CHAPTER-II

REVIEW OF LITERATURE

2.1. Introduction:

In the research world literature review was one of the important initial stages to find out the good path, which includes theoretical, practical and empirical studies. Any researcher to be able to take this step should be adequately prepared for it. The present chapter aims to review the literature pertaining the various significant aspects of Pre-University Scheduled Caste student. The review of literature is of great use since it provides socio-economic situations of SC student and highlights various issues relating to this unprivileged groups. In addition, it will also enable us to formulate suitable methodological framework to realize the different objectives of the present study. To present discussion in a lucid way, the entire chapter has discussed various aspects of SC students. This chapter has been arranged various thinker, research scholars and policy makers' contributory works or studies arranged in chronological order. Any research without such a review is like a building without any foundation.

Anderson (1959) explored the importance of creativity in higher education when he started the college experience provide an opportunity to one's potential. The expose of creative potential depends upon curriculum and commitment, nature of teacher both inside and outside the classroom, the learning environment of classroom as well as school; the supportive extracurricular and the relationship of students and teachers all affects the total educational mission of developing.
Rosen George (1966) has stated that the scheduled castes have gained by the reservations of seats in schools, colleges, and professional and technical institutions and reservations of jobs. Further, the number of scheduled caste members in government employment has risen, though the number is still well below the proportions reserved. The scheduled castes are still, in general, in the lowest economic position when compared to any other caste groups.

Lloyd I. Rudolph et.al (1971) The emergence of youth as a new political class is a consequence of the creation and prolongation of youth as a distinctive life-stage with its attendant cultures and social arrangements. This has been made possible by the relatively rapid build-up of the educational system. And it has all been supported mainly by the requirements and rewards of industrial economies for literate, knowledgeable, and skilled labour forces working away from home and family, and also the aspiration that democratic citizens should be informed and responsible. One result, in India, of political capacity (in the sense of the ability to make demands effectively within the political system) outstripping economic capacity (in the sense of the economy’s ability to supply resources) has been the creation of a relatively large educational sector. In India, and in some other new and industrialising nations, modern educational institutions have created the new political class of youth prior to, or parallel with, the emergence of other modern political classes such as the middle and working classes. In consequence, this political class and particularly its vanguard, the students, has a significance in the politics of these countries uncharacteristic of the political
change process in Europe and America during comparable periods of their democratisation and industrialisation.

Given the special significance of students in the politics of many new nations, certain questions assume importance and interest. These are: whether or not their politics are like national politics and integrated with them; whether student politics are separate from, national politics; and what conditions promote one or another of these tendencies. The relationship of student politics to national politics can range between the poles of congruence and incongruence, and student politics can be assessed within this range by reference to goals and methods in the categories: Ideological; Regime; Programmatic/Party; Interest; and Issue.

Such an analysis of student politics in India is carried out in this article. While the findings do not tell us at what point, historically, students may become a political class, they do illuminate those factors in the college environment that are likely to incline students toward adhering or not adhering to their role as students, and throw light on those conditions in India, have been associated with student unrest and a readiness for activity as a political class.

Chitnis Suma (1972) in his study stated that programmes for the betterment of the status of the Scheduled Castes have concentrated heavily on their education. Laws against untouchability and against discrimination by caste and the reservation of admission in educational institutions and in employment are, between them, expected to clear the ground for the equality of the Scheduled Castes. More specifically, education has been viewed as the
instrument through which members of the Scheduled Castes can be equipped for a social structure in which status is determined, not by ascription but by individual achievement and worth. While the purpose behind the generous provision of educational facilities for the Scheduled Castes is clear and well-reasoned, the approach is naive in its assumptions, viz, (a) that the facilities provided would be optimally and equitably used; (b) that given the opportunity for school and college education, members of the Scheduled Castes would measure up on par with those who are backed by a tradition of formal education; and, (c) that the policy of reservations would best serve the attainment of equality for the Scheduled Castes. He found that these assumptions are unrealistic and educational programmes based on them have led to the perpetuation of old inequalities and the creation of some new ones.

Ray, A. (1973) this article is now dated, it provides an interesting critique of policy priorities in post-independence India. Ray points out that the government was providing for higher education when significant portions of the population were not receiving – or expected to complete – primary education. Moreover, he is critical of the elitist curricula in institutions of higher education, which he classifies as a hangover from colonial times and unsuited to the task of assisting graduates in earning a livelihood.

Uma Ramaswamy (1974) in his study examined how far the Scheduled Castes in Andhra Pradesh have benefited from the various measures for their advancement. He found that the Scheduled Castes continue overwhelmingly in their traditional occupations in rural areas. Even in the
urban areas only a fraction of the posts in the administration which are reserved for them is actually filled. Similarly, they are still steeped in illiteracy and only a small proportion of the population of school-going age actually attends school. Completion of formal education even up to the secondary level is negligible.

Premi Kusum K. (1974) made a study on the role of protective discrimination in equalisation through educational opportunities. The study found that marked progress has been made by the Scheduled Castes in education, as is manifest from the rise in their literacy rates, enrolment coefficients and the proportion of their numbers in Class I and II categories of jobs in Central and state services.

Uma Ramaswamy (1974) in his study examined some aspects of the historical process by which the Scheduled Castes in Andhra Pradesh - and in particular in the coastal districts of the state - have gained a sense of shared identity. His study found that conversion to Christianity helped the untouchables to register significant gains in the fields of education and employment. In terms of social and economic status there are clear differences among the Scheduled Castes. There is a well-recognised hierarchy among them. None of them are untouchable even among those that are, there are degrees of pollution. There are also religious cleavages among the Scheduled Castes. Despite these differences, however, the Scheduled Castes have been ascribed a clear identity by society and they themselves are growing aware of a shared status.
Sharma (1974) opined that the Scheduled Castes are suffering not only imposed social and cultural disabilities but also much more because of the imbalances created by the emergence of structural differentiation within them which is a consequence of the policies and plans undertaken ostensibly for their uplift and welfare. The differential treatment given to the politically weaker and sometimes to the non-preponderant groups within the Scheduled Castes is a major reason for these continuing inequalities. In his study, he analyzed the factors such as enrolment, hostels and scholarships related to the education of the Scheduled Castes. He found that Scheduled Castes’ alarmingly backward condition is connected to the deprivation they suffer in relation to the higher status groups and to the differential treatment they receive from the power elites among themselves. Broadly, the distributive disparities affecting the Scheduled Castes are at three levels, namely, between the Scheduled Castes and the general population, between the various Scheduled Castes, and among Scheduled Castes in a particular district or area.

Premi Kusum K. (1974), Marked progress has been made by the scheduled castes in education, as in manifest from the rise in their literacy rates, enrolment co-efficients and the proportion of their numbers in Class I and II categories of jobs in Central and state services. Two questions still seem relevant from the of view of equalisation of educational opportunities for the scheduled castes vis-a-vis others. (1) To what extent can this educational progress be attributed to the special concessions? (2) Is the scheme of special facilities conceived in the spirit of ensuring
equality to all the members of the scheduled castes or, in the process, do they suffer from deficiencies that tend to create certain subtle inequalities among them.

Brahme Sulabha (1975) in his study analyzed the impact of various schemes meant for the socio-educational and economic improvement of the scheduled castes, who are at the lowest rung of the socio-economic ladder, over the last twenty five years, i.e., since the beginning of the planning era in India in 1950 to 1975. He found that the basic problem raised by Dr. Ambedkar 25 years back, i.e., inequality and living with contradictions, has not been squarely faced. The wide inequalities which Scheduled Castes have by reason of their social and economic structure persist today. The SCs continue to work largely as agricultural labourers, with inadequate work and low wages or cultivate some inferior piece of land, without complementary inputs. Only a few received some education. Only a few have gained from the schemes and have reached some position of social, political and economic importance, but such number is infinitesimal. He opined that the present approach of concessions and special schemes can hardly deliver more than what it contains. It is time that in 1975 one tries to take a fresh look at the problem and see the downtrodden classes get a rightful place in the socio-political-economic structure.

Dubey (1975) in his study found that highest percentage of the students going for higher education are of parents having higher literacy status as well as doing white collar jobs. His study also found that majority of the urban
scheduled caste students are going for higher education when compared to the rural scheduled caste students.

**Chitnis Suma (1975)** in her study revealed that Scheduled Castes enrolled at schools and colleges come from privileged families, namely, literate homes. She also reveals that Scheduled Caste females who have access to higher education come from privileged families compared to their Scheduled Caste male counterparts. She further found that special programmes for the educational development of the Scheduled Castes are giving rise to new inequalities within their castes. She suggested that it would be useful to examine whether the Scheduled Castes students are economically well off as well.

**Kirpal Viney (1978)** in his study stated that the right of residence within the precincts of society was denied to the Scheduled Castes and they are treated as outcasts and untouchables for centuries at a stretch. These castes have had little contact with the world of education. Even when the British endeavoured to disseminate education among the Indian people, the Scheduled Castes were virtually denied this benefit because of the traditional prejudices of higher castes against them. He further expressed that though educational facilities and incentives offered to the Scheduled Castes are substantial, yet the community remains educationally backward.

**Kamat A R (1981)** this paper discusses some features of social change associated with the advance of education among the scheduled castes and scheduled tribes during the post-independence period. It considers these changes in their three constituents: 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 the SC/ST segment. The discussion of the inter-relation between the SC and caste Hindu society touches mainly upon the problem of untouchability and caste discrimination while in the case of scheduled tribes, the problem of transition from tribal isolation and backwardness to assimilation into and great reintegration with the rest of Indian society is touched upon.

Jain (1981) in his study found that the Scheduled Castes have little access to education which is the poor’s most potent weapon for self-advancement. High rate of illiteracy is existed among the Scheduled Castes women, which is one of the biggest obstacles in the race against poverty. Again, only a small proportion of those who are literate have had access to higher education and the drop-out rate for economic reasons was high. He further found that though there is an improvement in the ratio of the enrolment of the children of the scheduled castes in the schools, they are still significantly below the enrolment ratio of the general population.

Shah (1982) in his book “The Educational Problems of Scheduled castes and Scheduled Tribe School and college Students in India” tried to examine various programmes and problems for the educational development of the scheduled castes and scheduled tribes in the country.

Krishna Kumar (1983) study reveals that the argument that education introduces bourgeois values among the oppressed, and thereby curbs their potential for radical expression, is based on the impact of education on an extremely small minority perceived from the point of view of non-SC/ST educators; and both the tone and the substance of the claim show a
wrong choice. In a society where bourgeois values have high prestige, the acceptance of such values by a few members of oppressed groups can hardly be seen as a sign of regression, unless we insist on ignoring the point of view from which the oppressed would look at their own successful brethren. What we should be worried about is not the fate of this tiny minority, but that of the vast numbers of SC and ST children who stop going to school long before the carrot of a middle class job can appear before them, and whose brief and demeaning educational experience merely proves to them that they are what they were alleged to be. The experience of education, under prevailing curricular norms, serves to assist SC and ST children to internalise the symbols of 'backward' behaviour.

Santha Kumari (1983) in her study found that education has enabled the respondents to learn the habits of high castes like clean lines, method of preparation of food so that this would make their food acceptable to high caste guests.

Parvathamma and Satyanarayana (1984) found that more than half of the fathers of the Scheduled Caste college students were illiterates and nearly three fourths of the mothers of the students are illiterates. They found further revealed that majority of the fathers of those students work in the villages as agricultural labourers and their mothers had no occupation. Furthermore, it is found from their study that more than half of the respondents were hailed from villages.

Degai, I P.,(1984) this study revealed that, student performance in higher education all back ward caste like SC/ST, Minorities in India. It also found
that, caste is one of the social evil and also very jolt situation. This study also analysed the concept of in equality of these backward caste students. An eminent sociologist Andre Beteille stated that 'it is not a mode of existence but it is mode consciousness. In these back ground study showed the education in equity.

**Vakil (1985)** in his study stated that economic, educational and political facilities have not yet reached certain Scheduled Castes and hence they are facing a precarious condition. Unorganized nature of the Scheduled Castes, lack of leadership among them are mainly responsible for their backwardness.

**Krishna Kumar (1985)** This paper reviews the function of education in the circulation of elite roles in Indian society which is seen as an important aspect of the path of egalitarian social change outlined in the Constitution. The paper is divided into three sections. The first section discusses a basic dialectic that governs the relationship between education and social mobility in general and mobility to elite positions in particular. Section two examines the distribution of opportunities for elite status in the case of one elite role, namely, the administrative service. This section also discusses the limits within which education has contributed to social mobility. Section three considers some recent developments that point towards a crisis in the elite's identity. The paper ends with a discussion of the implications of this crisis for education.
Chaturvedi (1986) in his study found that financial condition of Scheduled Caste students enrolled in colleges was difficult. The majority of the scheduled castes college students were first generation college goers.

Singh Puran (1989) in his study analyzed the problems of education among Scheduled Castes. He stated that most of the problems pertaining to the education of the Scheduled Castes are of socio-economic nature. A few of these relate to their enrolment and academic performance. He further stated that the Scheduled Caste students, largely feel that the facilities provided by the governments to them are needed and satisfactory also, but they are not administered properly.

Kamble (1989) has stated that even after 33 years of independence, Scheduled Castes have very low level of education and consequently they are engaged in menial jobs which are looked down upon and have low income.

Joseph Benjamin (1991) has expressed that main problem of the Scheduled Castes is their very low status based on untouchability which suited the requirements of older politics and ideology of Hindu society operated in the name of religion. He found that most Scheduled Caste students gave up their studies due to lack of financial support from their poor parents. But some arts students pursue their higher studies in spite of financial problems by working part time to support themselves. But science students do not seem to pursue their studies in this manner. This would indicate that finance is not only the constraint. There seem to be many more constraints, particularly when it comes to studying science which would provide them access to better paid...
and higher status jobs. But the social systems as well as cultural constraints seem to stand in their way.

Chanana Karuna (1993) in her study focuses on the growth of higher education within the framework of treatment and supportive measures for the benefit of different social groups, namely, the Scheduled Castes, the Scheduled Tribes, minorities and women. She found that educational policy fails to achieve equity among the social groups. Further, in the multi-cultural and multi-ethnic Indian society, the parameters of gender, caste, class and region are crucial in determining access to higher education. Further, she observed that educational policies and programmes are unable to encompass the complex social reality within a single framework and are therefore unable to bridge the gap between policy and practice.

Chanana, K. (1993) explained that, why the various policy provisions in India to encourage more widespread participation in higher education, particularly among the minorities, the marginalised and the disadvantaged, have failed in practice. Pointing out that even definitions of what constitutes a 'minority' are unclear, and that the effects of class, gender, caste and marginalisation are variously experienced in different regions, she finds policies have failed to come up with a unified framework that can coherently conceptualise or address these issues adequately. She finds that, in particular, Muslims and women still face tremendous disadvantage, particularly in higher education.

Chanana Karuna (1993) this study focused on the growth of higher education within the framework of preferential treatment and supportive
measures for the benefit of different social groups, namely, the Scheduled Castes, the Scheduled Tribes, minorities and women. It also reviews the educational policy discourse which assigns several functions to higher education. Some of these are: equity for the Scheduled Castes and Tribes; mainstreaming for the minorities, and equality for women. It demonstrates that the educational policy fails to integrate these functions which remain sectoral aims even at the conceptual level. Further, in the multi-cultural and multi-ethnic Indian society, the parameters of gender, caste, class and region are crucial in determining access to higher education. Again, gender becomes the all-inclusive negative parameter conferring cumulative and competing disadvantages on women. Lastly, the educational policies and programmes are unable to encompass the complex social reality within a single framework and are, therefore, unable to bridge the gap between policy and practice.

Subrahmanya L (1995) fine-grained and in-depth ethnography reveals the nuances of family circumstances, ideologies and interventions that contribute to the choice of some women in Tamil Nadu to pursue very high levels of education with a specialisation in science. Her study reveals that a patrifocal structure could place obstacles as well as encourage such choices under some circumstances.

Sharma (1996) in his study examined the social mobility among the Scheduled Castes in Rajasthan. He found that there existed more or less variations in the development among sub-castes of Scheduled Castes. Educational achievements among the SCs are marginal. The efforts that have made since independence have resulted in changes in the traditional
occupations of the Scheduled Castes. But this change process is not uniform for different groups of the Scheduled Castes. As for political power, the scheduled castes have certainly shared with the local as well as State and national leadership in proportion to their numerical strength in the village society. They are facing problems of untouchability, unemployment, housing, general backwardness, indebtedness, etc.

**Bhatty Kiran (1998)** This paper, based on a survey of field-level investigations, addresses the issues of economic constraints, schooling quality and parental motivation as a set of possible influences determining the educational decisions within a household and contributing to the overall picture of educational deprivation at the national level.

The author finds an exaggerated emphasis being placed on child labour and inadequate motivation among poor parents as the major obstacles to universalisation of primary education. Rather, it is the direct costs of schooling, which impose substantial burden on families, and the low quality of schooling facilities, which reduce the child's interest in education, that primarily account for educational deprivation. In both these aspects - reducing private costs of schooling and improving schooling quality - the state has a crucial role to play. But there are few signs that the government is addressing these problems.

This paper appears in two parts. The first part, published here, interrogates the belief that poverty is the main cause of educational deprivation in India, and draws attention to the largely unexplored area of poor quality of schooling as an important factor affecting educational performance.
Chatterjee (2000) in his study entitled "Educational Development of Scheduled Castes Looking Ahead" described the constitutional provisions for educational development for scheduled castes (S.Cs.) literacy, special facilities for educational advancement of the SCs, in higher education, educational inequalities, and reservation for SCs in educational institutions and educational development and social integration. In his book he highlighted on enrolment ratio, disparities among SCs in the educational attainments, eradication of child labour and effect of education on marriage of SCs.

Chanana K (2000) descriptive analysis traces current trends in the disciplinary choices women make at different levels of higher education. It interests itself in the tracking what happens to women once they enter higher education, and, going well beyond enrolment data, explores the societal and institutional factors that produce patterns in women’s choices, their progress and their experiences in higher education.


Karuna Chanana (2000), this paper relied that, women higher education position in India with the help of secondary database. It also finds that, at present women’s in higher education was very less, because

1. The cost of education is very high in private institutions.
2. Social hazards.

3. Stagnant of enrolment ratio other than male students etc.,

Therefore it is anticipated the women’s share in higher education in general and also professional in particular is likely to receive a setback as a state with draws from higher education and the private cost of education goes up. So this paper found the results major issues raise the question regarding about (i) What happens to them after they enter the system? (ii) What are the chances they are staying on and progressing from one stage to another? etc., questions.

Maurya (2001) found that in spite of various protective, promotive and developmental measures initiated by the government for the social and economic upliftment of scheduled castes, the target groups are not able to overcome the age-old deprivation of caste system. The problem of illiteracy, poverty, unemployment, malnutrition, social oppression and atrocities are still haunting the Dalits in Indian society. The income generating programmes/schemes initiated under the Special Component Plan for the economic development of scheduled castes are not making desired level of impact on their socio-economic status due to various lacunae at policy and implementation level. The recent shift in policy prospectives towards privatization and liberalization under the dictate of new economic policy and globalization has worsened the socio-economic status of marginalized groups in India. The participation of scheduled castes in education and more particularly in higher and professional education has gone down due to the privatization and fee hike in the academic institutions. Due to the privatization of public sectors their job opportunities are also shrinking in government services as there is no
provision of reservation in private sector. He opined that unless the scheduled castes beneficiaries themselves and their development agents have comprehensive understanding, information, knowledge and skills about the different dimensions of the Special Component Plan, the benefits of income generating programme shall not accrue to them at the desired level.

**Wankhede (2001)** made a study on educational inequalities among Scheduled Castes in Maharashtra State. He stated that particular Scheduled Caste(s) in each State and region are dominating the educational opportunities. Mahars of Maharashtra, Jatavas of Uttar Pradesh, addharmis of Punjab, malas and madigas of Andhra Pradesh, pulayas of Kerala, etc. are some examples to this phenomenon. He found that despite a century old struggle for social and political reform and independence, literacy levels remain discouragingly low among substantial sections of the scheduled castes in Maharashtra. However, the rise in literacy rates has been marked by variations within the scheduled castes as borne out by census reports from 1961 onwards. The variations are based on levels of development, the migrancy factor and willingness to take on newer occupations, as well as traditions of hierarchy that continue to persist in the social system.

**Rao Srinivasa (2002)** in his study observed that despite constitutional provisions and safeguards, dalit representation in higher education institutes and in the workforce remains largely minimal. He suggested that State initiated programmes and policies apart, it is also essential to instill respect for diversity and greater understanding of the disadvantaged. He analyzed how to bring diversity in education as discussed in the Bhopal conference. There is a need to
reform educational provisions for dalits as it is the foundation upon which the edifice of social status and dignity is built. The Bhopal Conference called for implementation of diversity in admission in the educational institutions across the country irrespective of the type of management or stream of education. Particularly, it raises the issue of providing market oriented vocational and technical education to the scheduled castes and also that the issue of reservations should be applied to all institutions, public as well as private from primary to professional level. Another demand put forward is that the English medium schools must also implement the policy of diversity in admissions.

Weisskopf, T. E. (2004) has seeks to understand the impact of positive discrimination in higher education on students from scheduled caste, scheduled tribe and 'other backward classes'. The essential questions investigated are: what are the effects of reservations, and what evidence is available to answer this question? Weisskopf draws together what evidence there is – statistical and qualitative – and also attempts to fill in gaps with reasonable conjecture where no data is available, to understand the consequences of reservations in a variety of different types of institutions—general arts colleges as well as elite medical and engineering colleges. In the process, he provides a good understanding of what makes the evidence on this issue so complicated to gather. He concludes that on the whole, reservations has benefited the various disadvantaged groups, even if not adequately. Moreover, he finds no evidence to support the popular argument that the creamy layer of the disadvantaged groups benefit to the detriment of the group as a whole.
Mohammad Noor (2006) in his study analyzed the socio-economic transformation of scheduled castes. He found that there are rural-urban variations in the educational level of the scheduled castes. The rural scheduled castes are less educated than that of urban counterpart. Various programmes and policies of rural development in general and agricultural development in particular have resulted into economic prosperity of the masses including the Scheduled Castes. Further, he found that Scheduled Castes have adopted more than one occupation.

Ghosh Jayathi (2006) in his study stated that the roots of discrimination in India go so deep that social and economic disparities are deeply intertwined, although in increasingly complex ways. The reaction of the media, along with the response of others in privileged provisions, throws a lot of light on the undercurrents of social discrimination that are still so pervasive amongst us. He further expressed that still we need reservations for different groups in higher education, not because they are the perfect instruments to rectify long-standing discrimination, but because they are the most workable method to move in this direction. The nature of Indian society ensures that without such measures, social discrimination and exclusion will only persist and be strengthened.

Kaushik, S. K, et al. (2006) This paper is a report on a college in rural India, established by the first author. As the only women’s college within a radius of 35kms, the institution provides the option of higher education that was previously unavailable to the women in the area. Citing Amartya Sen and a host of others who have highlighted the importance to society of educating women,
the authors suggest that the college will have significant impact on, and improve prospects for, the women in this region of rural Rajasthan.

**Rana Hasan and Aashish Mehta (2006)** have analysed NSS data results, the following: (i) Scheduled Castes and Tribes, other backward classes and Muslims are seriously under-represented in India’s colleges relative to their population shares. (ii) This can be mostly explained by their low higher secondary school completion rates. Thus, the primary distortions creating unequal representation in college lie at lower rungs of the education ladder. Attention to the quality of basic education, not college reservation, would therefore be the economically “first-best” response to the problem. (iii) Controlling for higher secondary completion, economic status is a better predictor of college attendance than social identity in urban India. Programmes to encourage equitable access to urban colleges could therefore consider targeting on the basis of economic status rather than identity. (iv) Compared to their 15 per cent and 7.5 per cent reservations, scheduled castes and tribes comprise only 10.2 per cent and 3.9 per cent of the college availing population. This draws attention to the implementation of existing reservations. Overall, these results emphasise the unequal representation of groups in college and urge policy-makers to seriously consider ways of making the basic education system better serve marginalised groups. They also highlight the importance of selecting policy instruments based on a clinical analysis of the data.

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**Kochar (2007)** stated that Scheduled Castes have lower schooling levels than upper castes. Despite decades of government policies aimed at narrowing this gap, the gap has been persisting and increasing, particularly in rural areas.

**Biradar and Jayasheela (2007)** in their study opined that educational status in respect of Scheduled Castes and Scheduled Tribes is significantly lower as compared to others. Although the rate of literacy increased significantly, a greater illiteracy continued to exist in respect of Scheduled
Castes/Scheduled Tribes as compared to that of non-SCs/STs. The educational status among social groups is found to be highly unequal in India, even after more than five decades of developmental struggle. The educational status in respect of SCs/STs vis-à-vis non-SCs/STs is far from satisfactory. In spite of several programmes implemented towards provision of compulsory education, especially for SCs/STs, the illiteracy rates continue to be quite significant among them. This unequal distribution of education among social groups has an adverse impact on the society such as unequal access to better job options, meager earnings, incidence of poverty, health hazards and thereby resulting in powerlessness.

Wankhede (2008) opined that education is considered as an important means development of weaker sections like the Scheduled Castes in the contemporary period of globalization. However, due to their traditional socio-economic handicaps, their access to, performance and sustenance in education is hampered. The government committed itself to compensate their deprivations through various measures. The findings show that there are several weaknesses in implementing the scheme and yet it is found to be very useful for the beneficiaries. They suggested that the scheme needs to be revamped in a big way.

Desai and Kulkarni (2008) look at statistics to understand the effects of ‘positive discrimination’ policies that have long operated in India. Using data from a national survey of over 100,000 households each over four terms, they examine patterns of change in educational attainment of children and adults between 6-29 of various social groups over a period of nearly 20 years. They find
that whilst Dalits, Adivasis and others have had improved outcomes in primary schooling, the effects of positive discrimination have not filtered into higher education. Moreover, Muslims, who are not included in the groups eligible for positive discrimination, show little gain in educational attainment. They also find that the so-called ‘creamy layer’ of the ‘backward classes’ do not make disproportionate gains at the cost of their counterparts who are of lower income. This article, based on outcomes over a twenty-year period and a very large survey, is a very welcome addition to the mostly ideological and theoretical debates in this area.

Maslak, M. A and Singhal G. (2008) this ethnography is based on interviews with twenty five women from across India and explores the complexities of the influence of college education on the identities the women developed. Interestingly, the authors find that these identities were themed around marital status.

Deshpande (2009) sophisticated analysis of the different logics and justifications that motivate the provisions made in institutions of higher education on the basis of caste, particularly for the part of the population classified at ‘Other Backward Classes’ (a label that encompasses 40% of the population) serve to bring clarity to a multifaceted set of issues. He argues that ‘merit’ and ‘need’ are very complex and often interwoven with other factors. His chief argument is that various logics such as power sharing, deprivation and discrimination are erroneously conflated in discussions around concessions and provisions, and this in turn leads to policies that sometimes contradict each other and are often confused and ineffective.
Acharya Tulasi (2009) this study has discussed bout many steps have been taken through different plans for the disadvantaged children. Still inequality exists in the classroom performance. Some come out with excellent results, others with good. There is also a class of low achievers. Socio-cultural factors contribute to their poor performance. To eradicate these barriers strategies have been suggested by the educationists. Among them enriched curriculum engaging students in the authentic work, creating Network of Supports, Co-curricular, Extra-curricular etc. are highlighted in this paper. Honest attempts have been made towards affirmative action to dissolve the causes contributing to performance inequality between the children of General Castes and Scheduled Castes at foundation level.

Venu Gopal Rao T and Satyapal (2011) Creativity is considered a very complex phenomenon. Some writers have defined creativity as process while other specifies it as a product. Some specify that creativity contributions must be true, generalisable and surprising in view of what existed at the time of the discovery. Some scholar insist that the term „creative“ be reserved for some very rare and particular kind of ability, while others apply the term to a general creative ability possessed to some degree by all essentially healthy individuals. Creativity is a mental process involving the generation of new ideas or concepts or new associations between existing ideas or concepts.

Khan Ajmal (2012) has described that higher educational sector in India has changed in the shadow of the liberalisation policy after 1991. The post globalised world need only industry based market oriented higher educated manpower, the traditionally disadvantaged groups like, scheduled castes,
scheduled tribes, other backward classes and Muslims are far behind the advanced groups in not only attaining the higher education, but the traditional deprivation and lack of education, skill and knowledge in the globalised context which make them dually marginalized. The government policy of reservations in education and employment spheres has played a remarkable role for Dalits and Adivasis. Even though there were criticisms on implementation side, the reservation facilities have given certain economic means of livelihood to over 1.5 million Dalits, for instance. Besides, over 50,000 Dalits could enter the field of government authority so far which Muslims couldn't avail. In this article what is attempted to see is, how far Muslims in India as a homogeneous community is behind all other communities in higher educational attainment, and how scheduled castes in India have made progress in the higher educational attainment, higher than Muslims in the context of globalisation and their social mobility through the higher educational mobility in the post-globalised India with the help of protective discrimination policy.

Suresha. R and Mylarappa B. C (2012) the present paper attempt at there is a general presumption that higher education is not necessary for economic growth and development. On the other hand, it is literacy and primary education that is argued to be important. Estimates on internal rate of return also contributed to strengthening of such a presumption. Increased national and international concerns for Education for All, also led to overall neglect of higher education in many developing countries. The problem of resource scarcity added further to the problem. Education in India has different levels such as pre-school, primary, upper primary, secondary and higher
secondary, technical, and professional and levels of higher education. Since independence, the growth has been very impressive; the number of universities has increased by 18-times, the number of colleges by 35 times and enrolment more than 10 times. India has the largest number of higher education institutions in the world, with more than 550 universities. However, the Gross Enrolment Ratio is low as compared to other countries, including developing countries. At present India has more than 18067 colleges and just fewer than 10 million students. Increased need to universalize elementary education has resulted in serious focus on elementary education and at the same time rather total neglect of higher education. The paper has also briefly reviewed some general presumptions about higher education development relationship, the level of expansion of higher education and the policy reforms being attempted in financing higher education. It has been strongly argued here that India has to enhance its priority for higher education.

Gupta Nidhi (2013) this study was design to compare different adjustment problem faced by boys and girls of senior secondary school. The sample consisted of 50 boys and 50 girls from 5 government and private senior secondary schools. Adjustment Inventory developed by Dr. (Mrs.) Lailta Sharma for intermediate and college students was administered on the students. Results confirmed all the hypothesis of significant difference between the problems of adjustment among senior secondary school students.

Tyagi Arun Kumar and Ajay Kumar (2013) this study was to investigate the differences in attitude towards physical activity of college students in relation to their gender and caste group. The sample consisted of
400 students comprising set of 100 each of Scheduled and Non-Scheduled Caste boys, and of Scheduled and Non-Scheduled Caste girls aged between 18 to 23 years. The Physical Activity Attitude Scale (PAAS) constructed by J. Bhullar (1976) was utilised to collect the data from sample. The mean and t test were used for statistical treatment of the data. While the mean score for boys at 275.58 was higher than that of girls 266.65, the same figure for non scheduled caste students was 273.60 in comparison with the Scheduled Caste mean score of 268.63. The t-ratio between boys and girls was quite significant with score t=2.95. The same figure for non scheduled caste and scheduled caste students was insignificant with t=1.63.

Singh Babita (2013) The ship of progress of any country floats on the hard work and dedication of its young generation and its innovative thought. But now wide spread frustration has been found in the youths of society which is decreasing their work efficiency. So the present study has been conducted to study the unrest among graduate students in relation to their gender, intelligence, adjustment and educational stream. 'Student Unrest Measuring Scale' by Dr. Veenita Khanna, 'The Group General Mental Ability Test' by Dr. S. Jalota and 'Adjustment Inventory for College Students' by Prof. A. K. P. Sinha and Prof. R. P. Singh were administered to a random sample of 180 graduate students. The data was analyzed by Mean, Standard Deviation, Correlation and T-Test. Finding of the test were-There is no significant difference in the level of student unrest between male and female students. There is no relationship between student unrest and their intelligence and no relationship between student unrest and student adjustment but there
is more unrest among the students of non-professional stream in comparison to the student of professional stream.

**Kannan S. and Sugantha M. A (2013)** Inequality of educational opportunities is a reality in India for generation. In the traditional Caste system in education was the prerogative of the upper castes. The British policy of providing education and that too English education to elite resulted in directed neglect of mass education. In view of this various positive measures have been instituted within the educational system in India after independence for enabling the members of the scheduled caste to improve their educational status.

**Chouhan Pradip (2013)** Literacy level and educational attainment are vital indicators of development of any society. In spite of many socio-economic securities provided to scheduled castes in the constitution and by the government, scheduled castes are still comparatively illiterates and less educated than general category. This could be attributed to a variety of reasons such as early age marriage, high female illiteracy due to importance to male child, child labour, superstition, dominance of higher castes, and deprivation from socio-economic status etc. Education is an important variable affecting demographic behavior concerning marriage, fertility, mortality, migration as well as participation in labour force. In a number of research studies, a clear cut negative relationship has been established between the educational level of women and fertility. The age of females at marriage is also affected by the educational attainment of females. Even infant mortality is found to be affected by the educational status of
mother. Thus there is a need to study on literacy and educational attainment of scheduled castes of Maldah district and to give suggestions for their educational development.

Ruchi (2013) the paper presents a comparison of the three generations in order to understand the educational mobility and the change in the perceptions and attitudes of the SC women due to education. The comparison of educational status of three generations among SC women i.e. between grandmother, mother and daughter’s generation clearly shows that respondent’s grandmother’s generation was almost illiterate. However, the picture seems to improve little in the second generation. The data collected from the respondents reveal that only twenty-two percent of the second generation i.e. mother’s generation could reach to the level of middle school. The present generation respondents have shown improvement. In this generation eighty-six percent are having education up to high school or above. This shows that there is an improvement in the educational level of SC women but this process is quite slow as the Table shows that after a gap of three generations only 4 percent of the respondents have reached up to the post graduate level.

Doddasiddaiah N and Hiremath S L (2013) have described that, education was a real weapon to lead a life in this challenging and competitive society. Every human have his own aspirations in his life which is basically fulfilled by the education. The new sectors and upcoming skilled based jobs have been impacting on the educational system. The present paper seeks to probe empirically into the students studying in secondary education in Mysore city. It has analysed the social and economic conditions of the students. The main
objective of the study is to bring out the reality of the socio-economic conditions of scheduled caste students especially in secondary education system. The sample size of the present study is three hundred and simple random sampling method has been used to collect the primary data and it is also supported by the secondary sources.

All these studies stated that Scheduled Castes are backward due to their illiteracy, low income, landlessness, poverty, etc. In spite of affirmative action, the status of these castes has not improved to the desired level.

2.2. Research Gap:

Though some studies have already been conducted with regard to the general aspects of SCs students on the basis of the survey on the available literature and discussion with the officials, it was found that, more serious and systematic studies are further needed in the field of Scheduled Caste students educational level. The studies highlights the importance of Scheduled Caste Pre-University students in Karnataka and in the study area by analyzing the linkages, examine the role of educational development in upliftment of social and educational status, and also projected the findings, conclusion and results. All this goes to show the better prospects for SCs in the coming future. No systematic study has been conducted so far regarding the important role of Pre-University Scheduled Caste students in Karnataka and in study area. The present study is the culmination of such a long felt need and is the first of its kind in the field of educational opportunities. So, by conducting study like this, an attempt is made to fill this research gap.