college students were married, (3) Three-fourth of the students in both communities went in for arts courses. Science claimed only
seventeen per cent. (4) At college level the students were not much burdened by household duties and responsibilities. (5) In general, the teachers had helpful attitude towards them. (6) Most of the students had high academic and occupational aspirations. (7) Most of them were exposed to mass media. (8) Bulk of students were politicised. (9) They had friends mostly from their own caste and tribe. (10) Very few had experienced discrimination. (11) Most of them were aware of the reservation of government jobs for them. (12) A large number of students felt that their status had improved but not as much as that of caste Hindus. (13) By and large male and female students did not differ in the choice of their courses of study. (14) Educational aspiration of both male and female students was nearly the same as also their pattern of social interaction. (15) Most of the teachers regarded their Scheduled Caste and Scheduled Tribe students as inferior, the reason being the absence of conducive atmosphere at home.

Shaha B.V. and Thakare J.D.,42 in their study, “Educational Problems of Scheduled Caste and Scheduled Tribe College students in Gujarat”, Sardar Vallabhb Patel University, Department of Sociology (1974), which was undertaken by them to investigate the demographic characteristics and socio-economic background of the Scheduled Caste and Scheduled Tribe college students of Gujarat and see how their education affected their aspirations and performance, life style, participation in co-curricular activities, social outlook, attitudes towards the government facilities and concessions, and feeling and outlook on the status of SC and ST.

The study was conducted on a sample of 205 SC and 195 ST students of Second and Third Year BA/B.Sc./B.Com. from nineteen colleges from seven districts of Gujarat, where SC and ST population was numerically significant. Ninety six teachers and thirty two
principals were also included in the study in order to know their opinion about their SC and ST students. Questionnaire and interview schedules were used as research tools. The major findings of the study were: (1) With the entry of SC/ST students at the college level our education system had to cater to the needs of different socio-economic groups with widely differing abilities, aspirations and facilities, (2) The governmental assistance for education to the SC/ST groups created inequalities of utilization between different SC/ST groups within the State. (3) As the SC/ST students were largely the first generation learners, motivated not by self or their family but by the governmental encouragement, they were likely to lack strong motivation, ability, good study habits, good performance, etc. required for study. (4) The SC/ST college students being exposed to a new type of social, economic and political environment, felt shy of exposing themselves more to mass media and modernizing their attitudes and behaviour, and participated less in the politicization process they showed ambivalent attitudes in several areas and sought shelter in their traditional group ties by sharing rooms with members of their own caste/tribe or groups. (5) As these students came up, sheltered under governmental umbrella, for education as well as jobs, the non-SC/ST groups developed a negative attitude towards them. As a result the final assimilation of SC/ST groups in the main stream of Indian social life began to face obstacles.

Shaha V.P. and Patel T.,13 in their study, “Who goes to Colleges?” – A Study of Scheduled Caste/Tribe, Post-Matric Scholars in Gujarat”, Gujarat University, Department of Sociology (1977), the specific objectives of the study were: (1) to examine the types of courses, year of study and academic background of the Scheduled Caste/Tribe post-matric scholars; (2) to study differential utilization of government assistance by various Scheduled castes/Tribes vis-à-vis their population; (3) to examine the socio-economic characteristics of
the Scheduled Caste/Tribe post-matric scholars; (4) to analyze rural-
urban difference in the distribution of the Scheduled Caste/Tribe
post-matric scholars; and (5) to study the relationship between the
differential utilization of government assistance for higher education
by the Scheduled Caste/Tribes and their contextual characteristics.
The study was based on an analysis of information available from
fresh/renewal application forms filled in by the Scheduled
Caste/Tribe students who were awarded post-matric scholarships in
the years 1967-68 and 1971-72. An attempt was made to examine
the various aspects of the study, separately for males and females.
The major findings were: (1) Among the SC/ST post-matric scholars
enrolled for degree courses, about one half of the males and about
three-fourths of the females were enrolled in arts colleges. (2) There
was a considerable decrease in the percentage of the Scheduled
Caste/Tribe males as well as females enrolled in Science colleges and
a considerable increase in the percentage of those enrolled in
Commerce colleges. (3) Only about 1 per cent of the Scheduled
caste/Tribe post-matric scholars were enrolled for certificate courses.
(4) There was a decrease in the percentage of SC/ST students
enrolment in engineering colleges. (5) Out of a total of sixty-seven
Scheduled Tribes in Gujarat, twenty-three tribes had no
representation at all among the post-matric scholars; about 85 per
cent of the scholars belonged to only five tribes, namely, Dhodia,
Chaudhari, Bhil, Dungri Garasia and Gamit/Gavit. (6)
Fathers/guardians of only about one-twelfth of the Scheduled Tribe
scholars worked in white collar occupations, about one half of them
worked in middle-level occupations and about one-third worked in
low-level occupations. (7) About 2 per cent of the Scheduled Tribe
scholars were gainfully employed. (8) The urban-based SC/ST were
probably benefiting more than the rural and forest based Scheduled
Tribe.
Singh, Trilochan, in his study, "A Study of the Educational Problems of Scheduled Caste and Scheduled Tribe students studying in the Colleges Affiliated to the Avadh University" Avadh University, Ph.D. Education (1987), the main objectives were: (1) To study institutional educational problems like admission, selection of subjects, class-teaching and home-work, evaluation, library and reading room, co-curricular activities, residence (hostels, etc.), environment and personal relations in the institution of SC and ST students and to compare these among students studying in rural and urban colleges; (2) to study the non-institutional educational problems, like personal and family background, achievements in curricular and co-curricular activities, study habits, motivating for higher studies, educational and vocational aspirations of SC and ST students and to compare these among the students studying in rural and urban colleges; (3) to know the facilities provided by college principals and teachers to SC and ST students and the problem faced; (4) to estimate the adequacy of governmental help and give suggestion for making it effective, and (5) to suggest measures for proper educational development of SC/ST students. The study was a normative survey. The sample selected, using stratified random and cluster sampling methods, had 373 SC/ST students (13 female and 168 male students of urban colleges and 92 male students of rural colleges) selected from B.A. II Classes of 20 affiliated colleges of Avadh University; 22 principals of affiliated colleges having an arts faculty; 80 college teachers teaching students in the sample and 60 guardians. Tools were used for the study were questionnaires and an interview schedule. The major findings of the study were: (1) Due to reservation SC/ST students had no problem in getting admission and reserved seats were not all filled. (2) Generally, students felt no problem in selecting their subjects of study; only a small number felt some difficulty because of non-availability of some subjects in the institutions. (3) Teachers generally followed lecture and note dictation
methods of teaching. They never used teaching aids nor gave students an opportunity to ask questions. Mostly, home-work was not given and, if some teachers gave it, it was not seldom checked. Sometime, students felt difficulty in following teachers' spoken language in class-rooms. (4) Every institution had a library, but all of them did not have reading rooms. SC/ST students were not found to benefit adequately from these facilities due to various reasons. (5) All the SC/ST students did not participate in co-curricular activities, and even those few who did participate, felt difficulty due to lack of materials and unsuitable timing of activities. (6) All institutions did not have hostels and those which had inadequate facilities for living and study. One-fourth of SC/ST students lived in hostels. The rest lived with their parents or relatives or in rented rooms. Most of them did not have proper study facilities at their place of residence. (7) Inter-personal relations between principals, teachers and non-teaching employees, SC/ST students (about six per cent) expressed their dissatisfaction with interpersonal relations and the environment in the institutions. (8) Most of the SC/ST students were found to be of a higher age group and were married. More than three fourths of the guardians of these students were illiterate, had rural occupation and income upto Rs.600/- per month. Governmental Scholarships were the main economic support for their study. Almost all the SC/ST students faced economic difficulty in pursuing their studies. (9) The academic achievement of these students was not satisfactory. Their main sources of studies were question-answer/guide books and class-notes. They were found to begin their regular studies for examinations after December. (10) SC/ST students achievement in co-curricular activities at the school stage were not satisfactory. (11) These students had high educational but low vocational aspirations. (12) All SC/ST students, guardians and one-third of principals and teachers expressed their concern about the inadequacy of governmental help currently given to SC/ST students. (18)
Suggestions given by the respondents for ensuring proper educational development of SC/ST students included increase in amount of scholarship, its timely disbursement, appointments in higher education, security of jobs after studies, coaching classes, etc.

Solanki S.45 "A Study of the Problems of Tribal Students Going for Higher Education", Tribal Research and Training Centre, Ahmedabad (1976), the main objectives were: (1) to find out the particular tribes from which students came for higher education and also the particular branches they joined; (2) to find out the socio-economic and educational background of the parents of the tribal students who came for higher education; (3) to find out the various difficulties faced by them during their primary and secondary schooling; (4) to find out the difficulties faced by the students in getting scholarship; and (5) to assess their attitude towards their hostel life, studies and social adjustment. A detailed questionnaire was prepared covering various aspects of the life of the tribal students. The questionnaire was sent to 536 tribal students who had been awarded scholarship during the year 1964-65. Of these, 321 students reported to the questionnaire forming the basis of the present study. Apart from this, formation was also collected from the Backward Class Welfare Department. The major findings of the study were (1) Out of the twenty-eight tribes in Gujarat State, children from only fifteen tribes had gone for higher education. Eighty per cent of these came from Dhodiya, Bhil and Chaudhari tribes. (2) Most of the students joined arts, while very few joined medical, engineering and agriculture. (3) Forty five per cent of the students came from families with educated parents. The majority of them hailed from joint families. (4) For more than half of the dropouts of college level, the annual income of their parents was less than Rs.1200/- (5) One-fourth of the students were in such a condition that they had to either earn while learning, or get a scholarship, or borrow money from their
relatives and friends in order to complete their education. (6) Many of
them faced financial problems during their primary and secondary
education for procuring clothes, food, books, etc. (7) more than two-
thirds of the students faced difficulties in getting admission to college
or hostel, paying the first term fees, paying the mess charges, etc. (8)
A large number of students complained of not getting the scholarship
on time. A considerable number of them received the scholarship late
in the year. (9) Most of the students complained that the scholarship
amount they received was not adequate. (10) Even when the
backward Class Department released the scholarship, the concerned
college considerably delayed the payment to the students. (11) All the
students agree that they could not have gone for higher education if
special facilities were not provided to them by the Government and
suggested that the practice should continue. (12) Most of them
expressed their liking for hostel life. They said that they did not mind
staying with SC students in SC hostels. (13) They had friends from
non-tribal as well as SC groups and did not find any problem of social
adjustment.

Srivastava N.N.,46 in his study, "A Study of Scientific Attitude of
Science and Arts Students Belonging to Scheduled Caste and
Scheduled Tribe vis-à-vis non-Scheduled Caste Communities". Rajasthan
University Ph.D. Education (1983), the main objectives were: (1) to study the difference, if any, in scientific attitudes among
students belonging to SC/ST and non-SC/ST; (2) to study the
differences, if any, in scientific attitudes among students of Arts and
Science faculties; (3) to study differences, if any, in scientific attitudes
in term of level of education; (4) to study differences, if any, in scientific attitudes in terms of sex. A total sample of 480 students
was selected through a stratified constant sampling process. It
included 240 college students and 240 school going students. The
notable findings were: (1) Mean scores of Science students on
Scientific Attitude Scale were higher than those of the arts students, irrespective of their caste, sex, and education. (2) Boys scored consistently higher than girls on the scientific attitude. (3) SC/ST boys of higher secondary science and SC/ST girls of TDC III Year science faculties scored consistently higher score on the scientific Attitude Scale than their respective counterparts of non-SC/ST boys of higher secondary science and non-SC/ST girls of TDC III Year science faculties. (4) Non-SC/ST students had a more positive scientific attitude than their counterparts belonging to SC/ST.

Srivastava L.R.N.,47 in his study, “Education and Modernization Among the Munda and Oraon of Ranchi”, Patna University, Ph.D. Sociology (1968), the purpose was to find out the role of education in modernization of the numerically dominant tribes of Chota Nagpur / the Munda and Oraon. The sample comprised 140 Mudas and 116 Oraon undergraduate students reading in colleges at Ranchi, Khunti and Gumla. Further, two groups of adult respondents both educated and uneducated were selected. Participant and non-participant observations were also made to collect relevant data. Major findings were: (1) though both educated and uneducated are mobile (geographically) yet the mobility orbit of the educated in much greater than that of uneducated; (2) there is a significant trend in occupational mobility from agriculture to urban occupation among both Munda and Oraon, (3) an uneducated Munda or Oraon is guided by tradition and always driven by an unknown fear about the new ideas and things; whereas the educated ones can reasons for acceptance as well as for rejection of an idea; (4) sixty two per cent of the educated respondents of both the groups take effective part in the programmes of economic development of the village, whereas uneducated do not bother or care about it. (5) an educated Munda or Oraon shows all signs of his exposure to the mass communication
media and he takes advantage of it, where the picture of the uneducated respondents is just opposite.

The Committee headed by O.H.B. Starte, appointed by the Bombay Presidency 1930, 48 "The Committee Appointed to Inquire into the Educational, Economic and Social Conditions of the Depressed Classes (Untouchables) and of Aboriginal Tribes in the Bombay Presidency report, the Government of Bombay in Government Resolution, Educational Department No.4370, dated the 5th November 1928 appointed this Committee in acceptance of the Resolution moved by Dr.P.G. Solanki and passed by the Legislative Council with the following terms and reference: To enquire into the educational, economic and social condition of the Depressed Classes (Untouchables) and of the Aboriginal Tribes in the Presidency and to recommend measures for their uplift.

The report deals with educational problem of depressed classes as well as those of the Aboriginal Tribes. It is one of the oldest reports on this important subject and a historical landmark. Another interesting fact is that Bharat Ratna Dr.Babasaheb Ambedkar was the distinguished member of this Committee.

Report of the Commissioner for Scheduled Castes and Scheduled Tribes 1951-51. 49 The report of the Commissioner for Scheduled Castes and Scheduled Tribes published annually, is perhaps the most extensive document in terms of its coverage of the various aspects of the existential condition of Scheduled Castes and Scheduled Tribes. As far as the educational development of Scheduled Castes and Scheduled Tribes is concerned the reports present information regarding: (1) Expenditure under the Backward Classes Sector; (2) Enrolment; (3) Hostels; (4) Post-matric and national overseas scholarship; (5) Admission of SCs/STs students in
and various institutions of general, professional and technical education such as, medical colleges, IITs, etc. In general, however, it may be noted that the report of the Commission for the Scheduled Castes and Scheduled Tribes is more valuable for rich qualitative and descriptive materials rather than statistical data that is presented in it.

The Backward Classes Commission's Report: 1955, The President of India, in pursuance of Article 340, appointed the Backward Classes Commission and the Honourable Kakasaheb Kalelkar was the Chairman of the Commission. The Commission had experienced the following various causes of educational backwardness of the backward Classes: (1) Traditional apathy for education on account of social and environmental conditions or occupational handicaps. (2) Poverty and lack of means of large number of communities to educate their children. (3) Lack of educational institutions in the rural areas. (4) Living in inaccessible areas and lack of proper communications; (5) Lack of adequate educational aids in the form of freeships, scholarships and monetary grants for the purchase of books and clothing. (6) Lack of residential hostel facilities in places where educational institutions are situated. (7) Unemployment among the educated acting as a damper on the desire of some of the communities to educate their children. (8) Defective educational system which does not train students for appropriate occupations and social professions.

Taking into consideration the difficulties faced by the backward classes communities the Commission had recommended the various measures, the prominent among them were the schemes freeships and scholarships and reservation of seats in the institutions of higher learning.
The Report of the Committee on Special Multipurpose Tribal Block, 1959. In its resolution No.20/170/58-SCT-III of the 1st May 1959, the Ministry of Home Affairs of the Government of India accordingly appointed a Committee to examine the work and programme of these blocks. Varrier Elwin was the Chairman of the Committee. The term of reference of the Committee were simple but covered a wide field. The main question is about the pattern of education. In the tribal areas education thus presents two distinct problems. The first is to provide a type of education which will produce young men and women who will either remain in their own districts as leaders of their people or be elected to the state. Such men and women will not of course be confined to the tribal areas and we may hope that in time we will find them occupying responsible posts in other parts of India as well. But the fundamental need is, as the Prime Minister has said to build up a team of tribal people who, with a broad and liberal outlook, will be able to administer their own area and fill the posts which are at present occupied by non-tribals. The second problem, which is rather sharply distinguished from the first, is to provide a type of education for the mass of the people who will be likely, for many years to come, to continue to live by agriculture in hills and forests and for whom a very simple and practical type of teaching is required. For both types there is a fundamental need to create a real love for the villages in order to present the ever-increasing drift to the towns.

The Scheduled Areas and Scheduled Tribe Commission 1961. Report, Chairman, U.N. Dhebar. In pursuance of the provision of the Article 339 of the Constitution, this Commission was appointed. The Commission, places the greatest emphasis upon educational development of tribes. To end the present chaotic conditions in the field of education, which prevail in some of the States, the Commission recommended that there should be one system, one
policy making body, one operating channel in the tribal areas. Education is primarily the responsibility of the State Government.

Report of the Education Commission 1964,53 The Education Commission was appointed by the Government of India, by Resolution, dated 14<sup>th</sup> July, 1964 to advise Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects.

The education of the tribal people deserves great emphasis and attention. The Commission broadly agree with the recommendations made in this regard by the Commission on Scheduled Castes and Scheduled Tribes under the Chairmanship of Shri U.N.Dhebar and in the seminars on the Education and Employment of the Tribal People organized by the Planning Commission and the NCERT. The Commission recommended that in higher education, the administration of the scholarship programme will have to be decentralized and more efficient. Provision for special tuition will have to be made both at the secondary and University stages.

The report of Study team on Tribal Development Programmes 1966,54 The Government of India Planning Commission, Committee of the Plan Projects have set up study Team on Tribal Development Programmes vide their Resolution No.OPP/Adm/16(1)66 dated October 26, 1966.

The Study Team had to study the problems and needs of the tribal communities in each State and accordingly the Study Team had visited many States and observed the situations and recommended many measures.
During the course of the Team's visit to Bihar, it was found that, though post-matric scholarships are being granted in cent per cent cases, college education is not spreading fast enough among the tribal communities. Concrete efforts are necessary to increase the enrolment of tribal students in colleges. It was reported that delay in payment of stipends was causing the students undue hardship and was also responsible to some extent in a large number of students not coming forward for admission in the colleges. The procedure which is being followed at present for the grant of stipends needs to be reviewed so that it may be streamlined and students are able to draw stipends in time. It may also be useful to make payment of stipends on a monthly basis rather than on a quarterly basis at present.

The Study Team observed that the science section in the colleges in Mizo district are not properly equipped. They should be strengthened by providing equipment, material and qualified teaching staff. In Manipur, there is a wide gap between the enrolment of boys and girls particularly at college stages. The realms for this need to be looked into. During the visit to West Bengal, the Study Team recommended that the Cultural Research Institute of the State Government may study, post-matric education among the tribal communities with a view to making recommendations as to how the pace of enrolment of tribal students in the colleges can be accelerated. Meanwhile, the question of reservation of seats in the various colleges for the tribal students may be considered by the State Government.

The Working Group recommended that in the States having substantial tribal population there should be a separate resource unit for attending to the education problems of the tribal areas on a NCERT at the Centre for this purpose. Pace setting colleges may be set-up in compact tribal regions with help of the UGC and collaboration of other universities.

The Literature reviewed and cited above on problems of college tribal students in India are relevant as only a background information to the researcher, who undertakes a study on, “problems of Undergraduate Tribal students”, in the context of North-Western Maharashtra.

Though numerous studies have been undertaken by various bodies and much research has been done by the students of the Department of Sociology and Anthropology, Education and Psychology, on the problem of college going tribal students in India, but those studies were limited and confined to different aspects and areas, and no serious attempt seems to have been made to study and analyze the problems of undergraduate tribal students in North-Western Maharashtra; by researchers at doctoral level. Therefore, it is sufficient ground to say that the study undertaken by the researcher on the topic “Problems of Undergraduate Tribal Students in North-Western Maharashtra : A Sociological Study” is relevant and essential.
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