

CHAPTER - II

REVIEW OF RELATED STUDIES

2.0 INTRODUCTION

This chapter presents review of studies concerning the Scheduled Caste, Scheduled Tribe and Backward Caste students in different states of India. Only those studies were reviewed which were relevant to the present study. It has been done under five different sections. At the end of each section, a trend, along with research gaps in the field, has been presented. Section I covers studies on enrollment, wastage and stagnation among Scheduled Caste and Scheduled Tribe students at higher education level. Section II covers studies on family background of SC/ST students at higher education level. Section-III covers studies on academic problems of SC/ST students at higher educational level. Section-IV covers studies on utilisation of facilities by SC/ST students at higher education level. There was no directly related study available on Scheduled Caste, Scheduled Tribe and Other Backward Caste students in Medical Colleges.

SECTION - I

2.1 STUDIES ON ENROLLMENT, WASTAGE AND STAGNATION

(A) STUDIES ON ENROLLMENT :

Adiseshiah and Ramnathan (1974) in a study on educational problems of Scheduled Caste & Scheduled Tribe college students in Tamilnadu, found that Scheduled Caste

students formed only 7.2% of the university population. Among them, female students formed less than 5%. Scheduled Tribe students formed 0.07% of university population. They were comparatively late starters. They had higher representation of female than male. Higher percentage of Scheduled Tribes students opted for Arts courses. Bindu (1974) in a study on progress of Education of Scheduled Caste in Uttar Pradesh, found that literacy among Scheduled Castes in Uttar Pradesh was lower than that in comparison to many other states. Literacy among Scheduled Caste women was very low especially in rural areas, though it has shown increase at all stages since independence. Chitnis (1974) in a study on literacy and enrollment among the Scheduled Castes of Maharashtra, found that the percentage of Scheduled Caste students in colleges was higher than the percentage of Scheduled Caste in the total population. It declined at each successive stage of school and college. Among Scheduled Caste students, females were very poorly represented at higher education. Among Scheduled Tribe students, very few female went for higher education. By and large, students were in Arts faculty. Desai (1974) in a study on a profile of education among Scheduled Tribes of Gujarat, found that, enrollment in higher education among Scheduled Tribe increased from 202 in 1961 to 2461 in 1970. Only 11.8% of the secondary education population went for higher education.

Dubey (1974) in a study on Scheduled Caste and Scheduled Tribe college students of Assam, found that

percentage of SC and ST female students was very low. Gangrade (1974) in a study on educational problems of Scheduled Caste college students of Haryana, found that the proportion of Scheduled Caste students in the total students population was, much lower than the proportion of Scheduled Caste population in the total state population. Majority of them were over-aged. Very few were found in Science and Commerce Faculties. Goyal (1974) in a study of Scheduled Caste students in East Uttar Pradesh found high proportion of Scheduled Caste population but literacy was very low among them. Majority of the Scheduled Caste college students opted for Arts courses. Lal (1974) in a study on educational progress and problems of Scheduled Caste college students in Rajasthan, found that the enrollment of Scheduled Caste students was low at each level of education and higher percentage of them were in Arts courses. Pimpley (1974) in a study on educational problems of Scheduled Caste college students in Punjab, found that the Scheduled Caste college students were mostly overaged and male students were more than female students. Rath and Misra (1974) in a study of Scheduled Caste and Schedules Tribes college students in Orissa, found that the majority of these students were male. Sachchidanand (1974) in a study on education among Scheduled Caste and Scheduled Tribe college students of Bihar, found that female students among Scheduled Caste and Scheduled Tribe were 25% and 0.4% respectively. 75% and 17% of students in both the communities, went for Arts and Science courses respectively.

Shah and Patel (1977) in a study on Scheduled Caste and Scheduled Tribe post-matric scholars in Gujarat, found that among Scheduled Caste/Scheduled Tribe post-matric scholars enrolled for degree courses, about half of the males and about three fourth of females were enrolled in Arts colleges. There was considerable decrease in the percentage of the Scheduled Caste/Scheduled Tribe enrollment in Science and Engineering colleges, while that in Medical colleges, remained stable at about 3%. Although, there was considerable increase in number of post-graduate Scheduled Caste/Scheduled Tribe students, the number of female among them, remained rather insignificant. During five year period i.e., 1967-68 to 1972-73, there was modest increase in mean years of post-matric study of Scheduled Caste/Scheduled Tribe but figures were greater for males than females.

Distribution of Studies - Geographical Area Wise

WEST	EAST	NORTH	SOUTH	TOTAL
5	2	5	1	13

The above distribution of studies reviewed by the investigator does indicate that out of the total studies reviewed, maximum studies were those which were conducted in western part of India and least (only one) was conducted in South. North India also had five studies and in Eastern part of India there were two studies. It shows very clearly that concentration of studies was more in western and northern part of India and together, their share was 75% of the total

studies. It could probably because (1) More concentration of Scheduled Caste and Scheduled Tribe Population in this part (2) More research facilities (3) Studies taken up by research institutes like Tata Institute of Social Science, (TISS) Bombay and Gujarat Vidyapith, Ahmedabad. Although, it has to be noted that quantum of the studies in this regard was not very large.

Distribution of studies - According to the groups studied

Scheduled Caste	Scheduled Tribe	SC and ST	Total
6	1	6	13

Above distribution shows that the studies conducted on Scheduled Caste and studies conducted on Scheduled Caste and Scheduled Tribe together, were equal in number and only one study was conducted, exclusively, on Scheduled Tribes (That was the one conducted in Gujarat).

Distribution of studies conducted - According to the time period

Year	No. of studies
1970-80	13
1980 onwards	-

According to the information which the investigator had, all the studies belonged to the decade 1970-80 and more precisely, they were conducted during 1974-75.

The trend which emerges is as follows -

- (1) Studies on enrollment of Scheduled Caste/Scheduled Tribe at college level were very few in comparison to those conducted at school level.
- (2) Geographical area wise, the concentration of studies was found more in two regions of India-North and West. It means that although SC/ST population is spread over all the parts of India, the studies were not spread over different parts of India.
- (3) There was no study on Nomadic Tribes/Denotified Tribes.
- (4) There was no study on socially and educationally backward castes.
- (5) There was only one study, exclusively, conducted on Scheduled Tribe college students.
- (6) The quantum of research studies has gone down in the 80's.

What these studies reveal ?

- (1) Enrollment among SC/ST students at higher education level, still presents unsatisfactory picture, though, it has increased since independence. This is true for almost all parts of India.
- (2) SC/ST women students have poor representation in different courses of higher education.
- (3) In most of the states, the percentage of SC/ST students' enrollment at higher education level is unsatisfactory.

(B) STUDIES ON WASTAGE AND STAGNATION :

Indian Council of Social Science Research (1971) conducted a study regarding enrollment of Scheduled caste at all levels of education in India for the year 1965-66. It gave a clear picture of the position of Scheduled Caste students in educational institutions, in comparison to other students as well as the population ratio of Scheduled Castes. Major findings of the study were as follows.

- (i) The Scheduled Caste were lagging behind other communities in every category of education and the co-efficient of equality was still much less than 100 in each case.
- (ii) The co-efficient of equality for the SC students at primary stage was 84.5% in 1965-66. When they reached secondary stage, it dropped to 45.5% which might be due to higher rates of wastage and stagnation among the SCs than those in other communities.
- (iii) At the university stage, the co-efficient of equality showed yet another drop 26.2% in general colleges and 27.3% in professional colleges, which showed that despite the incentive schemes, spread of higher education among the SCs was still 26.2% of that, in other communities.
- (iv) The rates of wastage and stagnation at primary and secondary stages were much higher for the SCs than other communities.

Chitnis (1974) did a study on literacy and enrollment among Scheduled Castes of Maharashtra. Data were obtained from the Census - 1971 and the Directorate of Education. Findings of the study were as follows.

- (i) The percentage of the Scheduled Castes at schools and colleges was larger than the percentage of Scheduled Castes in the total population of the State.
- (ii) The extent of excess enrollment over population, declined at each successive stage of school and college.

Chitnis (1978) in a study of problems of Scheduled Caste college students of Maharashtra found that the failures among these students was conspicuously more than other caste students.

The deputy Director for Scheduled Castes and Scheduled Tribe, Chandigarh (1977) conducted a study in Haryana to assess the performance of Scheduled Caste post-graduate beneficiaries in the State of Haryana. For this, a sample of 47 institutions in ten districts was taken covering 1476 students, out of them, 42.07% failed in the examination. Among the successful candidates, 8.13% secured less than 40% marks, 36.11% secured 40% to 50% marks, 4.27% secured 50% to 60% marks and 1.19% secured 60%. Only 5.56% secured 50% and above marks.

Shah and Patel (1977) in a study on Scheduled Caste/Scheduled Tribe post-matric scholars in Gujarat, found

that about 5% to 10% Scheduled Caste post-matric scholars failed once or more during their study, while about 3% to 7% of the Scheduled Tribe students failed once or more during their study.

Aikara (1980) studied the incidence of stagnation and dropout for the year 1970-73 from the records of six general and four professional colleges in Bombay. He further, identified the causes of drop-out. His study revealed the following findings.

- (1) The percentage of Scheduled Caste students, who passed the examination, was not even half of their other counterparts in general colleges. However, those who were in professional colleges, excluding law, fared well in the examination.
- (2) The extent of stagnation and drop-out in private colleges was more than that in government colleges and it was optimum at the first and second year of the study.
- (3) The follow-up of the drop-outs disclosed that failure and employment were the causes for dropping out from the study.

Ministry of Education and Culture (1980) published a report on Progress of Education of SCs and STs in India during 1976-77 based on the statistical data supplied by the State Governments and Union Territories. It covered mainly the enrollment of children belonging to SCs and STs at different levels of education.

The important findings of this study were :

- (1) At the primary stage, the enrollment of SCs had reached 81% of the other communities. When they reached secondary stage, the co-efficient of equality dropped to 61.8% which was three-fourth of their counterparts. Excess incidence of wastage and stagnation of SCs over non-SCs could be one of the reason for the fall of co-efficient of equality from primary to secondary stage.
- (2) At higher education stage, the co-efficient of equality of SCs came down to 51.2%. In professional institutions, it was 43.2%. However, the SCs constituted half of the enrollment of other communities in the proportion to their population ratio.
- (3) The overall position of SCs in terms of co-efficient of equality, improved from 76.4% to 78% during 1975-77.

Phadke and Shukla (1980) estimated the rate of drop-out among Scheduled Tribe college students in Arts and Commerce colleges of Vyara (Surat District). The Scheduled Tribes in these colleges exceeded 50% since 1972-73. The data regarding drop-out was collected from the college records.

The study revealed following findings.

- (1) In general, drop-out rate in Arts stream was higher than the commerce stream.
- (2) Of the total drop-outs, 74% belonged to Scheduled Tribe.

- (3) Amongst Scheduled Tribe students, drop-out rate was higher for the males and it was higher in the Arts stream.

The study incidentally threw some light on the achievement of Tribal students in final year examination. Irrespective of the course of study, failure was more among the Tribal students than their counterparts. Extent of failure was lesser in Arts faculty, in comparison to Commerce faculty. Percentage of failures was more among male than female.

Sudame and Thiagarajan (1981) Studied the enrollment of the SCs in general colleges of Tamilnadu by going through the "Hand Book of Educational Statistics-1978-79" published by the directorate of College Education, Madras. The major observations were as under :

- (1) The Co-efficient of equality for SCs in general colleges, was 46% despite the preferential treatment extended to them. It indicated that they had not even come across, half the way to the equality.
- (2) Co-efficient of equality in Arts courses exceeded Science courses-indicating a lower level of enrollment in the later category.
- (3) Co-efficient of equality of females was lesser than the males, irrespective of courses and levels of study.
- (4) Co-efficient of equality at degree level was less than that at pre-university stage. At post-graduate level,

co-efficient of equality was higher than the preceding stage.

- (5) Poor enrollment of SCs was observed in the districts, where literacy percentage of SCs was low.
- (6) The districts with lesser population of SCs had sustained equality, whereas districts with larger SC population were lagging behind. Gogate (1985) in a study on Scheduled Caste college students in Marathwada found that inspite of government scholarships and hostel accommodation, many students were not able to show proper progress in their studies and that was probably due to poor economic conditions at home and lack of facilities in the hostels.

National Institute of Planning & Administration (1986) in it's study on retention, failure, repetition and dropout in higher education among Scheduled Caste and Scheduled Tribe students, found that in case of professional education, the rate of dropout was found higher among males than female students. The performance of students, reading in rural based institutions, in case of all categories, was found better than urban based institutions.

National Institute of Educational Planning & Administration (1986) in it's study on trends on enrollment of Scheduled Castes in higher education found that in all the sectors of education, there was decline in the rate of growth in Scheduled Caste enrollment. There were great disparities in case of growth in enrollment of Scheduled

Caste and non-Scheduled Caste students. SC students were lagging far behind other communities at every stage of education. Stagnation and dropout rates increased at successive levels of education.

Distribution of studies - Geographical Area wise

South	North	West	East	Total
1	1	6	-	12

Thus, from the above distribution, it can be indicated that little more than 50% of the studies were conducted in Western India (same pattern was found with regard to the studies on enrollment). But the surprising thing was that only one study each was conducted in Northern and Southern part of India and no study was found in Eastern India. Although, the studies conducted with regard to enrollment were five in number in North India but studies on wastage and stagnation were not same in number which probably means follow-up studies with regard to the progress of those enrolled, were not conducted in greater number. Over and above these studies, three Macro level studies were also conducted.

Distribution of studies - According to the groups studied

Scheduled Caste	Scheduled Tribe	SC and ST	Total
8	1	3	12

Thus, out of the total twelve studies, majority of the studies (2/3 of the total) were conducted exclusively on Scheduled Caste, three on Scheduled Caste & Scheduled Tribes and one was exclusively on Scheduled Tribes. Thus, the concentration of studies was more with regard to studies conducted on students belonging to Scheduled Caste. This pattern is in consistency with number of studies conducted with regard to enrollment among weaker sections of the society (as reported in previous section).

Studies conducted - Time period wise

Time period	No. of studies
1970-80	5
1980 onwards	7
Total	12

Thus, it is clear that out of the total studies, more number of studies were conducted since 1980 rather than those conducted in 70's. This was unlike the studies conducted in the area of enrollment of Scheduled Caste and Scheduled Tribe college students.

Trends emerged were as follows :

- (1) The concentration of studies was more in Western region of India.
- (2) There was no study in Eastern region.
- (3) Three studies were conducted at Macro level.

- (4) Number of studies, exclusively conducted on Scheduled Tribe, were very insignificant in number.
- (5) Studies were continuously conducted with regard to wastage and stagnation over a period of time.

What these studies reveal ?

1. Enrollment among SC/ST students at higher education level is not satisfactory and the situation with regard to the retention too is poor. The studies in this area indicate high wastage and stagnation among SC/ST students at college level.
2. High rate of wastage and stagnation makes it difficult for SC/ST students to come at par with students from general category.
3. Because of high rate of wastage and stagnation, the extent of excess enrollment over population declines at each successive stage of school and college. It is more conspicuous at college level.

SECTION - II

2.2 STUDIES ON FAMILY BACKGROUND

Adiseshiah and Ramnathan (1974) in a study on educational problems of Scheduled Caste and Scheduled Tribe college students in Tamilnadu, found that majority of students came from illiterate homes and 90.5% students had difficult financial situation. Among Scheduled Tribe students, majority had financial difficulties. Chitnis (1974)

in a study on the educational problems of Scheduled Caste and Scheduled Tribe college students of Maharashtra found that very few Scheduled Caste students had highly educated parents. Majority of students who came to Bombay from rural areas, belonged to Scheduled Caste. Majority of Scheduled Tribe students came from disadvantaged homes-their fathers were illiterate and had rural occupations. Most of them were first-generation students. Dubey (1974) in a study on Scheduled Caste and Scheduled Tribe College students in Assam, found that only 13% of the Scheduled Caste students' fathers were found to be literate. Gangrade (1974) in a study on educational problems of Scheduled Caste college students of Haryana, found that the home-environment of SC students was not found to be congenial for their development, majority of them had illiterate parents and siblings. Lal (1974) in a study on Scheduled Caste and Scheduled Tribe college students in Rajasthan, found that majority of Scheduled Caste and Scheduled Tribe students lived in villages. Pimpley (1974) in a study on educational problems of Scheduled Caste college students in Punjab found that in most cases, parents of these students were illiterate and had meager financial resources. Rath and Misra (1974) in a study on Scheduled Caste and Scheduled Tribe college students in Orissa, found that most of these students were poor and first generation learners in colleges and 93% of the students were from rural areas. The Scheduled Tribe students had poor economic and educational background.

Shah and Patel (1977) in a study on Scheduled Caste/Scheduled Tribe post-matric scholars of Gujarat, found that fathers/guardians of only about one-fifth of the Scheduled Caste scholars worked in white-collar occupations and about one third of them worked in lower level occupations. In general, students came from modest family income groups. Parents/guardians of about 40% students owned a house.

Soni (1975) in a study on educational problems of Scheduled Caste college students in West Uttar Pradesh, found that approximately half of the students were from educationally backward families, while as many as 90 to 95% students' families were having low economic status and majority of students were first generation aspirants for higher education.

Solanki (1976) in a study on the problems of tribals going for higher education, found that forty-five percent of the students came from families with educated parents. Most of the students were not having good financial position.

Aikara (1980) in a study on college students of Scheduled Castes in Bombay, found that Scheduled Caste students were found to be inferior in socio-economic and academic background. Joshi (1980) in a study on educational problems of Scheduled Caste and Scheduled Tribe college students of Baroda District, found that 82% fathers of these students had no education or upto class IV only and about 95%

of them were small farmers/landless labourers. About 95% mothers of these students had practically no education. Sharma (1982) in a study on Scheduled Caste students of Patna University found that there was disparity between Scheduled Caste and other castes in respect of age, habitation, per-capita income and parental education.

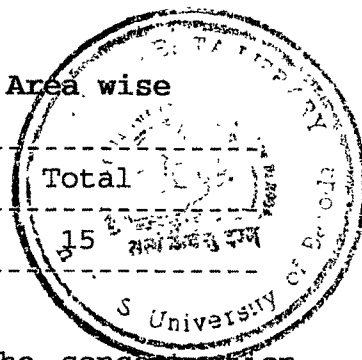
Gogate (1985) in a study on Scheduled Caste college students in Marathawada, found that most of the Scheduled Caste students' parents were landless labourers and they had large families to support.

Ram (1986) in a study on Scheduled Caste students in Banaras Hindu University, found that out of the total students, 0.3% were hostellers, 61.66% were married & 54.67% had literate parents. Of all the parents, 67.87% were agriculturists, 26.98% were government servants and 5.44% were in other occupations. Their monthly income ranged from Rs. 200 to Rs. 1000 per month. Highest percentage were in range of Rs. 200-400. Most of the students were living in deprived conditions.

Triloachansingh (1987) in a study on problems of Scheduled Caste and Scheduled Tribe students in affiliated colleges of Avadh University, found that most of Scheduled Caste and Scheduled Tribe students were in higher age-group and married, more than 3/4th guardians of those students were illiterates and had rural occupations and income upto Rs. 600 per month.

Distribution of studies - Geographical Area wise

South	North	West	East	Total
1	5	6	3	15



The distribution clearly shows that the concentration of studies was more in case of Western and Northern region than those conducted in Eastern and Southern region. This is in consistency with the studies on enrollment and wastage and stagnation among SC/ST students.

Distribution of studies - According to the groups studied

Scheduled Caste	Scheduled Tribe	SC and ST	Total
7	1	7	15

Thus, the studies conducted on Scheduled Caste and Scheduled Tribe together were equal in number and like in previous section, study exclusively conducted on Scheduled Tribe was only one in number.

Distribution of studies - Time period wise

Time period	No. of studies
1970-80	10
1980 onwards	5
	15 Total

More number of studies were conducted in 70's and number of studies conducted after 1980 were half of those conducted during 1970-80.

Trend emerges is as follows:

- (1) The concentration of studies in Eastern and Southern India is very less.
- (2) Studies with regard to Scheduled Tribe (exclusively) are very less.
- (3) The number of studies have come down in the last decade comparing to those conducted during 1970-80.

What these studies reveal ?

1. Majority of SC/ST students came from poor economic background.
2. Majority of the parents, of these students, were not highly literate which means majority of the students were first-generation college learners.
3. Most of the students had some distinct dis-advantage in terms of family background which could be one of the vital variables influencing their academic performance/progress at college level as it is said that the academic performance is a function of home environment and institutional environment. Family background can contribute to the students' academic life in many ways. Educational and Economic condition of parents can help their children in different ways such as better facilities at home, amount of money spent for the study and guidance and motivation which children can get from their parents.

SECTION - III

2.3 STUDIES ON ACADEMIC PROBLEMS

Adiseshiah and Ramnathan (1974) in a study on educational problems of Scheduled Castes and Scheduled Tribes college students in Tamilnadu, found that majority of Scheduled Caste students put in three to five hours of extra study and still finding it difficult to follow the curriculum but they found less difficulty in following teaching. All, except, one woman student, lived in university hostels and all were encouraged by parents for study. Chitnis (1974) in a study on the educational problems of Scheduled Caste and Scheduled Tribe college students in Maharashtra, found that the Scheduled Caste and Scheduled Tribe students in majority had poor opinion about the educational facilities provided to them. According to the teachers, SC and ST Younger teachers were less sympathetic to these students, in respect of their academic caliber and facilities provided to them. Dubey (1974) in a study on Scheduled Caste and Scheduled Tribe college students in Assam, found that 71.5% SC and 73% ST students did not find difficulty in following lectures. There was very low degree of teacher-taught relations. Only 15.5% of SC and 2.6% of ST students approached their teachers for help. A majority of them were helped by their teachers. Majority of the teachers felt that SC/ST students had poor intelligence.

Gangrade (1974) in a study on educational problems of Scheduled Caste college students in Haryana found that about

one fifth of the students reported difficulties in comprehending lectures in the classrooms. Most of the teachers expressed that SC students were of low caliber than non SC students. Goyal (1974) in a study on Scheduled Caste college students in East Uttar Pradesh, found that they were found to be more local and ethno-centric and more hemophiliac in their friendship patterns. Parvathamma (1974) in a study on Scheduled Caste and Scheduled Tribe college students in Karnataka, found that since most of the students were from villages, they mostly stayed at hostels which were crowded. All the girls, except one, stayed with their parents. The students felt that the teachers were sympathetic with them. Some of them did have friendship outside their community. Pimpley (1974) in a study on educational problems of Scheduled Caste college students in Punjab, found that most of these students could follow the classroom lectures. Rath and Misra (1974) in a study on Scheduled Caste and Scheduled Tribe college students in Orissa, found that these students did not feel neglected either by teachers or students of other communities. About 75% of ST students lived in hostels and were on good terms with students from other communities. Comparing to SC students, ST students felt neglected by teachers and believed that there was some kind of discrimination against them. Some of the teachers considered these students as equally intelligent and poor achievement as being due to poverty. Most of the principals felt that SC and ST students did not create any problem for them.

Sachchidananda (1974) in a study on education among Scheduled Caste and Scheduled Tribe college students in Bihar, found that at college level, the students were not much burdened by household duties and responsibilities. In general, teachers had helpful attitude towards these students. They had friends, mostly, from their own caste or tribe. Very few had experienced discrimination. Most of the teachers regarded their SC and ST students, as inferior-the reason being absence of conducive atmosphere at home. Chitnis (1981) in a consolidated report on, "The Survey of Scheduled Caste High School and college students in fifteen states of India", had thrown light on comprehension of class-room instruction of the SC students. Her study revealed the following findings :

- (i) Majority of the school (66%) and college (75%) respondents reported that they faced no difficulty in following the class-room instructions. However, few college students had difficulties in comprehending certain subjects. The students facing difficulties in most of the subjects were of a marginal percentage (1.5%).
- (ii) The percentage of SC students, who had difficulties in comprehending the subjects, was larger among hostellers (33.0%) than among day-scholars (26.0%).
- (iii) The college respondents stated that the difficult language used by the teachers as well as the uninteresting nature of the subjects were the causes

for their poor comprehension. About 2% of them were unable to comprehend the subjects due to the medium of instruction viz. English.

Sudame and Thiagarajan (1982) conducted a study on the academic difficulties of Scheduled Caste college students, selecting 120 first degree students (B.A., B.Sc. and B.Com.) from four general colleges in Tirunelveli, Tamilnadu. Data were collected from the students, consisting of six sections namely bio data of the respondents, comprehension of subjects and languages, library, laboratory, hostel facilities and guidance service. Some of the major findings were as follows:

- (1) More than half of the students, found it difficult to comprehend the subjects in English. The reasons were:
 - (a) their earlier studies being in Tamil medium and
 - (b) poor standard of English teaching in rural schools, where they studied.
- (2) The students could not get books due to inadequate stock of the copies of books in the library.
- (3) A little more than one-third reported that they could not understand the experiments in the laboratory, since they performed it in a group of two or more.
- (4) One-third of the students had not received any guidance at the time of joining the college, and
- (5) Inconvenience such as closure of hostel-mess during examination and lack of furniture had been experienced by a section of the hostel-residents.

Kumar (1986) in a study on higher education among Scheduled Tribes found that inspite of many facilities provided, Scheduled Tribe students had not yet come up to the level of non-tribal people. More the facilities they got, more acute the problems became in other direction. The problems included economic backwardness, illiteracy at home, inferiority complex, inadequate stipend, lack of hostel facilities, no girls' hostels, lack of guidance and counseling in higher learning institutions, language problems etc.

Trilochan Singh (1987) in a study on educational problems of Scheduled Caste and Scheduled Tribe students in affiliated colleges of Avadh University, found that all the institutions had library but all did not have reading rooms. Teachers generally followed lecture and note dictation methods of teaching. Students sometimes had difficulties in following language. Hostels had inadequate facilities for living and study. Most of the students did not have proper facilities for study at home. Government Scholarship was main economic support for the students. Almost all Scheduled Caste/Scheduled Tribe students faced economic difficulties in pursuing their studies.

Incidentally, the study revealed that a large percentage (67.5%) of those who had difficulties in comprehension never sought the guidance of their teachers.

Distribution of studies - Geographical Area wise

Macro level	South	North	West	East	Total
2	4	5	2	2	15

Above distribution shows that unlike previous sections, the concentration of studies was more in Southern and Northern region and number of studies in Western and Eastern India are equal in number and the number was not big in case of western and eastern region of this country and there were two macro-level studies too. Thus, in all fifteen studies were conducted.

Distribution of studies - According to groups studied

Scheduled Caste	Scheduled Tribe	SC and ST	Total
7	1	7	15

From above distribution, it can be seen that the number of studies conducted on Scheduled Caste college students alone and Scheduled Caste and Scheduled Tribe college students together are equal in number and only one study is exclusively on Scheduled Tribe college students.

Distribution of studies - According to time period.

1970-80	10
1980 onwards	5
	15 Total

Thus, out of the total number of studies, the number of studies conducted during the period 1970-80 were twice that of studies conducted after 1980. Thus, the number of studies in last decade and half were less than those conducted earlier.

What these Studies reveal ?

1. On the whole, percentage of students finding difficulties in following classroom teaching were less & many of them were helped by their teachers.
2. In some studies, it was found that students faced difficulties in comprehending and English, was one of the reasons responsible for that.
3. Students were not much satisfied with hostel facilities.

SECTION - IV

2.4 STUDIES ON UTILISATION OF FACILITIES

Chitnis (1976) in a study on problems of Scheduled Caste college students of Bombay found that majority of the Scheduled Caste students were financed partly by scholarships /freeship. Gangrade (1974) in a study on educational problems of the Scheduled Caste college students in Haryana, found that a substantial number of students felt that the amount of scholarship was inadequate and one third of them expressed flaws in the administration of governmental programmes for their benefit. George (1974) in a study on educational

problems of Scheduled Caste and Scheduled Tribe college students in Kerala, found that the amount of scholarship was inadequate and the system of distribution of stipend was complicated. Parents and students were needed to be educated about the governmental programmes in order to ensure proper utilisation of resources. The distribution of scholarship was usually delayed.

Parvathamma (1974) in a study on Scheduled Caste and Scheduled Tribe college students in Kerala, found that these students had some discontent about the amount and disbursement of scholarship. Rath and Misra (1974) in a study on Scheduled Caste and Scheduled Tribe college students in Orissa, found that 96% students favoured the government programmes meant for them. 94% students felt that the scholarship amount was inadequate and not useful. Solanki (1976) in a study on problems of Tribal students going for higher education in Gujarat, found that the one-fourth of these students had to depend on scholarship or borrow money from relatives and friends in order to complete their education. Large number of students had complained of not getting the scholarship in-time. A considerable number of them received it late in the year. Most of the students complained that amount of scholarship was not adequate. Even when backward class department released the scholarship, the concerned colleges delayed the payment to the students. All the students agreed that they could not have gone for higher education if special facilities were not provided by

government to them and suggested that practice should continue. Solanki and Shah (1977) in a study on evaluation of Post-Matric scholarship scheme for backward class students found that 75.13% students came to know about the scholarship only after joining the colleges. Sources of information about the scholarship was college office and other students of the college and social welfare department. 82% of the new students and 66% of the old students did not receive amount in-time. Many of them received it as late as April. The monthly scholarship of Rs. 135/- was totally inadequate to meet the expenses towards cloths, books and other materials. 37.62% students gave variety of suggestions to revise the scholarship scheme. The increased amount as per suggestions of students ranged from Rs. 250/- to Rs. 1000/- per month. It was observed, invariably, that after receiving the order, the concerned colleges delayed preparation of the bill. In some cases, the delay was to the tune of three to five months.

Soni (1975) in a study on educational problems of Scheduled Caste students in West Uttar Pradesh, found that 86.9% students financed their education through scholarship and parental support. Only a negligible proportion relied exclusively on scholarships. The government programmes were considered beneficial but not properly administered.

Deshpande (1985) in a study on nature, scope and effective utilisation of the facilities given to the students of Backward Classes since independence and reactions of the Backward Class and other students as well as teaching

community of colleges in Poona, found that majority of the students knew about the facilities given to Backward Class students, but many did not know the details. There was strong opposition to these facilities given, among non backward class students but backward class students were in favour of those facilities. Teachers had favorable attitude towards these facilities but they were worried about prevailing malpractices. Half of the teachers strongly disagreed with reservation of seats for Backward Class students.

Gogate (1985) in a study on availability of scholarships and other financial facilities to Scheduled Caste students in Marathawada, found that the students found it difficult to get a caste certificate and income certificate. The procedure was needed to be simplified-as practically a period of six months was required to get an approval for scholarship proposal. Principals demanded it to be brought down to three months. They demanded that 80% of the previous years' scholarship should be paid to the colleges in advance. Students had number of complaints about the disbursement of the scholarships. The main complaint was with regard to irregularity in payment to the students. All Principals and students demanded that the rates of scholarships should be linked with the cost of living index. Colleges demanded that they should be allowed to appoint one additional clerk for every 250 students as they had to maintain lot of records in this regard.

Trilochan Singh (1987) in a study on educational problems of Scheduled Caste and Scheduled Tribe students in affiliated colleges of Avadh University, found that all Scheduled Caste / Scheduled Caste students' guardians and 1/3 of principals and teachers expressed their concern about the inadequacy of government help given to Scheduled Caste/Scheduled Tribe students.

Distribution of studies - According to Geographical Areas

South	North	West	East	Total
2	4	5	1	15

Above table reveals that number of studies are more in Northern and Western region and those conducted in Southern and Eastern region are very less.

Distribution of Studies - According to Groups Studied

Scheduled Caste	Scheduled Tribe	Backward classes	SC and ST	Total
5	1	2	4	12

This distribution, too, like previous tables, shows very clearly that the studies conducted exclusively on Scheduled Tribe are less in number. But one more feature was, two studies conducted on backward classes in Maharashtra, unlike in previous sections.

Distribution of studies - According to Time period

1970-80	9
1980 onwards	3
Total	12

Thus, it can be seen from above distribution that out of total 12 studies, 9 were conducted during 1970-80 and only 25% were conducted since 1980 onward. This was the period when two studies on backward class college students were also conducted.

What these Studies reveal ?

1. Majority of SC/ST & BC students did not depend exclusively on Scholarship/Freeship.
2. Majority of SC/ST & BC student found the amount of Scholarship as inadequate, especially in light of increasing cost of living.
3. Majority of SC/ST & BC students had favored Governmental Programmes for their benefits but they complained about lack of proper administration of these programmes.
4. Many of the SC/ST & BC students had complained about delay in getting scholarship which sometime was inordinate as mentioned by them and it was causing hardship to them because regular disbursement of

scholarship could facilitate them to cover their regular expenditure.

Conclusion :

The review of related studies made by the investigator throws light on various dimensions of the issue of "Education among weaker sections" (Scheduled Caste, Scheduled Tribe and Other Backward Caste) in terms of their enrollment as well as retention and some other aspects too. It also reveals certain research gaps in the field. Investigator decided to undertake a micro level study confined to one institution, catering to one of the branches of Professional education viz. Medicine and it was undertaken with comparative perspective by covering students of disadvantaged section vis a vis students from general category. The description with regard to methodology of the study is presented in next chapter.