CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of Related Literature discussing the concepts and issues in papers and articles.

2.2 Review of Related Reports of Studies and Surveys.

2.3 Review of Related Research.
CHAPTER II

REVIEW OF RELATED LITERATURE

Purpose of Review:

The review of literature is an important stage in the planning of research work. It "promotes greater understanding of the problem and it ensures the avoidance of unnecessary duplication. It also provides a comparative data on the basis of which to evaluate and to interpret the significance of one's findings". The research should therefore thoroughly familiarise himself with what is already known in that area. He must become acquainted with the significant research findings. In this way he can identify some of the exact spots where there is a void in existing knowledge. This will also enable him how his problem and findings will relate to other resources and how his efforts, when combined with those of others, can help to complete some total picture."

The Review as a contribution to Theory:

In addition to the 'problem sharing' the review may be considered as a small contribution to the building of research theory. "Certainly we cannot expect the average candidate for an advanced degree to make any major contribution to the theory building, but we should expect him to make some attempts in this direction. He should do
this in his review of related research. There he should bring together the results of existing research, show how the results are related and thereby provide some type of organisation of the existing knowledge of interest. In this way he can provide a frame work which shows that there is certain void which his study will attempt to fill. This frame work will help to fill this justify the meaningfulness of his problem and will show how it will help to supplement others in enlarging knowledge in a particular area.

This type of review can make the research much more meaningful to the reader and shall also suggest additional important problem. 3

Considerable efforts are being made to accelerate the pace of development of education of the weaker sections of the community both at Govt. and Non-Govt. level. The institutions like N.C.E.R.T., I.C.S.S.R., T.I.S.S., I.I.E., are doing active work through their various programmes. The research wing of these institutes have been constantly engaged in probing into the problems related to the educational development of Scheduled Caste and Scheduled Tribes. The researcher consulted the libraries of some of these institutes and reviewed the related literature. The review is classified under three groups.

(a) Review of related Literature discussing the
concepts and issues in papers and articles.

(b) Review of related Reports and surveys.

(c) Review of Related Research Projects and dissertation Reports and Notes on Research.

2.1 : Review of Related Literature discussing the concepts and issues in papers and articles :

(1) Sachchidananda, in his paper 'The Special problems of the education of scheduled tribes,' analyses conceptually the chief issues involved in the education of tribals. Discussing the objectives of tribal education, he observes that "education has a great role to play in the integration of the scheduled tribes with the rest of the population."

Relating education with economic development he says "To make our economic scheme a success, social development must precede economic development. Social development would create among the people a sense of dissatisfaction with their life. This dissatisfaction would produce among them, the urge to better their situation' .... This social development would come through rational system of social education for the tribal people. It would include more than a literacy movement. It would include the entire canvas of tribal life in a particular area. It would create among tribal people consciousness of their own surrounding,
problems and needs together with new *ʃɛntɪmənt* of national sentiments.

**Accounting for the vastage and stagnation among the tribals he says** "The chief reasons for the failure of tribal students are: a poor socio-economic environment, the lack of study atmosphere at home, an irregular attendance, education in an alien tongue, lack of ambition, the heavy curricular, the irregular payment of government scholarships, a weak foundation and the inability to afford the bare necessities of education.

Wastage is a phenomena in which the number of students suddenly drops in higher classes. It is natural in tribal areas, not all students proceed to higher classes and that they drop out before reaching a particular stage in their educational career. Some of them give up a study as it does not interest them, others leave out because of poverty. The extent of wastage can be reduced by providing adequate hostel accommodation, larger number of stipends, book grants, midday meals, and the provision of other educational facilities."

Discussing the problems of Hostels for tribals he maintains" In many areas, only hostels for Scheduled tribes accommodate the tribals. This is bad as much as it creates social distance between them and other communities. It is desirable that all communities live together. Seats
for scheduled tribe must be reserved in all hostels of educational institutions in tribal areas in proportion to the tribal population in that area. The state should meet the cost of maintenance of tribal students in such hostels. This would give away the idea of exclusiveness and segregation."

Discussing the issues relating to the scholarships he says "The scholarship reaches the student at a time when his needs have been satisfied as he has already given up his studies in despair. He receives a large sum which he spends on buying articles of luxury such as a cycle, a wrist watch. Thus the purpose for which the scholarship is meant is defeated and the poor parents who bear all the burden of expenditure for their children's education do not get any relief. It is therefore necessary that scholarships be paid every month by the educational authorities. They may be reimbursed by the government in due course."

It is observed by him that tribals in many areas have an aptitude for technical education and their boys take to technical trades quickly.

(2) Brij Raj Chauhan in his paper 'Special problems regarding education among the scheduled caste'5 tracing the growth of education among Scheduled Castes says, "There are three identifiable stages in the spread of
education among the Scheduled Castes :-

(1) the opening of separate schools for the Scheduled Castes

(2) the struggle for equality in joint schools

(3) the introduction of special incentives for education of the Scheduled Castes.

(1) **Separate Schools for the Scheduled Castes** :-

The government brought forth the clear policy of getting students admitted without distinction of social classes. A number of sectarian, caste and religious dominated institutions were set up in the country. Even in 2% of the state owned institutions in District of Dharwar in 1857 a student belonging to the lower castes of Maharashtra refused admission on the grounds of castes. So separate schools were opened for the students of Scheduled castes.

(2) **Struggle for Equality in Joint schools** :-

The implementation of the recommendation of the 1981-82 Education commission Report abolishing restrictions on scheduled caste children in aided schools carried the struggle for equality from outside the school to the school itself. Progress in the implementation of the 1981-82 Report brought the low castes students to sit in the back rows of the village school room. This phase
in the education of Scheduled Castes provided the country with the first generation of educated persons from these castes.

(3) **Introduction of Special Incentives for Education:**

The third phase of the development of education among the Scheduled Castes marked by constitutional safeguards. The constitution of India lay down the goals of establishing a society based on justice, equality and fraternity to all. The facilities implementing these goals consisted of providing free education special hostels and scholarships to the members of these castes at various stages of education.

The difficulties experienced by the members of the scheduled castes are of two types: (i) those arising out of their insignificant enrolment, (ii) those arising out of their traditionally lower social position.

The facility offered by the state in lowering the qualifying marks for entry to higher classes and to government services has had the effect of increasing the number of scheduled castes in colleges and government services.

On the other hand the concessional provision in qualifying test would affect them adversely by permeating the idea in the minds of the members of the lower castes that they occupy their position not on the basis of merit
but because of the concession accorded to them. When
the concession is extended to cover cases of promotion
in services as well, it becomes apparent that the level
of performance has not been made a necessary condition
of promotion. As a result the real worth of even the
best qualified scheduled cast person may be questioned
by their colleagues."

Bringing about the impact of education upon the
social mobility of the Scheduled Castes he states that
‘education opens out possibilities for new occupation.
The effect of entering in to such occupations begets in
acquiring a new social class.'

(3) Suma Chitnis in her article - 'Education of Scheduled
Castes' discusses in a nut shell the various dimensions
of this problem. The Government's Policy of Protective
discrimination for the scheduled castes is criticized by
the various sectors of the society some are resentful as
this privileged group has enjoyed the facilities for a
long time. Some say that these facilities generates new
equalities while some are sympathetic and recommend for
continuation of facilities.

In order to understand and evaluate the outcomes
of the special facilities provided to the scheduled castes
and to have a dispassionate consideration of the issue
she has drawn the data from several sources. Her finding
in nut shell are : -
(1) There is a continued Backwardness in in Literacy and Enrolment.

(ii) The enrolment is very poor in professional and Technical courses.

(iii) They tend to enroll in institutions that have poor level of performance in examination.

(iv) The performance of those who are enrolled is also poor. This disparity in progress varies from state to state.

(v) There is a disparity in sex also.

(vi) There is a conspicuous interstate disparity in the educational progress of different castes.

(vii) Education is largely confined to the more privileged among the scheduled caste.

In the end she discussed the need for strengthening and continuing Assistance.

(4) U.Amba Rao in his paper "Higher Education and Occupational Mobility Among the Scheduled Caste youth" tries to probe into the questions as: 'Does higher education promote occupational mobility and offer better employment opportunities to them? His analysis reveals that there is some degree of individual mobility and yet
there is no clear manifestation of group mobility. Similarly if the present trends of enrolment and performance are allowed to continue the scheduled caste youths will be far from going to occupy prestige jobs, rendered unemployed.

(5) Karleka Malavika in her paper 'Higher Education and Scheduled Castes' attempts to examine on the basis of secondary data, some aspects of higher education for the scheduled castes. She observed that the majority of the students were first generation college goers and that 'Students from under privileged homes had to compete in an achievement oriented society, where their ascribed status worked as a constant disadvantage. The problem of scheduled castes, according to her is therefore essentially a matter of socialisation in to the dominant norms of an educational system based on learning by rote and cramming from notebooks.'

(6) M.S. Swaminathan in his document on 'Educational Development of the Scheduled Castes' discusses the various issues related to the education of Scheduled castes. In order to understand the educational handicaps of the Scheduled castes, their socio-economic handicaps should be recognised. On the economic side, they suffer from low end poverty. On the social side, they are unique in being the direct victims of untouchability.

He enlists the major requirements of the Scheduled
castes in the field of educational development as under:-

1. Ensuing cent-percent enrolment at the primary stage.
2. Ensuring adequate enrolment at each of the post-primary level.
3. Integrated, realistic and imaginative support to enable them to achieve standard of performance comparable to that of the non-scheduled castes.
4. Ensuring entry into superior institution in the due proportion.
5. Elimination of the wastage.
6. Substantial scholarships incentives and facilities.
7. Hostel facilities for all.
8. Measures for building up their representation in teaching community on well as non-teaching staff to the level of at least 15 percent.
9. Occupational Mobility.
10. Socio-moral education of society at large in order to cure it of harmful social attitudes towards scheduled castes.

Prof. A.R. Kamat in his paper: 'Education and social change among the scheduled castes and scheduled tribes' bring about the salient features of social change associated with the advancement of education among the scheduled castes.
and scheduled tribes during the post independence periods. He considers the changes in three constituents: changes within the scheduled caste and scheduled tribes, changes in the wider caste Hindu Society and changes in the interrelation between caste Hindu Society and Scheduled Caste/Scheduled Tribe segments.

Analyzing the main features of the social change among the scheduled castes and scheduled tribes he maintains that significant efforts are being made through protective discrimination in different fields - legal (constitutional provisions, enactments etc), political (reservation of seats in the legislature and lower level of local organization of power), occupational (chiefly job reservation services), Educational (the various benefits programmes). This was indeed a fundamental task. Helped by all these a new X elite class emerged in the scheduled castes and Scheduled tribes in different fields.

He feels that 'education has singularly failed in creating necessary secular consciousness against untouchability in larger society. It has helped the politics-economic advance of the highly skilled society but helped little to its equalization.' He is of the opinion that 'bridge between the poor in caste Hindu Society and Scheduled Caste and Scheduled Tribe is a must in the struggle for a more equal and socially just society.'
M.L. Jha in his paper – 'Education and Abolition of untouchability' suggests the steps to educate people to abolish untouchability as under:

1. Preliminary steps for preventing attitude formation – creating awareness against social evils.
2. Employment oriented education for socio-economic uplift.
4. Motivational programmes for better results.
5. Redefining the job-sphere of Harijan Welfare workers – shifting the desk-oriented work to field work. He feels that education is the only 'master key' the pivotal factor for socio-economic prosperity.

Prof. Shyam Yedeke in his paper on 'Scheduled Castes' explains the nature and development of castes system in India. Delineating sources and practice of untouchability he examines the efforts made by the Govt. for eradication of untouchability. According to him the problem of untouchability is not only social but also economical. He feels that Scheduled Castes are still in need of constitutional protection and facilities. He is of the opinion that only one sector of the Scheduled Castes have availed of the facilities whereas the majority of
them are still in the miserable state.

Dr. Purushottam Bhandarker and Prof. Nilkanth Vaidya in their paper on 'Education' discuss in nutshell the problem of Education of X Scheduled Castes and Scheduled Tribes. They think that the problem of education of the Scheduled castes and Scheduled Tribe has not been merely economic or social but has been politically given an undesirable mould. The state governments as well as the central government have been active in dealing this problem in a right manner but they are not getting encouraging responses particularly from the tribal community. The problem of education of Scheduled tribes is different from that of the Scheduled Castes. The Scheduled Castes are scattered mainly in Urban and Rural areas. Where as the tribal have their abode in remote hills. Special efforts are needed for the development of education in tribals. The efforts may include building hostels for tribals, special coaching facilities, admission in institution of high reputation providing technical education facilities for them as they have natural inclination for technical jobs. In order to materialize those efforts, the emerging leadership among the tribals should come forward in order to share the responsibility in all round development of the tribals.
R.P. Nene in his article: 'Dalitama Savalati: Kahi Cair Samajitche Prakar', gives a rational justification in support of the facilities granted to Scheduled Castes and Scheduled Tribes. There is a common belief that these facilities are forever. He explains that originally they were for the period of ten years. But the period is now extended to 1990. Secondly it is argued that there is not any limit to parent's income. It is wrong. Students whose parents' income is above 9000/- do not get this scholarship. The facility of freeship was started in 1944 during the British rule when only 114 students could get this scholarship in 1976-77 near about 4 lakhs students all over India were awarded this scholarship. In Maharashtra one student per 68 families of Scheduled castes and Scheduled tribe could get it. When as the ratio for all India was 1 to 60. Thirdly there facilities are availed of by many nonScheduled castes and Scheduled tribes by producing false certificates. This was brought to the notice of the then Government but they paid no attention. The fourth mis-belief is that students from Scheduled caste and Scheduled Tribe getting 35% marks cannot get admission to medical college. It is wrong. The percentage of the last boy admitted to medical college was 75%. It is some time agreed that the quality in administration has gone down because of the reservation of jobs. But it is also baseless. There is a backlog. Many seats are vacant.
Covind Gore in his article: 'Adivasinche Shikshan - Kahi Prashna (Marathi)' categorically discusses the problems of education at different stages of learning. The education tribal sub-plan area in Maharashtra covers 7000 villages. In this area there are only 20 Higher Secondary Schools in which there are 26 divisions only. The number of Scheduled Tribe students in Higher Secondary School is 474. The percentage of wastage of S.T. at higher secondary stage for Art faculty is 42% and for Commerce faculty is 49%. Reviewing the subjectwise progress he says that the performance of the S.T. candidates is very unsatisfactory in Science, English, Maths subjects. He feels that the problem of economic development of S.T.'s is associated with the problem of their education. So the problem of Education should be given prime importance.

R. Rath in his paper: 'Problems of Equalization of Educational Opportunities for the Tribal Children' discusses the psycho-social problems of the tribal children. His paper is based on the research data which he himself had conducted. He analysed the psycho-social problems into problems relating cognitive growth, problems relating to personality adjustment, problem relating Aspiration levels in regard to income, occupation and Education and problem relating to attitudes of teachers. He concludes that being socially and culturally deprived,
their cognitive growth is retarded. As they are socially
disadvantaged their home environment is devoid of any
intellectual or scholastic stimulation. Since the
children and their parents do not have any aspiration for
better educational attainment and higher income, it is
initially difficult to bring them to school and it is still
more difficult to retain them for long.

(14) J.P. Naik in his monograph on Education of the
Scheduled Castes (1965-66) developed the concept of
coefficient of equality. He formulated the concept of
coefficient of equality as:

\[
\text{Coefficient of Equality (C.E.)} = \frac{\text{Proportion of S.C. enrolment to the}}{\text{enrolment of other communities}} \times \frac{\text{Proportion of S.C. Population to the}}{\text{population of other communities}}.
\]

He observed that although the Scheduled Castes
had been provided with educational facilities such as
scholarships, freebooks, hostels etc. their coefficient
of equality was still very low. The researcher used
the concept of coefficient of equality in the analysis
and interpretation his data.

**Equalization of Educational Opportunity**

So far passing references of the equalization of
educational opportunity had been given. The papers discu-
ssing specifically the concept of educational opportunity
are given below:
C. Sheshadri in his article - "Equality of educational opportunity" states that the concept of equality of educational opportunity has been accepted as a social ideal. It has been taken as 'equalization of access by a suitable manipulation of educational inputs (like physical facilities and equipment in schools, quality of teachers and curriculum, and financial assistance for the poor)'. It can also be taken as the application of the principles of distributive justice in respect of the good of the education. At primary level it means primary provision of free, compulsory education of adequate duration and content to all without any discrimination; at secondary level it implies provision of diversified curricula to suit the differing needs and interests of individuals, and at the higher education level, it can only mean provisions of opportunities all to those who have the required ability to profit from such education and make proper social contribution in return.

March along the equalization of educational opportunity —

The principle of equality was observed in ancient Indian society. Asitis seen from the writing of P.C. Sahasrabuddhe 19 in ancient India Varnas were based on Cunas and not on birth. Originally there was only one Varna. The Cuma Karnas led to the four Varnas. This has an evidence in Ramayana, Mahabherata, Bhagvata, Brahma Purânás
and Ling Purāṇa. The principal of equality was in existence in Indian Culture. It is evident from the biographies of the persons who were born out of illegitimate relations. Vyasa was a son of Koli-Mother Parashara' mother was from Chandal Community. Vakashta was a son of a prostitute. The mother of Dirghatama Hishi was a low caste woman. The author of Aitareya Brahmana was a son of Itara, a low caste woman. All these versatile Bashis has risen up only through the principle of equality. Had they been denied equality, the Indian society would have been impoverished.

Later on the equality disappeared and the Hindu Society gradually began to decay. The absence of equality appears to be the main reason in the emergence of in-egalitarian Hindu Society in later years.

(17) M.S.A.Rao in his paper - 'Education Social stratification and Mobility' traces the march towards equality. He states -

The Western type was also responsible for the spread of egalitarian ideas and the modern, Scientific rationality. These ideas became the guiding spirit behind the national movement in the fight for equality of opportunities, a source of inspiration for social reforms and a challenge to traditional values which supported the caste system.

Equality of educational opportunity in respect of education gains significance not only in mitigating the 'evil' aspects of caste system, but also in promoting social
mobility within and outside the frame work of caste."

(18) J.P. Naik in his discussion on equality states -

"The principal positive contribution of the British administrators to equality to give to all citizens open access to educational institutions maintained from or supported by public funds. They established firmly and unequivocally, the right of child, irrespective of caste, sex, and traditional taboos to seek admission to all school supported or aided by public funds."

"The Indian Leadership which assumed the control of education since 1921 made a bolder and committed approaches to the problem of equality in education and society. By this time the idea that the educational system should provide equality of educational opportunity and should be used as an instrument of social change had become an integral part of the nationalist thought in India. They launched vigorous measures to spread education among women and weaker sections of the community such as Scheduled Castes and Scheduled Tribes."

2.2 Review of Related Reports of Studies and Surveys:

(1) Several studies on equalization and utilisation of educational opportunities with reference to Scheduled Castes and Scheduled Tribes were conducted around the year 1974. The universe in these studies is mainly High School and College
Students. A joint project was launched by I.C.S.S.R. in 14 states namely - Andhra Pradesh, Assam, Bihar, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, Tamilnadu, Uttar Pradesh (east) and Uttar Pradesh (West). For this purpose I.C.S.S.R had constituted a coordinating Committee and charged with it the task of designing and executing the study with the help of several other social scientists selected as project directors in different states. Dr.I.P. Desai was a contener and Dr.Suma Chitnis as co-contener.

Adiseshiah and Ramanathan in Tamilnadu, Chitnis in Maharashtra, Desai and Pandor in Gujarat, Dubey in Assam, Gangrade in Haryana, George in Kerala, Goyal in East U.P., Mal in Rajasthan, Nayar in Kerala, Paravatham in Karnataka, Pimpley in Punjab, Raja Copala in Karnataka, Rath and Misra in Orissa, Sachchidananda in Bihar, Singh, Dubey and Pandey in U.P. and Singhi in Rajasthan - had worked on the project sponsored by I.C.S.S.R.

These studies have a common framework. Each of them covers a single state and studies the sample of S.C./S.T. students selected with the help of multistage stratified random sampling procedure. They study the students family and socio-economic background, educational and occupational aspirations, student-life, study habits and performance, problems of interactions with students and teachers - their
friendship circle and experience of discrimination. Their outlook on the status of S.C./S.T. and attitude to governmental concessions and their administrations. Among the respondents 3,644 (boys and girls) were the High School students and 3,264 were the college students (boys and girls).

The major findings of these studies are as under :-

1) Most of these SC/ST students are first generation learners.

2) They are coming from poor families where they have to participate a great deal in household work, and where the environment is not suitable for study.

3) They are slightly older than their Co-mates who come from higher castes.

4) They mostly choose art courses. Most of them understand the instruction in classes but fail the need of extra coaching and guidance.

5) Their participation in extra curricular activities is very low.

6) Their educational and occupational aspirations are high.

7) They are aware of politics.

8) A few of them have friends outside their castes.
9) Most of them think that though the status of the SC/ST groups has improved, it is yet inferior to that of the non SC/ST groups.

10) According to their teachers the SC/ST students were as good as or slightly poorer than other students.

11) Hostel and scholarship facilities were adequately utilized.

"On the basis of these findings Suma Chitnis rightly observes that inspite of massive funds allocated by both state and central Government and several programmes being instituted for the uplift the Scheduled castes and Scheduled tribes, they have still 'a long way to go' to come on par with the non SC/STs.

A statistical profile of this nationwide survey a appears in the volume. The Educational Problems of Scheduled castes and Scheduled Tribes school and college students in India in order to make the original data available to the researcher who might be interested to examining the data of this study.

In addition to this Suma Chitnis studied the problems of Scheduled Castes students in Bombay in 1976. A stratified random sample of 122 non SC students and 185 SC students of Bombay University was drawn. The data was conducted with the help of interview schedule."
Some of the salient findings of the study were:

- Poor representation of SC female students. Non-SC students having superior educational background. Majority of the students coming out of Bombay being SC students. Most of the SC students financed partly by scholarships and partly by parents or relatives - whereas non-SC students exclusively financed by parents or relatives. No instance of scholarships on the basis of merit.

Hindu R.P. in his doctoral research investigated the progress of Education Scheduled Castes in Uttar Pradesh. He used the secondary data in his study.

Lakra S. in his doctoral research studies the impact of Education on the tribals of Rachi District. The main objective of his study was to investigate into the damages that have occurred due to education in the tribal people specially in their socio-economic sphere.

Premi K.K. in her doctoral research "Protective Legislation and Equality of Educational Opportunities: A Study of Scheduled Castes in Punjab" tries to estimate the extent of equality for the Scheduled Castes vis-à-vis others in terms of post-school performance and to assess the role of protective privileges in educational advancement of the Scheduled Castes as perceived by them and explain the emerging inequalities in the context of privileges. The findings of his study pointed out that equality of educational opportunity for S.C.s as compared to the non-S.C.s was still a distant goal.
(2) Sama Chitnis in her study - "Literacy and Educational enrolment among Scheduled Castes" studied the problem in a different perspective. The main objectives of the study were to find out:

(i) Whether the investment done both by the centre and the State enabled the scheduled castes to move near to the equality promised to them in the constitution.

(ii) Whether their percentagewise distribution in schools and colleges matched their percentage in proportion.

(iii) Whether their distribution between different courses and institutions compared with that of non-scheduled caste population.

(iv) Whether the scheduled castes student enrolled in schools and colleges performed as good as other students, and whether education really equipped the scheduled castes to gain economic and social mobility or whether caste continued to interfere with this advancement.

(Primary data from inter and secondary for 1971 Census.)

Findings:

(i) Percentage-wise distribution of S.C. at schools and colleges was larger than the percentage of S.C. in total population.

(ii) The extent of excess enrolment over population declined at each successive stage of school and college.
(iii) In some districts the percentage of enrolment was higher than the percentage of SC in the population, but in other districts the reverse was the case.

(iv) Although the SC were advanced in the matter of formal education they lagged behind the total population in literacy.

(v) Disparity in literacy was marked in urban than in rural sector and with response to male and females.

Jacob Aikara in his study, "Scheduled Caste and Higher Education", investigates into the problems relating to the education of scheduled castes. The objectives of the study were the following:

(i) To find out the rate of stagnation and drop out among the scheduled castes students and to find out the reasons for their drop outs.

(ii) To find out their socio-economic background and to obtain information regarding their performance in studies and the problems they face both in academic work and in social adjustment.

(iii) To compare the Scheduled Castes students who continue their education with those non-scheduled caste counterparts, wherever possible.

(iv) To probe further into the differences between the scheduled caste students studying in different colleges (Government & Private).
The data was collected by the investigators from the Government and private colleges in Bombay in 1973 with the help of interview schedule which contained 105 questions.

The important findings of the study may be summarised in to three:

(i) In comparison with the non-scheduled caste students, the scheduled caste students were found inferior in almost every aspect - in socio-economic status and academic background, in performance and progress in studies.

(ii) The students studying in Government colleges had a superior background and better performance record than those in the other colleges.

(iii) There has been a very high incidence of stagnation and drop out among the scheduled caste students.

L.R. N. Shrivastava, S. Prasad, S. V. Gupta, P. Lal of Tribal Education Unit N.C.E.R.T. conducted a survey for knowing how far the assistance is being utilized for the purpose for which it is given. The study was conducted in these states and one Union territory, namely - Assam, Bihar, Madhya Pradesh and Tripura. Seven Major tribes with 44% of the tribal population of India were covered under their study. The main findings of the study were:

(1) Majority of the respondents favoured both types
of scheme - those providing assistance in cash and those providing assistance in cash and those in kind.

(2) The assistance was adequate.

(3) The criterion for disbursing the assistance was correct (merit-cum-meanster)

(4) More tribal students received financial assistance.

(5) Delay in financial reimbursement.

(6) Majority of the students spent the amount of assistance for educational purpose with the except of few misutilizations.

(7) The amount was jointly spent by students and their parents or relatives.

(8) The financial assistance had both positive and negative impact. It was an incentive for studies. It also developed a sense of dependence on state.

(5) **Research Report on Problems of Education of Scheduled Castes in Marathwada Region**

A joint project to investigate the problems of education of scheduled caste in Marathwada Region was undertaken by Indian Institute of Education and Swami Ramananda Teertha Sanstha, Pune. A Questionnaire and interview were the tools used in the project. The major findings of the projects are as under:

(1) The students were from the poor families.
(2) They do not get motivation for parents.
(3) No facility for guidance in colleges.
(4) Food of lower quality.
(5) A lot of time is wasted in travel in case of rural students.
(6) No accommodation for study.
(7) The amount of scholarship too small to meet the demands.
(8) Girls have many problems - unless they have hostel facilities they cannot continue education.
(9) Adverse attitude of upper class teachers towards the S.Cs.
(10) Favourable attitude of S.C. Teachers.
(11) Education has certainly improved the economic status of SC families. His social status in his own caste raises high. But it is doubtful if this status in upper class society is elevated or otherwise.
(12) Lady students taking Higher Education were mainly from upper strata in their own castes.
(13) No guidance in selection of subjects was given in the college in regard to selection of courses.
(14) Lady students in the post-graduate studies experienced the difficulties such as - no room for study, houses thickly populated, no lodging facilities.
(15) Lady Post-graduate students have given the purposes of education as : improvements in social status, getting economic and individual freedom, personality development, individual progress, becoming ideal woman, pursuit of knowledge.

(16) Delay in reimbursement of scholarship.

(17) Poor facilities in Hostels.

(18) Teachers from higher castes have unfavourable attitude towards the progress where as teachers from backward communities have sympathetic attitude.

(19) Marked improvement in their social status, economic status and lifestyles.

C.S. Dongare conducted a survey of Post-Basic Ashram Schools in Nasik District 31 - The main aspects of his study were :-

(i) Educational development of post-basic Ashram schools since their inception.

(ii) Analysis of S.S.C. Examination Results.

(iii) Internal assessment.

(iv) Problems relating to the administration of the school.

His salient recommendations were :-

(1) Every school must not only cater for the formal education but also for the all sides.
development of the tribal students.

(ii) Pre-primary schools be started in the tribal area.

(iii) Special efforts should be made for language developments.

(iv) The teachers in tribal area should be devoted.

(v) Efforts should be made for the removal of superstitions in the families of tribal students and society at large.

2.3 : Review of Related Research

The researcher studied the research work done in the area. A brief review of the research studied is given in this section.

(1) D.C. Bag in his Doctoral Research studied the —

*Impact of Education on Some Backward Communities of West Bengal.* His study was based on West Dinajpur District.

In summing up the position attained by the backward communities of the district in the emergent qualitative status commensurate to education, the following facts may be considered to have been established:

(i) The functional influence of education had been extended to all communities of the district, although it is very rickety in some communities.

(ii) The Rajbanshis out-pace other backward communities in the pursuit of education.

(iii) To the other backward communities educational
attainments were really 'the drops of dew in the desert of illiteracy.'

(iv) Higher education still remained unattainment by the largest majority of the backward communities of the district as ever.

(v) The female folk of the backward communities in general were illiterate. Only a microscopic minority of them enjoy some accord to education."

Tracing the social consequence of education he observes that the concepts which were widely current in the elitist culture could find their acceptance in the education-ally advanced sections of the backward communities which were also split on the time of elite and non-elite, educated and illiterate and advanced and backward men of society.

His findings in nut shell were "The skinned growth of formal education in the backward communities has failed to make it an instrument of social progress, it is, on the other hand, still a tool of conservation in the hands of their chiefs and leaders. It is most pronounced in their democratic participation in the political pulls and pushes of national life. The rising gentry of the backward people-the 'bhadraized' members of various communities - is gradually adapting itself to politics of equality under The umbrella of special protection provided by the constitution of the Republic."
L. N. Deshpande in her doctoral research submitted to the S. N. D. T. University probed the attitude of B.C. students, Non B.C. students and teachers of Pune City towards the educational facilities granted to Backward class students. The main objectives of the study were:

1. To study the various facilities granted to the B.C. students.
2. To measure the attitude of students through an attitude scale.
3. To measure the attitude of teachers through a questionnaire.
4. To probe into the social awareness in students and teachers towards the B.C. students.
5. To try to find out the impact of the facilities on the understandings of B.C. and Non-B.C. students.

Tools:
- Attitude Test, Questionnaire, and Interview.

Findings:

The major findings were:

1. The Non-B.C. students were aware of the facilities granted to B.C. students but most of them were found to be ignorant of conditions for eligibility.
2. The Non-B.C. students found to have resistance to facilities.
(iii) No marked difference was found in the attitude of Male and Female respondents.

(iv) Opposition of science was slightly greater than that of the Art students.

(v) Most of the Teachers had favourable attitude towards the facilities.

(vi) Most of the Non-B.C. students were found to be not inclined to render any kind of help to B.C. Students.

(3) S.T. Joshi in his doctoral research studied the development education in tribal area of Dhule District since 1961 to 1981. The main objectives of the study were:

(i) To evaluate the development of education in tribal area of Dhule District.

(ii) To find out the role of incentive played.

(iii) To find out the factors which facilitate the educational development.

(iv) To find out the factors that hamper the educational development.

Using the survey method the data was collected on two levels - Detailed survey and General Survey. The random sample was used in both the surveys. Questionnaire, interview and observation were used for collection the data.

The major findings of his study were:

(1) Inadequate provision of schools adversely
affected the development of education in scheduled area.

(ii) The incentive provided could not play their proper role in the development of education.

(iii) The increased enrolment in the school does not increase the literacy of the population in proportion.

(iv) It is revealed that socio-political and psycho-economical factors play significant role in the development of education.

(v) Due to lacuna in planning development of education could not take place.


Using a survey method and selecting all the schools i.e. 17 included in the tribal sub-plan of Raver Tehasil he studied the problem of wastage and stagnation.

His findings in nutshell are:

(i) The wastage for boys was 37% and for girls 42%.

(ii) The stagnation for boys 48% and for girls 59%.

(iii) The wastage was highest in the Std IV.

(iv) The stagnation was the highest in Std. I.
Interpreting the results from the questionnaire to the teachers and from the interview of parents the researcher concludes that the main reasons for wastage and stagnation are poverty and ignorance of the parents. Their apathy towards education and poverty leads them to take away the children from school and utilize them in household work. As far as instruction, it is revealed that poor instruction, language being different, scarcity of facilities of education, such as school building, teachers, teaching aids etc. the wastage and stagnation was very high.

L.V. Patil in her dissertation for M.Phil degree (1985) 'The critical study of quantitative of growth of pupils in Primary school in Adivasi area of Raver Tehasil, the years 1979-80 to 1983-84' - studies the problems of quantitative growth in Raver Tehasil.

Selecting 20 primary schools from the tribal sub-plan area of Raver Tehasil. Sampling method, and using survey method the researcher collected data with the help of questionnaire and interview.

The major findings of her study are - There is a constant growth in enrolment. The wastage in Asram school is less than the wastage in day school. The stagnation in case of girls is less than that of boys.

Interpreting the results from the questionnaire to the teachers and Headmasters and interview with the parents.
she concludes that the parents are mostly land labourers or small holders of land. They are too poor to afford the cost of education and too ignorant to help their wards in their studies. The schools are poorly aided with teaching aids, boarding and equipments and reference material. The facilities to students such as uniform, free text books and writing material are inadequate. The 'Savitribai Phule Dattak Yojana' sponsored by Department of Education found to be unsuccessful in these schools.

N.L. Jadav in his doctoral research studied the development of Tribal education in Nasik District. The main objectives of the study were:

1. To investigate the progress of education in tribals and evaluate the impact of the process of education on their development.
2. To determine the utility of educational system on the basis of Ashram schools.
3. To study the cultural development of tribals through education.
4. To study the thinking, life and daily needs of tribals and educational needs of their wards.

Findings:

Tribal students took education only for service. They did so because of their poor economic conditions. The Adult Education campaign, Most of the tribals appeared to be jobless or unemployed so they found to be neglecting the education of their wards. The tribal pupils found to be in good books with their teachers.
Alexander V. V. Verghese in a Research note:

Education, Earning and Occupation of Weaker Castes, 38

Studies the employment experience of the scheduled caste and scheduled and denotified tribe students graduated from Marathwada University during the academic year 1977, 78, 79.

In difficulties such as Arts, Science, Commerce, Social sciences, Law, Medical, Engineering and Education. Sixteen colleges were taken for the study. Both Mailed Questionnaires and personal interview were used. The major findings of his study are:

1. There exists a close relationship between low castes and low status, low paid jobs. There is a high degree of positive correlation between high caste and high paid jobs.

2. The low caste student required on an average a longer job searching time than their high caste counterparts. A low caste graduate required on an average 16 months time.

3. The general rate of employment among the low caste graduate is found to be very high (73%), while it is relatively less among the high caste graduates (59%). Hence the major findings of the study is that - "lower social class graduates will have longer job search lower-salaries, lower-status, and high possibilities of unemployment than higher class graduates."
REFERENCES


3. Ibid, p. 112


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