CHAPTER-III

REVIEW OF RELATED LITERATURE

Introduction:

The existence of the present study always rest on the foundation of the past. A few of history always ascertains the firmness of our present situation. Hence, a summary of writings of recognized authorities and of previous research provides evidence that the researcher is based upon past knowledge, this review helps to eliminate the duplication of what has already been done and provide useful direction and helpful suggestions for significant investigation.

Indeed, review of related literature provides academic guide to the researcher and that is why considered as one of the important Step of the methodology of education research. According to good C.V. (1959) “surveys of related literature help us to know whether evidence already available to solve probable adequately without future investigation and thus may save duplication. It may contribute to general scholastic ability if the investigator by providing ideas, theories and explanation, help in formulating the problem and may also suggest the approximate method of research. Van- Dalen’s (1973) comment in this regard in also worth-nothing “The review of educational research gives you can excellent overview of the work that has been done in the field and helps you keep up with recent development.

It informs the researcher about what has already have been done in a particular field. So that unnecessary duplication could be avoided. Review of related literature helps to know what is yet to be done. It leaves space for the researcher to sort out the research and ultimately to determine the following:

- To formulate the objectives of the research.
- It helps to understand the research methodology.
- It eliminates the risk and chances of duplication of the research work already done.
➢ It helps to know about the opinion of the researcher in their research work.

➢ It also helps the researcher to informing the hypothesis based on what is already known about the particular problem.

The present study is “Access to school education: A study of scheduled caste in Kamrup district of Assam”.

The researcher to get an insight into the work that has already been in the field of this investigation and to get suggestion regarding the ways and means for the collection of relevant data and interpretation of results studied. The studies reviewed are mainly on scheduled castes education. The present research work has been reviewed and presented as following heads:

1. Studies in Assam
2. Studies in India

Unfortunately, studies in the education of scheduled castes did not attract the attention of scholars as much as that of the General Castes as well as scheduled tribes. It is only after independence that great studies began to be taken in the field of the education of scheduled castes at all levels. In 1971, the Indian Council of Social Science Research (ICSSR) embarked on a nationwide study of the problems of scheduled castes at both the school and the college level. All the states of India were covered. The studies were completed by 1974 and the results were made available in book form 1976 onwards. The main results were presented by Suma Chitnis under the title, A Long Way to Go. This publication has been noticed in the Third Survey of Research in Education (Buch, 1986). These studies, however, dealt with students in the last two years of secondary or higher secondary schools and in colleges. They did not take into account problems and issues connected with the education of scheduled castes at the primary level or in the field of non-formal and adult education. It is, therefore, in the fitness of things that, in the current review period, a number of publications were made touching on different aspects of scheduled caste education.
Research Trends in Scheduled Castes and Education in Assam

Researchers conducted several investigations in Scheduled castes and scheduled Tribes in education, in India as well as in Assam some of them are mentioned below


Enrolment of Scheduled Caste:

Enrolment of Scheduled Caste and Scheduled Tribes is compared with other communities at different states-primary, middle and secondary. Statistical tasting has shown a significant difference in the mean enrolment ratios of Scheduled Castes and Scheduled Tribes with all communities in 1967-68. The data was collected from various issues of “Education in India” and selected educational statistics published by the Ministry of Education.

Sudama, G.R, Thaigarajan, A.P. (1981) “Enrolment of the scheduled castes in general Colleges: A case study of Tamil Nadu.” Objective of the study was to study the enrolment of the scheduled castes in general College of Tamilnadu during the year 1978-79 with reference to courses of study and districts in the states. The study revealed: (1) Majority (54%) of the reserved seats go unutilized, (2) Enrolment in science courses in less than in arts courses, (3) Enrolment registers negative relationship with the level of study. The global observation discloses that enrolment is negatively associated with literacy.

There are only two studies conducted by Gauri (2000) and Ameerjan, M.S. and Thimmappa, M. S. (1993) where the focus is on scheduled caste and scheduled tribes students and other caste groups. Gauri. (2000) undertook a research study to find out the impact of in centive schemes on the progress of education of girls from disadvantaged group SC, ST,OBC in Rajah and Dhar Districts of Madhya Pradesh, she found that the incentive schemes did not have the desired impact on enrolments and retention of girls at primary level. The bottleneck lay largely in the management and distribution system of each of the existing scheme. The study suggested that community support, strong awareness about demand and supply mechanism, a visitant administration and an in built system of monitoring and evaluation of existing schemes was necessary for their successful implementation.

Chitnis, Suma. (1974). “Literacy and educational Enrolment Among the scheduled castes of Maharastra,” Objective of the study were- (i) whether the investment done by both the centre and the state enabled the scheduled castes to move never to the equality promised to them in the constitution, (ii) whether education really equipped the scheduled castes to gain economic and social mobility.
or whether caste continued to interfere with their advancement. The Major findings of the study were as follows: (1) the percentage wise representation of the scheduled caste at schools and college in the state as a whole was larger than the percentage of scheduled caste in the total population of the state, (2) the scheduled caste were advanced in the matter of formal education; they lagged behind the total population of literacy, (3) the disparity in literacy between scheduled caste population and the total population was more marked in the urban than the rural sector.

Venugopal, S. Despande. L.V. and Goyal. J.C. (1992). Studies on enrolment and participation of scheduled caste students in secondary level of education. The Major finding of the study were the significant difference between the scheduled caste and non-scheduled caste Students regarding Psychological and economic factors as well as instructional teaching learning materials etc.

KUMAR, V. (1983). Enrolment and Dropouts among the Harijans of Bihar”, Harijan Study Cell, Patna, A.N. Sinha Institute of Social Science, 1983. The main objective was to highlight the principle reason for poor enrolment and heavy dropouts and to suggest remedial measures based on an empirical study. The study was undertaken in four rural blocks of Bihar, which had sizable population of Scheduled Castes. Altogether 300 heads of households belonging to Scheduled Castes and 100 heads of households belonging to non-Scheduled Castes were interviewed. Selection of the villages in each block was made by the random sampling method. The purposive sampling method was used to select the unit for interview as well as the schools for the interview of teachers of primary and middle school. A household scheduled and an interview scheduled was used.

The study revealed: (1) Enrollment and dropout rates were higher among boys than girls. (2) Guardians/parents of the highest group (60 years and above) were more concerned about the child education than those of the younger age groups. (3) A few castes, e.g. Dhobi, Dusadh, among the Scheduled Castes were keener on education than the rest and thus showed differential development. (4) The enrolment rate was higher among the non-scheduled Castes, whereas the dropout rate was higher among the scheduled castes. (5) Income greatly affected the rate of enrolment and dropout. Thus, as income went up, the level of enrolment increased...
and the rate of dropout decreased, (6) Child education very significantly correlated with the educational status of guardian/parents. (7) The rate dropout was heavier at the primary stages than the middle stage. (8) Those who were irregular in attending school were the potential dropouts. (9) Caste discrimination in schools had compounded the problem.

Kumar, S. and Mehata, A. K. (1998). Studied the enrolment, family background and stagnation in case of SC and ST students in a technical institute of education. The objectives were to find out the extent of enrolment of SC and ST students in technology and engineering, to study their family background and their rate of failure along with the problems faced by them. About 6.7% students belonged to SC and ST category in the faculty of technology and engineering. There students belonged to families where about 70% of parents belonged to low social status and had low income generating occupations. During the course majority of students did not face problems related to accommodation and finance. However 25% did face some problems which they were in a position to overcome, eighty percent of student faced problems in understanding instructions in the classroom, sixty percent of students failed in their respective classes. The main reason is language difficulty, teaching methods, lack of sympathetic attitude of teachers, lack of confidence and psychological fear.

CHANDOLIA, R.N. “Enrolment of Scheduled Castes in Educational Institutions,” Yojana, 1980. In consonance of the spirit of our constitution various programmes were included in the Five Year Plans for the over-all development of the backward classes on the basis of regression equation obtained, it is calculated that it would take 32 years for the Scheduled Castes to come at par with the rest of the population in pre-primary schools.

AGGARWAL, Y.P. “A Study of Locus of Control and General Intelligence among Scheduled and Non-Scheduled Caste Students”, Kurukshetra University, Department of Education, 1975 (UGC financed). The important objectives of the study were: (i) to find out the differences in personality on the dimension of locus of control among students of Scheduled Castes and non-Scheduled Castes; and (ii) to find out the differences in general intelligence among the two groups. Only Balmikis
and Harijans were taken as Scheduled Castes, and Brahmans and Vaishyas were taken as non-Scheduled Castes. In all 130 Scheduled Caste students and 145 non-Scheduled Caste students studying in IX and X standards in urban high and higher secondary schools of Thanesar (Haryana) sub-division constituted the sample of the study. The tools used were (i) a Hindi version of Totter's I-E scale to obtain scores on locus of control; and (ii) the cattell's Culture Fair test (Hindi version) to measure the general intelligence. Data were analyzed by employing test.

The following were the main conclusions of the study: (i) Significant differences in the mean locus control scores existed between the two groups. (ii) The Scheduled Castes group was found to be more external (believing in systems, luck and chance for its accomplishments) than the non-Scheduled Castes groups. (iii) Significant differences existed between the two groups in the mean intelligence scores, the non-Scheduled Castes group being significantly more intelligent, on the average, than the Scheduled Castes group.


The study was conducted by the Central Institute of Research and Training in Public Cooperation, New Delhi. It covers a total of seventeen villages in the Ballia and Azamgarh district of eastern Uttar Pradesh. Three hundred Harijan primary school students' performance and history have been obtained from school registers and records. In addition, their parents, some of their teachers and the village leaders have been intensively interviewed for relevant information. The gist of findings is that it is largely poverty coupled with other factors like domestic responsibility, inability to attend school, discrimination and treatment by classes, general indifference and hostility towards the advance of the Harijans on the part of upper castes that forces Scheduled Caste children to give up school.

PANDEY, BALAJI. “Educational Development among Scheduled Castes,” Social Scientist, 1986. The National Policy on Education as far back as in 1968 called for strenuous efforts to equalize educational opportunity and more intensive efforts to develop education among the backward communities. The gap in literacy
rate among Scheduled Castes, between rural and urban and between male and female is also very high. Nearly 72 per cent male in rural areas and 52 percent in urban areas are illiterate. According to the latest statistics available, the enrolment ratio of SC students at primary state in 1980-81 was 82.2 percent at the all India level. The poverty and economic backwardness of the Scheduled Castes are main reasons for this state of affairs should be fairly obvious.

“Educational Inequalities Among scheduled caste: A case study in the Punjab,” was carried by DSOUZA, V.S. (1980). The Major objectives of the study was to unfold thee structural different of the educational inequalities among the scheduled caste in the Punjab State. The study revealed (1) It was assumed that the educational inequalities between the scheduled caste and the rest of the society due to the long standing socio-economic exploitation of the former by the rest of the society, (2) educational Inequalities among the scheduled castes were found to be related to two structural dimensions, namely, the division of these people into mutually exclusive castes and the concentration of different castes in various educationally and socio-economically differentiate regions and (3) castes and regional disparities were, to a great extent, interrelated.

Jain, Vidyut. (1988). A study of the interest and values of school students belonging to scheduled castes and backward classes. The study revealed that the correlation between the education interests of rural and urban students was moderately low. Various caste groups showed very little positive relationship with each other. Variation in sex did not make any difference. Regarding vocational interests, a moderately high positive relationship was found in the vocational performance of rural and urban subjects. The study also showed a significant positive correlation in the values upheld by the scheduled castes, the backward classes and the high-castes group but no significant difference was found in terms of values possessed by member of the high-castes and the scheduled castes groups.

Kumar, S. and Mehta, A.K. (1998). Studied the enrolment, family background, and stagnation in case of SC and ST Students in a technical institute of education. The objectives were to find out the extent of enrolment of Sc and ST students in technology and engineering, to study their family background, and their
rate of failure along with the problems faced by them. About 6.7% students belonged to SC and ST category in the faculty of technology and engineering. These students belonged to low social status and had low income generating occupations. During the course, majority of students did not face problems related to accommodation and finance. However 25% did face some problems which they were in a position to overcome. Eighty per cent of students faced problems in understanding instructions in the classroom. Sixty per cent of students failed in their respective classes; the main reasons being language difficulty, teaching methods, lack of sympathetic attitude of teachers, lack of confidence and psychological fear.


The objectives of the study were: (i) assessment of educational backwardness of the Scheduled Caste in terms of their enrolment ratio at the various levels of education as compared to the general population, their development rate at various educational levels and their performance at various educational levels as compared to the general educational standard, (ii) identification of their social, economic, educational and political needs, and (iii) preparation of a plan for their educational development so as to satisfy their needs.

Multi-stage stratified sampling was resorted to select the sample from the primary, middle and secondary levels of education. A 10 percent random sample was selected wherein the castes existing in each village were represented.

The findings were: (i) at the lower level of education, 41.5 percent had nuclear families as compared to 10.2 percent at the higher levels. (ii) Nearly 50 percent of the rural respondents were casual laborers while 10 percent were regular laborers. Twenty-Three percent respondents were engaged in service occupations. Only twenty-seven heads of households were engaged in the traditional caste professions. (iii) The average monthly income of the families from the higher level of education was Rs. 552 at current prices which were more than twice the monthly average for those at the lower level. (iv) Four percent guardians of the higher level students and teachers were illiterate implying speedy educational transmission from
generation to generation. (v) More than half of the non-Scheduled Castes were unwilling to even mix and live together with the Scheduled Castes. More literate persons than illiterate ones justified the relevance of the caste system.

Problems of scheduled castes students:

The personality characteristics and educational problems of scheduled castes students, was carried out by Kakkar, S.B. (1990). The objectives of the study were (i) to determine the difference between scheduled castes and other students in the personality and in educational problem, (ii) to study whether personality or socio-economic status affect education problems. The study revealed: (1) Scheduled castes students were found to be possessing all the personality characteristics that were a prerequisite to progress in life, (2) they were found to be higher than their own-Scheduled castes counterparts in vigor and ascending; (3) scheduled castes students were not found to be inherently inferior to other in their potentialities and (4) with regard to the relationship between personality characteristics and educational problem. Scheduled castes students may be similar to non-scheduled castes students with respect to most personality characteristics.

A study of the causes and correlates of wastage among scheduled castes pupils at the primary stage was carried out by Moneyamma, V.G. (1991). The objectives of the study were- (i) to study the extent of wastage among the scheduled castes pupils and other community pupils and (ii) to compare various groups of pupils in terms of extent of wastage and cause and correlates of wastage. The Study Revealed: (1) the enrolment percentages of scheduled castes pupils were significantly lower than those of other communities’ pupils, (2) the drop-out and stay nation percentages of scheduled castes pupils were higher than those of other communities, (3) within scheduled castes and other communities pupils the stagnation figures were higher for boys than for girls and higher for those from rural schools, (4) the causes and correlates of drop-outs and repeaters could be classified as:- (i) Person related, (ii) Family related and (iii) school related and (5) financial problems had been identified as the major causes for drop-out by scheduled caste pupils, parents and teacher.
A Study of the personality characteristics and the psycho-Social problems of scheduled castes students in Rajasthan studied by Sing, Kunwar Harpal. (1980) used the survey method to collect data on a sample of 450 scheduled castes students and 500 non-scheduled castes students. The finding showed that scheduled castes students were intelligence, and had more anxiety and less self-control. They were found to be less sober and differed significantly in terms of occupational structure of parents as compared to non-scheduled castes students.

“Education problems of scheduled castes,” Karnataka University, studied by Chandra Sekharaiah, K. (1969). Objectives of the study were; (i) to investigate in to the educational problem of scheduled castes in rural and urban societies of Mysore, (ii) to examine how for school participation and school performance of the scheduled caste children were related to factors like school environment family background and parental attitudes and the community structure; The Major findings were reported under two main heads as school participation and school performance. The participation at the preschool stage was largely affected by the economic condition of the family which failed to affect by the economic condition of the family which failed to afford the expenditure involved in preschool education and the earnings for gun by the child due to schooling, and unfavorable attitudes of the parents towards preschool education. The scheduled caste children felt ill about their dress and purchase of books because of their poor economic condition and irregular and ultimately Government assistance. In case of school performance it was found that –(i) the percentage of detention was highest in standards; (ii) the percentage of failure among SC pupils was highest in standard X (iii) teacher were more optimistic about the performance of scheduled caste pupils in games and cultural activities.

“Educational problems of the scheduled castes in Haryana (College Students)” studied by Gangrade, K.D (1974). The study was undertaken to investigate the socio economic background of the SC College Students of Haryana and to understand of the educational problems of the SC Students. The study also aimed at investigating the changes resulting out of the constitutional provision for more facilities and economic assistance provided to them, and sewing what they felt about these facilities. The Major findings of the study were (1) the SC Students due to certain problems inherent in their social background had not been able to take full
advantage of the facilities provided by the constitution, (2) the home environment of SC Students was not found to be congenial for their development and (3) their educational and occupational aspiration were very low.

“A Study of the extent and problems of educational facilities offered by the Government of Karnataka to the SC at the primary school stage with special Reference to Bangalore District.” Studied by Premala Bai, D. (1986) with the following objectives; (i) to examine the growth and pattern of enrolment of scheduled castes of special educational facilities offered to scheduled castes by the Karnataka Government since 1961 during the third five year plan; (ii) to study in dept the problem faced by SC children in enrolment and utilization of facilities. The study revealed, (1) late enrolment of children need for children to work at home non-availability of higher primary schools within walking distance and lack of commuting facilities were identified were identified as some of the Major Problems of enrolments and non-utilization of education facilities, (2) The other significant problems faced by SC children were lack of textbook, under-payment of benefits, provided for under the educational facilities provided by Government, Insistence by the schools on payment by parents towards transportation of facilities such as free textbook, uniform, midday meals etc.

“Educational backwardness of scheduled caste students and a need- oriented plan for their development” was carried out by Singh, R.P. (1982). The objectives of the study were; (i) assessment of educational backwardness of the scheduled caste interns of their enrolment ratio of the various levels of education as compared to the general population; (ii) identification of their social, economic educational and political needs and (iii) preparation of a plan for their educational development so as to satisfied their needs. The findings were: (1) at the lower education, 41.5 percent had nuclear families as compared to 10.2% at the higher levels; (2) the average monthly income of the families from the higher level of education was Rs.552 at current price. (3) 4% guardian of the higher levels students and teachers were illiterate implying speedy educational transmission from generation to generation, (4) more than half of the non-scheduled caste were unwilling to even mix and live together with the scheduled castes.
A quasi-experimental study on the educational backwardness of SC secondary school on the educational backwardness of SC secondary school Students in some district of west Bengal was carried out by Chattopadhyay, Mihir. Kumar. (1998). The objectives of the study were (i) to identify the probably causes of the alleged backwardness of the scheduled caste students of west Bengal and (ii) to compare the SC student's academic achievement with that of other students. The Major findings of the study were (1) the SC students group of Grade viii had significantly lower scores on all the four tests as compared to the other students group; (2) SC students group of Grade x had significantly lower scores on all the four test as compared to the other students group; (3) SC students of each of the grade viii and x did not differ significantly from other students of the same grade on knowledge understanding and application ability of basic algebra.

A study of some educational problems of scheduled caste students was conducted by Agarwal, Archana. (2000). this study was carried out to ascertain the opinion of the scheduled caste students on various problems related to education. The major findings of the study were (1) more than half of the scheduled caste students possess positive opinion regarding aims and importance of education and also for the education of girls; (2) they find themselves capable of taking leading role indifferent classroom activities but sometimes feel hesitant in initiating any new work; (3) they found it difficult to avail of provide facilities, guidance and encouragement from their parents because of illiteracy of their parents.

Warudkar D.S. (1982-86) attempted to identify the barriers in the participation of scheduled caste children in school education. The study revealed that improper physical arrangement, lack of learning materials, books lack of use of standard regional languages are some Major causes of backward non of scheduled caste in school education.

Dr. Das Phunu. (2001). “An investigation into the problems of enrolment and retention of children in elementary state belonging to scheduled castes and scheduled tribe with special reference to Morigoan district Assam”. Objectives of the study- To investigate the problem of enrolment and retention of children at the elementary stage To study the school condition where the children of these castes
are generally enrolled. To study the attitude of the parent of the children toward education. To suggest some concrete measures to improve the enrolment and retention of children at elementary level. Finding of the research were- Scheduled castes and scheduled tribe are predominantly residing in rural areas. The majority people in the Morigoan districts are Assamese. The percentage of enrolment of scheduled castes scheduled tribe is lagging behind the general No concrete steps have been taken for the act of compulsory enrolment, and Girls’ education is not given important.

PREMALA BAI, D. "A study of the Extent and Problems of Educational Facilities Offered by the Government of Karnataka to the SCs at the Primary School Stage with Special Reference to Bangalore District", Banaras Hindu University, Ph.D. Education, 1986. The major objectives of the study were: (i) to examine the growth and pattern of enrolment of Scheduled Castes (SC); (ii) to examine the utilization of special educational facilities offered to Scheduled castes by the Karnataka Government since 1961 during the third five year plan; (iii) to compare the growth and enrolment of Scheduled Castes and non-Scheduled Castes; (iv) to study in depth the problems faced by SC children in enrolment and utilization of facilities, and (v) to make an in-depth case study of selected beneficiaries. This is historical study based on a study of official reports, records and documents. The data have been analyzed qualitatively.

The major findings were: (1) Late enrolment of children need for children to work at home non-availability of higher primary schools within walking distance and lack of commuting facilities were identified as some of the major problems of enrolment and non-utilization of educational facilities. (2) The other significant problems faced by SC children were lack of textbooks, under-payment of benefits provided for under the educational facilities provided by government, insistence by the schools on payment by parents towards transportation of facilities such as free textbooks, uniforms, midday meals, etc. from the department to the school, and difficulties in getting birth certificates and caste certificates promptly for enrolment and utilization of facilities. (3) The estimated enrolment in the age group 6-10 years was hardly 65 percent. The proportion of non-SC enrolment was higher than that of SC enrolment. However, the growth rate in enrolment of SCs over the years was
always higher than that of non-SCs. This trend was more pronounced at the lower primary than at the higher primary stage. Historical factors in the form of better educational atmosphere, traditions and records of performance, in addition to non-historical factors such as organizational and administrative efforts were identified as promoting enrolment growth as well as growth rate.

GOSHI, SRINIWAS D. “Educational problem of the Scheduled Castes and Scheduled Tribes of Baroda District”, Maharaja Sayajirao, University of Baroda, Ph. D. Education, 1979. The study aimed at investigating the educational problems of students belonging to Scheduled Caste and Scheduled Tribes of Baroda district in the context of sociological, psychology, economic and pedagogical factor. The major objectives of the study were: (i) to study the educational problem of SC/ST students arising out of the socio-economic environment, (ii) to study their emotional difficulties with respect of their studies, (iii) to study their level of aspirations and their perception of the school and school tasks, and (iv) to study the attitudes of parents and teachers towards their education.

This was a descriptive survey where the population consisted of students, their parents and teachers in the secondary schools and colleges of Baroda district excluding Baroda City. The sample of student was selected on a random sampling basis from ten percent of secondary schools and colleges. All the parents of the students in the sample and 25 percent of the teachers including the principles of institutions formed the sample. In all, 495 high school students, 108 college students and an equal number of parents were studied out of which 111 and 164 Scheduled Caste and Scheduled Tribe students respectively. The tools consisted of a set of questionnaires covering socio-economic, psychological and pedagogical aspect. Separate questionnaires were prepared for students, teachers and parents. Hypotheses of no significant different between the socio-economic status of SC/ST student and their aspirations, diffidence, rejection, self-concept and their perception of the school and teachers were examined. The chi-square test was to test the significance of different.

The major findings were: (i) Eighty-five percent of the fathers were below forty-five years of age and about 82 percent had no education or had education up to
class IV only. (ii) About 95 percent were small farmers or landless labors, (iii) about 95 percent of the others had practically no education, (iv) the parents had a positive attitude towards education. (v) More than 65 percent parents had a poor assessment of the capability of their children to benefit from education. (vi) A majority of the parents did not show much interest in the day-to-day school work of their children because of their educational level being very low. (vii) The children had no facilities for studying at home. (viii) The aspiration level of the student was lower than the average showing lack of clarity about their future. (ix) The student suffered from a feeling of diffidence. (x) In spite of their poor sociological background, the students did not have a high level of feeling of rejection. (xi) The students of SC/ST had a rather clear image of their strengths and weakness and their perception of school was positive and better. (xii) The students’ perception of their teacher was not favorable indicating that the teacher had not been able to present the right image of them. (xiii) The teachers did not have a specialized training for working in backward areas. (xiv) The majority of the teachers working in backward areas belonged to the upper class and had their prejudices towards SC/ST students internalized. (xv) AS a result of prejudice, the teacher suggested only lower level of occupations for SC/ST students. (xvi) The teachers did not provide appropriate educational environment to the SC/ST students.


The main objectives were:

1. To identify the problems faced by the scheduled castes and scheduled tribes student in their higher education.
2. To identify the main difficulty index of the problems in perceived by the students.
3. To identify the association between their ages, courses communities, parental, income, parental occupation and parental educational qualification respectively and their problems in higher education.
4. To ascertain students opinion on occupational aspiration and objective of higher education.
5. To suggest ways of minimizing their problems in higher education.

The major findings were:-

1. Factors related to teachers, parents, community, students, Government consciousness and economic status as well as other factors come in the way of their academic career.
2. The scheduled castes and scheduled tribes students opinion that most of the teachers were not sympathetic and did not care to causal them and their parents who had poor socio-economic status.
3. Traditional bindings, communal classes in hostels and colleges lack of co-operation among the scheduled castes/ scheduled tribes students and difficulties in getting the scholarship from signed by the government officials very same of the constraints of higher education.

SACHIDANANDA AND SINHA, RAMESH, P. (1989) conducted a study of scheduled castes and scheduled tribes with a view to find out how the educational facilities have been used by the target groups and what types of problems are faced by them in the process of education. A questionnaire was used to collect information. The study suggested re-framing or the strategy for the education of the scheduled castes and scheduled tribes diverting 50% of the scholarship amount for strengthening school education making appointment of teachers from the same community in case the school population as more scheduled castes and scheduled tribes students, ensuring availability of facilities to the most disadvantaged ones, and laying emphasis on education of the educationally most disadvantaged communities. They study is now available in the form of a book.

LASHMMI, N. (1996) studied problem of scheduled castes, scheduled tribes and non scheduled castes girls of secondary schools in relation to a few social and psychological factors scheduled tribes and non scheduled castes girls of secondary schools in areas such as educational aspiration, vocational aspiration, intelligence, socio-economic status and personality traits and examined the interaction effect of personality traits, educational and vocational aspiration, intelligence, self esteem and socio-economic status on the one hand
and castes on the other hand taking two at a time, on the different dimensions of problems of the girls of the secondary school.

The major findings were:

1. The scheduled caste girls reported significantly more problem then ST girls where as scheduled tribe girls had more problems than non scheduled caste girls in its seven different dimensions.
2. Girls with high intelligence had more problems than girls with low intelligence in its eight different dimensions.
3. SC girls with high educational aspirations had more problems than scheduled caste girls with moderate educational aspirations where as scheduled with low educational aspirations had lowest problems in its five dimensions.
4. Scheduled caste girls from high intelligence had more problems where as scheduled tribe girls with low intelligence had least problems in its five dimensions.
5. Girls with personality traits of low ascendancy, high responsibility and low emotional stability had more problems than their counter groups in its one dimension.
6. Scheduled tribe girls with low ascendancy, low emotional stability and high responsibility had more problems in its one dimension only.

SACHINADANANDA AND SINHA, RAMESH, P. (1989) conducted a study of scheduled caste with a view to find out how the educational facilities have been used by the target groups and what types of problems are faced by them in the process of education. The study suggested reframing of the strategy for the education of the scheduled castes diverting 50% of the scholarship amount for strengthening school education making appointment of teachers from the same community in case school population has more SC students ensuring availability of facilities to most disadvantaged one.

PIMPLEY, P.N. (1974) the study was undertakers to investigate the educational problems of the scheduled caste (SC) college students of Punjab. The investigator tried to see how their education affected their social outlook their attitude towards government assistance and finally their opinion about the status of
SC in general. The finding indicated i) SC school, college students were over represented in the sample; about ninety percent of them were unmarried and mainly Hindus rather than Sikh. ii) most of them could follow the class and wastage was not very high iii) their educational as well as occupational aspirations were very high iv) they had no experience of its treatment v) most of them considered endogamy and parental.

SAHOO, R. (1989) conducted a study on the problems faced by the scheduled castes and scheduled tribes in pursuing their higher studies. He found that the factors related to teachers, parents, community, students and economic status, and also other factors come in the way of their academic career. The student’s did not perceive their teachers to be sympathetic to them at all. They also feel that communal class in colleges and hostels and late receipt of scholarships are some examples of the various constraints that they have to face.

KACHARYIL, JOSEPH. (1998) in his study is an attempt to find out the causes leading to educational backwardness of the SC/ST pupils of Kerala. Sample comprised of 968 SC and ST pupils of secondary level 734 school teachers 55 parent of SC and ST pupils and 45 social workers of various district of Kerala. The major finding were (i) High illiteracy rate of the parents lack of job opportunities of the parents poor wages of the parents, unemployment among educated sibling and coolie work were the socio-economic factors leading to the educational backwardness of the SC/ST pupils. (ii) the involvement in traditional jobs lack of public library facilities, poor exposure to mass media, the non utilization of the available media and lack of interest in reading among the pupils were the socio-cultural factors leading to the educational backwardness of the SC/ST pupils. (iii) Lack proper recognition from teachers, disapproval from teacher’s disapproval and discrimination behavior among peers and lack of proper parental attention were the psychological factors leading to the educational backwardness of the SC and ST pupils. (iv) Lack of secondary schools in the vicinity of their home, insufficient home learning facilities, inadequacy of governmental financial assistance and lack of enough.
SHARMA, G. K. (1991) conducted a study of the adjustment problems faced by scheduled castes and scheduled tribes’ students. Objectives of the study were (i) to find out the problems of adjustment and to give suggestions for adjustment of scheduled caste and scheduled tribes students who had received scholarships and were residing in urban hostel, (ii) to find out the study habits of these students after they had received financial assistance (iii) to study the standard of living and family relations of the students belonging to scheduled castes and scheduled tribes. (iv) to find out how these students spent their pocket expenses and (v) to find out their interest in curricular and co-curricular activities. Major finding: On the basis of this study it was found that most of the boys belonging to scheduled castes and scheduled tribes felt no problem in various fields like academics, family, economic, social, emotional and co-curricular activities and economic adjustment.

A study was conducted on the socio-economic and psycho-pedagogical problems of scheduled castes and scheduled tribe’s students of Baroda district by Joshi, S. D. (1980). The study was descriptive survey in nature and was carried out excluding the Baroda city. Socio-economic status questionnaires, covering psycho-pedagogical aspects in different sets, were prepared to collect data from students, teachers and parents and the collected data were treated through appropriate statistical techniques. It was found from the study that the majority of the students were first generation learner, having no facilities to study at home and having low level of educational, vocational aspiration, compared to the average which was reflected in their lack of clarity about their future. The tribal and out caste students suffer from a feeling of diffidence’s as they are having a clear image of their strengths and weakness. The students are having a positive and better perception towards schools. The study further observed that majority of the teachers belong to upper caste did not have any specialized training for working with the scheduled students in backward areas and had their prejudices towards SC/ST students internalized. As a result of prejudices, the teachers suggested only lower level of occupations for their students and did not provide appropriate educational environment to the SC/ST students.
Socio-economic status of scheduled caste:

MISHRA, SUBODHA CHANDRA. (1991). A Study of the relationship between educational and the social status of scheduled castes students of Cuttack District, Orissa. The Objectives of the study were: (i) to study the extent to which the status of scheduled castes graduates had improves as a result of education, (ii) to compare the social status of scheduled castes graduates with non scheduled castes graduates, (iii) to study the effect of the changed economic condition on the social status of scheduled castes graduates and (iv) to study the effect of family background on the social status of scheduled castes graduates. The Major finding of the study were: (1) scheduled castes groups like Dhoba, Bhoi, Bauri and Kandara aspired more for higher education than the sub-caste scheduled castes like Pano, Haddi and Muchi, (2) the economic condition castes graduates had improved to a considerable expect due to education, (3) scheduled castes graduates married a little earlier than non-scheduled castes graduates and belonged to joint families rather than nuclear families, (4) the family size of sc respondents was larger size of the family affect the socio-economic condition and (5) scheduled castes respondents were less interested in medical care than non-scheduled caste respondent.

"An Analytical survey of living and study conditions of scheduled caste students study in the Banaras Hindu University," Studied by Ram, B: (1987): The Major objectives of the study were; (i) the percentage of scheduled caste (SC) Students admitted in various departments of the University; (ii) the socio-economic status of SC students studying in the Banaras Hindu University; (iii) living and study condition during student life; (iv) the students aptitude toward education; and (v) problem of SC Students. The study revealed; (1) in all the department of Banaras Hindu University, only 7.1 percent of the students belonged to the scheduled (2) only 0.3 percent of the student lived in hostel and (3) with regard to students living conditions, most of them lived in deprived situations, having just the bare necessary of life.

"A study of Relationship between education and social status of scheduled caste students from Beed District of Pune." Were carried out by Sabnis, B.K; Mahurkar, P.R. (1985). The Major objectives of the study were; (i) to study whether
or not the social status of scheduled caste (SC) men and women had improved as a result of graduation; and (ii) to study whether or not the attitude of scheduled caste men and women toward self had changed as a result of education. The Major finding were; (1) the economic condition of graduates had improved as a result of education, (2) after having graduated most of them were employed in government service and (3) close relation of these graduates were yet illiterate and poor or, at the most, in the category of subordinate government servants.

“A Study of the pattern of education and occupation of persons living in Varanasi (Rural) with a special Reference to scheduled castes” was carried out by Singh, S.N. (1972). The present study aimed at investigation the pattern of occupation and education in the rural areas of Varanasi in various socio-economic groups. When there had been any change in this pattern over time. The study revealed the following facts; (1) the main occupation for the more educated group varied from caste to caste. It was government service for the upper caste and scheduled caste, cultivation for the middle caste, business for the business and functional castes. This occupation pattern depended on caste and education, (2) there was a gradual shift in occupation over time from agriculture to non-agriculture. A shift was also observed among the occupation over time also depended on caste and education.


The major objectives of the investigation were to study (i) the percentage of Scheduled Caste (SC) student admitted in various departments of the university; (ii) the socio-economic status of SC students studying in the Banaras Hindu University; (iii) living and study conditions during student life; (iv) the students' attitude towards education; (v) problem of SC students; and (vi) their opinion about the education of SC students.

Three hundred students studying in the Banaras Hindu University's departments in the 1983-84 sessions were selected for providing data. The researcher used four tools for the collection of data; (i) An attitude scale towards
education scale, (ii) a problem check-list, (iii) an opinionative towards education, and (iv) socio economic and educational scales.

The major findings of the study were: (1) in all the departments of Banaras Hindu University, only 7.1 percent of the student belonged to the Scheduled Castes. (2) Only 0.3 percent of the student lived in hostels. (3) The largest percentage of student (15.51) was in the Faculty of Law. (4) About 61.66 percent of the Scheduled Caste students were married. (5) As many as 54.07 percent of student has literate parents. (6) The parents of scheduled caste students were 67.87 percent agriculturists, 26.98 percent government servants and 5.54 percent were in the other occupations. (7) The monthly income of parents of the scheduled caste students ranged from 30.33 percent (Rs. 200-400) to 13.00 percent (below Rs. 200) whereas 17.67, 11.67, 11.33 and 16.00 percent of the students' parents had monthly incomes of Rs. 400-600, Rs. 600-800, Rs. 800-1000 and above Rs. 1000 respectively. (8) Eleven percent of the S students got first division in high school; about 7.33 percent got first in the intermediate class; 4.26 percent got first class at the graduation level, and non got a first class; at the post graduate level, (9) With regard to students' living conditions, most of them lived in deprived situations, having just the bare necessities of life. Most of them felt that government was not playing its role it should for improving the conditions of Scheduled Caste student.

MISHRA, S. C. (1991) examined the relationship between the education and the social status of scheduled caste students at secondary level of education of Cuttack district in Orissa. The study showed that education has a considerable impact on their economic conditions but due to limited aspirations, job insecurity and poverty the majority of scheduled caste respondents are not encourage to opt for secondary or higher education.

SINGH, S.N. "A study of the Pattern of education and Occupation of Persons Living in Varanasi (Rural) with Special Reference to Scheduled Castes", Banaras Hindu University, Demographic Research Centre, 1972 (ICSSR financed).

The present study aimed at investigating the pattern of occupation and education in the rural areas of Varanasi in various socio-economic groups, whether there had been any change in this pattern over time and, if so, whether the change
was uniform in different groups. It also tried to see how far the goal of universal primary education had been achieved and thereby tried to pinpoint the factors which caused 'dropout' of the children below fifteen years of age.

The study revealed the following facts: (i) the percentages of male workers, aged fifteen and over, in agricultural and non-agricultural sectors were forty-five and fifty-five respectively. The relatively small percentage in agriculture and especially in rural areas was an indication of a shift in occupation. (ii) The non-agriculture workers' distribution was sixteen percent employed in private service and fourteen in household industry. The remaining twenty-five percent were engaged in business, government service or factory work. (iii) The distribution of workers in various occupations differed from caste to caste. (iv) The percentage of workers engaged in agriculture decreased with increase in education. (v) The percentage of workers in government service increased with education. As many as eighty-four percent of workers in the highest education group were employed in non-agriculture sector and about half of them were in government service.

Two studies (SABNIS AND MAHURKAR, 1985; WAGHMARE, 1985) of relationship between education and social status of scheduled castes were made in Maharashtra. These scholars tried to find out whether social status of scheduled caste men and women had improved as a result of graduation and whether their attitude towards self had changed. The respondents were keen that the reservation backlog should be immediately filled and that a change should take place in the attitude of both upper castes and the scheduled castes themselves. Improvement in economic conditions helped them to raise their social status.

A Social psychological and education study of scheduled castes students studying in the high school of Lucknow city studied by Agrawal, Archana (1992). The objectives of the study were – (i) To find out the level of socio-economic status, (ii) to study the intelligence, self- concept and occupational aspiration and (iii) to study the academic achievement. The study revealed that:- (1)The socio-economic status of scheduled castes students was found to be lower as compared to that of non- scheduled castes students, (2) scheduled castes students and non-Scheduled castes students did not differ in terms of their level of intelligence and (3) the level
of academic achievement of scheduled castes students was found to be lower as compared to that of the non-scheduled castes students.

**Attitudes on education of scheduled castes:**

SRIVASTAVA, N. N. (1983) took up a study of scientific attitude of science and Arts students belonging to scheduled castes and scheduled tribe’s vis-à-vis non scheduled castes communities.

The objectives of the study were: (i) to study the differences, if any in scientific attitudes among the students belonging to scheduled castes and scheduled tribes and non-SC/ST, (ii) to study the difference, if any, in scientific attitudes among students of Arts and science faculties. (iii) to study difference, if any, in scientific attitudes in terms of level of education, namely higher secondary and year degree and (iv) to study differences, if any, in science attitudes in terms of sex. In order to achieve the objectives of the study null hypothesis were formulated.

The major findings of the study were:

1) Mean scores of science students on the scientific attitude scale were higher than those of the arts students, irrespective of their caste, sex and education.

2) Boys scored consistently higher than girls on the scientific attitude scale when (i) groups of all boys were compared with all the girls, (ii) boys of III year science were compared with girls of degree III year science. But scored consistently higher than the boys on scientific attitude scale when the following groups were compared, (i) boys (non SC/ST) vis-à-vis girls (non SC/ST) of higher secondary and degree II year of arts and science faculties, (ii) boys (non SC/ST) of higher secondary science vis-à-vis all girls (non SC/ST) higher secondary science.

3) Higher secondary girls were belonging to scheduled castes/scheduled tribes or no SC/ST of science or arts faculties, and higher secondary boys belonging to non SC/ST of science faculty scored
consistently higher scores on the scientific scale than their counterparts of III year degree course.

4) SC/ST boys of higher secondary science and SC/ST girls of degree III year science faculties scored consistently higher scores on the scientific attitude scale than their respective counterpart on non SC/ST girls of TDC III year science faculties.

5) Non-SC/ST students had a more positive scientific attitude than their counterparts belonging to SC/ST.

WAGHAYE, V.S. (1983) conducted a comparative study of attitude of scheduled caste and scheduled tribe pupils towards education.

The hypothesis was formulated for testing study:

1) There is no significance difference between SC and ST high school pupils in respect of attitude towards school education.

2) There is no significant difference between SC and ST pupils in respect of socio psychological adjustment.

3) There is no significant difference between SC and ST pupils in respect of intelligence

4) There is no significance relationship between attitude measures and adjustment measures.

5) There is no significant relationship between attitude measures and scholastic measures.

The major findings were:-

i. Pupils of Both the groups had interest in school education.

ii. Pupils of Bothe the group experienced difficulty in learning in school.
iii. Both the groups appreciated the value and social benefits of education.
iv. Pupils of Both the groups did not experience freedom in school.
v. Syllabus or subject content was one of the determiners of formation of a negative attitude towards education.
vi. The teachers also were one of the causative determiners of the formation of a negative attitude towards education.
vii. Pupil of both the communities had a positive attitude towards the educational system.
viii. SC pupils were better adjusted them ST pupils.

“A comparative study of Achievement, Adjustment, Attitudes and problems of first and subsequent generation learners Belonging to scheduled caste at higher secondary level” conducted by Singh, P (1987) objectives of the study were: (i) to study and compare the enrolment to the first and subsequent generation learners belonging to the scheduled caste population, (ii) to study and compare the achievement of the first and subsequent generation learners and (iii) to study and compare the problems of the first and subsequent generation learners. The study revealed: (1) the enrolment of first generation learners was significantly higher in comparison to the children of subsequent generation learners of schedulers caste community, (2) it was found that the first generation learn had significantly more problems pertaining to finance, living condition and employment in comparison to subsequent generation learners of the scheduled caste, (3) most acute problems of the first generation learners of the scheduled caste were; employment during holy days, home being away from the school lack of facilities at home, need for borrowing money lack of guidance for carrier after passing their intermediate.

Education achievement of scheduled castes:

“A study of the Relationship Between a few school variables and the Achievement of scheduled caste students studying in secondary schools of Karnataka,” was carried out by Shashidhar, B. (1981). The objective of the study were: (i) to study the nature of relationship that existed between organization climate and the achievement of scheduled caste students, (ii) to explore the influence of
teacher’s attitude towards the scheduled caste students: and (iii) to examine the relationship between intelligence and achievement. The Major findings were (1) the SC Students of standard VIII were not susceptible to the effects of the eight dimensions of organization climate description questionnaire. In the case of standard in the climate dimension which are the description of teacher behavior as a group seemed to be important internals of achievements of the SC boys, (2) intelligence was related to the achievement of the SC students in all the three standard in all the three standards. The relationship between intelligence and the achievement was affected by the association of variable like socio-metric status, student's adjustment in the school and student's perception of teacher’s expectation.

Study of certain of academic achievement among scheduled castes students in the union Territory of Pondicherry was conducted by Ben no (1995): the objectives were (i) to study the level of academic achievement, personality adjustment, of scheduled caste students in the union territory of Pondicherry; (ii) to find out the relationship between academic achievement and backward variables; i.e. gender, birth order, SES, generation, family type, family size and region. The study revealed that (1) scheduled castes students grouped on the basis of certain independent variables, i.e. achievement motivation, school adjustment, region, birth order, SEC and generation on their academic achievement, (2) the scheduled castes students grouped on the basis of this adjustment, gender, family type and family size did not differ on their academic achievement.

A study on home language, school languages and learning achievement of scheduled caste children were conducted by Seshadri and Ramamani (1995). Objective of the study were to find out the nature and proportion of variation of scheduled caste children’s home language from standard colloquial (teacher’s language) language with reference to different linguistic levels. The study revealed that (1) the proportions of home language variations from standard colloquial at morphological, syntactical and lexical levels but no such difference was observed at the phonological and semantic level, (2) the proportion of home language variation from standard and standard colloquial between literate and illiterate mother at all linguistic levels.

The main objectives were:

i) To study how far SC/ST and non SC/ST students differ in their mathematics and language achievement.

ii) To study what is the difference that exists within schools and/or between schools.

iii) To study which are the school level factors that minimize such difference.

The major findings were that SC/ST students had significantly low attainment in both language and mathematics in most of the states from HLM analysis; it was focused that the low attainment level of SC/ST student in mathematics was prevalent in Haryana, Karnataka, Kerala and Madhya Pradesh in language also SC/ST students tended to have low scores except in Karnataka. Further the of Meta analysis revealed that the negative effect size was consistent across the states in both the subjects. Regarding variation of negative achievement gap (Second question0 it was observed that the size of achievement gap in mathematics did not very significantly between the school of any of the states in Karnataka and Kerala significantly differences existed across the school in language scores.

KAMILA, BANA BEHARI. (1985) made study of Harijan and Tribal Welfare Department High School in Orissa in respect of scheduled castes and scheduled tribes’ students Achievement.

The major objectives of the study were:

i. To investigate the socio-economic background of the students of the Harijan and Tribal Welfare Department High School in comparison with education department high schools as the criterion.
ii. To evaluate the extent of stagnation of students in these two types of schools.
iii. Examination in these two types of schools, and
iv. To evaluate the student achievement (attitudes, scholastic achievement personality characteristics, interest and level of occupational aspirations) of student of H and TWD high schools taking the students of ED high schools as the criterion.

The major findings were:

i. SC and ST students in H and TWD schools in comparison with SC and ST students in ED high school came from lower socio-economic status though in occupation there was no significance.
ii. Per capita expenditure for SC and TS students in H and TWD schools was higher.
iii. Stagnation was higher in the case of the SC and ST group of students.
iv. Other caste student's performance was better in annual examination results in both types of schools.
v. SC and ST students showed unfavorable attitudes towards school, classmates, teachers, curriculum and science teaching in those classes here their number was smaller than that of other caste students.
vi. Scand ST students showed marked developed personality characteristics in comparison with other caste students in H and TWD schools, except in punctuality. There was no marked difference in self confidence.
vii. SC and ST students of H and TWD schools showed greater interest in artistic and social service area. Comparing SC and ST students with other caste students in all schools taken together, the SC and ST students showed superiority in level of intensity of interest in outdoor and social service areas and inferiority in music, drama, artistic and social service areas.
viii. Comparison of level of occupational aspiration revealed that SC and ST students in H and TWD schools were inferior in comparison to other caste students in the same schools; all SC and ST showed the
result, though other caste students in ED high schools and SC and ST students in the same schools showed superiority, but not significantly.

There is only one study where comparison of SC/ST is made with non SC/ST. Rathi, K. B. and Saxena, R. R. conducted this study in 1995. They studied the effect of pupil and school level variables on the achievement of SC/ST students. The objectives were: (i) to study how far SC/ST and non SC/ST students differ in their mathematics and language achievement, (ii) to study what is difference that exists within schools or between schools, and (iii) to study which are the school level factors that minimize such differences. Major finding were that SC/ST students had significantly low attainment in both language and mathematics in most of the states, from HLM analysis, it was found that the low attainment level of SC/ST students in mathematics prevalent in Haryana, Karnataka, Kerala and Madhya Pradesh. In language also SC/ST students tended to have low scores except in Karnataka. Further the result of meta-analysis revealed that the negative effect size was consistent across the states in both the subjects. Regarding variation of negative achievement gap (second question), it was observed that the size of the achievement gap in mathematics did not vary significantly between the schools in of the states. In Karnataka and Kerala, significant differences existed across the school in language scores.

GUPTA, B. S. (1988) Comparative study of educational achievement of scheduled caste and scheduled tribes students of class x of Uttar Pradesh. In his study observed that the literacy rate of scheduled caste in seven out of the ten sample district was found to be lower than the average scheduled caste literacy rate for Uttar Pradesh. In six of the ten sample district the pass percentage was also lower than the scheduled tribes average pass percentage and in each sample district the female pass percentage was higher than the male pass percentage in the case of scheduled castes and scheduled tribes’ students of Uttar Pradesh.

GUPTA, L.P. “A study of the Personal Characteristics and Academic Achievement of Scheduled Caste and Backward Class Students and Its Implications for Administrators”, EPA Bulletin, 2(1), 1979, pp. 68-69. The main objectives of the study were: (i) to study, evaluate and differentiate the personality needs and self-
concepts of the Scheduled Caste, backward class and non-Scheduled Caste students, and (ii) to study, evaluate and differentiate the cognitive characteristics such as intelligence and also the level of academic achievement of the two groups.

The findings have significant and critical implications for the various welfare schemes for Scheduled Caste and backward class students. These schemes need to be extended and intensified and the policies need to be implemented properly for which revision of existing policies may be imperative as mere lip service would not help solving the problems of Scheduled Caste and backward class students.

PANDEY, BALAJI. “Educational Development among Scheduled Castes”, Social Scientist, 1986. The National Policy on Education as far back as in 1968 called for strenuous efforts to equalize educational opportunity and more intensive efforts to develop education among the backward communities. The gap in literacy rate among Scheduled Castes, between rural and urban and between male and female is also very high. Nearly 72 per cent male in rural areas and 52 percent in urban areas are illiterate. According to the latest statistics available, the enrolment ratio of SC students at primary state in 1980-81 was 82.2 percent at the all India level. The poverty and economic backwardness of the Scheduled Castes are main reasons for this state of affairs should be fairly obvious.

MASILAMANI, S. “Educational Achievement of a Scheduled Caste: Sex Bias and a Case study of Chakkiliyars of Chinnathadagam Village”, Social Action, 36(2), 1986, pp. 149-65. The author discussed that the educational backwardness of the Scheduled Caste population in the village studied is closely related to various forms of inequality that exist in the village. These observations hold good regarding the educational backwardness of the Scheduled Caste in most part of the country. To break the vicious circle of poverty and educational backwardness, appropriate policies should be evolved to improve the chronic condition of the Scheduled Castes and suitable organizational framework should be evolved to motivate the Scheduled Castes to make use of the existing protective measures.

BOSE, A.B. “Educational Development among Scheduled Castes”, Man in India, 50(3), 1970, pp. 209-239. This paper highlights on educational development among Scheduled Castes, and the extent and level of literacy. Inter-district variation
in literacy, inter-caste variation in literacy and variation in literacy between males and females have been analyzed and compared with the general population on the basis of quantitative information from the census and other sources. The problem of stagnation and wastage has been discussed, and enrolment trends at different stages of education of the Scheduled castes have been indicated. The programmes in the plans for the educational development of Scheduled Castes at pre-Matric and post-Matric stages have been described and certain suggestions made so as to accelerate the pace of their educational development.

BINDU, RAM PALAT. “Progress of Education of Scheduled Castes in Uttar Pradesh”, Banaras Hindu University, PhD. Education, 1974. The major objectives of the study were: (i) to investigate into the progress in literacy and education of the Scheduled Castes since independence, specially, during the plan period; (ii) to compare the educational development of the Scheduled Castes with that of the general population in respect of rate of progress and the areas of gap; (iii) to compare the progress in education of the Scheduled Castes in Uttar Pradesh with that of their counterparts in other states; (iv) to study the regional or district wise disparities as well as intra and intra Scheduled Caste differences in the rate of progress in education; (v) to examine the effectiveness in implementation of different welfare schemes and their corresponding contribution to educational development of the Scheduled Castes.

Methodologically the study followed historical and descriptive approaches in a combined way. All the indices of educational progress of the Scheduled Castes were studied historically for a definite time period, viz., 1947 to 1971, and through the descriptive approach the present status of education among the Scheduled Castes was investigated. The study used the secondary data collected either from the published sources or from the official records like the publications of the Planning Commission, the census reports, etc. The unpublished data were collected from official sources at Delhi, Lucknow and Allahabad. Data were analyses to draw out relevant information taking figures for years at definite intervals.

The major findings of the study were as follows: (i) Literacy among all the Scheduled Castes in Uttar Pradesh was lower than in many other states. District wise
variation in the percentage of literates was very little. Literacy among the Scheduled Caste females was very low, especially in rural areas. Literacy was highly correlated to urbanization. Sahariya was the most backward caste in literacy. (ii) The per capita expenditure on welfare of the Scheduled Castes in Uttar Pradesh was lower in comparison to that in other states. (iii) The enrolment of the Scheduled Castes at all stages of education showed an increase after independence. (iv) Preprimary education was not popular with the Scheduled castes in Uttar Pradesh. (v) Enrolment growth in primary education during the plan period was higher for the Scheduled Castes than for other sections of the population. Girls formed only a fifth of this enrolment. Primary education in general had not advanced in the Scheduled Castes of Uttar Pradesh. (vi) The middle stage of education was still less popular with these people. (vii) At the secondary stage enrolment growth was not found during the plan period; Uttar Pradesh came almost at the bottom of the list in respect of percentage of girls in the Scheduled Caste pupil enrolment. (viii) The Scheduled castes in a few districts in the western region of the state showed consistently higher rate of growth at every stage of education.

The researcher had conducted their study on academic achievement, educational progress among scheduled castes and scheduled tribe. They found that scheduled castes and scheduled tribe are backward than the other student in primary and higher education in the different states of Assam that the researcher had conducted. As far as cumulative performance, stagnation and wastage in case of SC/ST students in higher education was concerned, it was observed that in the case of professional courses, the rate of drop out was found higher among the males than that among female students, whereas in the case of undergraduates the performance of males was better than that of females.

The researcher had suggested that the schemes for the Scheduled Castes and Scheduled Tribes should be extended and intensified and the policies need to be implemented properly for which revision of existing policies may be imperative as mere lip service would not help solving the problems of Scheduled Caste and backward class students.
Conclusion:

From the above observation it is found that so many studies have been conducted on scheduled caste all over the India as well as Assam on different aspects likes problems of scheduled caste student, their enrolment and academic achievement, wastage and stagnation etc. But not a single study is conducted on “Access to school education: A study of scheduled caste in kamrup district of Assam. So, it is very important to conduct a study on scheduled caste in kamrup district of Assam to see the various problems faced by the scheduled caste students in school education. So, researcher has been conducted a study on scheduled caste student for their upliftment and to bring them to the main stream of education. Still the scheduled caste students are suffering from various problems likes financial problems is acute problems among all other problems such social, political problems etc. It is found that majority of school going students were boys, poor, and first generation of people having school education. Their enrolment is increasing year by year due conscious parents towards education. The socio-economic status of scheduled caste people is low. But it is found that their attitudes towards education are positive. For the improvement of their socio-economic status they have need to be conscious their education.

The above studies clearly revealed that there is a need for more research pertaining to students belonging to scheduled castes in the terms of their enrolment, educational problems, their attitudes towards education and socio economic status. From the above studies it may be concluded that several factors affects in the different factor of education among scheduled castes in our country as well as in Assam. So, the present study has important role in the development of Scheduled castes.
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