CHAPTER-III

REVIEW OF RELATED LITERATURE

In the Previous Chapter an attempt has been made to through light on the Theoretical Framework of the Study, Genesis of Indian Population, Concept of Caste in India, Evolution of Scheduled Castes in India, Distribution of Scheduled Castes in India, Different Groups of Scheduled Castes in Assam and Barak Valley, Kaibartta in Barak Valley is discussed. The present chapter deals with Review of related Literature which includes: Research Studies carried out on Status of SCs in India, Research Studies carried out on Education and Other relevant issues of SC in India, Research Studies carried out on Education and Socio-economic Status of SC in India, and Research Studies carried out on Problems in Education of SCs in India.

3.1 Introduction

Review of the related literature is the identification of the material that is to be read and evaluated. The identification can be made through the use of primary and secondary sources.

In the primary sources of information; the author reports his own work directly in the form of research articles, books, monographs, dissertation or theses. Such sources provide more information about a study than can be found elsewhere. Primary sources give the researcher a basis on which to make his own judgment of the study. Through consulting such source is a time consuming process for a researcher, yet they provide a good source of information on the research methods used.

In the secondary sources, the author compiles and summarizes the findings of the work done by others and gives interpretations of these findings.

The decision concerning the use of primary or secondary sources depends largely on the nature of the research study provided by the researcher. If it is a study in an area in which much research has been reported, a review of the primary source would be a logical first step. On the other hand, if the study is in an area in which little or no research has been conducted a check of the secondary source is more logical.

3.2 Purpose of Review

Review of related literature, besides, allowing the researcher to acquaint himself/ herself with current knowledge in the field or area in which he/ she is going to conduct his research. The review enables the researcher to define the limits of his field. It helps him/ her to delimit and define his / her problem.

The knowledge of related literature, brings the researcher up-to-date on the work which others have done and thus to state the objectives clearly and concisely. Review helps the researcher to avoid unfruitful and useless problem areas.

Through the review, the researcher can avoid unintentional duplication of well established findings.The review gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. Above all, review of related literature is to know about the recommendations of previous researches listed in these studies for future research.

Some important research studies having bearing on the present work are reviewed in this chapter. The chapter is divided in to four sections, Section-I Research Studies carried out on Status of the Scheduled Castes in India, Section-II Research Studies carried out on

Education and Other relevant issues of the Scheduled Castes in India, Section-III Research Studies carried out on Education and Socio-economic Status of the Scheduled Castes in India and Section-IV Research Studies carried out on the Problems in Education of the Scheduled Castes in India.

3.3 A Brief Background of Research Work on the Scheduled Castes in India

During colonial period, various speculative and untenable theories were put forward to account for these origins of caste and their development. Every Anthropologist was trained to study social organization and religious beliefs and practices. They sought to make contributions to cultural history on the basis of collection and comparison of customs and values of different castes. However, the bulk of caste studies included simple descriptive and ethnographic material. The occasional interest to interpret the data was always done with a functional framework, uncertainly borrowed from Britain.

After independence, caste studies are marked by an emphasis on intensive field work. They covered functional interdependence of casts, purity and pollution, nature and types of caste mobility, forms of independence and dominance between casts and inter-caste frictions. Whatever concepts Indian anthropology has contributed are mainly related to the culture of casts "Sanskritization," hierarchical levels of interacting cultural traditions: "universalization and parochialization" are primary focused on understanding of culture and cultural changes. Certain models like "little and great traditions" and "bridge action " are minor acceptations, which tried to establish connections between various cultural sub-systems as well so far compartmentalization units like tribe and caste. For the structure of

caste, there are only descriptive categories like “dominant caste” and “caste, class and power”.

Caste status is considered most important while pattern of land distribution and land relations are of secondary and tertiary importance. The implicit assumption is that in India, the individual has little autonomy of his own, except as a member of an ascriptive group. This is a legacy of colonial anthropology and unfortunately even now there is no serious move to challenge the unscientific assumptions. Essentially these studies divert attention from the fundamental contradictions and problems in the system and seek to bring to a turbulent situation.

There is no doubt that considerable research work has been done on Caste System in India, Scheduled Castes in India and its Educational, Socio-religious and Socio-economic bases. Some of them are as follows:-

3.3.1Research Studies carried out on Status of SCs in India.

3.3.2 Research Studies carried out on Education and Other relevant issues of SC in India.

3.3.3 Research Studies carried out on Education and Socio-economic Status of SC in India.

And

3.3.4 Research Studies carried out on Problems in Education of SCs in India.

3.3.1. Research Work carried out on Status of SCs in India

Das and Sharma (1975) have made a study of the utilization of government resources by Scheduled Caste communities and opined that India is a country of peasants in masses from Harijan community who are concentrated in major parts of the country but have remained neglected in all researches in the country.

Govindankutty (1975) has worked on Harijan development in Kerala and found that notwithstanding law abolishing untouchability, the evil phenomena do not seem to have completely loosened its hold on the minds of people.

Hasan (1975), in his study has examined caste image, caste attitudes and religiously in upper caste (Brahmin & Rajput) and Scheduled Caste (Dom & Chamar) college student and found that the Scheduled Caste students were more religious and unfavourable disposed towards the caste system than their fellow upper caste students.

Desai (1976) has studied the practice of untouchability in rural areas of Gujarat. The study has analysed the issues like drawing of water temple entry, caste-specific occupations, enrolment in village schools, sharing of public transport and Panchayat elections. It is observed that in contemporary times, the practice of untouchability has modified itself to become subtle, while in public it may be dormant in private it persists as ever.

Trivedi (1976) has conducted a study on social exploitation of Scheduled Caste women in India particularly in the northern part of Karnataka, Chattisgarh region in Madhya Pradesh and Uttar Kashi region in Uttar Pradesh where exploitation of Scheduled Caste women for immoral traffic has been rampart than in any other part of the country.

Abbasayulu (1979), has carried out a study entitled "The Emergence of Scheduled Castes Elite: Factors and Process", and highlights the factors and process which are responsible for the emergence of Scheduled Castes elite.

Khare (1980), has studied changes in the family pattern of Scheduled Castes, their customs, standard of living, educational development, occupational mobility, religious beliefs and superstitions and concluded that Kumhar Basore and Mehtar continue to take their traditional occupation. With high literacy (80%) they even not feel the necessity of education (27%).

Ram, B. (1987), carried out his study on Scheduled Caste students in the Banaras Hindu University and came to the conclusion that in all the Department of B.H. University, only 7.1%of the students belonged to the Scheduled Caste.

Murthy, Venkatesha C.G. and Panda, Subhash Chandra.(1987), in their study, tried, (i) to find out whether the Scheduled Castes(SC), Scheduled Tribes (ST) and non-Scheduled Castes / non-Scheduled Tribes(non-SC-ST) groups differ from each other with regard to intelligence, (ii) to find out whether SC-ST groups put together differ from non-SC-ST groups as well as (iii) to find out whether there is any relationship between socio-economic status and intelligence. A total of 135 children comprising Scheduled Castes, Scheduled Tribes and non-Scheduled Castes / Scheduled Tribes groups of 49, 44 and 42, respectively, ranging from 5.5 years to 11 years, served as the sample. The investigators found that: (i) the three groups differed significantly on intelligence, (ii) The SC group was found to differ from the non-SC-ST group in favour of the non-SC-ST group on intelligence and (iii) The ST group did not differ from the non-SC-ST group on intelligence.

Nanduram (1988), found that during last 40 years caste consciousness in the country has become certainly more pervasive and powerful in public life. He also speculates that there is a growing jealousy and resentment. Most members of scheduled castes feel satisfied with temporary gains.

Mishra, P.K. (1990), studied the "Status of Harijans in Tribal and Caste Context" with the objective for comparative evaluation of the status of Harijans (Pana and Ganda) in two sub-central regions of Orissa. The study showed that the status of Harijans has changed towards some respectability; they no longer suffer from humiliation, nor are they treated with contempt by their Savarna neighbours in the interactional settings in public life.

Lakkamma, (1990), through his comparative study entitled**,** "A Comparative study of the problems of Scheduled Caste, Scheduled Tribes and non-Scheduled Castes high school girls in relation to their traditionality /modernity", wanted to (i) To compare the intensity of different areas of problems of Scheduled Castes, Scheduled Tribes and non-Scheduled Castes high school girls in relation to their different degrees of traditionality and modernity, (ii) to compare the intensity of different areas of problems of Scheduled Castes, Scheduled Tribes and non-Scheduled Castes high school girls studying in urban and rural High Schools, and also (iii) to compare the intensity of different areas of problems of Scheduled Castes, Scheduled Tribes and non-Scheduled Castes girls studying in high schools of different standards. A sample of 400 girls studying in high schools of Bangalore, including 317 from urban schools and 83 from rural schools, (of which 121 Scheduled Castes , 47 Scheduled Tribes and 232 non-Scheduled Castes girls) was selected. The Adolescent Girls' Problems Inventory and the Traditionality-

Modernity Scale were administered to the sample and found that, (i) The non-Scheduled Castes girls had significantly more recreational problems than the Scheduled Castes girls, whereas Scheduled Castes girls had more problems than the Scheduled Tribes girls, (ii) Urban girls had greater intensity problems than the rural girls in the areas of aspiration and life goal, moral, religious and spiritual matters, academic achievement, finance money and other economic areas and, (iii) None of the main effects of standard was significant.

Mishra, Subodha Chandra. (1991), conducted a study on, "A study of the relationship between education and social status of Scheduled Castes students of Cuttack district, Orissa", and wanted to (i) To study the extent to which the social status of Scheduled Castes graduates had improved as a result of education (ii) to compare the social status of Scheduled Castes graduates with non-Scheduled Castes graduates, and (iii) to study the extend to which the attitude Scheduled Castes graduates towards 'self' had changed as a result of education and found that: (i) A large percentage of Scheduled Castes respondents were in the Arts stream and a smaller percentage in the Commerce and Science streams in comparison to non- Scheduled Castes respondents, (ii) Scheduled Castes groups like Dhoba, Bhoi, Bauri and Kandara aspired more for higher education than the sub-caste Scheduled Castes like Pano, Haddi and Muchi ,and (iii)The economic condition of Scheduled Castes graduates had improved to a considerable extent du to education but it was still weaker in comparison to non-Scheduled Castes graduates.

A study was conducted by **Aggarwal, Archana. (1992),** entitled, "Sociological, Psychological and Educational Study of SC Students Studying in the High Schools of Lucknow City", and tried to find out the level of socio-economic status, academic

achievement, of the Scheduled Castes students. The study was limited to the Scheduled castes students studying in the secondary schools of Lucknow City and a sample of 225 Scheduled Castes students (of which 150, 75 girls) was selected. Purposive random sampling method was used for selecting the sample. The tool used for the study included Socio-economic Status Scale by Kuppuswamy, Raven's Progressive Matrics, 'Swatva Bodh Parikshan' by Sherry, Verma and Goswami, Occupational Aspiration Scale by Grewal and for academic achievement ,the U.P. Board Examination results were taken into account. Critical ratio was applied for testing significance of the difference between the two means and she found that (1) the socio-economic status of Scheduled castes students was found to be lower as compared to that of non-Scheduled Castes students and (2) the level of academic achievement of the Scheduled Castes students was found to be lower as compared to that of the non-Scheduled Castes students.

Thanvi, Daulat Raj. (1992), in his study, "Changes in the weaker section: A study of the changing social, economic, cultural and political situation of the weaker sections in Indian society due to the welfare programmes by the government", tried to understand (i) the opinion of young students of the weaker sections,(ii) the extent of changes that have taken place in their social status and found that (i) the social status and mobility of the youth of the weaker sections were still in the transition period. Fifty-nine percent students felt that they were victims of social discrimination in spite of welfare programmes, constitutional security and several educational efforts after independence. (ii) 57.74% respondents were of the opinion that there was unequal distribution of government loans /grants.

Chaudhury, Abdul Jalil, (2003), Carried out a study on the Fishermen communities of Barak Valley entitled, "Barak Upatyakar Matsyajibi Sampradayer Aitihya o Sanskriti" (Culture and Tradition of the Fishermen Communities of Barak Valley), with an objective to study the culture and tradition of the Fishermen communities of Barak Valley. The researcher of the study concluded with the findings that the Fishermen communities of Barak Valley are offshoot of the prior to Pre-Aryan 'Nishad' (Adi Astral).The study also found that the Muslim Fishermen community (Mahimal) is the lower caste Hindus who converted themselves in to Islam, to get rid of harassment of Brahmanism.

Mallik, Nirakar and Das, Suranjan (2012), "Community in Flux: Study of Patni in Cachar District of Assam," studied the Social history, Socio-economic profile and Health profile of Patnis in Cachar District of Assam. The study incorporated a sample size of 300 households selected by random sampling method and found that economy, education and culture of Patni people in Cachar district of Assam determine their health, poor economic condition, poor educational attainment and deep rooted non-scientific belief along with poor implementation of government health related drives cause of serious health hazard among Patni of Barak Valley.

Basu, Debashis. Islam, Gulenur. Gogoi, Ratul. Dey, Swapna and Deori, Junumai (2013), in their study "Child's Growth and Nutritional Status in two Communities-Mishing Tribe and Kaibartta Caste of Assam, India", tried to assess the physical growth and nutritional status of children of Mishing and Kaibartta and observed that the children of both population based on the values of three indices remain vulnerable to suffer from malnutrition.

Das, Ritamoni. (2013), carried out a study entitled, "Status of Women in Education among Scheduled Caste Communities in Assam: A Critical Study", with an objective to study the present status of Scheduled Caste Women and General Caste Women in Assam and found that the girls education among the Scheduled Castes has been increased in all India level as well as in Assam.

Purkaystha, Pinki; Gupta, Susmita (2013), conducted a study on "Traditional fishing gears used by the fisher folk of Chatla floodplain area, Barak Valley, Assam", to document the traditional fishing gears and fishing practices prevailing among them and it is found that the fishermen of Chatla floodplain area use different types of fishing gears depending upon the species and size of fish. Almost all the gears are hand made with bamboo, cane, cotton and sometimes nylon threads following primitive technologies.

Bokth, Humayun (2014), carried out a research work on the Fisherman Community (Muslim) of Barak Valley entitled, "Ecology, Economy and Social Transformation among Marginalised Communities: a study of Muslim Fishermen in Barak Valley, Assam", to study the influence of habitat on the socio- economic life of Muslim Fishermen Community. Samples of 300 respondents from Muslim fishermen community were randomly selected for this study. The investigator found that the Mahimals as a community is under going a process of transition from fishing cum agricultural community to a community whose principal means of living is wage labour with subsidiary activities like fishing, agriculture and petty business.

Discussion

The researcher of the present study could not go through a large number of studies, a few research studies (1975 to 2014) have been incorporated in this section. Studies conducted on the status of the Scheduled Castes, which includes Kaibartta and other fishing and non-fishing communities in India are; Govindankutty (1975), Hasan (1975), Desai (1976), Trivedi (1976), Abbasayulu (1979), Khare (1980), Ram, B. (1987), Murthy, Venkatesha C.G. and Panda, Subhash Chandra.(1987), Nanduram (1988), Nanduram (1988), Lakkamma, (1990), Mishra, Subodha Chandra. (1991), Aggarwal, Archana. (1992), Thanvi, Daulat Raj. (1992), Chaudhury, Abdul Jalil, (2003), Mallik, Nirakar and Das, Suranjan (2012), Basu, Debashis. Islam, Gulenur. Gogoi, Ratul. Dey, Swapna and Deori, Junumai (2013), Das, Ritamoni. (2013), Purkaystha, Pinki; Gupta, Susmita (2013), Bokth, Humayun (2014).

It is observed that an attempt has been made in almost all the above mentioned studies to explore the different aspects of soci-economic status of the Scheduled Castes including the fishing (both Hindu and Muslim) and non-fishing communities in Barak Valley, Assam and India.

(Note: Muslim fishermen communities are not considered as Scheduled Caste).

3.3.2 Research Studies carried out on Education and Other related Issues of the Scheduled Castes in India

Bhargava, S.M. and Mittal, S.C. (1988), in their study entitled, "Sample survey of educational facilities for Scheduled Castes and Scheduled Tribes in Rajasthan", attempted to assess the availability of educational facilities in the areas predominantly

populated by Scheduled Castes and scheduled Tribes, and their utilization in the two districts Rajasthan, i.e. Dungarpur and Bharatpur. They confined their study to two districts mentioned here of which one predominantly populated by scheduled Castes and other predominantly populated by Scheduled Tribes. From each of the two districts, 50 habitations were randomly selected and all the primary and middle schools located in these habitations were covered. A habitation information form, a school information form, an opinionnaire for teachers and an interview schedule were used for collecting the data and found that: (i) there was no Scheduled castes habitation. The average population of a habitation was 758 and in Bharatpur District there were 80 Scheduled Castes and 21 Scheduled Tribes habitations. The total population of these habitations was 57,272 and the educational facilities for primary, middle and non-formal education centres within 1 km of the habitation of residence was found to be satisfactory.(ii) The enrolment of Scheduled castes / Scheduled Tribes in primary classes compared favourably with the population of these communities in the habitations under study.(iii) The pass percentage was high due to the non-detention policy and liberal promotion policy at the primary and middle stages.(iv) The Teacher-pupil ratio was more than 50% in both the districts. (v) The incentive scheme of free textbooks, free uniforms, mid-day meals, free stationary, attendance, scholarships to girls and scholarships to Scheduled Castes and Scheduled Tribes children was in practice in both the districts.

Warudkar, D. S. (1988), in his study, "Identification of barriers in the participation of Scheduled Castes, Scheduled Tribes and Women in the National Adult Education Programme", attempted**:** (i) to determine the influence of factors that the participation of Scheduled Castes, Scheduled Tribes and women in the National Adult Education

Programme. (ii) to identify the factors which could facilitate active participation of Scheduled Castes, Scheduled Tribes and women in the National Adult Education Programme and found that: 71.51 % of the respondents mentioned household problems and responsibilities to be the cause of dropping out, Scheduled Castes, Scheduled Tribes learners could not understand the Marathi language because their language for conversation was 'Ahirani'.

The National Council of Educational Research and Training (**Seshadri and Ramamani, 1995**) conducted a study and the major findings of the study were that Scheduled Castes dialect did not suffer from any kind of linguistic deficit as it had all the necessary linguistic features. Significant differences were found in the proportion of home language variations from standard and standard colloquial at morphological and syntactical levels.

Discussion

This section includes the study on Education and Other related Issues of the Scheduled Castes in India. Bhargava, S.M. and Mittal, S.C. (1988), Warudkar, D. S. (1988), The National Council of Educational Research and Training (Seshadri and Ramamani, 1995), all of them have attempted to explore education and the issues related to it.

3.3.3. Research Studies carried out on Education and Socio-economic Status of Scheduled Castes in India

Gangrade. (1975), in his study reports that a vast majority of Harijans have departed from their traditional occupation and have come to have an amount of social mobility.

Premi. (1976), has worked on Scheduled Castes and educational opportunities and pointed out that in order to achieve equality of educational opportunity in the true sense for Scheduled Castes, it is necessary to take some more radical steps favouring these groups at the grass root level.

Sharda. (1977), Pointed out that caste hierarchy is the foundation of all hierarchies, social, economic and political. She also found that 'Jati' and 'Occupation' are two variables, independent of each other.

Mitra, G.R. (1981), carried out his study on the backward class in Howrah District, West Bengal and concluded that condition of education and literacy was good among the Scheduled Caste.

Goyal. (1981), has conducted a study on Harijans with respect to their education and opined that something has been done towards amelioration of the condition of Harijans through the medium of education, but much more is yet to be done.

Thiagaranjan, A.P. (1983) conducted his study on SC students in the Madurai Kamaraj University and came to the conclusion that about 73% of the general course Scheduled Caste students and 66% of the professional course Scheduled Caste students were first generation learner.

Parvathamma. (1984), has conducted a detailed survey of the Scheduled Castes and Scheduled Tribes, which includes a comprehensive analysis of the socio-economic conditions of the down trodden communities in Karnataka state. The study has given a picture of the personal condition among the most deprived section of the population.

Nayak and Prasad (1984), have focused on the standard of living and reported that Scheduled Castes and scheduled tribes have a markedly lower standard of living than others. They also observed that in rural areas, 84 percent of Scheduled Caste and tribe householders are illiterate, as compared with 59 percent that of others. Their standard of living is low mainly because they often follow traditional occupation which is usually low paying.

NEPA (1986), studied the trades' enrolment of the Scheduled Castes in higher education and concluded that in all the sections of education there was a decline in the rate of growth in scheduled caste enrolment.

Raja (1987), results of the study indicate that the upper caste, whose socio-economic status is relatively higher, accept modern ideas like family welfare planning, more readily than Scheduled Castes.

Chattopadhyaya, Mihir Kumar. (1988), found that the Scheduled Caste students group of Grade VIII had significantly lower scores on all the four tests as compared to the other students group and the Scheduled Caste students of each of the Grades VIII and X did not differ significantly from other students of the same grade on knowledge, understanding and application ability of basic algebra.

Srivastava, L.R.N. (1988-1990), carried out an evaluative study, entitled "Pre-matric Scholarship Scheme meant for Scheduled Castes and Scheduled Tribes Students".The objectives of the study are: (i) To review the functioning of the pre- matric scholarship for Scheduled Castes and Scheduled Tribes students, (ii) to examine the beneficiaries under the scheme, and (iii) to study the rules and regulations governing the pre-matric

scholarship scheme. The study found that (i) Various states differed in items of different findings; (ii) It was found that the scholarships were not disbursed in time and the students used them for purposes other than educational, and (iii) The amount of the scholarship was not adequate to meet the needs of the students. (iv)There was scope for improvement in the machinery used for the disbursement of the scholarship.

Gupta, B.S. (1988), in his study entitled, "Comparative study of Educational Achievement of Scheduled Castes and Scheduled Tribes Students of Class x of Uttar Pradesh," made an effort, (i) to study the educational achievement of scheduled castes and non-Scheduled Castes students of class x in Uttar Pradesh, and (ii) to compare the educational achievement of SC/ST students. For the study ten intermediate colleges from as many districts / tehsils of Uttar Pradesh having the highest enrolment of Scheduled castes students were selected .An Information Blank was tool used by the researcher in the study and found that (i) The literacy rate of Scheduled castes in seven out of the ten sample districts was found to be lower than the average Scheduled Castes_literacy rate for Uttar Pradesh,(ii) In each sample district, the female pass percentage was higher than the male pass percentage in the caste of Scheduled Castes candidates and (iii) In ten sample districts, female had secured better divisions than the males.

Bhargava, S.M. and Mittal, S.C. (1988), in their study," Sample survey of educational facilities for Scheduled Castes and Scheduled Tribes in Rajasthan," attempted to assess the availability of educational facilities in the areas predominantly populated by Scheduled Castes and Scheduled Tribes, and their utilization in the two districts of Rajasthan, i.e. Dungarpur and Bharatpur and concluded that the incentive scheme of free textbooks, free uniforms, mid-day meals, free stationary, attendance scholarships to girls,

Scheduled Castes and Scheduled Tribes was in practice and the annual estimated expenditure per learner on textbooks and stationery ranged form Rs. 15 in class I to Rs. 72 in class VIII.

Gaur and Sen (1989), in their study tried to compare the intellectual level; deprivation and socio- economic status among caste Hindu Scheduled Caste mentally retarded children and came to the conclusion that the upper caste children are comparatively more intellectual are less deprived and have a high socio-economic status than the other children.

Majeed and Ghosh (1989), carried out a study and reported that persons belonging to Scheduled Castes often de-value their own group, its customs, traditions, occupational pursuits, food habits and vices, child marriage, manner of speech, dress and style of living. They further observe that, in spite of efforts to raise the socio-economic status of Scheduled Castes, their position seems to me relatively unchanged.

Venugopal, S. (1989), carried out a study entitled, "A study of certain factors influencing the participation of Scheduled Castes and Scheduled Tribes learners in the adult education programme". The objectives of the study were: (i) To estimate the intensity of factors facilitating the participation of Scheduled Castes and Scheduled Tribes learners in adult education programmes at the adult education centres in general, and (ii) to examine whether there were significant differences in the level of intensity attached to various facilitating factors by learners classified into age, sex and caste groups. For the study a sample of 240 adult learners, equally distributed between the two castes (ST/ SC), between male and female and between young (between 15-29 years) and old (30+ years),

was selected by the stratified random sampling procedure. The data was collected with the help of an interview schedule. Means, percentages and analysis of variance were used to analyse the data. The investigator found that (i) The mean score on social factors for men was 28.90, while for women it was 30.10, the difference between the two was not significant, and, (ii) The mean score on social factors for Schedule Castes was 30.16. The mean of the Scheduled Tribes was 28.84.The difference between the two was not significant; (iii) there was no significant difference between means for the young and the old age groups. The results obtained on the factor (economic) were presented in the same fashion.

Sachchidananda and Sinha, Ramesh, P (1989), in their study entitled, "Education and the Disadvantaged : A study of Scheduled Castes and Scheduled Tribes", with an objective to find out how the educational facilities had been made use of and what kind of problems were faced by the children of Scheduled Castes and Scheduled Tribes in the process of education and found that**,**(i) The majority of the school and college students among the Scheduled Castes devoted more time to their studies than to domestic work,(ii) College students devoted more time to their studies than the school students,(iii) College students of this group participated more in political events than the school students and (iv) Most of them had high academic aspirations.

Solve, R.N. (1993), studied the impact of government welfare measures on Scheduled Castes in general and found that majority of the Scheduled Castes people were not getting adequate facilities in schools and there were no progress due to govt. welfare schemes.

Etala, Sammaiah (1993), conducted, "A Study of Hurdles in the implementations of Welfare Measures provided in order to Equalize Educational Opportunities to Scheduled Castes students in Andhra Pradesh with special reference to Telangana," and found that generally Scheduled Caste students were aware of the welfare measures provided to them but there was a communication gap and delay in distribution between authorities that dispense benefits and the beneficiaries.

Chanana, Karuna (1993), in her study on "Accessing Higher Education: The Dilemma of Schooling Women, Minorities, Scheduled Castes and Scheduled Tribes in Contemporary India", focuses on the growth of higher education within the framework of treatment and supportive measures for the benefits of different social groups, namely, the Scheduled Castes and 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.

Baskarman, J (1995), tried to study the impact of mid-day meal programme in particular among Scheduled Caste students and the result of the study showed that introduction of mid-day meal scheme was one of the important factors for improving enrolment of Scheduled Caste students in schools of Thiruvallur Taluka. Because of mid-day meal scheme, they attend the school.

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 changing in the traditional occupations of the Scheduled Castes. But this change process is not uniform for different groups of 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.

Nagi; Singh, Ravendra (1996), in their study analyzed the productive health status of Scheduled Caste and Scheduled Tribe Women. They found that the literacy level of Scheduled Castes / Tribes population is quite low as compared to other groups. This may be so as these groups are living in the remote / hilly areas or in the outskirts of the villages / cities where the educational and other facilities are not properly available. The socio- economic condition of these groups is also found to be poor. All these conditions attribute to the poor health status of these groups of people. Over and above the health status of women of these groups is also very poor.

Das and Sharma (1997), have made a study of the utilization of govt. resources by Scheduled Caste community and opined that India is acountry of peasants in masses from Harijan community who are concentrated in major parts of the country but have remain regulated in all researchers in the country**.**

Shukla, S.K., Agarwal, Archana.(1997), undertook a study of socio-economic status, occupational aspiration, self-concept and academic achievement of Scheduled Castes and Non-Scheduled Caste students and found that Scheduled Castes students were low in socio-economic status as compared to non-Scheduled Castes.

Kumar, S., Mehta, A.K. (1998), studied the enrolment, family background and stagnation in case of Scheduled Caste and Scheduled Tribes students in technical institute of education and came to conclusion that about 6.7% students belonged to Scheduled Caste and Scheduled Tribes category in the faculty of technology and engineering and these students belonged to the families where about 70% of parents belonged low social status and had low income generating ocupation.

Aziz, Abdul*. et al.,* (2000), a study on "Rural Development and Scheduled Castes" made an attempt to address how much of social and educational mobility among the Scheduled Castes is due to state intervention and how much on account of their own effort. They found Scheduled Castes households which lived on a hand to mouth basis on the eve of independence and throughout a major part of three decades after independence have begun to see better days from the eighties. State intervention has been there to improve their social and economic conditions. Though this was somewhat significant in respect of housing and lighting in other respects such as work opportunity, skill formation, capital assistance, awareness creation about availability of income-earning opportunities, the role of State was not significant enough. In this regard, it is the own effort of the respondents and to some extent, the peer group help that has gone a long way to contribute to the poverty of the SC households under study. In the process of development of the village

economy, enable environments are created; even the scheduled castes can benefit and come up on their own effort with little direct support from the State.

Pai, Sudha. (2000), in his study on "Changing Socio-economic and Political Profile of Scheduled Castes in Uttar Pradesh" found that Scheduled Castes constitute disadvantaged, economically poor and socially backward groups. Owning little land, with low levels of literacy, they suffer from low levels of urbanization, employment and wages due to lack of rapid industrial development.

Biradar; Jayasheela (2007), in their study on "Effects of Educational Inequality among Social Groups in Rural India" opined that educational status in respect of Scheduled Castes and Scheduled Tribes is insignificantly lower as compared to others. Although the rate of literacy increased significantly, a greater literacy continued to exist is respect of Scheduled Castes / Scheduled Trines 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-a- Vis non- SCs /STs is far from satisfactory. In spite of several programmes implemented towards provision of compulsory education, especially for SCs/ STs, the literacy 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, meagre earning as well as incidence of poverty, health hazards and thereby resulting in powerlessness.

Mallik, Nirakar., Das, Suranjan. (2012), "Community in Flux: Study of Patni in Cachar District of Assam", studied the Social history, Socio-economic profile and Health profile

of Patnis in Cachar District of Assam. The study incorporated a sample size of 300 households selected by randam sampling method and found that economy, education and culture of Patni people in Cachar District of Assam determine their health, poor economic condition, poor educational attainment and deep rooted non-scientific belief along with poor implementation of government health related drives cause of serious health hazard among Patni of Barak Valley.

Baishya, Swarup Jyoti. (**2012**), in his study, entitled "Human Development and Economic Growth: A Case Study on Traditional Assamese Fishermen of Niz-Saldah village, Sarthebari Revenue Circle, Barpeta District, Assam", tried to study the Social behaviour of the fishermen and to know the seasonal change of fishing culture. The researcher found that traditional and environmental aspects determine the occupation of the fishermen and they are unaware of scientific method of fishing.

Lahakar, Biman; Datta., Prof. Lakshahira. (2013), conducted a study entitled, "Some Investigations of Educational and Occupational Scenario of Scheduled Castes Population of Assam: A Case study of Kaibartta (Fishermen) Community", with an intention to study the status of the Kaibartta Community of Assam and found that the Kaibarttas till recent time were the prominent fishing community of Assam who are no longer practicing the traditional occupation as their exclusive source of living.

Uuksulainen, Riikka. (2013), carried a study entitled, "Mothering Rituals: A Study on Low Caste women in Kolkata". The study explores how the ideals of motherhood and the obligation to procreate are displayed and dealt with in the ritual practices of low caste women in India. The study identifies and classifies religious rituals and practices of

mothering that women adhere to, and deciphers the meanings and motives underlying their ritual conduct. Even though the women's rituals conformed to the conventions of the patriarchal discourse, performing rituals was not only a social obligation, but also a personally empowering experience for most women interviewed. Women, of their own accord, sought assistance and a chance for a supernatural encounter in diverse circumstances. By performing rituals women won the respect of their community, but also articulated their unspoken feelings and experiences and gained confidence in them.

Barooah, Momita Goswami. (2014), in her study entitled, "Spatial Pattern and Variation in Literacy among the Scheduled Castes Population in the Brahmaputra Valley, Assam". An attempt has been made to study the pattern of literacy and education of the Scheduled Castes Population in the Brahmaputra Valley. The study found that during the period of 1971- 2011, there has been significant development in the literacy pattern among the Scheduled Castes Population in Brahmaputra Valley of Assam.

Babu, M. Ravi.; Chandrasekarayy, T. (2015), carried out a study entitled, "Education Status and its impact on development of Scheduled Castes: An Overview", with an intention to study the educational status of Scheduled Castes and contribution of different factors responsible for their status improvement based on review and synthesize the findings of the earlier studies based on secondary source of data.The study found that majority of the Scheduled castes are having low literacy status which in turn causes for backwardness with low income.

Das, Nabin Chandra. (2015), in the study, "Impact of Education among Scheduled Caste: A Study of Kaibartta of Majuli Island", tried to analyse the impact of education

among Kaibartta people of Majuli Island in Assam and demonstrates that educational attainment tends to determined occupational choice, income level, social status and life style of an individual.

Discussion

The above section includes research studies related to Education and Socio-economic Status of SCs in India (covering the period of 1975 to 2015). Gangrade (1975), Premi (1976), Sharda (1977), Mitra, G.R. (1981), Goyal (1981), Thiagaranjan A.P. (1983), Parvathamma (1984), Nayak and Prasad (1984), NEPA (1986), Raja (1987), Chattopadhyaya, Mihir Kumar (1988), Srivastava, L.R.N. (1988-1990), Gupta, B.S. (1988), Bhargava, S.M. and Mittal, S.C. (1988), Gaur and Sen (1989), Majeed and Ghosh (1989), Venugopal, S. (1989), Sachchidananda and Sinha, Ramesh, P (1989), Solve, R.N. (1993), Etala, Sammaiah (1993), Chanana, Karuna (1993), Baskarman, J (1995), Sharma (1996), Nagi; Singh, Ravendra (1996), Das and Sharma (1997), Shukla, S.K., Agarwal Archana (1997), Kumar, S., Mehta, A.K. (1998), Aziz, Abdul*, et al.,* (2000), Pai, Sudha. (2000), Biradar; Jayasheela. (2007), Mallik, Nirakar., Das, Suranjan (2012), Baishya, Swarup Jyoti (2012), Baishya, Swarup Jyoti (2012), Lahakar, Biman; Datta., Prof. Lakshahira.(2013), Uuksulainen,Riikka.(2013), Barooah, Momita Goswami. (2014), Babu, M. Ravi., Chandrasekarayy, T. (2015), Das, Nabin Chandra. (2015) have conducted studies on Education and Socio-economic Status of SCs in India.

3.3.4 Research Studies carried out on Problems in Educational Attainment of the Scheduled Castes in India.

Soni, B.D. (1975), conducted a study on Educational problems of Scheduled Caste College students in U.P. (west) and found that there was heavy representation in the Arts courses but in Science and Commerce they lagged behind.

Singh (1976), has conducted a study on occupational mobility among Scheduled Castes and pointed out that both internal and external forces are responsible for mobility in the traditional structure. The modern forces have accelerated the process of mobility. The researcher further asserts that if the Scheduled Castes lagged behind, the reason has been surely that they were deprived of educational, social and economic opportunities.

Jhosi, S.D.(1980), studied the educational problems of the Scheduled Caste in Baroda District and found that 82 % of the fathers had no education or had education only up to class iv and about 95 % of mothers has practically no education.

Victor S. D. Souza (1980), has analysed the educational problem of the Scheduled Castes in Punjab state and found that the educational inequalities between the Scheduled Castes and the rest of the society are due to the long standing socio-economic exploitation of the farmer by the latter.

Elangovan, P. (1989), in his study entitled, "Problem faced by SC/ST students in pursuing their education in Pusumpon Thevar Thirumagan District", and attempted to identify the problems faced by the Scheduled Castes /Scheduled Tribes students in their

higher education, (ii) identify the mean difficulty index of the problems as perceived by the students and (iii) to identify the association between their age, courses, communities, parental income, parental occupation, respectively, and their problems in higher education, etc. From pre-survey, 28 problems that were frequently encountered by the Scheduled Castes / Scheduled Tribes students were finally identified. A Questionnaire and a Check-list was used as tools and came to the conclusion that, (i) Factors related to teachers, parents, community, students, government concessions and economic status as well as other factors came in the way of their academic career.(ii) The Scheduled castes / Scheduled tribes students opined that most of the teachers were not sympathetic and did not care to counsel them and their parents who had poor socio-economic status, and (iii) Traditional bindings, communal clashes in hostels and colleges, lack of cooperation among the Scheduled castes/ Scheduled tribes students and difficulties in getting the scholarship form signed by the government officials were some of the constraints that affected their studies in the institutions of higher education.

Kakkar, S.B. (1990), conducted a study entitled, "The personality characteristics and educational problems of Scheduled Castes students: A pilot study", with an intention (i) To determine the differences between scheduled castes and other students in personality and in educational problems,(ii) to determine whether the personality differences, if any, are attributable to educational problems or socio-economic status or both, and (iii) to study whether personality or socio-economic status affects educational problems in the case of each population group, etc. The study comprised a sample group of 300 students (of which SC-105, non-SC-195) of both rural and urban areas of Punjab on the basis of stratified random sampling. Nine test / tools , viz. Bernreuter Personality Inventory,

California Test of Personality, Minnesota Personality Scale , Bernreuter Adjustment Inventory, California Psychological Inventory, Gordon Personal Inventory, Gordon personal Profile, Problem Check-list and Kakkar's SES and statistical techniques like analysis of variance, mean difference, variability, correlation coefficients, etc were used. The very study found that; (i) They were found to be higher than their non-Scheduled Castes counterparts in vigour and ascendancy; equal to others on cautiousness and responsibility, and sociability and (iii) Scheduled Castes students were not found to be inherently inferior to others in their potentialities but given suitable opportunities and financial assistance they could do well.

Moneyamma, V.G. (1991), carried out a study entitled, " A study of the causes and correlates of wastage among Scheduled Castes pupils at the primary stage", with the objectives (i) To study the extent of wastage among Scheduled Castes pupils and other communities pupils, (ii) to identify the causes and correlates of wastage among Scheduled Castes pupils and other communities pupils as well as (iii) to compare the causes and correlates of wastage of Scheduled Castes pupils and other communities pupils. A sample of 986 primary school pupils, drawn on the basis of random sampling from 15 schools located in four revenue districts of Kerala, was selected for the study. The study found that:(i)The enrolment percentages of Scheduled Castes pupils were significantly lower than those of other communities pupils for all the standards and for all the years studied (1975-76 to 1984-85). Some findings were available for boys, girls, urban and rural school pupils, (ii) The drop-out and stagnation percentages of Scheduled Castes pupils were higher than those of other communities pupils for all the standards and for all the years (1975-76 to 1984-85). The same were findings in case of boys, girls,

urban and rural schools. The highest percentages were available for Standard VII for both Scheduled Castes and other communities. The study also found that (iii) Within Scheduled Castes and other community pupils, the stagnation figures were higher for boys than for girls and higher for those from rural schools.

Sharma, G.K. (1991), in his study entitled, "A study of the adjustment problems faced by Scheduled Castes and Scheduled Tribes Students", and attempted ,(i) to find out the problems of adjustment and to give suggestions for adjustment of Scheduled Castes and Scheduled Tribes students who had received scholarships and were residing in urban hostels, (ii) to find out the study habits of these students after they had received financial assistance (scholarship),(iii) to study of standard living and family relations of the students belonging to Scheduled Castes and Scheduled Tribes and ,(iv) to find out how these students spend their pocket expenses and (v) to find out their interest in curricular and co-curricular activities. The study found that on the basis of the study it was found that most of the boys belonging to Scheduled Castes and Scheduled Tribes felt no problem in various fields like academics, family, economic, social, emotional and co-curricular activities and economic adjustment. Some of the other important findings of the study were as follows: (i) Economic field- Sixty percent of the students were found to be worried and seventy-five percent of the students could not purchase books of their liking due to shortage of money.(ii) Seventy-five percent of the students had good relations with urban students and (iii) Eighty-five percent of the students participated in co-curricular activities.

Etala, Sammaiah. (1993), conducted, A Study to Examine the Hurdles in the Implementation of Welfare Measures Provided in order to Equalize Educational

Opportunities to Scheduled Castes students in Andhra Pradesh with special reference to Telangana." The study found that generally the SC students were aware of the welfare measures provided to them and this awareness increased with different levels of education. All the beneficiaries felt that the quantum of money was inadequate.

Lakshmi, N. (1996), studied problems of Scheduled Caste, Scheduled Tribes and Non-Scheduled Castes girls of secondary schools in relation to a few social, psychological factors and found that the Scheduled Castes girls reported significantly more problems than Scheduled Tribes and Scheduled Caste girls in its seven different dimensions. The Scheduled Caste girls with high educational aspirations had more problems than Scheduled Caste girls with moderate educational aspirations.

Agarwal, Archana (2000), undertook a study of some educational problems of Scheduled Caste students and found that more than half of the Scheduled Caste students possess positive opinion regarding aims and importance of education and also for the education of the girls; they find themselves capable of leading role in different classroom activities but sometimes feel hesitant in initiating another new work.

Wankhede (2001), made a study on "Educational Inequalities among Scheduled Castes in Maharashtra" 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 Kerela, etc. are some examples of 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 "Dalits in Education and Workforce" 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 dignity 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 marked oriented vocational and technical education the scheduled castes and also that the issue of reservation should be applied to all institutions, public as well as private form primary to professional level. Another demand put forwarded is that the English medium schools must also implement the policy of diversity in admissions.

Naidu. (2004), in his study on "Employment of Scheduled Castes" found that majority of the sample Scheduled Castes are illiterates and among the literates, majority have minimal educational attainment. It is further found that throughout all the three generations of the Scheduled Castes, literacy is higher. However, the literacy over generations has come down, more so in case of fourth generation, the children of the

respondents. Regarding educational mobility, it is found that the immobility is more pronounced than mobility. Of the immobile, majority is illiterates throughout. In case of mobility, a substantial majority have shown upward mobility in all the cases. Except in the case of mobility between father and respondent generations, the downward mobility is very insignificant. He concluded that the status of the Scheduled Castes of his sample area is changing positively due to mutually complementary supportive forces like urbanization, economic development and progressive legislation.

Wankhede. (2008), in his study on "Accessing Higher Education: Affirmative Action and Structured Inequality-the Indian Experience", opined that education is considered as an important means of 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.

Ghose, Bhola Nath. (2009), in his study on "Problems of Education of Scheduled Tribes and Scheduled Castes: A case study in Calcutta, Medinipur and Surrounding Areas" attempted to examine the socio-economic characteristics viz. place of residence, patterns of house ownership, type of house, Occupation of the Guardians of graduates and Post Graduates students and its effect on education.

Discussion

This section includes the research studies related to Problems in Education of SCs in India. Soni, B.D. (1975), Singh (1976), Jhosi, S.D.(1980), Victor S. D. Souza (1980), Elangovan, P. (1989), Kakkar, S.B. (1990), Moneyamma, V.G. (1991), Sharma, G.K. (1991), Etala, Sammaiah. (1993), Lakshmi, N. (1996), Agarwal, Archana (2000), Wankhede (2001), Rao, Srinivasa. (2002), Naidu (2004), Wankhede (2008), Ghose, Bhola Nath. (2009) have tried to find out the Problems in Education of SCs in India.

Several studies, on educational status as well as socio-economic status of the Scheduled Castes and other policies and measures taken by the Government to develop the Scheduled Castes have been carried out. But such studies are very rare which have been conducted taking in to consideration all the major issues faced by the Backward Communities either in educational attainment, employment generation or economic prosperity in a comprehensive manner.

A detail perusal of the 'Review' clearly shows that the studies carried out on Scheduled Castes in India is not less in number but after reviewing the above studies it is observed that hardly any study has yet been carried out in India encompassing the "Education of the Kaibartta in Barak Valley" so far. The research studies reviewed in the forging sections of this chapter has enlightened the present researcher to single out the appropriate and necessary aspects of education of the Kaibartta which will be thoroughly investigated into.