

## CHAPTER - I

### INTRODUCTION

#### 1.0 IMPORTANCE OF HIGHER EDUCATION IN INDIA

Institutions of higher education play very vital role in the national development for the reason that they are the main source for providing highly skilled and trained human power. The significance of higher education will be more evident in years to come when the winds of globalisation, liberalisation and privatisation will be at full swing and in that era of hightech technology, the institutions of higher education will be very strategic. Since 1947, India has witnessed a steady progress in the field of higher education. In 1947, there were 19 Universities, 636 colleges and only 1,06,000 students, whereas in 1994 there were 220 universities, 7500 colleges and 50,00,000 students. Today, the universities in India provide wide range of courses at undergraduate and post graduate level in the field of Arts, Science, Commerce, Teacher Education, Engineering and Medicine too. Thus, the voyage in the field of higher education has been an onward one.

#### 1.1 THE HISTORY OF HIGHER EDUCATION IN INDIA

The history of higher education in India is very old. When one looks back, one finds that during vedic period, India had some excellent institutions of higher learning such

as Nalanda Takshashila, Vallabhi, Vikramshila etc. During Muslim period Muktabs were the institutions of higher learning. Britishers started helping the institutions of higher learning on a formal scale. When Britishers gave some help to Calcutta Madrasas and Sanskrit Colleges, the aim was not really to help the Indians. The hidden interests were political, economic and administrative. First time in 1813, an "Educational Clause" was entered in the charter of the company. The inspection reports for the year 1842 were showing that in all the schools, the total number of Brahmins (students) were more than the children of all the castes. It was in the year 1854, three universities were established by Britishers on the pattern of London University at Bombay, Calcutta and Madras and this set tone for the progress of higher education through formal setup in India. These three universities were affiliating in nature. They were in charge of conducting the examinations, while teaching was carried out in the affiliated colleges. Since then, the progress of higher education is slow but steady. During colonial period, although people slowly started becoming conscious for higher education but the spread of education in general and more so with reference to higher education remained confined largely to the upper section of the society, especially Brahmins. The people who were considered as SHUDRAS in the social set up were compelled to perform tasks like cleaning and sweeping and were regarded "Untouchables" and they had very low Status - Economic and social. Thus, they could hardly enjoy higher education. It is nearly for hundred years that the provincial

governments in our country have been implementing special programs for the welfare of weaker sections. Since 1947, the Central Government tried to define "Other Backward Classes" with the view of making special provisions for their advancement, as referred to in Articles 15(4) and 16(4) in the Indian Constitution. It was with this purpose that the Kaka Kalelkar commission was appointed under Article 340 of the constitution. While rejecting the main recommendations of this commission, the Central Government has informed the state governments that they were free to draw their respective lists of backward classes on the basis of the criterias worked out by them and take whatever further actions they consider necessary in the matter. Consequently, number of states appointed their own commissions, just like Baxi Commission by Government of Gujarat.

In exercise of the powers conferred by Article 340 of the constitution, the president of India appointed, on 20th December, 1978, a Backward Class commission under the chairmanship of Shri. B.P. Mandal. It was asked to examine the recommendations of the Backward Classes commissions appointed earlier and the considerations which stood, in the way of the acceptance of its recommendations by the Government. Some of the recommendations were as under.

1. It recommended a reservation of 27% for other Backward Classes and it would apply to all Government services and technical and Professional institutions both at the centre and states.

2. The commission recommended that seats should be reserved for other Backward Caste students for admission in all scientific, technical and professional institutions run by central and state governments in the same quantum as in Government service i.e. 27%. The commission also recommended special coaching facilities for these students after admission to technical and professional institutions.
3. Separate Ministry/Department for OBCs at the centre and states be created to safeguard their interests.

This report, although, submitted in 1980, it was implemented in 1990. Later on, the reservation on the basis of castes was challenged and it was argued that it should be on the basis of economic condition but it was not accepted and the reservation of 27% of OBC, as suggested by Mandal commission was upheld. Tribals too remained away from higher education. They remained away from the mainstream of society for centuries. They had stayed mostly in thick forests, forming their own groups known as tribes, evolving their own culture, values, norms and habits. They had more primitive kind of living and did not have access to formal education. Over and above tribals, there were some occupants who were not having high status in the society like carpenter, cobbler, blacksmith etc. and people engaged in these occupations usually adopted them from generation to generation. These occupations, too, did not require much of the formal education and hence this section of the society,

too, did not go for higher education. Only Brahmins were supposed to do learning and teaching. Thus, the progress of higher education remained confined to higher strata of the society. The situation was very gloomy for the major sections of the society in the pre-independence era in matter of education in general, but one has to admit a fact that all was not that dark but there were some silver lines in dark cloudy sky. There were some social reformers who made lot of efforts to see that education percolates to the lowest rung of the society. There were some movements which saw the rise of some glittering stars on the horizon of the society. They dedicated their whole life for the betterment of the weaker sections of the society. Some of them were Dr. Bhimrao Ambedkar, Shri. Jyotiba Phule, Shri. Narayan Guru and Mahatma Gandhi. Shri Jyotiba Phule was one of the pioneers who did lot to improve the conditions of untouchables. He laid more stress on social democracy and equality rather than getting freedom from alien rule alone. He revolted against the rigid caste system which gave inhumane treatment to the members of its own. He, alongwith his wife, spared no efforts for promoting education among untouchables. He started "Satya Shodhak Samaj" in 1837. While Jyotiba did such a vital work in Maharashtra, Shri. Narayan Guru started number of schools and colleges in Kerala for depressed caste groups-especially the Ezhavas. Dr. B.R. Ambedkar devoted his life for the upliftment of the untouchables. He, too established number of institutions for educating untouchables in different parts of Maharashtra. In 1920, he started fortnightly paper "Muk

Nayak". On July 20, 1924, he founded the "Bahiskrit Hitkarini Sabha". In 1930, he launched the temple entry movement. In the same year, he attended the First Round Table Conference wherein he pleaded for the rights of depressed classes. He demanded separate electorates and special representation for depressed classes which were conceded in the MacDonalld Award; but in Poona Pact, he gave up the demand for separate electorate and agreed to the provision of reserved seats with joint electorate for the untouchables. In 1947, he became the first law minister of independent India and later on, he was the chairman of the Constitution Drafting Committee and articles of the constitution drafted by him abolished untouchability and its practice in any form. Mahatma Gandhi was the one who dedicated his whole life for this nation and the canvas of his work was so broad that hardly any important social issue was left untouched by him. He once said "Untouchability is a blot upon Hinduism and must be removed at any cost". He called untouchables to adopt a resolution pledging support for Harijan upliftment. He was always opposing the political separation of untouchables and for this reason, he started Harijan Sevak Sangh with a view to bridge the gap between them and upper castes. The fast till death declared by him against awarding separate electorate for Harijans and Poona Pact in 1932, released tremendous waves in this country and went a long way to initiate the measures for removal of disabilities of the untouchables (Harijans). After achieving Political independence in 1947, the Government of India did a lot in this regard.

## 1.2 POST-1947 SCENARIO

In 1947, the Congress redeemed its pledge to the Harijans by declaring that, "untouchability in any form is abolished and imposition of any disability on that account shall be an offence". By 1948, all the states in India, except Rajasthan and Assam, had enacted laws for the removal of the social disabilities of the Scheduled Castes and permitting temple entry for them. However, it was only in 1955 that a country wide legislation, the Untouchability Offence Act-1955 was passed. The Indian Constitution States, "we, the people of India, Solemnly resolved to secure to all our citizens JUSTICE - social, economic and political; LIBERATY - of thought, expression, belief, faith and worship; EQUALITY - of status and of opportunity; and also to promote among them all, FRATERNITY - assuring the diginity of the individual and unity of the nation.

The constitution prescribed protection and safeguards for the Schedules Castes and Scheduled Tribes and Other Backward Classes either specifically or by way of general rights with the object of promoting their educational and economic interests and removing certain social disabilities. Considering the significance of education for the socio-economic regeneration of the suffering lot of Scheduled Castes, the authors of the Constitution made some special provisions. Article 46 of the Constitution of India envisages that "The State shall promote with special care the educational and economic interests of the weaker sections of

the people and in particular, of the Scheduled Castes, and the Scheduled Tribes and shall protect them from social injustice and all forms of exploitation". In addition, there are other provisions, inter alia, for representation in Parliament (Article 300), and the State Legislation (Article 332) representation in the Central and State services (Article 335) abolition of practice of untouchability (Article 17), throwing open in Hindu religious institutions, admission into educational institutions (Article 29.25). Prohibition of discrimination on the grounds of religion, race, caste, sex or place of birth, but special provision for Schedules Castes and Schedules Tribes (Article 15), Protection of certain rights regarding freedom of speech etc. (Article 19), Prohibition of traffic in human beings and forced labour (Article 23), legislation to give effect to the provisions relating to Fundamental Rights (Article 35), State to secure a social order for the promotion of welfare of people (Article 38), equal justice and free legal aid (Article 39), other provisions as to Ministers (Article 164), administration of Scheduled Areas and Tribal Areas (Article 224), functions of Public Service Commission (Article 320 (4)), control of the union over the administration of Scheduled areas and the welfare of Scheduled Tribes (Article 339), appointment of a Commission to investigate the conditions of Backward Classes (Article 340), list of Scheduled Castes (Article 341) and special provision with respect to the states of Nagaland, Assam and Manipur (Art. 371 A, 371 B and 371 C) etc. For implementation



of the constitutional safeguards, the government has set up several governmental and non-governmental agencies, commissions have been appointed, special schemes have been launched; both at the central and state levels. The Planning Commission in the National Five Year Plans have been proposing schemes for the development of the weaker sections including the Scheduled Castes and the Tribal Population. Apart from the different safeguards, the Constitution (Art. 338 and fifth Schedule) provides for the setting up of advisory councils and separate departments in the states and an appointment of a special officer at the centre to promote the welfare and interests of Scheduled Caste. Under these provisions, the special officer, the commissioner for the Schedules Castes and Scheduled Tribes are required to look after the working of the safeguards provided in the constitution and periodically report their working to the President of India.

### **1.3 RESERVATION IN LEGISLATIVE BODIES**

One of the prerequisites for the successful functioning of parliamentary democracy is the representation of the various sections of the population in legislative bodies. Articles 330, 332 and 334 facilitates reservation of seats for the Scheduled Castes & Scheduled Tribes both the Central Parliament and in the state legislatures. This concession was initially for a period of ten years from the commencement of the Constitution but has been extended from time to time;

Schemes launched by the government for promoting education among Scheduled Castes are :

- (i) **ANCILLIARY SERVICES** : The Government provides books or book grants, mid-day meals, uniforms and educational equipments to the students belonging to Scheduled Castes. These facilities differ from state to state depending upon the financial resources of the state governments.
- (ii) **EXEMPTION FROM FEES** : In the case of Scheduled Castes, there is a provision for exemption of tuition and examination fees. It also varies from state to state.
- (iii) **PRE-MATRIC SCHOLARSHIP** : The scheme is for facilitating education at pre-matric stage. The rate of Pre-matric stipend varies from state to state, and is revised from time to time, keeping in view the cost of living.

## II OTHER FACILITIES

Book Bank Scheme- Under this scheme grants are given to State Government/Education Institutions to provide books free of cost to SC/ST students studying in Medical and Engineering colleges.

## III HOSTEL FACILITIES

Ministry of Home Affairs administers a scheme of giving grants to State Governments for construction of hostels for Scheduled Caste/Scheduled Tribe girls.

#### IV SPECIAL COACHING SCHEME

Under this scheme, pre-examination coaching facilities are provided free of cost to SC/ST candidates for preparing them for various competitive examinations conducted by Union Public Service Commission, State Governments, Public sector undertakings, Nationalised banks and other recruiting agencies to improve the representation of the Scheduled Caste and Scheduled Tribes in various services. The scheme is implemented through the State Governments/Universities. The trainees are provided messing/maintenance charges ranging between Rs. 125 to Rs. 200 per month to meet their boarding and lodging expenses. Local day-scholars are given stipend at the rate of Rs. 50 per month and out-station day-scholars are paid Rs. 85 per month.

#### FACILITIES PROVIDED BY MINISTRY OF LABOUR

##### I RESERVATION OF SEATS

Instructions have been issued by the Labour Ministry to reserve seats for admission to the Industrial Training Institutes Centres run under their management for candidates belonging to Scheduled Castes and Scheduled Tribes in proportion to their population in each States/Union Territories in which these institutes are located. The same provision has been made for reservation of seats in technical institutes under the apprenticeship training scheme.

**II SCHOLARSHIPS**

A stipend of Rs. 40 per month is awarded to the SC/ST trainees admitted to Industrial Training Institutes. All apprentices recruited under the Apprenticeship Training Schemes are paid stipends at the rate prescribed under Rule 7 of the Apprenticeship Rules, 1962. These vary from Rs. 230 to Rs. 450 month.

**MINISTRY OF HEALTH**

Ministry of Health has also given instructions to State Government/Universities to follow University Grants Commission guidelines on reservation of seats in respect of Medical education and others.

**MINISTRY OF AGRICULTURE****I RESERVATION OF SEATS**

Ministry of Agriculture has given instructions to State Governments and Universities to follow the U.G.C. guidelines on reservation of seats in respect of Agricultural Education.

**II SCHOLARSHIPS**

240 scholarship at the rate of Rs. 300 per month with a contingent grant of Rs. 750 per annum are provided exclusively to Scheduled Caste/Scheduled Tribe students for study at graduate level in Agricultural and Veterinary Sciences.

Twenty Percent of these scholarships are reserved for Scheduled Caste and Scheduled Tribe students in the Junior Fellowship, Senior Fellowship and Post-Doctoral Fellowships awarded by Indian Council of Agricultural Research. They are for postgraduate, Ph.D. and Post-Doctoral courses respectively. The rates of these Fellowship are as follows :

- Junior Fellowship** : Rs. 800 per month with a contingent grant of Rs. 2000 per annum.
- Senior Fellowship** : Rs. 1000 per month during the first two years and Rs. 1200 per month during the third year with a contingent grant of Rs. 5000 per annum.
- Post-Doctoral Studies:** Rs. 1300 per month with a contingent grant of Rs. 4000 per annum.

**Educational Facilities to Scheduled Caste & Scheduled Tribe Students Given by the Central Government are as under.**

#### MINISTRY OF EDUCATION

##### I RESERVATION OF SEATS

###### (i) School Education :

Education at School level is being managed by State Governments/Union Territory Administration. However, there are about 500 Kendriya Vidyalayas (Central Schools) in the country under the administrative control of Kendriya Vidyalaya Sangathan, Ministry of Human Resource Development. In these schools, 15% of the seats are reserved for Scheduled Caste and 7.5% for Scheduled Tribe children of transferable

government employees. Relaxation in qualifying standards is given to the extent it is required to fill up the reserved quota.

**(ii) College Education :**

Instructions have been issued by the University Grants Commission to all universities and institutions of higher education providing general and professional education to reserve 15% of the seats for Scheduled Castes and 7.5% for Scheduled Tribes also to relax the minimum qualification for admission to the extent that all the reserved seats are filled by SC/ST candidates.

**(iii) Technical Education :**

Instructions have been issued by the Ministry of Education to Indian Institute of Technology and Indian Institute of Science, Bangalore and Regional Engineering Colleges to reserve 15% of the total seats for Scheduled Castes and 7.5% for Scheduled Tribes for courses - both at graduate and post-graduate levels. In the Joint Entrance Examination (JEE) conducted for admission to IIT undergraduate courses, the Scheduled Caste/Scheduled Tribe candidates are given a concession in 'cut off value' to the extent of 2/3 of the total value. For post-graduate courses, a relaxation of 5% marks is given to Scheduled Caste & Scheduled Tribes students both for admission and award of post-graduate scholarships.

**(iv) Other Institutions :**

- (i) The National Council of Educational Research and Training provides teacher-training courses in the Regional Colleges of Education located at Ajmer, Bhubaneswar, Mysore and Bhopal. In these colleges, seats are reserved for Scheduled Caste and Scheduled Tribe candidates as follow :

College	% of seats reserved	
	SC	ST
Regional College of Education at :		
(a) Bhopal	15%	5%
(b) Bhubaneswar	15%	5%
(c) Mysore	15%	5%
(d) Ajmer	17%	11%

- (ii) The National Council of Educational Research and Training runs a specialised nine months diploma course in educational and vocational guidance at post-graduate level at National Council of Educational Research and Training campus. For this course, 15% seats are reserved for Scheduled Caste and 5% for Scheduled Tribe candidates.

**II SCHOLARSHIPS**

There is no separate scheme for award of scholarships and stipends to Scheduled Caste/Scheduled Tribe students under the Ministry of Human Resource Development. However, reservations have been made for Scheduled Caste/Scheduled

Tribe students at pre-matric level under the following two schemes of the Ministry :

**A. Pre-Matric Scholarships**

1. Rural Talent Scholarships Scheme

The objective of this scheme is to achieve greater equalisation of educational opportunities by providing fillip to potential talent from rural areas. Under this scheme, Scholarships are granted to talented students from rural areas from classes VIII to XII. The total number of scholarships available under this scheme at present is 33,000 per year. Out of this, 8,000 scholarships are reserved for Scheduled Caste/Scheduled Tribe students. The rates of scholarship vary from Rs. 30 to Rs. 100 per month, in accordance with the stage at which enrolled and whether a student is a hosteller or non-hosteller.

**SCHOLARSHIPS GIVEN BY VARIOUS MINISTRIES**

**MINISTRY OF HOME AFFAIRS** : The following scholarships have been offered by the Ministry of Home Affairs for the benefit of Scheduled Caste and Scheduled Tribe students.

**Pre-Matric scholarship :**

For the children of those who are engaged in unclean occupations : The main objective of this scheme is to provide good quality education to the children of those engaged in unclean occupations like scavenging of latrines, tanning,



flaying etc. by keeping them away from the dirty and unhygienic surroundings in which their parents live. The scheme was initiated to cover children studying in class VI to X.

**Post-Matric Scholarship :**

The objective of this scheme is to provide financial assistance to Scheduled Caste/Scheduled Tribe students studying at post-matriculation or post-higher-secondary level so as to enable them to complete their higher education. This is an open-ended scheme under which scholarships are available to all Scheduled Caste/Scheduled Tribe students getting admission in recognised institutions for studies in a post-matriculation course subject to a prescribed income criterion. Under this scheme, only two children of the same parents are entitled to receive scholarships. However, this restriction is not applicable to girl students. The rates of scholarship vary from Rs.50 to Rs. 200 per month according to the type/standard of course and whether they are hostellers or day-scholars. The rates of scholarships for female students are higher than male students.

**Overseas Scholarships :**

This scheme is intended to provide financial assistance to meritorious SC/ST students to go abroad for post-graduate and post-doctoral studies. During 1984-85, 17 scholarships were made available to SC/ST students. Over and above these

measures, government has always accorded importance to the welfare of weaker sections of the society in five year plans.

The Eighth Five Year Plan (1992-97) did mention about protecting the weak and the left behind. It was noted that although, achievement of high growth rate and sustaining it over the decade would be an important goal of 8th five year plan but growth has to be accompanied with a sharper regional focus to reduce disparity and to provide more dispersed benefits. The backward regions and weaker sections of the society, if not protected fully, are more likely to be left behind in the natural process of growth. Adequate protection will have to be continuously provided to the poor and weaker sections of the society.

#### 1.5 THE RECOMMENDATIONS OF VARIOUS COMMISSIONS AND DOCUMENTS SINCE 1947 WITH REFERENCE TO WEAKER SECTIONS ARE AS FOLLOWS

##### CHALLENGES OF EDUCATION - 1985

The document mentions "To the Scheduled Castes and Scheduled Tribes candidates, access has been provided through reservation of seats. This however is not enough. In the real sense, access to education has meaning, only if, those who enter in an institution, are able to continue at the same pace as others. Otherwise, undesirable tensions and psychological barriers are created which vitiate their absorption in the main stream of education. To change such situations, arrangements have to be made to provide special

coaching, before and after admission to under-graduate courses".

#### **NATIONAL POLICY ON EDUCATION - 1986**

Under the provisions made for education for equality, the new policy gives the guidelines for the improvement of Scheduled Castes.

Incentives to indigent families to send their children to schools regularly till they reach the age of 14.

Pre-matric scholarship scheme for children of families engaged in occupations such as scavenging, flaying and tanning to be made applicable from class I onwards. All children of such families regardless of income will be covered by this scheme and time-bound programmes targeted at them will be undertaken.

Constant micro-planning and verification to ensure that the enrollment, retention and successful completion of courses by Scheduled Caste students do not fall at any stage, and the provision of remedial courses to improve their prospects for further education and employment.

#### **Recruitment of teachers from Scheduled Castes.**

Provision of facilities for Scheduled Caste students in students' hostels at district head quarters, according to a phased programme.

Location of school buildings, Balwadis and Adult Education centers in such a way as to facilitate full participation of scheduled castes.

The utilizations of National Rural Employment Programme resources so as to make substantial educational facilities available to the Scheduled Castes and constant innovation in finding new methods to increase the participation of Scheduled Castes in the educational process.

#### **NATIONAL POLICY OF EDUCATION (1986) ON EDUCATION OF SCHEDULED TRIBES**

Priority will be accorded to open primary schools in tribal areas. The construction of school buildings will be undertaken in these areas on a priority basis under the normal funds for education. The socio-cultural milieu of the Scheduled Tribes has it's distinctive characteristics including in many cases, their own spoken languages. This underlines the need to develop the curricula and to devise instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional languages.

Educated and promising Scheduled Tribe youths will be encouraged and trained to take up teaching in tribal areas. Residential schools, including Ashram schools, will be established on a larger scale.

Incentive schemes will be formulated for the Scheduled Tribes, keeping in view their special needs and life style.

Scholarships for higher education will emphasise technical, professional and para-professional courses. Special remedial courses and other programmes to remove Psycho-social impediments, will be provided to improve their performance in various courses.

Angandwadis, Non-formal and Adult Education centres will be opened on a priority basis in areas predominantly inhabited by the Scheduled Tribes.

The curriculum at all stages of Education will be designed to create an awareness of rich cultural identity of the tribal people.

#### **PROGRAMME OF ACTION - 1986**

The central focus in educational development of Scheduled Castes and Scheduled Tribes for the equalisation with the Non-Scheduled Castes and Non-Scheduled Tribes population at all stages and all levels of education. It explains the policy, targets and implications for strategy and it gives operational strategy for achieving the above goals and gives guidelines for organisation and management of programmes.

#### **1.6 PROPORTION OF SCHEDULED CASTES AND SCHEDULED TRIBES IN GUJARAT**

According to 1981 census, the population of Scheduled Castes was 18.25 lakhs and that of Scheduled Tribes was 37.84 lakhs. The Backward Class population including Scheduled

Castes and Scheduled Tribes, Nomadic Tribes and Denotified Tribes was about 21 percent of the total population of the state. The highest percent of Scheduled Tribes population was in District of Dang (93.5) while in the case of Scheduled Caste, Ahmedabad district showed the highest percentage.

Regarding the rate of literacy, it is interesting to note that 27.74 percent and 14.12 percent respectively of the Scheduled Castes and Scheduled Tribe persons have been found literate as against 15.72 percent of the entire population of Gujarat. (Report of the Social Welfare Board 75-76).

The Scheduled areas have been declared under the constitution of India. There are 22 Scheduled areas in the state. Gujarat has a large tribal population. About 10 percent of the total tribal population of the country is accounted by the Gujarat State alone. The tribal areas are spread over 8 districts - mainly along the eastern part of the state.

#### **1.7 EDUCATIONAL DEVELOPMENT PROGRAMMES FOR SCHEDULED CASTES AND SCHEDULED TRIBES IN THE STATE OF GUJARAT**

Since independence, various efforts have been made by the State Government to ameliorate the conditions of the Backward Castes undertaking various welfare measures. All efforts of the state governments in this regard are aimed at assuming more and more responsibility in educating the children of this community.

The major concessions given by the state to the students belonging to backward community are in the form of grants of tuition fees, examination fees, scholarships, grants in aids to the hostels and Ashram Schools.

The post-matric scholarship is sponsored by the government of India. The entire expenditure is borne by them. The benefits of this scholarship was available only for SC/ST students. The state government has extended the benefits of this scheme to Nomadic Tribes and Denotified Tribes students.

Gujarat is one of the economically advanced states in India. It is in the western region of India. Gujarat has well developed agriculture sector as well as fairly developed industrial base. Infact, alongwith Maharashtra- it's neighboring state, Gujarat is one of the frontline states in matter of industrial development and capital investment. The educational growth in Gujarat is also steady, Vadodara, Surat, Ahmedabad, Khera, Rajkot and Jamnagar are some of the places where economic and educational growth has taken place. But at the same time, it has to be noted that Gujarat does have considerable size of Scheduled Castes and Scheduled Tribe and Other Backward Castes in it's total population. Scheduled Caste and Other Backward castes are spread over almost whole state, while tribals are more concentrated in districts like Sabarkantha, Panchmahal, Vadodara, Bharuch, Surat, Dang and Valsad. Out of the total population, the population of tribals is almost 14%. Over and above

Scheduled Caste and Scheduled Tribe, there are some socially and educationally backward castes which are included in the list under "Social and Educationally Backward Castes" (SEBC). All these groups, since they lag behind - educationally and socially, government and some voluntary organisations have been doing lot of work to promote education among them. For this purpose, government has initiated number of measures under different heads. Since their progress at higher education level is quite low, government has given them special benefits like reservation of seats, Book-Bank facility, freeship, scholarship etc. State government has implemented various schemes for upliftment of backward and weaker sections of the society. As per the information of the year 1990, social welfare department of the state had implemented 17 schemes for educational upliftment of these sections of the society. Looking at the various equity measures, it seems that there are lot of efforts for educational development of weaker sections of the society. Although, they are progressing slowly, but still the progress is not satisfactory and more so in case of higher education. The enrollment at this level is highly positively skewed in favor of higher socio-economic strata and urban class as commented by the document "Challenges of Education (1985)". Not only their enrollment is less but their academic performance, too, is not satisfactory, although they are given various benefits in terms of reservation of seats, scholarships, etc. Therefore, not only low enrollment but



even high rate of failures and drop-outs, is also a matter of concern as it not only reflects on cost factor alone but wastage in educational system. Therefore, it is extremely necessary to undertake some such studies which not only shows the quantitative trends but also throw light on the reasons responsible for the prevailing situation. Therefore, it is necessary to study who among the disadvantaged sections takes the benefits of higher education and what problems they encounter during their academic life and to what extent the various facilities offered to them are utilised and what do they think about those facilities. While reviewing the studies undertaken in this area, some major trends have emerged.

1. Most of the studies have been conducted at the level of primary education.
2. Studies conducted at College/University level are spread over almost all regions of India.
3. Majority of the studies were conducted in the decade 70-80.
4. Studies conducted at College/University level in Gujarat are very few.
5. Out of the studies conducted at higher education level in Gujarat, there is no study conducted on professional education. Most of the studies had focus on General Education.

### 1.8 PROFESSIONAL EDUCATION, . UNLIKE GENERAL EDUCATION, HAS SOME DIFFERENT FEATURES

1. They are having strategic place with reference to national development e.g. one can easily understand the vital importance of courses in Medicine and Technology.
2. Usually, the length of these courses at undergraduate level is more than General Education courses.
3. They involve more cost in terms of actual cost as well as opportunity cost. (Their duration being more)
4. Admission in these courses needs background of science subjects.
5. Admission criteria for these courses are very high as compared to other courses in General Education. (Except in case of Private Colleges).
6. Seats for these courses are limited and only few institutions cater to these courses.
7. In states like Gujarat, admission of the students to the M.B.B.S. and B.E. courses is done through centralised admission system.
8. These courses lay equal stress on theory and practical aspects in their academic programmes.

After taking the stock of the research work done in the field, investigator decided to conduct his study in one of the branches of professional education, viz. Medicine. Medicine is a very important branch of professional education. It is also called "Life Saving" discipline. As far

as medical education is concerned, it has few important characteristics.

1. It is one of the most dynamic discipline.
2. The number of institutions and number of seats for Medical Education are few.
3. It needs high performance at the XIIth standard board examination to secure admission to M.B.B.S. course.
4. It is longer in duration.(5 years+ 1 year internship).
5. It has theory as well as practical inputs in it's academic programme.
6. It incurs greater cost than courses in general education.
7. It involves wide range of subjects.

In Gujarat, there are six institutions which provide education in Medicine at undergraduate level.

They are as follows :

1. B.J. Medical College, Ahmedabad.
2. N.H.L. Medical College, Ahmedabad.
3. Surat Medical College, Surat.
4. Baroda Medical College, Baroda.
5. M.P. Shah Medical College, Jamnagar.
6. Pramukhswami Medical College, Karamsad.

The eligibility criteria for admission to M.B.B.S. course in Gujarat are as under.

The aggregate marks obtained at the external evaluation in science subjects (Physics, Chemistry, Biology and Mathematics) in theory papers only shall be as under.

a)	For Scheduled Caste candidates	45%
b)	For Scheduled Tribe, Nomadic Tribes and Denotified Tribes	45%
c)	For all other candidates except where specific contrary provision has been made in the rules	55%

7% of the total seats earmarked for admission to the First M.B.B.S. course is reserved for Scheduled Caste candidates, 13% is reserved for Scheduled Tribe and seats are also reserved for Socially and Educationally Backward caste. Further 1/5th of the seats reserved for the candidates belonging to Scheduled Castes, Scheduled Tribes and Denotified Tribes is earmarked for girl students of this communities and categories.

Thus, the Scheduled Caste, Scheduled Tribe and Socially and Educationally backward caste students do get the benefits of reservation of seats for the admission to M.B.B.S. course. Scheduled Caste and Scheduled Tribe students do enjoy the benefit of, lower percentage of marks in standard XII Board Examinations as minimum criteria for getting admission to M.B.B.S. course in comparison to other categories. (45% vis a vis 55%) Over and above these, they do get the scholarships under the post-secondary school certificate scheme. The students can get the scholarship provided the income does not exceed the fixed ceiling. The rates of scholarship varies for

day-scholars and hostellers. Thus, on the one hand they do get different type of benefits from the government which are considered as equity measures. Whenever equity measures are provided, the rationale behind those measures is to bring Equality through Equity in the long term. Thus, the rationale behind these measure would be to see that enrollment at this level would increase among the disadvantaged section of the society and further, in long-term, the spread of higher education in professional fields, too, would percolate from top to bottom. But, here, one of the important things is to see who gets the benefit in terms of admission to these course and what is the academic performance of these students, once they join these courses. Because, if creamy layer among these categories are cornering the benefit in terms of admission and on the otherhand if their academic performance is poor, then it does represents wastage in terms of monetary resources, (Medical Education being highly subsidised) time and number of seats earmarked for them with lowering down the criteria for their admission in comparison to General category students. Large number of failures in each year does indicate the increase in opportunity cost and ultimately it does throw light on the quality of output who is going to serve society in a very crucial way and one can imagine the impact of inferior quality of output from such courses on people's well being. It also raises a question against the rationale for the number of seats earmarked specially for them and also against the lowering down the minimum percentages required for admission to M.B.B.S. course

as against the students from other categories. One more question that arises is, whether the same percentage of reservation of seats in the professional education is necessary as it is in General Education ? Whether such percentage of reservation of seats, that too, with lowering down the criteria is rational in professional courses ? If the rational behind these equity measures is increase in enrollment, then, whether it is achieved and even if it is achieved, what purpose it serves ? Whether higher education is necessary for large number of people from disadvantaged section ? Whether sheer number of students enrolled in such courses is so important ? If due to various reasons, (especially the inferior academic level at the entry level) the rate of stagnation remains high among them, does it not represent the wastage? What type of quality-output one would expect? If the private non-aided colleges cater to the interest of economically elite class, (where one finds compromise with the quality) then is this not the another kind of class who corners the benefits of admission ? (By compromising with the quality) If the academic performance is poor in these type of courses among the students from disadvantaged section, what are the reasons responsible for it ? Hence, keeping in mind all such issues and questions, it was decided to conduct a study on all categories of the students of M.B.B.S. course and keeping in mind the nature of the study, it was decided to restrict the study to only one Medical college of Gujarat namely Baroda Medical College, Baroda.

### 1.9 STATEMENT OF THE PROBLEM

A study of Scheduled Caste, Scheduled Tribe and Other Backward Caste students in Medical Colleges of Gujarat state.

### 1.10 OBJECTIVES OF THE STUDY

1. To study the family background of Scheduled Caste, Scheduled Tribe & Other Backward Caste vis a vis general category students from first, second & third M.B.B.S. of Baroda Medical College, Baroda studying in the academic year 1992-93.
2. To study the academic problems of Scheduled Caste, Scheduled Tribe & Other Backward Caste vis a vis general category students from first, second & third M.B.B.S of Baroda Medical College, Baroda studying in the academic year 1992-93, in terms of
  - a) Library
  - b) Home
  - c) Hostel
  - d) Classroom learning
  - e) Practicals
3. To study the extent of utilisation of facilities by Scheduled Caste, Scheduled Tribe & Other Backward Caste students from first, second & third M.B.B.S of Baroda Medical College, Baroda studying in the academic year 1992-93.

4. To measure the stagnation among five consecutive batches (1990-93) of final M.B.B.S. Scheduled Caste, Scheduled Tribe & Other Backward Caste vis a vis general category students.