CHAPTER – 2

REVIEW OF LITERATURE

2.1 Introduction

Communication occupies an enviable place in the process of development. Empowerment has become the watchword of 21st century. Information has become a very powerful tool and resource of empowerment. It may be simply defined as a process which enables the people to control the factors and forces which affect their lives. We are now living in the age of information revolution. The gap between the information haves and information have nots should be bridged in a developing country like India. "Be informed, be empowered" is a very popular slogan of our times. Information is rightly considered as a key resource for the development of a country. The modern society mainly depends on communication flow which facilitates the development of people. Effective and efficient utilization of communication resources would contribute in a big way toward the development of the nation. Policy makers, planners, administrators, academicians, activists, researchers and others have realized the need and importance of communications media in a developing country like India. But there is only scattered empirical evidence about the accessibility, utility and role of communication resources in research, training and developmental institutions with special reference to the professional advancement, human resources development and human rights protection of the SC/ST communities in particular. A brief survey of the notable works done in the field of communication management and personnel advancement throughout the world, India and Andhra Pradesh is presented in this chapter.

2.2 International Studies

Mark Tessler (1969) examined the changing media habits and entertainment preferences of people in Morocco. He observed that the Moroccons read the newspapers regularly which made them better informed as compared to non-readers. There was a
generational difference with respect to the language of the newspapers read most frequently. The graduates read Arabic language newspapers while others read French newspapers. The young Morrocons watched foreign television programmes more than the old generation of Morrocons. There was considerable variation within the younger generation with respect to media habits and entertainment patterns and preferences.

Tichenor (1970) assessed mass media flow and differential growth in knowledge. The researcher found that mass media were well developed in the developed countries which had monopoly over knowledge. The mass media were also centralized and urbanized in most of the developing and under-developed countries according to the study. The researcher has called upon the mass media to bridge the gap between information haveves and information have nots all over the world.

Edward C. Dreyer (1971) studied the relationship between media use and electoral choices of people. The study revealed that increased utilization of the media by candidates and political parties considerably changed the electoral choices of the people. The researcher suggested that mass media should be used in the process of electioneering in order to build favourable public opinion and improve the electoral performance.

Gordon C Whitting and David J Stanfield (1972) analysed the restricted opportunities structures which were associated with escapist or instrumental media preferences among 18 communities in rural Brazil. They observed that exposure to instrumental media was greater in the more developed communities. There was a significant association between the social status of the people and media habits. The well to do sections of Brazilian society had higher access to media and cultivated healthy information acquiring capability as compared to the Brazilians who were not economically well off.

Benjamin Singer (1973) examined the relationship between mass media and transformation of minorities. The researcher observed that new media technologies have the power to transform the minorities. The study revealed that new media technologies
can change the attitudes and behavioural patterns of minorities who are subjected to fundamentalism and backwardness.

Seren E Wade (1973) analysed the media effects on changes in attitudes towards the rights of young people. The study primarily dealt with the broader spectrum of youth rights in public affairs. The researcher has suggested that mass media should facilitate better interaction between the government and the people.

David M Smith (1975) conducted an empirical study on mass media as a basis for interaction. Consumption of mass media was not adequate and inter-personal interaction still continued to be the primary basis for interaction. People were socialized through their day to day interactions rather than media interaction. The mass media did not provide horizontal or participatory communication opportunities to the people according to the study.

Alfred Clark (1979) assessed the impact of information resources and use on professional status of the personnel in modern organizations. The study involved psychologists and sociologists who provided the knowledge, attitude and practice aspects of media use and information acquisition among the personnel in modern organizations. The study revealed that high pressure to use the literature was significantly associated with high use of information in the organizations. There was lower use of information related to the service types rather than non-service types. The high users of information resources cultivated better professional attitudes and behavioural patterns as compared to low users of information resources. However, high information use was not significantly associated with effective job performance according to the study. The researcher has suggested certain innovative measures which would improve the professional status of the personnel through healthy cultivation of media habits and acquisition of job related information resources.

Susan Kippax and John P Murray (1980) evaluated the uses of mass media with reference to demographic and situational variables. The study revealed that television,
newspapers and books were perceived by the subjects as the most helpful media sources while radio, magazines and films were perceived as less helpful. It was found that the use of media was not clearly related to the expressed needs of the audiences.

Lee Becker and Charles D Whitney (1980) assessed the effects of media dependencies. They observed that the subjects depended more on television news channels for public affairs information. The meaning of dependency concept was explored and empirical evidence revealed that dependency was distinct from simple exposure to media.

Fred V. Bales (1980) examined the relationship between the mass media use and developmental factors in two Latin American urban areas. The study reinforces the existence of relationship between media habits and media use in urban areas. There was considerable educational progress and political participation among those who had the benefit of access to communications media. The researcher has called upon the media to provide area-specific and target group specific contents which would boost the progress of people socially, educationally, economically and politically. The study clearly revealed that media habits, media access, media use and other factors brought about considerable progress of the people in the study area.

Silbarmann (1980) analysed the sociology of mass communication at the international level. The researcher observed that the developed countries were blessed with adequate and updated mass media services as compared to the under-developed countries. The multi-national corporations controlled the mass media systems all over the globe and projected the point of view of the developed countries. The researcher has also identified the increasing communication gap between the developed and under-developed countries. The researcher has suggested that a new information and communication order would facilitate free and fair flow of information all over the world.

Francis J. Berrigan (1981) studied the role of community media in development. The scholar has highlighted the need and importance of development of community
media which could serve as sources of information, education, training, motivation, persuasion and empowerment. The scholar has also suggested certain measures towards communication development in developing countries.

Peter M. Lewis (1984) evaluated the role of community media in the process of development especially in developing countries. The researcher has highlighted the need and importance of integration of traditional media and modern media with a view to create development consciousness among the policy makers and general publics.

Isaac Obeng-Quaidoo (1985) conducted an empirical study on the media use by youth in Ghana. The usefulness of youth-oriented media services were analyzed by the researcher. The study revealed that the communications media had a homogenizing effect on the culture and habits of youth in Ghana. The study also revealed that there was inadequate coverage of youth-oriented writings in the Ghanaian newspapers. The researcher had suggested that the authorities should provide necessary intellectual inputs for the development of youth in Ghana.

Rice (1985) analyzed the media habits of audiences and found that the media use was seldom instrumental in the day to day lives of people. In particular, the television use was not only passive but it did not significantly contribute toward cultivation of healthy viewing habits among the people.

Brenda Spandler (1986) studied the effects of new communication technologies on education in under-developed countries. The scholar made an in-depth analysis of print media and broadcasting media technologies from the point of view of educational development. The scholar has suggested that new media offer enormous possibilities for communication, education and development especially in developing countries.

Janet Fulk et. al. (1987) examined the social information processing model of media use in modern organizations. The researcher has studied communication infrastructural facilities in modern organizations from professional advancement point of
view. The researcher has examined the social influences on media habits and media use behaviours of the professionals who worked in modern organizations. The social information processing theory has also been analysed by the scholar. The study revealed that media habits and information acquisition behaviours of the professionals are dependent on their social context. The social construction model of media use has significant implications for the design, conduct and reporting of future research in organizations with special reference to media habits and uses among the professionals.

Klara Pihlajamaki (1989) evaluated the role of information and communication technologies in the process of organizational development. The researcher observed that there was quantitative increase of media technologies and informational flow. They also noted that these technologies did not bring about qualitative changes in the attitudes, behavioral patterns and professional status of the personnel.

Ives and Jarvenpaa (1993) assessed the role of informational and communication technologies in the advancement of human skills, expertise and competence. They found that proper and judicious use of information and communication technologies would enrich the managerial competence of the personnel in modern organizations. They have also called upon the management to ensure proper utilization of information and communication technologies to boost the profile and performance of the personnel in modern organizations.

Chery Haslam and Bryman (1994) analysed the impact of media on social scientists. The scholar provides an extensive overview of media association of social scientists and their information acquisition over the years. The study revealed that print media and electronic media have profound impact on the professional growth and development of social scientists. The scholar has also suggested that social scientists should cultivate healthy media habits and achieve better professional progress in this age of competitiveness.
Michael Eraut (1994) assessed the development of professional knowledge and competence among the personnel of modern organizations. The scholar noted that planned, systematic and sustainable efforts were not made in most of the public and private organizations to enrich professional knowledge and competence among the personnel. The scholar has suggested that communication skills, leadership qualities and entrepreneurship capabilities of the personnel should be enriched in order to achieve the goals of organizational development under testing and trying modern times.

Michael Real (1996) evaluated the relationship between media and culture on the basis of certain well defined theories, models, methods and applications. The scholar has stated that modern mass media have great impact on culture. The media have also brought about several cultural changes all over the world. A new media centered culture is also emerging in the age of globalization.

Barbara Bail (1999) analysed the changing requirements of HR professionals in modern organizations from capacity development point of view. The scholar has studied the relationship between communication and human resources development in modern organizations. The scholar has also suggested that universities, professional associations, media organizations and best practice companies could be utilized collectively and properly for the enrichment of human resources in modern organizations.

Mira Sotirovic (2001) studied the impact of media in the formation of public perceptions of welfare programs. The study revealed that contextually poor, event-centered and personalized media content use represented by exposure and attention to television cable news and entertainment news worked in the direction of introducing typical biases in welfare perceptions among people. News papers and television were able to provide services which had positive effects on the accuracy of perceptions of welfare according to the study.
Ranghapalsarn Kwanchai (2002) examined the interaction of Asian consumers with various communications media. They found that the consumers in Asia changed their media habits and switched over to mobile services and Internet.

Balam Moses (2002) assessed the constraints and opportunities associated with mass media in a civil society. The scholar observed that good governance and democracy were implemented by the spirit of unity and collaboration between the government, media and society in Vietnam. The study further revealed that media have become an extension of the nervous system and of the senses of the people. Communication had also become a bridge for international relationships.

Douglas and David (2002) made a normative study of family media habits in Minneapolis. The researchers observed that the families had cultivated positive media habits which enhanced their children’s school performance. The television sets in children’s bedrooms significantly correlated with low academic performance.

Big Research (2003) conducted a study on simultaneous media usage by involving 12,230 respondents. The study revealed that television programs were regularly watched by 33% of males and 36% of females respectively. Besides this, 24% of males and 29% of females regularly went online while watching television. It was found that women cultivated better media habits as compared to men quantitatively.

Hung-Y Lu (2003) analyzed the information seeking behaviors of people. It was found that inter-personal channels, television, newspapers, magazines, radio and Internet were the prominent sources of information which fulfilled the informational needs of people. The researcher observed that selecting the communications media as necessary sources of information was critical in order to understand the information seeking behaviors of the people.

Menlo Park (2003) studied the television viewing habits and personal computer utilization of children. The researcher observed that about 61% of children had television
set in their bedrooms while another 17% of them used personal computer. The children had the benefit of access to electronic and new media services but they utilized them primarily for personal entertainment rather than academic endeavors.

Coyne and Leeson (2004) examined the role of media in economic development. The researchers observed that the role of media was a key mechanism for transforming the conflicting situations into situations of coordination between the people and politicians in Hungary and Poland. The researchers have suggested some policy recommendations which would improve the role of media in economic development.

Reston (2004) conducted a study on the media usage of people and found that reading the mail (73.9%) and watching the television (64.5%) were the most preferred media usages. Besides this, about 64.2% consumers read the mail on the Internet while watching the television and about 59.2% of them read the magazines while watching the television. About 37.5% of the consumers watched traditional television programs instead of cable television programs.

2.3 National Studies

Bose (1970) studied the educational development among Scheduled Castes in India. The scholar has also examined the extent and level of literacy, inter-district variation in literacy, inter-caste variation in literacy and variation in literacy between males and females by using relevant data from the Census and other sources. The problems of stagnation and wastage have been analysed along with enrolment trends at different stages of education of the Scheduled Castes in India. The programmes in the plans for the educational development of Scheduled Castes in India have been discussed in detail by the author. The scholar has also made certain specific suggestions for the educational progress of Scheduled Castes in India.

Singh (1970) analysed the social acceptance of Scheduled Castes and Scheduled Tribes in India. The researcher noted that Scheduled Castes and Scheduled Tribes in
India were weak and vulnerable due to several customs, traditions and a combination of circumstances which prevailed in Indian society. The existing caste system, social order, political climate and economic order did not encourage weaker sections in India. The researcher has suggested that Scheduled Castes and Scheduled Tribes in India would become more acceptable to the society if the constitutional safeguards and provisions were implemented by the policy makers and bureaucrats in letter and spirit.

Jaiswal and Jha (1970) conducted a sociological study of Scheduled Castes in India. The scholars studied the social impediments to the upliftment of SC communities in India. The scholars have also identified the appropriate measures for bringing about social change and economic development among Scheduled Castes and Scheduled Tribes in India.

Arles (1971) evaluated the economic and social promotion of Scheduled Castes and Scheduled Tribes in India. The scholar states that the basic right to equality of opportunities and status is guaranteed by the Indian Constitution drafted by Dr. B. R. Ambedkar. The scholar suggests that it is the responsibility of the State to ensure the empowerment of Scheduled Castes and Scheduled Tribes in India through proper implementation of the safeguards and provisions enshrined in the Constitution of India.

Verma (1971) studied mass media consumption in eight north Indian villages. The researcher analysed the role of mass media in rural development. The study revealed that mass media were essentially class media and that they did not play a decisive role in informing, educating, guiding and motivating people from rural development point of view. The researcher has also suggested that mass media should help the citizenry to make constructive use of their leisure time. The researcher has called upon the mass media to cut across class barriers and provide area – specific, project – specific and target group – specific programmes in the rural areas.

Harit (1972) examined the sociological classification of the Scheduled Castes and their socio-political trends. The researcher has provided a hypothetical classification of
Scheduled Castes on the basis of their social origins, ethnic affiliations and socio-cultural trends manifest among them. This classification also reflects the level of developments of different groups, their aspirations and motivations. This classification provides a practical guidelines and basis for the attainment of the welfare of Scheduled Castes in India. The researcher has called upon the policy makers to launch meaningful and constructive programmes for the benefit of Scheduled Castes in India. He has also called upon the implementers of various developmental programmes to ensure proper media intervention in order to take the welfare measures to the doorsteps of Scheduled Castes in India.

Gangrade (1973) analysed the changing profiles of Scheduled Castes in India. The scholar observed that there was a slow but steady improvement in the status of Scheduled Castes in India. The scholar has also identified the factors which impeded the progress of these communities educationally, economically, politically and socially. Some specific suggestions had been offered by the scholar for the improvement of the profile of Scheduled Castes and Scheduled Tribes in India.

Parvathamma (1973) authored a book on constitution, caste and protective discrimination with special reference to Scheduled Castes and Scheduled Tribes in India. The scholar observed that there was not notable achievement of progress of these deprived sections of Indian society. She has also lamented that the policy makers and bureaucrats did not have adequate commitment and responsibility towards translating the constitutional safeguards and provisions into realities in India.

Nalini Pandit (1974) assessed the literacy among Scheduled Castes of Maharashtra state. The researcher examined the factors associated with literacy promotion. The researcher suggested that compulsory enrolment of children to the school and regular literacy promotion activities in the urban and rural areas in case of drop-outs would contribute significantly towards the social and economic progress of the subjects.
Subhash Chandra Sarkar (1975) examined the employment of Scheduled Castes and Scheduled Tribes in India. The scholar has also made a comparative analysis of employment opportunities made available to Dalits in public and private sectors. The author has also suggested that Dalits can be empowered in India mainly through educational facilities and employment opportunities.

Sulabha Brahme (1975) studied the Scheduled Caste and Scheduled Tribe communities in India. The scholar also examined several factors such as inequalities in distribution of wealth, plan outlay for the welfare of SC/ST’s, enrolment of SC/ST’s in schools, employment opportunities for SC/ST, land ownership among SC/ST’s and so on which had an impact on the welfare of SC/STs in India. The study revealed that SC/ST people continue to work as agricultural labourers and suffer from serious financial constraints. The scholar has also suggested appropriate measures for the development of SC/ST communities in India.

Vepa Rao (1975) assessed the effectiveness of mass media in India. The researcher observed that mass media in India were subjected to urbanization, privatization and commercialization processes. The researcher identified the communication gaps which occurred on account of media lapses and drawbacks. The researcher suggested that mass media in India should have new agenda and initiatives which would benefit the people through increased developmental coverage.

Vidya Charan Shukla (1975) studied the role of mass media in administration – citizen relationship. The scholar noted that mass media provided an essential link and services as a catalytic agent for discussions and debates on matters of national importance. The print and broadcast media were the major sources of information on the governmental policies and programs. In the rural areas mass media did not provide satisfactory services to the people according to the study. The scholar has suggested that broadcast media should be expanded and localized in the rural areas in order to provide effective communication support for governmental projects.
Kamble (1975) analysed the process of urbanization of Scheduled Castes in India. The researcher observed that a good number of SC persons migrated to urban areas in search of better employment opportunities and living conditions. The researcher has called upon the policy makers to effectively check migration by providing better infrastructural facilities, basic amenities and living conditions to the socially and economically weaker sections of Indian society.

Dubey (1975) made a study of the social mobility among the professionals in transitional Indian city. The researcher studied the three generations of the members of six professional communities such as – civil and railway officials, college teachers, doctors, engineers, advocates and university teachers. These professional elites were subjected to an in-depth analysis. The nature, causes and consequences of social mobility among these professionals were evaluated. The study revealed that the social mobility brings about a number of changes in the social structure, status, institutions and attitudes. Educational, professional and economic changes primarily brought about social mobility among the professionals according to the study.

Dube (1975) studied the role of various communications media in Indian society. The scholar has explored the possibility of utilizing inter-personal communication channels which are most effective from participatory and persuasive communication points of view. Distortion of meaning could be avoided if the mass media maintains close links with opinion leaders and community leaders who are trusted sources of communication in Indian society. The scholar has suggested that the inter-personal communication channels could be used as supplementary sources of communication to mass media in urban and rural areas.

Tripathi (1976) evaluated the special provisions for Scheduled Castes and Scheduled Tribes in India. The scholar has observed that these special provisions did not produce intended results in India. A small percentage of Scheduled Castes and Scheduled Tribes in India had achieved some kind of progress while a vast majority remained under – privileged socially, educationally, economically and politically
according to the study. The scholar has suggested several measures to bridge the
developmental gap between the Scheduled Castes and Scheduled Tribes and other
sections of society in India.

George Akerolof (1976) analysed the economics of castes, rat race and other
woeful tales of Indian society. The scholar noted that dominant high caste people in
India controlled land, capital, power and privileges. The downtrodden communities in
India remained economically poor, needy and under-privileged mainly because of
existing caste system, power structure and power politics. The scholar has called upon
the state to ensure implementation of constitutional safeguards and protective measures
for the emancipation and progress of downtrodden communities in India.

Khurana (1978) examined the approaches to education of Scheduled Tribes in
India. The researcher also analysed the universalization of elementary education which
was the need of the hour in India. The study revealed that tribal education in India
suffered from series of limitations and constraints. The researcher suggested that the
State should take the local tribal leaders into confidence and implement educational
programmes sincerely in tribal areas.

Vinay Kirpal (1978) studied the educational facilities and incentives offered to
Scheduled Castes and Scheduled Tribes in India. The scholar observed that these
communities remained educationally backward. The scholar has suggested that higher
educational institutions like Indian Institute of Technology should provide better
educational opportunities to Scheduled Castes and Scheduled Tribes in India.

Bishwanath Mukerjee (1978) examined the relationship between mass media
exposure and individual modernity in India. The scholar has observed that privileged
sections of Indian society enjoyed the benefit of media exposure while a great majority of
Indians remained backward and under privileged mainly due to lack of media and
governmental support. The scholar has called upon the media owners and professionals to
bridge the gap between the information have-nots and have-nots in a developing country like India.

Ramdhan (1978) evaluated the safeguards for Scheduled Castes and Scheduled Tribes in India. The scholar observed that a vast majority of Scheduled Castes and Scheduled Tribes in India did not achieve notable progress because of the existing social, economic, political and cultural orders. The political leadership in India was not committed enough to improve the status of Scheduled Castes and Scheduled Tribes in India according to the study.

Upmanyu and Sukhdev Singh (1978) studied the attitude toward privileges of Scheduled Castes in India. The scholar noted that the Scheduled Castes in India did not have a positive attitude towards special privileges. The scholar has called upon the Scheduled Castes in India to cultivate healthy, positive and optimistic attitude towards constitutional safeguards and special privileges meant for them. The scholar has also suggested that the weaker sections in India should cultivate the habit of putting forth united struggle for the attainment of their progress by translating the constitutional ideals into realities.

Yadava (1979) assessed the relationship between socio-economic background and media habits of youth in Delhi. The researcher investigated the extent of media habits and information acquisition among the youths in particular. The study revealed that the mass media were not able to provide adequate development support information to the weaker sections of the society because they were class media. The print media and television disseminated information which benefited the upper class of Indian society. Radio was the only medium which provided useful information to the youth and other sections of society on a priority basis. The researcher had suggested that mass media should provide useful information to the people who were deprived of information and economic resources.
Hanumantharayappa and Deepak Grover (1979) studied employment planning for Scheduled Castes and Scheduled Tribes in India. The researcher observed that in the post-independence era, the Central and State governments did not implement special employment programs to eradicate poverty, unemployment and allied problems of Scheduled Castes and Scheduled Tribes in India. The researcher has also called upon the Central and State governments to launch special employment guarantee programs for the benefit of weaker sections.

Aruna Mankidy (1979) analysed the inter-generational occupational mobility among the Scheduled Castes in India from social change point of view. The scholar has observed that a majority of SC communities were not socially more mobile, active and dynamic mainly due to lack of adequate supportive services and resources.

Harit (1980) evaluated the need and importance of education for the development of Scheduled Castes in India. The scholar noted that a vast majority of Scheduled Castes in India remained educationally under privileged in urban and rural areas. The scholar has also recognized the need for vocationalisation of education in order to generate gainful employment opportunities for Scheduled Castes in India.

Khurana (1980) assessed the educational facilities for Scheduled Castes in India. The scholar has observed that education was the master key to the progress of Scheduled Castes in India. The scholar has also identified the impediments to the educational progress of Scheduled Castes in India.

Krishna Kumar (1981) studied the educational experience of Scheduled Caste and Scheduled Tribe communities in India. The scholar has found that modern education introduced bourgeois values among the oppressed class in India. The scholar has also suggested that modern education should reverse the social, economic and political order.

Khairoowala and Ahmed (1981) evaluated the population and literacy of Scheduled Castes and Scheduled Tribes in India. The scholar studied the factors which
brought about educational under development of these communities. The scholar has suggested suitable initiatives for the educational progress of weaker sections in India.

Pandey (1981) conducted a study on Scheduled Caste functionaries and models of their status identification. The study revealed that a vast majority of the subjects identified Dr. B.R. Ambedkar as their role model. Many subjects rightly recalled the yeoman services rendered by Dr. B.R. Ambedkar for the upliftment of Scheduled Castes and Scheduled Tribes in India. The young generation of the subjects in the study area was not fully aware of the need and importance of unity, solidarity and struggle of Dalits for equity, justice, freedom and progress. Some of the subjects also failed to identify the right role models.

Kamat (1981) examined the relationship between education and social change with special reference to Scheduled Caste and Scheduled Tribe communities in India. The scholar identifies three types of changes such as changes within the segment of SC/ST, changes in the wider caste Hindu society and changes in the inter-relations between caste Hindu society and SC/ST segment. The study suggests some specific measures which would boost social change among Scheduled Caste and Scheduled Tribe communities in India.

Saxena (1981) analysed the constitutional safeguards for Scheduled Castes and Scheduled Tribes in India in the capacity of former Commissioner for Scheduled Castes and Scheduled Tribes in India. The author has presented an authentic account of the status, problems and prospects of Scheduled Castes and Scheduled Tribes in India. He has also analysed the special constitutional safeguards threadbare and called upon the Scheduled Castes and Scheduled Tribes in India to launch nation wide struggle democratically.

Jain (1981) evaluated the factors associated with the emancipation of the Scheduled Castes and Scheduled Tribes in India. The scholar also made a critical evaluation of the existing limitations and drawbacks of the system in this respect. The
scholar has also suggested appropriate measures for the emancipation of Scheduled Castes and Scheduled Tribes in India.

Jose Kananajkil (1982) analysed the process of marginalization of Scheduled Caste in India. The scholar made a sociological interpretation of the factors which brought about the marginalization of Scheduled Castes in India. The scholar has also provided some useful insights and suggestions towards the empowerment of Scheduled Castes and Scheduled Tribes in India.

Parmanand Singh (1982) made a constitutional study of Scheduled Castes, Scheduled Tribes and Backward Classes in India. The scholar examined the discriminatory tendencies and oppressive features which impeded the progress of weaker sections in India. The scholar has called upon the state and other concerned agencies to live up to the expectations of the weak and vulnerable sections of the Indian society.

Yadav (1983) examined the implementation of various educational schemes for the betterment of the status of Scheduled Castes in India on the basis of an extensive review of literature. The scholar observed that the educational programmes were not designed in consultation with the beneficiaries. These programmes were not implemented by enlisting the active participation of the beneficiaries. The scholar has suggested that these programmes should be specially designed and implemented by the experts, activists and beneficiaries.

Ashutosh Sinha (1983) evaluated the harping Scheduled Castes and Scheduled Tribes in India to help themselves. The scholar found that these weak and vulnerable communities in India depended more on others for their upliftment. The scholar also observed that these sections of Indian society did not develop self-confidence and self-reliance over the years despite several welfare measures. The scholar has called upon the Scheduled Castes and Scheduled Tribes in India to put-forth organized, disciplined and sustainable efforts to achieve progress under testing and trying circumstances in India.
Vijay Nanak and Shailaja Prasad (1984) studied the level of living of Scheduled Caste and Scheduled Tribe communities in India. The researchers have also examined the disparities in the levels of education and occupational structure of different groups under study. The researchers have suggested couple of meaningful measures for the improvement of the living standards of Scheduled Caste and Scheduled Tribe communities in India.

Oommen (1984) assessed the social structure and politics in India. The scholar observed that political power was controlled by the socially and economically privileged sections of Indian society. The backwards, minorities and dalits remained underprivileged politically and otherwise in India. The scholar has suggested that political organizations have to be strengthened under conscious leadership of the oppressed communities in order to encounter the problem of status disabilities in political sector.

Yadav (1984) analysed the awareness among Scheduled Caste students about educational schemes. The study revealed that the students were not fully aware of reservations in educational and technical institutions, scholarships at various stages and educational schemes and programs for their progress.

Parvathamma (1984) conducted a socio-economic survey of Scheduled Castes and Scheduled Tribes in India. The scholar observed the inequity, injustice, discrimination and exploitation suffered by the Scheduled Castes and Scheduled Tribes in India mainly due to existing caste system, power structure, economic monopoly and other impediments to the welfare of the Scheduled Castes and Scheduled Tribes in India. The scholar has suggested that the state should strictly implement the constitutional safeguards and protective measures all over the country in order to set-right the socio-economic disparities in Indian society.

Gupta and Sangha (1985) studied the credibility of television as a source of communication in India. The researcher found that television was considered as the most credible source of information for agriculture and rural development by the rural TV
viewers. Television was followed by radio, newspapers, government publications and relatives, friends and neighbors in rural areas from credibility point of view.

Hanumantharayappa and Muthurayappa (1985) analysed the status, problems and prospects of Scheduled Castes and Scheduled Tribes in South India. They found that a great majority of Scheduled Castes and Scheduled Tribes in South India did not get sufficient land, housing, education, employment and income generating opportunities mainly due to existing social and economic orders. They have suggested that the government should implement suitable welfare programs in order to empower the Scheduled Castes and Scheduled Tribes in South India.

The Ministry of Education, Government of India (1985) made a study on the educational progress of Scheduled Castes and Scheduled Tribes in India. The report revealed that a majority of SC/ST communities did not achieve adequate educational progress due to policy constraints and the economic problems. Especially, the participation of SC/ST communities in higher education was not satisfactory according to the report.

The Ministry of Labour, Government of India (1985) conducted a study on the working and living conditions of the Scheduled Castes and Scheduled Tribes communities in Ghaziabad, Uttar Pradesh. The report stated that the SC/ST people did not get adequate basic amenities and financial support to improve their living standards mainly due to lack of political will and social activism. The study suggested that the Government of Uttar Pradesh should launch special programs and improve the socio-economic status of SC/ST communities.

Sham Kumar (1985) made a socio-economic survey of Scheduled Castes in India. The scholar noted the developmental gaps between various sections of SC communities in India. The scholar has also identified the drawbacks and limitations associated with the progress of SC communities in India. The scholar has suggested that the government
should increase plan outlay and launch specific welfare programmes for the benefit of SC communities in India.

Yadava (1985) examined the relationship between socio-economic factors and information acquiring abilities of people. The researcher found that the under-privileged had not cultivated healthy and adequate media habits and information acquiring capabilities mainly due to economic constraints. They were not able to find out the appropriate development related information from the mass media since there was inadequate coverage of development related issues in the media. The researcher had suggested that mass media should ensure dissemination of information that benefited the have nots in the country.

Yadava (1985) assessed the role of mass media in civic education. The scholar noted that mass media provided inadequate civic education in India. He has highlighted the drawbacks and limitations of print and electronic media in this regard. The scholar has suggested that mass media should provide adequate information, education, guidance and motivation in order to create informed and responsible citizenry in India.

Yadava (1985) analysed the role of mass media in the empowerment of the under-privileged in India. The scholar has observed that the under-privileged sections of Indian society were not dear to the media owners since they stood by the haves in Indian society. The scholar has called upon the mass media in India to tackle the problems of under-privileged sections of Indian society with great social commitment.

Yadava (1985) evaluated the educational schemes for the betterment of Scheduled Castes in India. The scholar has made an overview of the educational programmes launched by the Government of India in the post-independence era. The scholar has studied the perception of teachers in this regard primarily. The scholar has called upon the state to implement area – specific and target group – specific programmes which would benefit Scheduled Caste in India.
Showeb (1986) studied the education and mobility among Dalits with special reference to students, government employees and traditionally employed Chammars of Varanasi, Uttar Pradesh State. The researcher observed that the Chammars were the most backward section of Dalits in Indian society. The researcher also identified the constraints and opportunities associated with the educational progress and social mobility of Chammars. The researcher has suggested that Chammars and other sections of Dalits in India could be empowered mainly through education and employment opportunities.

Singh (1986) evaluated the changing occupational structure of Scheduled Tribes. The role of changing occupational structure as a consequence of developmental programmes was also examined by the researcher. The study revealed that industrialization, urbanization and other processes widened the gap between the tribes and others in general. The elites among the tribes had improved their standard of living since they were blessed with better educational and employment opportunities.

Prasad (1986) analysed the educational policy for Scheduled Castes and Scheduled Tribes in India. The scholar observed that new educational policy did not provide adequate opportunities for vocationalisation and professionalisation of educational services in the best interest of Scheduled Castes and Scheduled Tribes in India. The scholar has called upon the policy makers to provide special packages for the educational empowerment of Scheduled Castes and Scheduled Tribes in India.

Yadava (1986) studied the role of mass media in social change in India. The scholar has observed that mass media remained as class media in India, since they were controlled by business and political forces. The mass media have not accorded importance to social change in a developing country like India. The scholar has called upon the media professionals to assume the role of change agents in India.

Bhupinder Singh (1986) assessed the strategy to communicate with the underprivileged sections of Indian society with a special emphasis on national reconstruction and national development. The scholar has found that Scheduled Caste and Scheduled...
Tribe communities in India did not benefit from the mass media services in India. The scholar has also suggested that both the programme contents and cultural idiom have to be integrated carefully. The mass media in India are also called upon by the scholar to provide socially beneficial services.

Hanumantharayappa and Muthurayappa (1986) edited a book on the backwardness and welfare of Scheduled Castes and Scheduled Tribes in India. The authors have dealt with constitutional safeguards, provisions, governmental schemes and non-governmental initiatives for the upliftment of Scheduled Castes and Scheduled Tribes in India. The authors have also identified the developmental gaps caused by several system related limitations and drawbacks in the post-independence era.

Bashiruddin (1987) studied the role of mass media in social change in the post-independence era in India. The scholar found that the growth of mass media in India was uneven. Centralization, urbanization and commercialization of media were the serious impediments to social change in India according to the study. The scholar has advocated the need and importance of media ethics, social responsibility, social justice and social change especially in a pluralistic society like India. He has also called upon the mass media to play a decisive role in social change.

Narayana (1987) evaluated the socio-economic status of Scheduled Castes and Scheduled Tribes in India. The scholar observed that there was no significant improvement in the social and economic conditions of weaker sections in the post-independence era. Very few influential sections of SC/ST communities achieved some kind of progress over the years. However, a vast majority of SC/ST persons remained socially and economically under-privileged. The scholar has suggested that the government and non-government organizations should identify eligible beneficiaries and provide educational and financial support in future in order to improve the socio-economic status of Scheduled Castes and Scheduled Tribes in India.
Waghye (1987) studied the attitudes of Scheduled Castes and Scheduled Tribes in India towards education. The scholar observed that the importance of education was not fully and properly understood by the large number of Scheduled Castes and Scheduled Tribes in India. The scholar has called upon the state to ensure compulsory universal education, vocationalisation of education and professionalisation of education for the Scheduled Castes and Scheduled Tribes in India.

Gosal (1987) examined the distribution of Scheduled Castes population in India. The scholar made a demographic study which provides the basis for meaningful implementation of area–specific and target group–specific programmes which would benefit Scheduled Castes in India.

Rathan (1987) edited a book on depressed classes in India. The scholar has provided adequate information, ideas and guidelines about the betterment of the living standards of depressed classes in India. The scholar has focused the attention of the policy makers, activists and others interested in the welfare of the depressed classes in India about the need and importance of incorporating new norms, guidelines and safeguards for the empowerment of depressed classes in India.

Usha Vyasulu Reddy (1987) studied the relationship between mass media and social structure in India. The scholar has observed that mass media in India were owned, managed and controlled by government and market forces. All India Radio and Doordarshan broadcast programmes which benefited all sections of Indian society. The press and film which remained under private monopoly did not accord importance to the coverage of issues, trends and development which benefited weaker sections of Indian society. The scholar has suggested that mass media should ensure justice friendly and progress friendly services rather than haves friendly and profit friendly services in a developing country like India.

Sheth (1987) made a comprehensive evaluation of reservation policy in independent India. The scholar has observed that reservation is a very effective
instrument of social justice in a pluralistic society like India. The scholar has noted that the reservation policy has not been implemented fully and properly even after 57 years of the constitution. The caste enemies opposed reservation in order to maintain their status quo. The scholar has called upon the state to systematically monitor and evaluate the reservation policy in India and ensure reservation in private sector also for Scheduled Castes and Scheduled Tribes in India.

Chaudhary (1988) authored a book on changing status of depressed classes in contemporary India in honour of Prof. Dubey. The author has made a comprehensive study of the factors and forces which have impeded the progress of depressed classes in India. The author has also called upon the policy makers, bureaucrats, organizers and activists to promptly translate the ideals of Dr. B.R. Ambedkar and work for the upliftment of depressed classes in India.

Kiran Karnik (1988) examined the impact of television. The researcher observed that television can be used effectively for the empowerment of the people. This medium can provide the benefit of exposure to the people and create new developmental consciousness among them. The Kheda experiment proved beyond doubt that television is an instrument of development. The researcher has suggested that technological, organisational and managerial systems should be developed in order to attain the objectives of national development by using television as a powerful instrument.

Nanu Ram (1988) analysed the mobility among Scheduled Caste government employees in Kanpur city, Uttar Pradesh state by using scales such as socio-economic status (SES), caste status ranking (CSR) and social distance scale (SDS). The data revealed that educated and employed Scheduled Caste employees acquired better social consciousness, political awareness and economic resources as compared to their underprivileged cousins.

Prem Narayan Pandey (1988) examined the role of education in social mobility among Scheduled Castes in India. The author has made an in-depth study of the
evolution of educational system in India in general and the role of education in the social mobility of Scheduled Caste in India in particular. The study revealed that modern educational system did not cater to the needs of socially and economically weaker sections in India. The modernizing forces such as modern education, western technology, inter-cultural context, industrial development, urban development, communication development and so on brought about several changes in our social system.

Roohi Aijaz and Sushma Monga (1988) made a comparative study of educational progress of Scheduled Castes and Scheduled Tribes in Maharastra, Tamil Nadu and Orissa. The study clearly revealed that Scheduled Castes and Scheduled Tribes in the study area did not achieve educational progress on par with upper castes that were privileged in several aspects. There were considerable differences in SC/ST literacy rates on the one hand and male/female literacy rates on the other hand. There was high literacy growth among SC/ST communities in the study area as compared to general literacy growth rate in India. The researchers have suggested that the literacy rates among SC/ST communities can be improved considerably through expansion of educational infrastructural facilities, proper management of human resources, improvement of curriculum, rejuvenation of extra – curricular activities and systematic evaluation of educational programmes in the study areas.

Dua (1989) analysed the role of mass media in promotion of national literacy mission in India. The scholar has suggested that mass media out put can adequately create public awareness on the role and significance of national literacy mission in India. He has also suggested that visually attractive and stimulating contents could boost the educational progress besides providing adequate learning materials such as primer, work book, video cassettes, slides, charts and other relevant materials. He has called upon the mass media to promote literacy by providing practically useful contents and follow up reports.
Uplaonkar (1989) evaluated the protective discrimination and equality of opportunity with special reference to Scheduled Castes and Scheduled Tribes in India. The scholar observed that the special welfare measures launched by the government did not bring about equality of opportunity for Scheduled Castes and Scheduled Tribes in India. The scholar has called upon the policy makers and community leaders to work together and achieve the goals of social welfare and national development in India.

Selvanathan (1989) examined the status of Scheduled Castes in India in terms of social and economic factors in Tamil Nadu. The study revealed that Tamil Nadu had about 18% of SC population in 1981. There were more agriculturists among SC population in Tamil Nadu. They also had small land holding, limited education, inadequate infrastructural facilities, less income generating opportunities and other resources. They were also subjected to atrocities committed by upper castes. There was slow progress of SC population in Tamil Nadu. The study suggests that improvement of economic status also brought about improvement of the social status of SC population. The researcher has called upon the policy makers to improve the living standard of SC population in Tamil Nadu.

Thakur and Agrawal (1989) analysed media utilization with special reference to the welfare of the women and children in India. The researchers have found that mass media in India did not make notable contributions towards the welfare of women and children. They have suggested that mass media should become catalysts of development of women and children in India.

Nirupama Prakash (1989) assessed the socio-economic changes among Scheduled Castes after their entry into government services. The sample consisted of Scheduled Caste personnel associated with several governmental organizations in different capacities. The study revealed that educational progress of Scheduled Caste people was the basis for their all round progress. Most of the respondents sent their children to the government schools and firmly believed that education played a pivotal role in the betterment of the economic and social conditions of Scheduled Caste people.
respondents who belonged to class I and II categories and high income group were known for greater social mobility and economic achievement as compared to the respondents who belonged to class III and IV categories.

Vijendra Kumar (1989) evaluated the rise of Dalit power (SC/ST communities) in India. The scholar has traced the evolution of Dalit movement in India and examined the factors and forces which have brought about the uplift of Dalits who remained on the lowest rung of the social and political order in Indian society. The scholar has not examined the role of Indian media in the empowerment of Dalits in general and Dalit professionals in particular.

Dahiwale (1989) made a study on the emerging entrepreneurship among Scheduled Castes of contemporary India in Kolhapur city, Maharastra State. The researcher has noted that very few people in the study area among Scheduled Castes could develop entrepreneurship quality. The government and non-government agencies did not play the role of angel guardians of Scheduled Castes in Maharastra with special reference to entrepreneurship development according to the study.

Prasad (1989) evaluated the factors influencing the media exposure of dry land farmers in India. The researcher noted that the farmers representing low social and economic categories did not enjoy the benefit of adequate media exposure as compared to their counterparts who represented creamy layer. The researcher has suggested that decentralisation, democratization and localization of media services would boost agricultural development in India.

Sharad Patil (1989) made an analysis on mobilizing Scheduled Castes and Scheduled Tribes in India. The scholar observed that Scheduled Castes and Scheduled Tribes in India were divided and ruled by the dominant sections of society. There were hundreds of sub-castes among Scheduled Castes and Scheduled Tribes in India. The scholar has called upon them to come under the banner of Buddha and Ambedkar in order to achieve social solidarity, political leadership and economic prosperity.
Rangarao (1989) examined factors like urbanization, occupational mobility and social integration with special reference to Scheduled Castes in India. The scholar observed that the SC candidates who lived in urban areas with better educational and employment opportunities did not suffer much social deprivation and economic oppression as compared to the rural SC candidates. The scholar has suggested that social and economic conditions of SC communities should be improved in urban areas by creating better infrastructural facilities and ensuring basic amenities.

Puran Singh (1989) studied the educational problems of Scheduled Castes in India. The scholar examined the educational status, problems and prospects of Scheduled Castes in India. The scholar noted that there was not considerable educational progress of Scheduled Castes in India mainly because of lack of parental support, environmental co-operation and governmental patronage. The scholar has called upon the policy makers, educationists and other catalysts to implement special educational programmes which would benefit the Scheduled Castes in India.

Yurlova (1989) authored a book on Scheduled Castes in India. The scholar has also studied the origin of Scheduled Castes, status of Scheduled Castes, problems of Scheduled Castes and opportunities of Scheduled Castes in India. The scholar has observed that a vast majority of Scheduled Castes in India could not achieve adequate progress mainly due to casteist and corrupt political leadership and bureaucracy in India. The scholar has called upon the Scheduled Castes in India to rise to the occasion and take leadership.

Purohit and Purohit (1990) edited a hand book of reservation for Scheduled Castes and Scheduled Tribes in India. The hand book provides useful information about educational reservation, employment centered reservation and political reservation benefits for Scheduled Castes and Scheduled Tribes in India. The authors have also analysed the factors which impeded the progress of Scheduled Castes and Scheduled Tribes in India.
Ahir (1990) has authored a book on the legacy of Dr. B.R. Ambedkar who struggled all through his life for the empowerment of Scheduled Castes and Scheduled Tribes in India. The scholar has highlighted the life, mission and message of Dr. B.R. Ambedkar. The scholar has also noted the critical role played by Dr. B.R. Ambedkar in drafting the Constitution of India and ensuring several safeguards and protective measures for the empowerment of Scheduled Castes and Scheduled Tribes in India.

Victor D’Souza (1990) authored a book on development planning and structural inequalities among the under-privileged sections of Indian society. The scholar has found that weaker sections in India did not develop a broad based social and political alliance in the post-independence era. These under-privileged sections of Indian society were also systematically divided, ruled and ruined by the power structure in India. The scholar has suggested a meaningful, broad-based and sound social and political alliance building comprising dalits, backwards and minorities in India in order to achieve collective bargaining power and economic progress.

Chaurasia (1990) authorized a book on Scheduled Tribes in India. He has critically analyzed the social structure, caste system, economic activities, political participation and other aspects of Scheduled Castes and Scheduled Tribes India. The scholar has found that occupation and caste were inter-related aspects of Indian study. This has really hindered the progress of SC/ST communities in India. Despite constitutional safeguards and reservation benefits, the standard of living of SC/ST communities has not improved considerably due to lack of political will, bureaucratic hurdles, status quoism, fundamentalism, casteism, liberalization, privatization, malnourished SC/ST leadership, disorganization of SC/ST communities and so on. Even now a sizeable chunk of SC/ST people remain less educated, under-employed, socially oppressed and economically depressed because of the system-related drawbacks and limitations. The author has called upon SC/ST communities to acquire political power which is the master key to their overall progress. He has also suggested that constitutional provisions should be translated into realities with utmost conviction and responsibility in order to develop SC/ST communities.
Shanthakumari (1990) evaluated the impact of welfare measures on Scheduled Castes in Kerala State. The study revealed that the Harijan welfare programmes of Kerala State Government really benefited the SC community. It was also noted that the SC population in Kerala were subjected to caste based prejudices and oppression. There was inadequate social mobility, economic progress and political change among SC population in Kerala. The welfare measures of Kerala State Government such as distribution of lands, house and so on could not make notable impact on the status of SC population in Kerala State.

Upadhyay (1991) examined the socio-economic profile of Scheduled Castes and Scheduled Tribes in India. The work contains a collection of research papers and articles which are based on multi-disciplinary approaches. The researcher has identified series of impediments to the empowerment of Scheduled Castes and Scheduled Tribes in India. The authors have also suggested several welfare measures that could be taken up collectively by the Central Government, State Government, Voluntary Organisations and Dalit leaders and activists.

Krishnaiah Chetty (1991) studied the development programs with special reference to Scheduled Castes and Scheduled Tribes in India. The scholar has observed that a majority of weaker sections could not get the benefits of various development programs mainly due to lack of information, motivation and other supportive services. A microscopic minority of weaker sections who were close to the power structure got all the benefits while a great majority of Scheduled Castes and Scheduled Tribes in India remained under – privileged in many respects.

Chenchreek (1991) authored a special centenary publication on social justice and political safeguards for depressed classes in India on the basis of the speeches and writings of Dr. B.R. Ambedkar. They have also made an in-depth analysis of the
implementation of the constitutional safeguards and reservation policies in the post-independence era. The authors also have suggested specific measures for the empowerment of SC/ST communities in India.

Gopa Bagachi and Mukhopadhyay (1991) analysed the relationship between mass communication and social development. The researchers observed that mass media did not provide adequate space and time for the discussion of development related issues, trends and developments in India. The researchers have suggested that mass media in India should assume the role of catalysts of development.

Sharma (1991) authored a book on Scheduled Tribes with an emphasis on population and literacy. The author has observed that Scheduled Tribes in India remained educationally backward, socially immobile, economically depressed and politically oppressed mainly because of the increased neglect of these communities by the state. The author has also called upon the state to develop educational infrastructural facilities in the tribal areas in order to enlist their active participation in the mainstream of development.

Maurya (1992) examined the mission of Ambedkar for social justice in India. The scholar has traced the profile, mission and struggle of Dr. B.R. Ambedkar for the emancipation of Dalits and other weaker sections of Indian society. The scholar has also called upon Dalit leaders and activists to work for the completion of Dr. B.R. Ambedkar's mission through absolute unity, solidarity and action.

Brahmachari and Roy (1993) evaluated the employment planning for rural poor, Scheduled Castes and Scheduled Tribes in India. They observed that a majority of rural poor, Scheduled Castes and Scheduled Tribes in India were either under employed or unemployed. They have suggested that the Central and State Governments should launch special employment programmes and provide gainful employment opportunities to these weak and vulnerable sections of Indian society.
Bhadra and Girija (1994) examined the study habits, skills and abilities of high and low achieving SC/ST students of Psychology. The researchers noted that SC/ST students who represented low social – economic background could not cultivate study habits, abilities and skills as compared to their counterparts who were privileged. The researchers have suggested a preferential treatment for the under-privileged SC/ST students of Psychology in order to boost their morale, participation and progress academically and otherwise.

Joglekar (1994) analysed the socio-economic impact of media revolution in India. The scholar has observed that in the age of globalization media institutions are controlled by the market forces which are wedded to status quoism. He has called upon the media owners and professionals to inculcate social responsibility and function as angel guardians of social justice in a developing country and pluralistic society like India.

Hemalatha Rao and Devendra Babu (1994) assessed the socio-economic upliftment programs for the benefit of Scheduled Castes and Scheduled Tribes in India. The researcher has noted that in the post-independence era several programs were launched for the benefit of Scheduled Castes and Scheduled Tribes in India. However, these programs did not reach out to the poor and needy among the Scheduled Castes and Scheduled Tribes in India according to the study.

Rebathi Ballabh Tripathy (1994) has authored a book on sub-human social existence of Dalits in Indian society. The scholar has made an in-depth analysis of social deprivation, object poverty, economic exploitation, political powerlessness and other factors which have brought about a sub-culture of submission and the pathetic state of sub-human social existence of Dalits in Indian society. The Dalits in India are actually Indian blacks who are subjected to unfold miseries and multiple exploitations by the dominant sections of Indian society who control polity, economy, society and culture. In the rural and urban areas a large number of Dalits live a miserable life and are involved in degraded works like scavenging, sweeping and so on. Even now a large number of Dalits in India remain landless, jobless and under-privileged in several ways. The scholar has
invited the attention of policy makers and general publics on the current sorry state of affairs which impeded the education, emancipation, organization and empowerment of Dalits.

Chaurasia (1995) studied the relationship between mass media and human rights education. The scholar has identified the role of mass media in the process of development in general and human rights education in particular. The scholar has also called upon the mass media to protect the interest of senior citizens, religious minorities, women and children and indigenous people.

Mumtaz Ali Khan (1995) examined human rights and Dalits in Indian society. The scholar has identified the causes of human rights violation with reference to Dalits in India especially in the post-independence era. The scholar has called upon Dalit leadership to give up power politics and work for the fulfillment of the mission of Dr. B.R. Ambedkar who struggled all through his life for the empowerment of Dalits and other vulnerable sections of Indian society.

Sharma (1996) conducted an empirical study on social mobility among Scheduled Castes in India. The researcher has observed that educated, employed and empowered Dalits in India showed high level of social mobility as compared to their less fortunate fraternity in Indian society. The Dalits in rural and remote areas were not socially more mobile on account of social and economic constraints according to the study.

Ammu Jospeh (1996) assessed the electronic democracy with reference to Indian perspective. The scholar focused the attention of readers on the contribution of electronic media to the democratic process in the new millennium. The scholar has suggested that electronic media and new communication technologies could be properly utilized for the betterment of the living standards of women, Scheduled Castes/Tribes, backward class and minorities in India.
Walter Fernandes (1996) edited a book on emerging Dalit identity in Indian society. The scholar observed that Dalits in the post-independence era could not get another dedicated and committed statesman like Dr. B.R. Ambedkar. He has also noted that Dalit movement in India was at the cross-roads. Despite these shortcomings, Dalits struggled to build up their own identity under the leadership of few committed scholars, organizers and activists.

Khan and Qama (1996) examined the socio-economic background and developmental aspirations of Scheduled Caste people. They found that well educated and employed persons among Scheduled Castes had high developmental aspirations as compared to their cousins who represented low educational and economic background.

Om Prakash Sangwon (1996) assessed the challenges of development among Dalits in India. The author made a comprehensive analysis of constitutional provisions, demographic features of SC/ST communities, reservation policy, educational problems, economic issues and other factors which were closely associated with the empowerment of Dalits in India. It was also noted that a vast majority of SC/ST communities in India did not have the benefit of access to education, wealth, technology and other developmental opportunities mainly due to status quoism.

Chatterjee (1996) authored a book on Scheduled Castes in India. The scholar has traced the origin, growth and development of Scheduled Castes in India. He has also discussed the impact of constitutional provisions, reservation policies, welfare measures and other relevant issues connected with the progress of Scheduled Castes in India.

Shyam Nandan Singh (1996) authored a book on Ambedkar and reservation policy. The scholar has examined the crucial role of Dr. B.R. Ambedkar as social reformer, champion of social justice and chief architect of the Constitution of India. The scholar has appreciated the struggle of Dr. B.R. Ambedkar toward the empowerment of
Scheduled Castes and Scheduled Tribes in India by ensuring several constitutional safeguards and protective measures for the Scheduled Castes and Scheduled Tribes in India.

Sukhdeo Thorat (1996) analysed the perspective of Dr. B.R. Ambedkar on economics of Hindu social order. The scholar observed that the existing Hindu social order and hierarchy were mainly responsible for the economic backwardness of the Scheduled Castes and Scheduled Tribes in India. The scholar has highlighted the need and importance of implementing Dr. B.R. Ambedkar’s economic ideology in Indian society. Dr. B.R. Ambedkar had called upon the policy makers to achieve the goal of Sarvodaya (collective welfare) through Antyodaya (empowerment of the downtrodden communities).

Marc Galenter (1996) made an assessment of India’s Policy of compensatory discrimination for disadvantaged sections of society. The scholar has also examined the atrocities experienced by Scheduled Castes and Scheduled Tribes in India and highlighted the measure of compensatory and protective discrimination for safeguarding their rights by availing the privileges towards their emancipation and empowerment. The scholar has suggested that government and non-government agencies should launch measures to remove inequality through protective and compulsory discrimination.

Pundir (1997) evaluated the changing patterns of Scheduled Castes in India. The author has also made a critical assessment of prevailing social stratification system, economic order, political conditions and cultural ethos which have a bearing on the uplift of Scheduled Castes. The scholar made an attempt to study the role of Dr. B.R. Ambedkar in the empowerment of Dalits in India. The scholar has also noted that Dalits could not get another leader like Dr. B.R. Ambedkar. The existing system and forces hindered the growth and development of Scheduled Castes in India. The scholar has also called upon the policy makers to implement the constitutional provisions and empower Scheduled Castes on a priority basis.
James Massey (1998) assessed the struggle of Indian Dalits for identity, solidarity and liberation. The scholar observed that Dalits did not come under one platform in the post-independence era. Most of them failed to understand the life, mission and contributions of Dr. B. R. Ambedkar. The scholar also noted that there was no absolute solidarity among Dalits in Indian society. The scholar has called upon Dalits in India to get united under Buddhist ideology and Ambedkar’s struggle for social justice.

Sukhdeo Thorat and Ram Deshpande (1998) analysed the caste system and economic inequality in Indian society. The scholars observed that the prevailing caste system in India was the biggest bottleneck to the progress of the Scheduled Castes and Scheduled Tribes in India. The scholars have suggested that implementation of land reforms, re-distribution of lands, subsidized financial assistance, vocationalisation of education, creation of gainful employment opportunities, implementation of reservation policy and other measures to wipe out economic inequity in Indian society.

Kanwar Chauhan (1998) studied the impact of television on social transformation. The scholar has also traced the origin, growth and development of television in India. The study mainly deals with the impact of television on modern society. The study revealed that television has a profound impact on social transformation especially in a developing country like India. The students were greatly influenced by the television medium and improved their academic status mainly because of better exposure. The farmers also improved their production and productivity considerably. Television programmes also strengthened national integration. The study has also suggested certain methods and programmes which would transform the lives of people in India.

Ghanashyam Shah (1998) presented a paper on caste and untouchability in India. The scholar has observed that the Scheduled Castes and Scheduled Tribes constituted untouchables in India and that these communities suffered the worst kind of discrimination and exploitation. The scholar has also examined the factors which were associated with the practice of untouchability and victimization of downtrodden communities in India. The scholar has suggested that untouchability should be wiped out
from Indian society by strict implementation of constitutional safeguards and protective measures for the Scheduled Castes and Scheduled Tribes in India.

Sukhdeo Thorat (1999) studied poverty, caste and child labour with special reference to Dalits and Adivasi children in India. The scholar has identified the factors such as poverty, illiteracy, unemployment and under-privileged status which were mainly responsible for child labour among the Scheduled Castes and Scheduled Tribes in India. The scholar has called upon the state to create gainful employment opportunities and ensure dignified living for the Scheduled Castes and Scheduled Tribes in India.

Vinay Kirpal and Meenakshi Gupta (1999) examined equality through reservation for SC/ST students in five prestigious institutes of technology in India. The study indicated that the SC/ST candidates who acquired high technical education in Indian Institute of Technology were able to achieve commendable progress professionally and otherwise. Reservation was indeed a highly effective means of equality according to the study.

Bhargava and Pal (1999) assessed the human rights of Dalits. The scholars made an in-depth study of the issue of Dalit human rights and caste system from varying perspectives. They have also analysed social policy, legislative measures, religious practices and human rights movement which were directly associated with human rights of Dalits. They have found that under-privileged Dalits who lived in rural and remote areas were subjected to several kinds of oppressions which amounted to the violation of human rights of Dalits. They have called upon the State and National Human Rights Commission to play a decisive role in the empowerment of Dalits in India.

Wankhede (1999) assessed the social mobility among Scheduled Castes in India. The scholar has also examined the factors which have boosted social mobility among Scheduled Castes in India in the post-independence era. The educational advancement, employment opportunities and social exposure were primarily responsible for social mobility among Scheduled Castes in India. The study also identified the factors and
forces which hindered the progress of Scheduled Castes in India. Even the new
generation of Scheduled Castes faced severe opposition from the upper castes in their
offices due to prevailing social hierarchy.

Deba Singh Roy (1999) studied land reforms, peasant movements and Scheduled
Castes in India. The scholar has noted that a majority of Scheduled Castes in India were
landless labourers and remained socially and economically disadvantaged sections of
Indian society. The peasant movement was also controlled by the socially dominant and
privileged sections of Indian society. Land reforms act was not fully and properly
implemented all over the country. The landlords and bureaucrats were against the
implementation of land reforms in India. The scholar has called upon the state to
evaluate land reforms act in India and implement land reforms in order to empower
Scheduled Castes and Scheduled Tribes in India.

Michael (1999) evaluated the vision and values associated with Dalits in modern
India. The author has covered several thoughts, struggles and programs which are meant
for the liberation of Dalits in modern India. The author has also suggested several
measures which would unite, organize, educate, emancipate and empower Dalits in
modern India.

Avinash Chiranjeev (2000) examined electronic media management in India. The
researcher has found that All India Radio and Doordarshan were owned, managed and
controlled by the Government of India while private electronic media were owned by the
market forces. AIR and Doordarshan focused more on developmental issues, trends and
developments while private television channels focused more on economic and political
issues, trends and developments. The study also revealed that electronic media in India
did not develop sufficient Dalit orientation and that the contribution of electronic media
for the empowerment of Dalits was insignificant both quantitatively and qualitatively.

Sankaran (2000) made an overview of state policies and programmes with special
reference to the welfare of Scheduled Castes and Scheduled Tribes in India. The scholar
has critically examined the evolution of various provisions in the Constitution of India specifically pertaining to the safeguards and progress of the depressed classes. The scholar has observed that the welfare is rooted in the Constitution based on the values of equality, human dignity, social justice, laws and policies emanating from the Constitutional mandate. The scholar has also found that these measures were inadequate though a vast ground was traversed by way of planned development in spite of the heterogeneous nature of Indian society. The scholar has advocated for concerted efforts of the state and various agencies towards the continued quest for equality and social justice.

Mohanty (2000) made a comprehensive review of the various protective measures which have been taken for the welfare of Scheduled Castes and Scheduled Tribes in India such as rehabilitation of bonded labourers, land alienation, shifting cultivation, plan outlays and efforts. The scholar observed that there is a need to review all existing land alienation legislation to plug loopholes, strict enforcement of the provisions for violations, inputs for land development, restoration of alienated land, modernization of agricultural practices and so on in order to empower the Scheduled Castes and Scheduled Tribes in India. The scholar has suggested that proper monitoring and evaluation of welfare measures should be undertaken in order to achieve the goals of development of Scheduled Castes and Scheduled Tribes in India.

Srivastava (2000) studied the working of the Constitutional safeguards and protective measures for the Scheduled Castes and Scheduled Tribes in India. The scholar has observed that the Constitution of India envisages all round development of the Scheduled Castes and Scheduled Tribes in India in particular. However, the condition of these communities has not improved to the extent desirable since independence. The disparity in education, poverty and other minimum requirements such as roads, electricity, housing, drinking water, health, nutrition, sanitation, etc is widening over the years. The economically and politically strong within these communities are cornering most of the benefits. The scholar has suggested that the policies should be more focused toward bridging the prevailing disparities.
Dipankar Gupta (2000) authored a book on caste system, hierarchy and difference in Indian society. The scholar has noted that the Indian society remained like a pyramid and that the upper castes cornered all the benefits since they were close to the power structure. The socially disadvantaged sections continued to remain at the receiving end in all respects. The Indian society, economy and polity were absolutely controlled by the upper castes people. The scholar has called upon the state to strictly implement the reservation benefits and reverse the process of development in India.

Devsen Nesiah (2000) authored a book on discrimination with reason. The scholar has noted that the Scheduled Castes and Scheduled Tribes in India were weak and vulnerable sections of Indian society. The scholar has observed that the benefits were siphoned off by the prosperous and influential sections and that the gap between the haves and have-nots increased in India over the years despite the planned efforts. The scholar has suggested that periodical review is necessary to enable the extremely marginalized sections of Indian society to achieve equality, justice and progress in all spheres of life.

Lal (2000) has examined the protective discrimination and the Scheduled Castes in India. The scholar has discussed the atrocities experienced by the disabled and disadvantaged Scheduled Castes and highlighted the measure of protective discrimination for safeguarding their rights by availing the privileges toward their development. The scholar has observed that continuing reservation policy is one of the important measures to promote equality among S.C. community by improving their participation in the national development programmes. Implementing the quota of reservation, strengthening the social and cultural organizations under conscious dalit leadership and initiation of measures by Central and State governments to remove inequality through protective discrimination are suggested by the scholar.

Ambrose Pinto (2000) analysed the relationship between reservation policy and Dalit empowerment in the independent India. The scholar has observed that in spite of
all the policies and programmes for the empowerment of Scheduled Castes and Scheduled Tribes in India, there has not been a total transformation in their lives. The reservation policy has not been fully implemented even after 57 years of the Constitution. The scholar has pointed out that reservation alone does not facilitate the empowerment of Dalits in India. The scholar has suggested that an attack on the unjust system has to be made from different directions including the extension of reservation benefit in the private sector.

Sukhadeo Thorat (2000) has assessed the programmes for empowerment of Scheduled Castes and Scheduled Tribes in India. The scholar has observed that a very large section of Scheduled Castes and Scheduled Tribes in India are engaged in rural and urban informal and unorganized sector. The scholar has also found that there is a need to improve the efficiency and coverage of self-employment and wage-management programmes. The scholar has suggested that the extension of protection in the form of reservation in jobs and other forms in agriculture and urban industrial sector for Scheduled Castes and Scheduled Tribes in India in view of growing privatization and increasing dependence on the market for jobs, capital and social services.

Oliver Mendelsohn and Marika Vicziancy (2000) authored a book on the untouchables’ subordination, poverty and state in modern India. The scholar noted that upper caste people in India remained at the giving end and the low caste people in India remained at the receiving end. The Scheduled Castes and Scheduled Tribes in India remained as poor, neglected, deprived, depressed and oppressed in all respects. These communities always remained socially, economically, educationally and politically under – privileged sections of Indian society. Many reformers and activists have fought for the emancipation and empowerment of Scheduled Castes and Scheduled Tribes in India. The scholar has also analysed the state of subordination and poverty among the Scheduled Castes and Scheduled Tribes in India very systematically and scientifically.

Surinder Singh Jaiswal (2000) evaluated the reservation policy and other constitutional safeguards for the Scheduled Castes and Scheduled Tribes in India. The
scholar made a critical assessment of the myths and realities of these safeguards and provisions. The scholar has identified that the constitutional safeguards and provisions were extremely good in theory and practice. The scholar has suggested that these safeguards and provisions should be implemented within a given time frame in order to empower the Scheduled Castes and Scheduled Tribes in India.

National Institute of Rural Development, Hyderabad (2000) conducted an evaluation on the impact of economic reforms on Scheduled Castes and Scheduled Tribes in India. The study revealed that new economic reforms created more number of underprivileged persons among the Scheduled Castes and Scheduled Tribes in India. The gap between the haves and have-nots increased over the years mainly because of new economic reforms which did not deliver goods from the point of view of social justice according to the study.

Nancharaiah (2000) studied the impact of various developmental measures launched by the government on SC/ST population in India. The researcher observed that there was a substantial gap in the level of development between SC/ST population and others in India. The researcher has also suggested that there was a need for strict implementation of land reforms, redistribution of surplus and waste lands, increased outlay and financial assistance for educational progress of SC/ST communities in India.

Rathod and Khonde (2000) evaluated the information seeking behavior of tribal farmers in Nagpur district of Maharashtra State. The study revealed that the tribal farmers received useful information through radio (83.33%), television (66.67%) and newspapers (65.33%). The extension media were not useful source of information to the tribal farmers. The researchers have called upon the policy makers to develop agriculture extension media in tribal areas and actively involve tribal farmers in the process of agriculture development.

Gurupada Chakraborty (2000) studied the factors associated with the development of SC/ST communities in India. The researcher observed that state policies, social
movements and popular action were closely associated with the status of SC/ST communities in India. The researcher has suggested that enlightened consciousness among policy makers and SC/ST communities would improve the state of affairs in India.

Chandu Subbarao and Francis (2000) edited a book on the development of weaker sections in honour of Professor K.S. Chalam. The scholars have traced the various stages of the development of weaker sections in India. The scholars have also documented the struggles launched by several statesmen and reformers in India toward emancipation and empowerment of weaker sections in India. The scholars have observed that weaker sections in India were at the cross roads mainly due to internal differences and conflicts. The scholars have called upon the weaker sections to bury all the differences and create a congenial environment for their united struggle in order to capture power.

John G. Sommer (2001) examined the grass roots advocacy movements in India with special reference to empowerment of the oppressed sections of Indian society. The scholar noted that peasants, workers, women and weaker sections in India were not properly educated, organized, motivated and persuaded by the intellectuals, organizers and activists especially at the grassroots level. The scholar has called upon the oppressed sections to develop meaningful social and political alliances in order to capture political power.

Venkatasubba Rao (2001) authored a book on tribal development policy and practice in India. The scholar has also examined the various policies and programmes which have been formulated and implemented in the post-independence era for the benefit of tribes in India. The scholar has observed that a microscopic minority of tribes in India received educational, economic and political benefits, while a large majority of tribes in India remained poor, illiterate, marginalized and oppressed. The scholar has called upon the state to implement special programmes in consultation with the tribes in India. The scholar has also suggested that tribes should be actively involved in policy making, planning, implementation and evaluation of tribal development programmes in India.
Sharma (2001) edited a book on re-conceptualizing caste, class and tribes with special reference to Indian society. The author has examined these three important concepts and analysed the role of existing caste structure in India in the empowerment of people. The scholar has also identified that low social background of the people was mainly associated with economic and political backwardness of the people. The Scheduled Castes, Scheduled Tribes, Backwards and Minorities in India remained economically backward and socially deprived because of their low social status. The scholar has suggested that castelessness should become a new way of life in India in order to achieve progress on par with other developed countries.

Mahapatra and Panda (2001) studied the information needs of people with reference to Panchayati Raj system. They found that people in the rural areas were not aware of right to information and facilities extended by Panchayati Raj institutions. The rural people were not the beneficiaries of information explosion. The electronic media were the major sources of information to the rural people. The researchers have suggested decentralization and democratization of media services in the rural areas.

Narayan Mishra (2001) evaluated the educational issues and aspects associated with Scheduled Castes in India. The author has covered various policies, plans and programs which had an impact on SC communities in India. The author has also identified the challenges and opportunities which need to be understood by the policy makers and educationists concerned with the welfare of Scheduled Castes and Scheduled Tribes in India.

Abusaleh Shariff (2001) analysed the state of life of Scheduled Caste and Scheduled Tribe communities in India. The scholar has also examined human development indicators with special reference to Scheduled Caste and Scheduled Tribe communities in India. The study revealed that the land holding, housing, education, health care, employment, social mobility, social change, political participation and economic progress were not up to the mark in respect of a majority of Scheduled Caste
and Scheduled Tribe communities in India. The scholar has suggested that the State should implement new schemes for the betterment of the living standards of Scheduled Caste and Scheduled Tribe communities in India.

Rao (2001) examined the development of Scheduled Castes in India. The researcher observed that the constitutional safeguards and provisions did not reach out to a majority of Scheduled Castes and Scheduled Tribes in India mainly due to lack of awareness, preparedness, activism and participation. The researcher has suggested that government should provide reservation benefits to the deserving sections of Scheduled Castes and Scheduled Tribes in India.

Hoshiar Singh and Mallik (2001) analysed the socio-economic development of Scheduled Castes in India. The scholar has also identified and analysed the factors which were largely responsible for the social and economic backwardness of Scheduled Castes in India. The scholar has also called upon the state to implement the constitutional safeguards and provisions in order to promote the socio-economic progress of Scheduled Castes in India.

Mahipal Singh (2002) studied the attacks on Dalits and freedom of press in India. The scholar has made reference to constitutional provisions regarding freedom of speech and expression in India. The scholar has also highlighted human rights violation in India with special reference to Dalits. The scholar has suggested that Dalits should be protected against all kinds of discriminatory tendencies and oppressive features.

Bibhuli Yadav (2002) edited a book on Dalits in India. The scholar has made a comprehensive analysis of the origin, status, problems and prospects of Dalits in India. The scholar has observed that Dalits were not absolutely united under Ambedkarism in the post-independence era. The scholar has also pointed out that Dalits were at the cross-roads in India. The scholar has suggested that Dalits should put-forth united struggle for their emancipation and progress.
Nitin Jugran Bahuguna (2002) assessed the role of mass media in social development in India. It was observed that mass media in India did not play a decisive role in the process of social development. The backward sections of rural society did not enjoy the benefits of access and adequate coverage in the mass media. The researcher has called upon the mass media to focus more on social issues which would facilitate social change, social mobility, social participation and social progress of the people in India.

Chandra Arya and Sushil Kumar Sharma (2002) studied the barriers to information in Indian society. The researcher observed that there were several barriers to information in Indian society mainly because of existing caste system, economic order, centralized media and other factors. The researcher has suggested that free flow of information is very essential in Indian society. Modern organizations are also called upon by the researcher to involve people of various levels in gathering, processing and utilization of information for the benefit of organizations. Agreements with other international organizations for information exchange, training of man power and establishment and management of information units at various levels are also suggested by the researcher.

Joshi (2002) examined the challenges of the mass media and civil society in modern India. The scholar has observed that Indian society has large number of people who do not have media consciousness and civic sense. The present commercialized media environment also blocked the learning and participatory opportunities to the people.

Padmamma et al (2002) studied the utilization of newspapers and magazines by the under graduate college teachers in Shimoga city, Karnataka State. The researchers observed that demographic factors had a major impact on the utilization of media by the subjects. The young generation of teachers used newspapers and magazines which contained high reading materials as compared to old generation of teachers. The researchers have suggested optimum utilization of periodicals in the college level.
Ghanashyam Shah (2002) analysed the relationship between Dalits and the State. The study revealed that Dalits mainly depended on the State for their social and economic status. Dalits also perceived that State was the real saviour to liberate them from the shackles of bondage and oppression of every kind. The scholar has called upon the State to implement the Constitutional safeguards and provisions in order to empower Dalits in India.

Surinder Jodhka (2002) studied the concept, nature and scope of Dalit identity in India. The scholar has identified emerging Dalit movement and leadership in India. The scholar has also suggested that Dalits should play an active role in the mainstream politics by developing a practically effective alliance with backwards and minorities in India in order to gain political power which is the master key to their progress.

Mohanty (2002) made an overview of the development of Scheduled Castes in India. The author has also identified several issues which confronted the progress of Dalits in the post-independence era. The author has also pointed out certain drawbacks and limitations associated with the system which is under the absolute control of privileged sections of Indian society.

Amita Jain (2003) analyzed the process, pattern and practices of communication in both public and private organizations. It was found that the voluntary organizations were not fully equipped with necessary infrastructural facilities, man power, strategies and technologies which were essential to empower the under-privileged sections of the society. Even the public institutions did not accord a place of pride to communication in the process of organizational management. The public and private organizations did not consider communication as a prominent management function. The researcher had called upon the policy makers in public and voluntary organizations to develop communication system and empower the beneficiaries.
Mohanty (2003) studied the educational progress of Scheduled Tribes in India. The author observed that the educational progress of Scheduled Tribes in India was woefully inadequate mainly due to lack of political will and intervention. The low enrolment and high drop outs continued at all levels of tribal education. The scholar has suggested that the tribal developmental policies should be adequately disseminated through informal communication channels. The scholar has also called upon the tribal leaders and activists to put pressure on the government to ensure educational and economic progress.

Cherla Raja Mouli and Saroja (2003) examined the integration of media with distance education system. They found that the media were not effectively used as informal means of education by the centers of distance education in India. They have suggested that radio and television could be used as effective tools of distance education in the country.

Kannan et. al. (2003) studied the media exposure, media access, media habits and media intervention for tribal development in lower hill of Palani district of Tamil Nadu State. The researchers observe that there was poor media exposure among tribals in general and inadequate media intervention for tribal development in particular. The researchers had suggested development of communication infrastructural facilities in tribal areas of Tamil Nadu and increased coverage of tribal issues in the mass media in order to empower tribals who are under-privileged in all respect.

Goswamy (2003) authored a book on constitutional safeguards for Scheduled Castes and Scheduled Tribes in India. The scholar also made an authoritative analysis of the quantitative and qualitative aspects of implementation of constitutional safeguards for the empowerment of Scheduled Castes and Scheduled Tribes in India. It was noted that the constitutional provisions were not sincerely and strictly implemented in India in the post-independence era due to lack of political will on the part of the leadership on the one hand and disorganization among Dalits on the other hand.
Ramesh Chandra and Sangha Mitra (2003) have examined Dalit identity in the new millennium. They have dealt with several aspects such as constitutional provisions, constitutional safeguards, reservation benefits, welfare measures and other governmental initiatives in the post-independence era. The scholars have also observed that Dalits are deprived of both formal and informal education especially in the rural areas. The role of mass media in empowerment of Dalits is not felt or seen. The mass media in India have not developed sufficient Dalit orientation in the coverage of issues, trends and developments which have affected Dalits.

Ravindra Patil (2003) evaluated the impact of new economic policy on employment of Dalits from sociological and economic perspectives. The researcher observed that Dalits were the worst victims of new economic policy in India. The public sector undertakings were also subjected to privatization in India. There was no reservation benefit in private sector for Scheduled Castes and Scheduled Tribes in India. Consequently, employment opportunities considerably reduced for Dalits in public and private sectors. The researcher has called upon the policy makers to ensure reservation for Dalits in private sector in order to empower them socially and economically.

Rajalakshmi (2004) examined the knowledge and skills for information management with special reference to information personnel in India. The researcher observed that the information personnel did not receive adequate orientation programmes and state of the art facilities with respect to enhancement of information management skills and capacities. The researcher has suggested that modern organizations should develop MIS in general and promote human resources associated with information management in particular.

Buta Singh (2004) has analyzed Dalits awakening India. The author has provided authenticate details about the origin of caste and caste system in India, origin of the Brahmins, social status of women, castes as social groups, Buddhism as a revolt against caste system, foreign invasion of India, untouchability in India and other significant
issues which warrant serious introspection and systematic evaluation especially by the right thinking people of Indian society. The author has called upon Dalits to rise to the occasion and achieve progress through united struggle.

Rathod et al. (2004) examined the relationship between socio-economic status and information seeking behaviors of tribals in Maharashtra state. They found that socio-economic status of tribals mattered most from the points of view of media exposure and information acquisition. They have also observed that the tribals who were educationally and economically better off were able to utilize media information for their development. The tribals who were economically not so well off had to depend on inter-personal communication channels. The researchers have called upon the policy makers to make communication an intrinsic component of tribal development projects.

Narendra kumar (2004) authored a book on the Dalit policies, politics and parliament in India. The author examined several policies and programs which were meant for the upliftment of Scheduled Castes and Scheduled Tribes in India. The author has also noted that the elected representatives who represented SC/ST sections did not live up to their expectations. Most of them also did not truly represent these weaker sections. Separate electoral system would benefit Scheduled Castes and Scheduled Tribes in India according to the author.

Gangadevi Byadagi and Karisiddappa (2004) analyzed the impact of globalization on information acquisition among people in Karnataka State. They found that even though there was adequate informational infrastructural development in Karnataka State, the people were not fully aware of the need and importance of utilizing information resources for their development. The emergence of information technology also had tremendous impact on the lives of the people. The researchers have suggested specific measures for the utilization of information resources by the people.

Sanjay Prakash Sharma (2004) studied the process of Dalit empowerment in India. The scholar also made a comparative analysis of the social and economic
conditions of Dalits in the pre-independence and post-independence stages. The study reveals that Dalits have not achieved notable progress after independence in all spheres of human life mainly due to existing social and economic orders. The researcher has suggested that Dalits should develop constructive political alliance and improve their bargaining power politically and otherwise.

Jayachandra Reddy (2004) examined the role of media as means of public instruction and welfare. They found that the presence of uninformed and misinformed citizenry did not auger well for national development in India. The researcher has suggested that a developing country like India demands the presence of well informed, active and dynamic citizenry.

Karisiddappa and Kavitha (2004) studied the informational requirements of professionals. They found that the professionals need information support in order to improve their attitudes, behaviors and performance. They identified electronic media, new communication technologies and print media as appropriate media mix for the advancement of professionals in our country. They have suggested that information literacy would improve the state of affairs.

Keval J Kumar (2004) evaluated the media effects on people. The researcher found that mass media stimulate educational, professional, economic, social and cultural progress of people if they are properly utilized by the owners, professionals and users. The researcher has suggested that mass media should inculcate social responsibility and provide people friendly and progress friendly services in order to achieve the development of the mankind in India and elsewhere.

Dharmendra Singh (2004) analyzed the social, cultural, economic and political dimensions of Indian communication theory and practice. He has made a comparative analysis of Indian and western communication models. He has also examined the social
and economic dimensions of Indian media system. He has also suggested that Indianisation of media would benefit the masses rather than westernization of Indian media.

Sandhya Rao (2004) studied the nature of association between media exposure and demographic factors in Bangalore, India. The researcher made an in-depth analysis of media habits and uses in a changing society. Television channels have penetrated into rural and remote areas. The new media such as computers, Internet and telecommunication channels also made their presence felt in Indian society. The reading habits were considerably reduced consequent upon the impact of television and computer media. The economically and educationally well off sections of Indian society have cultivated healthy and positive media habits and acquired information significantly as compared to the people who were under-privileged. The researcher has suggested equitable distribution of information resources in Indian society in order to achieve sound economic progress.

Sita Deulka (2004) authored a book on the past, present and future of Dalits in India. The author has made a comprehensive study on the status of Dalits mainly on the basis of review of secondary literature available in different forms. The author has noted that the status of Dalits did not improve considerably especially in social, educational, economic and political fields mainly due to lack of political will, disorganization among the Dalits, internal conflicts among various sections of Dalits and lack of leadership among Dalits in India.

Soorya Murthy and Wesley Shrum (2004) conducted a longitudinal study in Kerala on the system of knowledge generation by the community of scientists. The researchers observed the personal characteristics, professional activities and performance of scientists. They found that healthy and constructive media habits among the scientists significantly improved their profile and performance. They have suggested that the policy
makers in research and development organizations should develop appropriate communication systems with a view to benefit the community of scientists professionally.

Datta (2005) made a compilation of highly informative articles on mass media and information acquisition in India. The evolution of media systems, media activities and media contributions are discussed and analyzed by several authors. They have also examined the relationship between mass media services and information flow in Indian society in detail. There are several interesting conceptual and operational dimensions of Indian media systems in this work.

Gangadhar (2005) conducted the genetic study of the Adikarnatakas, a Scheduled Caste population of Mysore city, Karnataka state. The researcher has examined the demographic, serological, morpho-behavioural, somatometric and dermatoglyphic variations among the subjects. A comparative assessment was also made with similar other studies on the Scheduled Caste population of South India in order to find out the extent of affinity between them. The study revealed that the Adikarnatakas is characterized by the lowest socio-economic status. The subjects also showed the state of poor nourishment and that dermatoglyphic picture in general conforms to the trend observed in the neighbouring populations of Karnataka.

Susheela Jain (2005) examined the process of mediazation in India with special reference to youth. The researcher made an in-depth analysis of the norms, attitudes, behaviors and role structures that prevailed in Indian society consequent on media habits and acquisition of knowledge. It was found that mass media affected the people in general and youth in particular. The researcher has suggested dissemination of youth oriented information, education, guidance and counseling by the mass media in India.

Menon (2005) analyzed the mystery or aura that surrounds the process of news gathering and news dissemination in Indian society. He found that information, education, training and allied services were made available by the Indian media to the
masses. He further observed that Indian mass media mainly catered to the needs of the creamy layer of the society. The rural and backward sections of Indian society were not given the right kind of information support for their development. The researcher has suggested that Indian media should live up to the expectations of the people who are deprived from information resources.

Chandan Kumar Panda (2005) studied the role of mass media in the process of rural development in India. It was found that the mass media in India provided urban-centered and creamy layer-centered services predominantly. The Indian media gave importance to politics, business, crimes, calamities, sports, cinema and other subjects which were not dearer to the rural masses. Radio and local newspapers were better in their coverage of rural issues, trends and developments. The researcher has suggested that mass media in India should concentrate more on rural people in general and weaker sections of Indian society in particular.

Murthy (2005) assessed the relationship between media and accountability. It was found that Indian media were controlled by market forces which are wedded to profit making. The mass media in India have not developed adequate concern for the welfare of poor and downtrodden communities. The researcher has called upon the media owners and professionals to cultivate social accountability and responsibility.

Girish Saxena (2005) conducted a systematic study on the challenges in modern mass media with reference to India. The scholar has examined the social, economic, legal, technical and ethical dimensions of mass media. The social obligation of mass media in India has also been significantly examined by the scholar.

Prafulla Kumar Das and Debadatta Behera (2005) examined the mass media scenario in India in the post independence era. The scholar has traced the evolution of mass media system starting from the days of bullock cart to modern information.
technology. A special emphasis has been laid on the role of media in the empowerment of women. The scholars have suggested that mass media have a greater role to play in the formation of effective human attitudes and behavioral patterns.

Umesh Bhat (2005) has evaluated the status of Dalits from marginalization to mainstream. The author has also focused the attention of policy makers, academicians, researchers and others interested in Dalit studies on current status of Dalits, human rights, security issues, discriminatory tendencies, strategies of empowerment of Dalits and other relevant issues of our times. There is also an indirect reference to the role of media in the development of Dalit community. The mass media in India have not emerged as true angel guardians of social justice due to several counter productive factors which are prevalent in Indian society and media system.

Nirula (2005) studied the various pure and impure facts of the issues pertaining to Dalits who have a bruised dignity in Indian society. The questions of caste and untouchability have been comprehensively dealt by the author in a highly critical way. The author has also given a serious thought to the empowerment of Dalits.

Mamata Rajawat (2005) evaluated the status, problems and prospects of Dalits in India with a special emphasis on social justice. The scholar has also called upon the state to implement the constitutional provisions for the betterment of the living standards of Dalits in particular.

Sahoo (2005) made a comprehensive study of the status of rural development in India with a special emphasis on SC/ST welfare. The researcher also systematically probed the factors associated with the backwardness of Dalits in rural India. The researcher has also called upon the state to ensure meaningful implementation of rural development programs with a special focus on participatory approach.
Gyanendra Singh Rawat (2005) examined the status of Dalits and human rights in India. The scholar observed that educated, employed and well to do Dalits in urban areas did not face serious threats to their rights and privileges. However, Dalits who lived in rural areas and remained under-privileged suffered from series of human rights violation. The scholar has suggested that human rights education and protection with reference to Dalits in India should be undertaken on a missionary zeal.

Prem Shinde (2005) edited a book on Dalits and human rights. The author has examined the relationship between Dalits and human rights in Indian society. The author has also stated that Dalits were the worst victims of human rights violation in India followed by minorities, backwards and women. The author has suggested appropriate measures to create awareness among Dalits about their rights, privileges and safeguards enshrined in the Indian Constitution.

Sharma (2005) brought out a book on caste, class and social inequality in India. The scholar has also examined the relationship between caste and progress in Indian society. The scholar has clearly stated that class is a myth and caste is a reality in Indian society. The scholar has also suggested that India cannot become a global leader socially and economically if caste consciousness and affinity are not annihilated at the earliest opportunity. Indian national progress rightly demands the establishment of a casteless society in 21st century according to the scholar.

Sikligar and Madhurai (2006) have made a comparative study of post metric scholarship for the development of weaker sections in Andhra Pradesh and Pondicherry. They observed that the beneficiaries were not satisfied with the prescribed scholarship amount since it did not cater to their basic needs. The researchers have suggested that the scholarship amount should be enhanced for both hostellers and day scholars according to the changing times and environment.
Mahesh Kumar (2006) evaluated the role of television in tribal development in Jhabua district of Madhya Pradesh state. The researcher analyzed the role of Jhabua Development Communication Project, Bhopal Doordarshan, Jaipur Doordarshan and National Doordarshan in the process of tribal development. It was found that JDCP played a significant role in the process of tribal development since it disseminated area-specific, target group-specific and program-specific broadcasting services. The researcher has called upon the policy makers in government and media organizations to decentralize democratize and localize the broadcasting services in tribal areas of Madhya Pradesh and elsewhere.

Sanjay Kumar Verma (2006) examined the role of media with reference to cooperatives and community culture. The researcher observed that community media nurtured the local knowledge and culture better than macro media which have neglected grassroots culture and developments in a vast sub-continent like India. Community media also have due regards for human rights, social justice, environment protection, cultural promotion and sustainable approaches to development. The poor and downtrodden which form the major constituency of cooperatives also need community media support. The researcher has suggested that community media are the best alternative to connect rural communities with the national mainstream and facilitate active people’s participation in the process of development.

Swapna Samuel (2006) brought out a book on the right of Dalits in India. The scholar has examined the constitutional safeguards, rights and privileges of Dalits in India. The scholar has focused the attention of policy makers, leaders, activists and other sections of society on the need, importance and methods of ensuring social justice to Dalits in general and safeguarding the rights of Dalits in particular.

Shejwal (2006) undertook a study to examine the impact of television viewing on academic achievement and mathematical reasoning of higher secondary students of Maharashtra State. The study revealed that both among boys and girls, television revealed
had significant negative correlation with the academic achievement of subjects. The heavy television viewers showed poor academic achievement and mathematical reasoning as compared to other categories of television viewers.

Gayathri Mahapatra (2006) conducted a case study of information needs of scientists and engineers in electronic environment. The researcher observed that information needs and habit of library use of scientists and technologists were directly associated with their rank in the organization. The sample had the benefit of access to online services, offline digital sources and internet services in large numbers according to the study. The researcher has suggested that the information centers and libraries should acclimatize with the changing information environment and develop the state of the art information resources in order to cater to the needs of the users in the modern society.

Manuela Ciotti (2006) examined the ideological uses of formal education in the community of Chammars of Manupur village in Uttar Pradesh. The researcher observed that Chammars were the most backward among the Dalits and that they badly needed formal and informal education in order to cope with the changing environment. The researcher has also suggested that Chammars need planned, organized and sustainable educational and economic support in order to achieve progress on par with others in Indian society.

Mohd. Nazim and Sanjeev Sarat (2006) conducted a study on the information searching habits of Internet users at Banaras Hindu University, Uttar Pradesh. They observed that a majority of the respondents used Internet for research work since the University Library had provided access to a large number of databases and online journals. They have identified couple of drawbacks such as slow speed, lack of training, disorganized information system, high Internet charges and so on. They have suggested that well planned Internet literacy programme, preparation of subject gateways, trained man power and systematic management of information services would benefit the users in future.
Sarkar (2006) edited a book on Dalit in India with special reference to the past and present perspectives. The scholar has referred to the origin, growth and development of Dalits as a depressed and oppressed community in India. The author has also made a comparative assessment of the status of Dalits during pre-independence and post-independence periods. The scholar has identified the constraints, challenges and opportunities from the empowerment of Dalits point of view. The scholar has suggested several remedial measures which would empower Dalits in India.

2.4 Regional Studies

Uma Ramaswamy (1974) analysed some important aspects of social change among Scheduled Castes in Andhra Pradesh. The study revealed that the policy of preferential treatment to Scheduled Caste adopted in the post independence era did not bring about collective welfare of Scheduled Castes in Andhra Pradesh. The study further revealed that the Scheduled Caste continued overwhelmingly in their traditional occupation in rural areas.

Ramana and Prasad Rao (1976) studied the demographic profile of Scheduled Castes and Scheduled Tribes in Andhra Pradesh. The researchers observed that in urban areas the living standard of Scheduled Castes and Scheduled Tribes was much better as compared to the rural SCs/STs. The researchers have also found that Scheduled Castes and Scheduled Tribes in rural Andhra Pradesh by and large remained under-privileged due to lack of political will and initiatives.

Abbasayulu (1978), conducted a study of Scheduled Caste elite in Andhra Pradesh. The study revealed that the elites among the Scheduled Caste did not experience any caste-based threats and discriminations. The scholar observed that the subjects were also privileged enough to gain the benefit of access to education,
employment, resources and opportunities in Andhra Pradesh. The elite among the Scheduled Caste were more matured and capable of managing crises and lived with better security and social equality as compared to the deprived and oppressed Scheduled Caste people of Andhra Pradesh.

Ramana and Prasad Rao (1979) assessed the effect of urbanization and literacy on non-agricultural occupations of Scheduled Castes and Scheduled Tribes in Andhra Pradesh. The researchers observed that increased literacy and urbanization facilitated more and better employment opportunities in non-agricultural sectors to the Scheduled Castes and Scheduled Tribes in Andhra Pradesh. The researchers have also suggested that the government should improve infrastructural facilities and civic amenities in the urban areas in order to improve the status of Scheduled Castes and Scheduled Tribes in Andhra Pradesh.

Paramahamsa and Premalatha (1980) studied the absorption of developmental messages by the target groups in Krishna District of Andhra Pradesh. The study focused on the fact that adequate preparation was not made through the mass media channels in order to create awareness and preparedness among the beneficiaries of various developmental programmes. The researchers have suggested that the rural poor should be organized through proper communication campaigns in order to achieve the goals of rural development.

Krishna Reddy (1991) evaluated the population characteristics of Scheduled Castes and Scheduled Tribes in Andhra Pradesh. The researcher found that the social and economic status of a vast majority of weaker sections in urban and rural areas was not satisfactory. The Mala community showed considerable progress as compared to Madiga community economically and other wise. The researcher has suggested several measures for the empowerment of Scheduled Castes and Scheduled Tribes in Andhra Pradesh.
Guruswamy Naidu et. al. (1995) analysed the information needs of Scheduled Castes in Andhra Pradesh. It was found that the disadvantaged Scheduled Caste people in Andhra Pradesh had the benefit of access to radio, television and cinema as compared to newspapers, magazines and books mainly due to illiteracy. They also could not find out useful development related information in the media. There were a sizeable chunk of information have nots among the Schedule Castes in Andhra Pradesh. The researcher had called upon the media owners and professionals to cater to the developmental needs of weaker sections by providing program specific, area specific and target group specific information services on a priority basis.

Shankaran (1998) assessed the development of Scheduled Castes in Andhra Pradesh. The scholar observed that Madigas were more backward and lagged behind Malas in terms of education, employment, economic status and social mobility. The scholar has suggested that the government should implement schemes which would bring about social equality between Madigas and Malas in Andhra Pradesh.

Chalam (2002) examined the social barriers to information flow from communication channels with special reference to Dalits in Andhra Pradesh. The scholar studied the process of information diffusion through various communication medias on Government programmes meant for the uplift of Dalits in Andhra Pradesh. The study revealed that the free flow of information was hindered because of the low social status of Dalits. There was no free exchange of information relating to developmental projects between Dalits and upper caste people. The children of Dalits also had several educational constraints in rural and urban areas. The development functionaries and elected representatives were the primary sources of information to Dalits. The researcher has suggested that the existing sources of information and institutions of communication should be thoroughly reformed in order to facilitate free flow of development information and enlist active participation of Dalits in various development projects. Modern communication channels should also be expanded, de-centralised and localized in order to wipe out communication barriers to development according to the study.
Puula Rao (2004) studied the status of primary education among Scheduled Tribes in Andhra Pradesh. The researcher observed that the ST communities which lived in rural and remote areas could not achieve substantial primary educational progress due to lack of teachers, resources and other facilities. The researcher has also suggested that expansion of educational resources and facilities in tribal areas would improve the state of affairs.

Dasaratharamaiah and Ramanaiah (2005) have assessed the socio-economical status of SC/ST communities especially at micro level in Anantapur district of Andhra Pradesh. The study revealed that SC/ST communities were benefited from the government schemes such as Jawahar Rojgar Yojana, Prime Minister’s Rojgar Yojana and other rural development programs. The researchers have also suggested implementation of family planning norms, mechanized farming, adult education and other useful programs.

2.5 Summary

Andhra Pradesh is one of the developing states of Indian Republic which has got a sizeable population of SC/ST communities. Ranga Reddy district has a large number of educational, research, training, developmental and voluntary organizations. Communication infrastructural facilities are expanded all over the Ranga Reddy district considerably. Few researchers have assessed the access of media, cultivation of media habits, consumption of media services, effects of media services and alike in India and abroad. There is not even a single study conducted by any researcher in Andhra Pradesh and India on the media habits and information acquisition capability of SC/ST professionals in research, training and developmental institutions. However, quite a few studies which are distantly related with the main theme of the present study are briefly presented in this chapter.