

CHAPTER II
REVIEW OF LITERATURE

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In order to identify the gaps in the relevant areas of the study and to formulate the study, the studies already conducted in this sphere are identified along with the findings of the respective studies. This chapter includes the studies already conducted in this sphere. The studies are grouped under different areas viz. studies on educational problems of SC and ST women, Studies related to the Attitudes of SC and ST's towards higher education, studies related to the enrolment of SC and ST women in higher education, studies related to the dropouts of SC and ST women in higher education, studies related to the personal characteristics and academic achievement of SC and ST women in higher education, studies related to the discrimination practices among SC and ST women in higher education, studies intended to identify the awareness on the facilities provided by the Government to the SC and ST women in higher education, etc... The details of the studies are reviewed below.

i. Studies conducted on Educational Problems of SC and ST women

The review of literature shows that Adiseshiah, M.S. and Ramanathan, S. (1974), Chitnis, Suma (1974), Gangrade, K.D. (1974), Lal, S.K. (1974), George, E.I. (1975), Chitnis, Suma (1976), Ahmad, N. (1980), Khobragade, V. (1985), Singh(1986), Dash, J. (1999), Bijoya Mishra (2006), Midatala Rani (2009), etc., have conducted studies on various aspects relating to the educational problems of SC/ST women students pursuing higher education. The details of the studies are as follows.

Adishesiah, M.S. and Ramanathan, S. (1974) conducted a study on 'Educational Problems of ST and SC in Tamil Nadu' to find out the problems of SC and ST school and college students. The major findings shows that most of the parents were illiterates, majority of the sample enrolled in arts groups and they did not participate in extra curricular activities.

Chitnis, Suma (1974) conducted a study on the Educational problems of Scheduled Caste and Tribe College students in Maharashtra. The major findings of the study shows that there was a little difference in the sex wise and age wise composition of respondents of two groups. Majority of the students come from disadvantaged homes and their parents were illiterates. Majority of SC and ST students had poor opinion about the educational facilities provided to them. Further according to the teachers the SC and ST students were as good as or slightly poorer than other students. Most of the respondents had exposure to mass media and made a choice of career entirely on their own.

Gangrade, K.D. (1974) conducted a study on Educational Problems of Scheduled Caste college students in Haryana. The findings found that the problems of SC students were inherent. Their social background did not permit them to enjoy the facilities provided to them. Majority of the SC students opt arts than that of commerce and sciences. One fifth reported the difficulty to follow the lectures. One sixth of the respondents felt that they were ill treated in the society. Most of the teachers opined that the SC students had low caliber.

Lal, S.K. (1974) conducted a study on the Educational progress and problems of Scheduled Caste and Scheduled Tribe college students in Rajasthan. The major findings of

the study were that, the enrolment of Scheduled Tribes in all levels of education is low. Scheduled Caste and Scheduled Tribe students' enrolment was high in arts than in sciences. Scheduled Caste and Scheduled Tribe students participated in sports and NCC activities than the others like student unions, debates, etc...

George, E.I. (1975) conducted a study on the educational problems of the SC and ST college students in Kerala. The major findings of the study were the amount of scholarship was not sufficient and the distribution of stipends was complicated. The maintenance of special hostels was unhealthy. Parents were ignorant of the government programmes meant for them. The students were also not fully aware of the facilities provided by the government to them. Separate hostels for SC and ST students were considered as socially unhealthy which widens the gap with other castes.

Chitnis, Suma (1976) conducted a study on the Problems of Scheduled Caste College students of Bombay. The major findings of the study were that among Scheduled Caste students the female enrolment in higher education is poor when compared with male enrolment. Among Scheduled Caste and non- Scheduled Caste students, many female students' parents completed higher education. Further the students who come from Bombay from rural areas were much more among the Scheduled Caste students.

Ahmad, N. (1980) conducted a study on the Educational Opportunities and Socio-Economic Changes among the Muslim Backward classes, Non- Muslim Backward classes and Scheduled Castes of Faizabad district during the post independence period: A comparative study. The findings were education has influenced the rural and urban respondents of three communities in changing their attitudes. There was positive

correlation between the educational status and education and income of the three communities. Educational status helped to friendship overcoming the barriers of caste and colour.

Khobragade, V. (1985) conducted a study on Educational Problems of Post Graduate Scheduled Caste Women Students. The major findings were half of the students had their primary education in cities majority of the students completed their secondary education in cities. More than 90 percent of students had their college education in cities. More than 30 percent of the students are pursuing higher education by staying away from their parents. Majority of the students are willing to sit with the girls of other castes but not with boys. Majority of the sample were pursuing education to obtain job.

Singh (1986) analysed the values, problems and the level of frustration of Harijan students of different colleges of Bhagalpur. It was found that their problems were more frequent and intense. The problems were related to academic, financial and social aspects.

Dash, J. (1999) studied about the trends and problems of higher education of scheduled tribes in Orissa. The findings of the study were that, the enrolment is low and the dropout rate was high. The representation of tribes in higher education, universities and technical and professional courses was the lowest. The educational barriers of the tribes were domestic troubles, illness and unwillingness to study. Majority of the students were failed to allot sufficient time for their studies.

'Higher Education of SC/ST Girls: A study of Participation and Attainment' conducted by Bijoya Mishra (2006) identified the comprehensive reasons for the low enrollment of Girls from deprived sections of the society in institutions of higher learning.

It also addresses the related questions about the obstacles and hurdles that the student encounter specifically because of their gender, class, caste, etc. The study suggested that policy changes are needed to improve their access to and achievement in higher education.

Midatala Rani (2009) conducted a study on Problems of tribal education in India. The findings of the study were that the acceptance of education by the tribal community was a hurdle because of the diversity in language.

ii. Studies conducted on Attitudes of SC and STs towards higher education

The review of literature shows that Dubey, S.M. (1974), Khurana, G.K. (1978), Shah Vimal, P. and Tara Patel (1978), Desai, Haribhai and Uchat, D.A. (1981), Deshpand, L. (1984), Sabnis and Mahurkar (1985), Subhash Chandra Panda (1998), Mukut Kr. Sonowal(2012) etc., conducted studies on attitudes of SC/STs towards pursuing higher education. The details of the studies are as follows.

Dubey, S.M. (1974) studied about the Scheduled Caste and Scheduled Tribe students in Assam. The findings were majority (70%) of the parents of the sample were illiterates. A large number of students did not find difficulty in following the lectures. Further the students of SC and ST castes had high educational and occupational aspirations. Only 15 percent of the students approached their teachers for help. A small percentage of the students participated in political activities. Majority of the teachers felt that SC and ST students had low intelligence.

Khurana, G.K. (1978) in his article entitled Approach to Education of Scheduled Tribes stated that in spite of efforts made to reduce illiteracy among Scheduled Tribes still

gap exists due to poverty, backwardness, ignorance, lack of education among the parents, insufficient educational facilities, etc..

Shah Vimal, P. and Tara Patel (1978) conducted a study on Tribal sub-plan in Gujarat and the major findings of the study were that there was considerable inter-tribe difference in their educational attainment. The education among tribals contributed to mingle with high caste Hindus.

Desai, Haribhai and Uchat, D.A. (1981) conducted a study on self concept of Harijan students and attitude of other students towards them. The major findings of the study were that female students' perception scores were more than the male student. Arts students' possess significantly higher perception of Harijan students than the science and commerce students. Arts faculty students have favourable perception towards Harijan students followed by commerce faculty students and science faculty students.

Deshpand, L. (1984) studied about the nature, scope and effective utilization of the facilities given to students of backward class since independence and reactions of students (backward and others) and teaching community of colleges in the city of Poona. The major findings were that majority of the students were aware of the facilities provided for the backward class students but many of them did not know the details. There was no difference between the attitudes of male and female students towards the facilities. Fifty percent of the teachers strongly disagreed the reservations of backward classes.

Sabnis and Mahurkar (1985) studied about the relationship between education and social status of scheduled castes in Maharashtra. The major findings were that the respondents were keen about the effective implementation of reservations and they were

expecting the change in the attitude of both scheduled castes and upper castes. The improvement in economic condition due to education raised their social status.

Subhash Chandra Panda (1998) conducted an empirical study on Education of Tribals of Northern and Southern Orissa. The major findings were that the parents of very little sample have opinion to end their children for higher studies. Further the tribal parents opined that their children should do the personal works of their teachers as their duty along with their regular studies.

'Impact of Education in Women Empowerment: A Case Study of SC and ST women of Sonitpur District, Assam' conducted by Mukut Kr. Sonowal(2012) is aimed to find out the effect of education on SC and ST women in rural areas of sonitpur district. This study tries to find out the status of women in present society, attitude of parents and guardians towards girls education, problem associate with women empowerment in the SC and ST communities of rural society. The major findings of the study are SC and ST village women of sonitpur district are lagging behind in comparison to state literacy rate. The study shows that out of 40 respondents 52.5 percent are illiterate, 22.5 percent are school educated or under metric, 17.5 percent are matriculates, 5 percent are intermediates and 2.5 percent are graduates. There are no single PG holder and professional women in the SC and ST village area. This study shows that village woman of sonitpur district are still much backward in education. The women literacy rate in state of Assam is 67.27 percent (census report 2011) and still 55 percent ST and 50 percent SC women are illitered in the study area. The study shows that 77.5 percent women were believe that 3R is not sufficient education for women and 95 percent respondent answered the inquiries that there

are no night school, adult school, part time school and any other special education in their area for women education. The study, exposes 80 percent village girl have not received separate reading room at home, 52.5 percent girl were not received the proper study materials and stationeries which are needed for faire study, and 97.5 percent girls have to engage in house hold duties. It has been found that 92.5 percent girls were not received proper education due to financial crises and 80 percent were due to house hold works and taking care of brothers and sisters. Most of the village women are from the BPL families. Therefore women from the village area are not able to bear the expensive expenditure of education, health care and family welfare, nutrition, co-curricular activities, uses of mass media etc.

iii. Studies conducted on enrolment of SC and STs in higher education

The review of literature relating to the enrolment of SC and ST women in higher education shows that Kumar, V. (1978), Aikara, J. (1980), Bibha Rani (1980), Pant (1981), Phadke and Shukla (1981), Vaishnav, B.S. (1983), Rajlaxshmi, R. (1984), NIEPA (1986), Krishna Gupta (2007), etc., conducted the studies. The details of the studies are as follows.

Kumar, V. (1978) conducted a study on *Higher Education Among Scheduled Tribes*. The study reveals that the tribal students were provided with several facilities to pursue Higher Education they had not yet come up on par with the non-tribals. Even though higher education was not relevant to the tribal needs, but it helped to upgrade the economic, social and political status of tribals. The majority of the tribals pursuing higher

education belonged to literate families and their aim to pursue higher education was to secure good jobs after higher education.

Aikara, J. (1980) conducted a study on the Scheduled Castes and Higher Education: A study of college students in Bombay. The major findings of the study were that the Scheduled Caste students felt inferior in all aspects of socio-economic aspects when compared with non- Scheduled Caste students. The students of government colleges had showed better performance than that of students of private colleges. There had been a very high incidence of stagnation and dropout among the Scheduled Castes students.

Bibha Rani (1980) conducted a study on Self-Concept and Other Non-Cognitive Factors Affecting the Academic Achievement of the Scheduled Caste Students in Institutions for Higher Technical Education. The results of the study were that there was significant difference in the academic achievement of Scheduled Caste and Scheduled Tribe students and non SC/ST students. Further there was significant difference in the non-cognitive aspects of personality, viz., self-concept and reflected self-concept of academic performance, achievement anxiety, and perception of purpose in life of SC/ST and non-SC/ST students. A significant relationship existed between the academic achievement and different aspects of self-concept.

Pant (1981) conducted a study on the higher education and modernisation among the tribals of Muria community of Bastar. The result of the study was that the influence of higher education changed the thoughts of tribal students. The higher education had reduced the inferiority feeling and hesitation among the tribals.

Phadke and Shukla (1981) conducted a study on Higher education and modernization of tribal students. The results of the study were higher education contributes to secure job. The interaction of tribal students at higher education level with non-tribal students changes the thought process and developed a sense of justice and propriety among tribal students. Further college education influenced the feeling of self-interest among tribal students and started to appear for competitive examinations along with non-tribal students.

Vaishnav, B.S. (1983) studied about the Educational and Occupational experiences of the Scheduled castes Post-matric Scholars of Ahmedabad city. The findings of the study were that only one fourth of the respondents obtained a technical degree or diploma in engineering. About 80 percent of the respondents inspite of failures and breaks could obtain post-matric degree or diplomas. The barriers to pursue the education were financial difficulties, non-cooperation from family members, lack of reading facilities, lack of scholarships and difficulty in hostel and college admission.

Rajlaxshmi, R. (1984) conducted a study on the social, economic, and political aspects of the growth of higher education of women in the Madras Presidency during 1921-1947. The major findings were that there was tremendous expansion of higher education of women during the period. The role of Christian Missionaries marked more than that of government in starting colleges for women. The total cost for female student was higher than that of male student both in arts as well as professional colleges. The educated women participated in the process of social legislation.

NIEPA (1986) studied about the enrollment of scheduled castes in higher education. The major findings were that there was decline in the enrolment ratio of the scheduled castes in the higher education and professional and other education it was negative. There exists disparities between scheduled castes and non scheduled castes at all levels of education. There was wide variation in enrolment in different states.

UCHCHA SHIKSHA KEE LABHARTHI KE ROOP MEY BHARTIYA MAHILA (Indian Woman as a Beneficiary of Higher Education)" conducted by Krishna Gupta (2007) was aimed to study the trend of women enrolment in General Higher Education State-wise in terms of Faculty (Art, Science, Commerce), Level (Graduate, Post-Graduate), Caste Category (SC, ST, General Caste), to present a scenario of Indian woman as a beneficiary of higher education. Deemed, State and Central Universities in India constituted the sample for the Study. Findings are that the percent of enrollment of Women in the NE States of India (Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura) was highest in Arts Faculty and lowest in Commerce Faculty. The percent of enrollment of Women in the Commerce Faculty was found to be lowest in Tripura. The percent of enrolment of women in Science has been found highest in A & N, whereas, lowest in Commerce. Women have been found to be least interested in Commerce in Northern States of India, namely, Chandigarh, Delhi, J&K, Haryana, HP, Punjab, Rajasthan UP and Utrakhand. Of the Southern States (AP, Karnataka, Kerala, Lakshadvip, Pondicherry, & Tamil Nadu) the percent of enrolment of Women in Art Faculty has been found to be highest in Tamil Nadu and Pondicherry, highest in Science Faculty in Karnataka and Kerala, whereas, highest in Commerce in AP. The percent of enrolment of women of ST category has been found to be highest in all the

States of NE except Manipur, Assam and Tripura. The population of SC Women being very low in Mizoram and Nagaland there is rare enrolment of SC category women in General Higher Education.

SC, ST students' enrolment for higher studies low: A nationwide survey conducted by a government-appointed task force for the academic year 2010-11. The survey results are based on the details provided by 448 universities, 8123 colleges and 4076 stand alone institutions till July 31, 2012. The provisional results of the survey conducted for the first time in the country are; the survey recorded a significant rise in the overall gross enrollment ratio (GER) in the higher education. The GER in higher education was 15.0 in 2009-10 while it was found to be 18.8 in 2010-11, an increase by nearly 26 percent. It also indicated an increase in the enrollment of women in the higher education institutions in 2010-11 by nearly 30 percent. Out of every 100 students getting into higher educational institutes, less than 11 are from Scheduled Caste (SC) and less than five are from Scheduled Tribes (ST), despite reservation in admission. It indicates the poor enrolment percentage of SC and ST students in universities and colleges. The enrolment of SC students in higher educational institutions stood at 10.2 percent of the total while the percentage of ST students came at just 4.4. The data includes enrolment of students in higher educational courses conducted in distance mode.

iv. Studies conducted on dropouts of SC and STs in higher education

The review of literature relating to the dropout problem of SC and ST women in higher education shows that Revellow, M. (1978), Ramanujan and others (1979), etc.,

conducted studies relating to the dropout of SC and ST women in higher education. The details of the studies are as follows.

Revellow, M. (1978) conducted a study on The School dropout among tribals and found that the major reasons for high dropout rate among tribals at the primary stage was curriculum. The researcher suggested that the curriculum should be framed by considering local situations.

Ramanujan and others (1979) analysed the student wastage in Jammu and Kashmir at different levels of education. The result of study was that, the student wastage at the under graduate level both in arts and science was high. At post graduate level the dropout rate was low.

v. Studies conducted on personal characteristics and academic achievement among SC and STs in higher education

The review of literature relating to personal characteristics and academic achievement among SC and ST women in higher education shows that Gupta, Laxman Prakash (1978), Singh, L.B. (1979), Pal (1984), Kakkar, S.P. (1990), Kaushik, Avanindhra and Rai, P.K. (1994), Shukla, S.K. and Agrawal, Archana (1997), Das, B.C. (2006), etc., conducted studies relating to the personal characteristics and academic achievement among SC and ST women in higher education. The details of the studies are as follows.

Gupta, Laxman Prakash (1978) conducted a study on the personal characteristics and academic achievement of Scheduled Caste and backward class students of Meerut University. The findings were that, majority of the Scheduled Caste and backward class post graduate students were achievement oriented, but suffering from feelings of

abatement. The Scheduled Caste and backward class graduate students also expressed the same. Further in case of intelligence the Scheduled Caste and backward class post graduate students achieved high score than the Scheduled Caste and backward class graduate students.

Singh, L.B. (1979) studied about the personality of Tribal students in different Undergraduate colleges of Bhagalpur. From the study it was found that there was a positive and significant correlation between intelligence and academic achievement. Further the relationship between achievement motivation and academic achievement was positive but not significant.

Pal (1984) compared the personality patterns of scheduled caste students with those of high caste students in Haryana. He opined that the school should try to create such environment among scheduled caste students to develop desirable personality traits and the society should take such steps to develop the self concept among the scheduled caste student.

Kakkar, S.P. (1990) conducted a study on the personality characteristics and educational problems of scheduled castes students. The major findings were that, scheduled castes face more educational problems and had low economic status.

Kaushik, Avaniindra and Rai, P.K. (1994) conducted a comparative study of some personality variables in oraoon tribal and non-tribal students of Sagar University. The major findings were that the tribal and non-tribal boys differed significantly on authoritarianism and intolerance of ambiguity in favour of tribal boys. But they did not differ significantly

on the dogmatism and rigidity. Non-tribal boys and girls differed significantly only on authoritarianism in favour of non-tribal girls.

Shukla, S.K. and Agrawal, Archana (1997) undertook a study of socio-economic status, intelligence, occupational aspiration, self concept and academic achievement of Scheduled Caste and non- Scheduled Caste students. The findings of the study were that the Scheduled Caste students' socio-economic status was low when compared with the non- Scheduled Caste students. Similarly the academic achievement of the Scheduled Caste students was low when compared with non- Scheduled Caste students.

'A Study of DPEP Intervention in Tribal Education at Primary Stage and Its Effectiveness in Orissa' conducted by Das, B.C. (2006) and found that the DPEP has been successfully providing new primary schools as well as developments of existing school along with provision of free text books, appointment of teachers and hostel facility for girls. The status of enrolment of tribal children has been found as high as 75 to 82 percent with marginal (23.28%) retention in residential sevashram primary school. There has been improvement in children's achievement at class III and V stages during DPEP operation than prior DPEP operation. The Sevashram School was found better than the achievement, attendance and retention of children of other types of schools.

vi. Studies on Discrimination practices among SC and STs in higher education

The review of literature relating to the discrimination practices among SC and STs in higher education shows that Barea, A.P., (1978), D'Souza, V.S. (1980), Kartikeswar Roul (2006), Ranjana Mishra, (2007),etc., conducted studies relating to the discrimination practices among SC and STs in higher education. The details of the studies are as follows.

Barea, A.P., (1978) conducted a study on married women's education. The major findings were that the married women pursuing education to and for further qualification willingly with a view to earn. Under graduates have favourable attitude towards general higher education and 90 percent of the respondents were possessing school going children. The education after marriage has significant impact on the daily life both socially and economically.

D'Souza, V.S. (1980) conducted a study on educational inequalities among scheduled castes: A case study in Punjab. The major findings of the study were that, it was assumed that inequalities in education between the Scheduled Caste and rest of the society were because of long standing socio-economic exploitation. Further caste and regional disparities were interrelated. Caste segregation was also one of the factors influencing the inequalities. The educational inequalities were found to be related to differences in socio-economic or occupational status due to caste separation or regional disparities.

Kartikeswar Roul (2006) conducted 'A Study of Quality of Life of the Tribals of Keonjhar District in Orissa in Relation to Educational Development Programme'. The findings of the Study are large sections of the families of the tribes were having 4 to 6 children. Majority of tribal people were found to be illiterate. Females were more illiterate than male population of the tribals.

Ranjana Mishra, (2007) conducted a study with the objectives to find out the causes of deprivation of education of rural women, the level of family adjustment of uneducated rural women, the social and emotional adjustment of educationally deprived rural women, the attitude of illiterate women towards the education of their children, towards literate

women and towards national welfare policies, etc. The major findings were majority of the sample are illiterate women and have responded that they felt ashamed in the presence of literate women, face difficulties in transacting their family responsibilities, they are not given importance in their families, they are occupied with their domestic work, face problems due to the bad behaviour of their husbands. Majority of the sample accepted that education is the only means for building better future of the children, if their daughter is educated then there will not be any problem for her marriage because education is a must for self support and to participate in decision making.

vii. Studies conducted on the Awareness of facilities among SC and STs

The review of literature relating to awareness about the facilities provided to Scheduled castes and Scheduled tribes shows that Hunt (1964), Bernstein (1966), Rath (1976), Gogate, S.B. (1985), Mathur, M.N.G. (1994), Sujan Sharma (1996), and Bijoy kumar panda (1996) conducted relevant studies on the awareness facilities provided to Scheduled castes and Scheduled tribes. The details of studies are as follows.

Gogate, S.B. (1985) conducted a study on the availability of scholarships , financial facilities to scheduled castes students in Marathwada. The major findings were that most of parents of the SC students were land less labourers and bigger families to maintain. Most of the students felt that the facilities available in hostels were not satisfactory. There was no supervision on the facilities available to the SC students. Many students were not able to progress in studies.

Mathur (1994) conducted a study on 'Problems of Tribal Education'. The major findings of the study were parents non cooperation, poor economic background, lack of

availability of study materials were the hurdles to pursue education. However the teachers cooperation was satisfactory. The facilities provided by the government did not reached the students fully.

Sugan Sharma (1996) conducted a study on Educational opportunities and Tribal Children of urban, rural and tribal pupils. The major findings were that the curriculum was not appropriate, interesting and not satisfying the needs of the tribal and rural pupils. Further there were inequalities in the family background, home environment and personal characteristics of urban, rural and tribal pupils. Similar findings were reported in the studies conducted by Hunt (1964), Bernstein (1966) and Rath (1976).

Bijoy kumar panda (1996) conducted a study on the functions and organizations of tribal schools. The major findings of the study were that the performance of the high school children was not high. The results of the examinations was disappointing. There was no special considerations in the organisation and functioning of tribal schools. The funds available and incentives provided were not adequate.

viii. Miscellaneous studies

The other related studies are conducted by Dhanda, J.R. (1985), Kaldate (1985), NIEPA (1986), Premala Bai (1986), Kulkarne (1998), G. Ananda (2000), Ghosh, Sukumar and Sikdar (2000), Kar Jyotirmayee (2002), Gunjan (2006), Ashok Kumar Parida (2007), (Mukesh (2007), etc.,

Dhanda, J.R. (1985) conducted a study on the attitude of college teachers towards the education of scheduled caste students in Aurangabad. The study reveals that fifty percent of non-SC male teachers and fifty nine percent of non-SC female teachers showed

a positively unfavourable attitude for SC students and eighty two percent of SC teachers showed a positively favourable attitude towards the problems of SC students further in the administrative area, non-SC male and female teachers earned negative scores which show the negative orientation towards the SC students educational problems.

G. Ananda (2000) conducted a study on Educating Tribals. The major findings of the study were most of the parents send their children to ashram schools not for education, but for accommodation and hospitality. Communication is the major barrier among tribals. The tribals were not able to move freely with the other community members.

A few studies 'Study of personality traits and achievement in relation to socio-metric status of Tribal students in varying school settings' (Ashok Kumar Parida, 2007), 'Evaluation Study of Role and Functions of Haryana School Board of Education Towards Improving Secondary Education in the State' (Mukesh, 2007), 'A study of emotional proficiency of adolescent students' (Gunjan,2006), 'Promoting girl's schooling in Orissa' (Kar Jyotirmayee, 2002), 'Impact of Mass Literacy Programme among the children of Tribal belt of Sundarban area' (Ghosh, Sukumar and Sikdar, 2000), etc. were conducted.

Further studies on the availability of scholarships and other facilities and their utilisation by the scheduled castes were conducted by , Kaldate (1985), Kulkarne (1998), Premala Bai (1986), NIEPA (1986). The findings were that many of the students were not able to show progress in studies in spite of facilities provided by the government like scholarships, hostel facilities , etc.,.

Conclusion

From the above it is clear that attempts were made on the constraints of pursuing higher education by SC/ST students in different areas by different researchers but not on all areas put together and on the sources of constraints in pursuing higher education by SC/ST women students. Hence the present study was formulated. Next chapter deals with the 'Statement of the Problem' for the research study.